Pursuant to Court's Instructions the Record on Appeal in this matter was condensed. Pages were not renumbered, therefore it appears there are missing pages, however, counsel has confirmed all pertinent information is included in the condensed record.

THE STATE OF SOUTH CAROLINA
In The Supreme Court

APPEAL FROM LEE COUNTY
Court of Common Pleas

Thomas W Cooper, Jr , Circuit Court Judge

Case No 93-CP-31-169

Abbeville County School District, Allendale County School District, Bamberg County School District 1, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Barnwell County School District 45, Berkeley County School District, Chesterfield County School District, Clarendon County School District 1, Clarendon County School District 2, Clarendon County School District 3, Dillon County School District 1, Dillon County School District 2, Dillon County School District 3, Florence County School District 1, Florence County School District 2, Florence County School District 3, Florence County School District 4, Florence County School District 5, Hampton County School District 1, Hampton County School District 2, Jasper County School District, Laurens County School District 55, Laurens County School District 56, Lee County School District, Lexington County School District 4, Marion County School District 1, Marion County School District 2, Marion County School District 7, Marlboro County School District, McCormick County School District, Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Saluda County School District and Williamsburg County School District, *(caption continued on second page)*

RECORD ON APPEAL (CONDENSED),
VOL XXIV OF XXVIII

Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of
Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, William L Mills, individually, and as a Taxpayer residing in Allendale County and as Guardian ad Litem of Waylon P , Waylon P , a minor, by and through William Mills,
as Guardian ad Litem, Betty Bagley, individually, and as a taxpayer residing in Bamberg County and as a parent and Guardian ad Litem of Tyler B , Tyler B , a minor, by and through Betty Bagley, as Guardian ad Litem, Evert Comer, Jr , individually, and as a taxpayer residing in Bamberg County and as parent and Guardian ad Litem of Kimberly C , Kimberly C , a minor, by and through Evert Comer, Jr , as Guardian ad Litem, Marla Q Jameson, individually, and as a taxpayer residing in Barnwell County, and as a parent and Guardian ad Litem of Eleanor J , Eleanor J , a minor, by and through Marla Q Jameson, as Guardian ad Litem, Victor M Lancaster, Sr , individually, and as a taxpayer residing in Barnwell County, and as parent and Guardian ad Litem of Christie L , Christie L , a minor, by and through Victor M Lancaster, Sr , as Guardian ad Litem, Dr Charles Clark, individually, and as a taxpayer residing in Chesterfield County, and as parent and Guardian ad Litem of Candace C , a minor, by and through Dr Charles Clark, as Guardian
ad Litem, Colonel Larry Coker, individually, and as a taxpayer residing in Clarendon County, and as a parent and Guardian ad Litem of Corrie C , Corrie C , a minor, by and through Colonel Larry Coker, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W , Kathisha W , a minor, by and through Pamela Williams as Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, John Whiteside, individually, and as a

taxpayer residing in Florence County and as Parent and Guardian ad Litem of Joel W , Joel W , a minor, by and through John Whiteside as Guardian ad Litem, Dr Francis Mills, individually, and as a taxpayer residing in Hampton County and as a parent and Guardian ad Litem of Amy M , Amy M , a minor, by and through Dr Francis Mills, as Guardian ad Litem, Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B , Tyrin B , a minor, by and through Brenda
Brooks as Guardian ad Litem, Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T and Bradley T , Bryan T , a minor, by and through
Marva Tigner as Guardian ad Litem, Bradley T , a minor, by and through Marva Tigner as Guardian ad Litem, Robert Elisha Short, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Robert B S , Robert B S , a minor, by and through Robert Elisha Short, as Guardian ad Litem, Dr Keith A Bridges, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Jorgana Ranson B , Jorgana Ranson B , a minor, by and through Dr Keith A Bridges, as Guardian ad Litem, Gail Y Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H , Rashade H , a minor, by and through Gail Y Harriott, as Guardian ad Litem, Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W , Kimberly W , a minor, by and through Linda Carraway as Guardian ad Litem, Dr John Nobles, individually, and as a taxpayer residing in Marlboro County and as parent and Guardian ad Litem of Erin N , Erin N , a minor, by and through Dr John Nobles, as Guardian ad Litem, Patricia Hampton, individually, and as a taxpayer residing in McCormick County and as parent and Guardian ad Litem of Krystle H ,

Krystle H , a minor, by and through Patricia Hampton, as Guardian
ad Litem, Bernice Profit, individually, as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H , Russell H , a minor, by and through Bernice Profit, as Guardian ad Litem, Matlin P Brown, individually, and as a taxpayer
residing in Orangeburg County and as parent and Guardian ad Litem of Tanisha P B , Tanisha P B , a minor, by and through Matlin P Brown, as Guardian ad Litem, James Berry, individually, and as a taxpayer residing in Orangeburg County and as parent and
Guardian ad Litem of Dondrea B , Dondrea B , a minor, by and through James Berry, as Guardian ad Litem, Gerald Smith, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Brenda S , Brenda S , a minor,
by and through Gerald Smith, as Guardian ad Litem, Thomas Shealy, individually, and as a taxpayer residing in Saluda County and as parent and Guardian ad Litem of Thomas S , Jr , Thomas S , Jr , a minor,
by and through Thomas Shealy, as Guardian ad Litem,

Of whom

Allendale County School District,
Dillon County School District 2,
Florence County School District 4,
Hampton County School District 2,
Jasper County School District,
Lee County School District,
Marion County School District 7,
Orangeburg School District 3,
Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W , Katisha W , a minor, by and through Pamela Williams as

Plaintiffs,

Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B , Tyrin B , a minor, by and through Brenda Brooks as Guardian ad Litem, Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T and Bradley T , Bryan T , a minor, by and through Marva Tigner as Guardian ad Litem, Bradley T , a minor, by and through Marva Tigner as Guardian ad Litem, Gail Y Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H , Rashade H , a minor, by and through Gail Y Harriott, as Guardian ad Litem, Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W , Kimberly W , a minor, by and through Linda Carraway as Guardian ad Litem, Bernice Profit, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H , Russell H , a minor, by and through Bernice Profit, as Guardian ad Litem, are

Appellants-Respondents,

v

Glenn F McConnell, as President *Pro Tempore* of the Senate and as a representative of the South Carolina Senate, Robert W Harrell, Jr , as Speaker of the House of Representatives and as a representative of the South Carolina House of Representatives,

Respondents-Appellants,

and

The State of South Carolina, Mark C Sanford, as Governor of the State of South Carolina,

Respondents

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PRECISION MEASURING TOOLS

1	Use levels	B 002	32512
2	Use feeler gauges	B 002	32512
3	Use calipers	B 002	32512
4	Use micrometers	B 002	32512
5	Use dial indicators	B 002	32512
6	Use protractors	B 002	32512
7	Use parallels and gauge blocks	B 002	32512
8	Use trammels	B 002	32512
9	Use precision straightedges	B 002	32512
10	Use speed measurement tools	B 002	32512
11	Use pyrometers	B 002	32512

25

BASIC MACHINING

1	Explain basic safety of machining systems	G 001	
2	Explain practical applications of machining systems	G 001	
3	Explain the different types of machining systems (Lathe Mill Drill Press ETC)	G 001	
4	Identify the different parts of a machining systems	G 001	
5	Demonstrate the ability to set up and operate shop machinery lathe mill drill press and grinder according to handbook	G 001	

30

BASIC HYDRAULIC SYSTEMS

1	Explain hydraulic system safety	E 001	32313
2	Explain the principles of hydraulics	E 001	32313
3	Identify and explain hydraulic fluids	E 001	32313
4	Identify and explain hydraulic system parts	E 001	32313
5	Identify and explain hydraulic pumps	E 001	32313
6	Identify and explain hydraulic motors	E 001	32313
7	Demonstrate the ability to read and interpret fluid power symbols as well as fluid power diagrams	E 001	32314
8	Demonstrate correct installation and maintenance as well as preventive maintenance techniques for fluid power systems using service manuals	E 002	32504
9	Demonstrate correct troubleshooting and repair methods for fluid power systems using service manuals and gauges	E 003	32506

15

BASIC PNEUMATIC SYSTEMS

1	Explain pneumatic safety	E 001	32314
2	Explain the physical charactenstics of gases	E 001	32314
3	Explain compressing gases	E 001	32314
4	Explain the pneumatic transmission of energy	E 001	32314
5	Explain the principles of compressor operation	E 001	32314
6	Identify and explain types of compressors	E 001	32314
7	Explain compressed air treatment	E 001	32314
8	Identify and explain pneumatic system components and symbols	E 001	32314

15

MOTOR MAINTENANCE, PART ONE

1	Properly store motors and generators	D 001	32304	
2	Test motors and generators	D 001	32304	
3	Make connections for specific types of motors and generators	D 001	32304	
4	Clean open frame motors	D 001	32304	
5	Lubricate motors that require this type of maintenance	D 001	32304	
6	Collect and record motor data	D 001	32304	
7	Select tools for motor maintenance	D 001	32304	
8	Select instruments for motor testing	D 001	32304	
9	Demonstrate troubleshooting and repair methods for industrial machine mechanisms per manufacturer's specifications	D 002		
				12 5

ROBOTICS SYSTEMS

1	Explain basic safety of robotics systems	I 001	
2	Explain OSHA requirements for robotics systems	I 001	
3	Explain practical applications of robotics systems	I 001	
4	Explain the different types of robots	I 001	
5	Identify the different parts of a robot	I 001	
6	Demonstrate the ability to service maintain and troubleshoot a simple robot	I 001	
			15

NOTE **ALL OBJECTIVES ARE TO BE PERFORMED BASED ON MANUFACTURERS SPECIFICATIONS AND NCCER REQUIREMENTS**

378 5

SUGGESTED ADVANCED COMPETENCIES

FASTENERS AND ANCHORS

1	Identify and explain the use of threaded fasteners		32103
2	Identify and explain the use of non threaded fasteners		32103
3	Identify and explain the use of anchors		32103
4	Demonstrate the correct applications for fasteners and anchors		32103
5	Install fasteners and anchors		32103
			5

INTRODUCTION TO THE NEC

1	Explain the purpose and history of the National Electrical Code (NEC)	F 001	32107
2	Describe the layout of the NEC	F 001	32107
3	Explain how to navigate the NEC	F 001	32107
4	Describe the purpose of the National Electrical Manufacturers Association (NEMA) and the National Fire Protection Association (NFPA)	F 001	32107
5	Explain the role of testing laboratories	F 001	32107
			25

ALTERNATING CURRENT

1	Calculate the peak and effective voltage or current values for an AC waveform	F 001	32202
2	Calculate the phase relationship between two AC waveforms	F 001	32202
3	Describe the voltage and current phase relationship in a resistive AC circuit	F 001	32202
4	Describe the voltage and current transients that occur in an inductive circuit	F 001	32202
5	Define inductive reactance and state how it is affected by frequency	F 001	32202
6	Describe the voltage and current transients that occur in a capacitive circuit	F 001	32202
7	Define capacitive reactance and state how it is affected by frequency	F 001	32202
8	Explain the relationship between voltage and current in the following types of AC circuits		
	RL circuit	F 001	32202
	LC circuit	F 001	32202
9	Describe the effect that resonant frequency has on impedance and current flow in a series or parallel resonant circuit	F 001	32202
10	Define bandwidth and describe how it is affected by resistance in a series or parallel resonant circuit	F 001	32202
11	Explain the following terms as they relate to AC circuits		
	True power	F 001	32202
	Reactive power	F 001	32202
	Apparent power	F 001	32202
	Power factor	F 001	32202
12	Explain basic transformer action	F 001	32202
			15

MOTORS, THEORY AND APPLICATION

Get information here about available teaching products for this module.

1 Define the following terms		
Ampacity	F 001	32203
Branch circuit	F 001	32203
Circuit breaker	F 001	32203
Controller	F 001	32203
-Duty	F 001	32203
Equipment	F 001	32203
Full load amps	F 001	32203
Ground fault circuit interrupter	F 001	32203
Interrupting rating	F 001	32203
Motor circuit switch	F 001	32203
Thermal protector	F 001	32203
NEMA design letter	F 001	32203
Nonautomatic	F 001	32203
Overcurrent	F 001	32203
Overload	F 001	32203
Power factor	F 001	32203
Rated full-load speed	F 001	32203
Rated horsepower	F 001	32203
Service factor	F 001	32203
Thermal cutout	F 001	32203
Remote control circuit	F 001	32203
2 Describe the various types of motor enclosures	F 001	32203
3 Describe how the rated voltage of a motor differs from the system voltage	F 001	32203
4 Describe the basic construction and components of a three-phase squirrel cage induction motor	F 001	32203
5 Explain the relationships among speed frequency and the number of poles in a three-phase induction motor	F 001	32203
6 Describe how torque is developed in an induction motor	F 001	32203
7 Explain how and why torque varies with rotor reactance and slip	F 001	32203
8 Define percent slip and speed regulation	F 001	32203
9 Explain how the direction of a three-phase motor is reversed	F 001	32203
10 Describe the component parts and operating characteristics of a three-phase wound rotor induction motor	F 001	32203
11 Describe the component parts and operating characteristics of a three phase synchronous motor	F 001	32203
12 Define torque starting current and armature reaction as they apply to DC motors	F 001	32203
13 Explain how the direction of rotation of a DC motor is changed	F 001	32203
14 Describe the design and characteristics of a DC shunt series and compound motor	F 001	32203
15 Describe dual-voltage motors and their applications	F 001	32203
16 Describe the methods for determining various motor connections	F 001	32203
17 Describe general motor protection requirements as delineated in the NEC	F 001	32203

TEX_22098

DEF_3336-0538

REC039773

CONDUCTORS

1	Explain the various sizes and gauges of wire in accordance with American Wire Gauge standards	F 001	32108
2	Identify insulation and jacket types according to conditions and applications	F 001	32108
3	Describe voltage ratings of conductors and cables	F 001	32108
4	Read and identify markings on conductors and cables	F 001	32108
5	Use the tables in the NEC to determine the ampacity of a conductor	F 001	32108
6	State the purpose of stranded wire	F 001	32108
7	State the purpose of compressed conductors	F 001	32108
8	Describe the different materials from which conductors are made	F 001	32108
9	Describe the different types of conductor insulation	F 001	32108
10	Describe the color coding of insulation	F 001	32108
11	Describe the instrumentation control wiring	F 001	32108
12	Describe the equipment required for pulling wire through conduit	F 001	32108
13	Describe the procedure for pulling wire through conduit	F 001	32108
14	Install conductors in conduit	F 002	32108
15	Pull conductors in a conduit system	F 002	32108

15

OXYFUEL CUTTING

1	Explain oxyfuel cutting safety	32110
2	Identify and explain oxyfuel cutting equipment	32110
3	Set up oxyfuel equipment	32110
4	Light and adjust an oxyfuel torch	32110
5	Shut down oxyfuel cutting equipment	32110
6	Disassemble oxyfuel equipment	32110
7	Change empty cylinders	32110
8	Perform oxyfuel cutting	
	Straight line and square shapes	32110
	Piercing and slot cutting	32110
	Bevels	32110
	Washing	32110
	Gouging	32110

17 5

CABLE TRAY

1	Describe the components that make up a cable tray assembly	32206
2	Explain the methods used to hang and secure cable tray	32206
3	Describe how cable enters and exits cable tray	32206
4	Select the proper cable tray fitting for the situation	32206
5	Explain the NEMA standards for cable tray installations	32206
6	Explain the NEC requirements for cable train installations	32206
7	Select the required fittings to ensure equipment grounding continuity in cable tray systems	32206
8	Interpret electrical working drawings showing cable tray fittings	32206
9	Size cable tray for the number and type of conductors contained in the system	32206
10	Select rollers and sheaves for pulling cable in specific cable tray situations	32206
11	Designate the required locations of rollers and sheaves for a specific cable pull	32206
12	Fabricate an offset for a cable tray	32206

15

SMAW EQUIPMENT AND SETUP

1	Identify and explain SMAW safety	32216
2	Identify and explain welding electrical current	32216
3	Identify and explain arc welding machines	32216
4	Explain setting up arc welding equipment	32216

5	Identify and explain tools for weld cleaning	32216	5

PROGRAMMABLE LOGIC CONTROLLERS

1	Describe the function and purpose of a programmable logic controller (PLC)		32508
2	Compare hardwired and PLC systems		32508
3	Count and convert between number systems		32508
4	Explain the purpose of binary codes		32508
5	Describe the purpose of the various power supplies used within a PLC		32508
6	Explain the general function of input/output (I/O) modules		32508
7	Explain the power supply and ground connections to I/O modules		32508
8	State the function of the PLC processor module		32508
9	Explain the interrelations between microprocessor components		32508
10	State the characteristics of the different types of memory		32508
11	Describe the characteristics and features of a PLC processor module		32508
12	Explain the purpose of PLC software and firmware		32508
13	Describe the features and the differences between the different PLC programming languages		32508
14	Describe the features of relay ladder logic instruction categories		32508
15	Explain the principles used to correlate PLC hardware components to software instructions		32508
16	Convert a hardware ladder diagram to a PLC ladder diagram	J 001	
17	Program PLC using above diagram	J 002	
18	Troubleshoot problems in PLC circuit using a given diagram	J 003	

35

ADVANCED COMPETENCIES HRS 130

TEX_22101

DEF_3336-0541

T&I 126

MACHINE TECHNOLOGY 1, 2, 3, AND 4

ACTIVITY/COURSE CODES· 6230, 6231, 6232, AND 6233

COURSE DESCRIPTION

The Machine Technology program is designed to prepare student to perform entry level machine shop tasks under the supervision of an experienced machinist Machine Technology student receives training on a variety of metal shaping machines used in the machining industry Included in the course of study is instruction related to machining precision measurement industrial shop safety shop drawings and mathematics

OBJECTIVE

Given the necessary equipment materials and instruction the student on completion of the prescribed course of study will be able to successfully accomplish the following core competencies

Credit 1 2 or 3 units

REC039778
TEX_22103
DEF_3336-0543

MACHINE TECHNOLOGY 1, 2, 3, AND 4

RESOURCES

Fundamentals of Machine Tool Technology and Manufacturing Process Delmar Publishing 1990

Johnson General Industrial Machine Shop Bennett and McKnight Publishing Co

Machine Shop Number 9 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

Machinist Volume 35 V TECS Catalog Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

McCarthy and Pepp Machine Tool Technology

Technology of Machine Tools Glencoe Publishing Company 1990

Walker Machining Fundamentals Goodheart Willcox Co Inc

REC039779

TEX_22104

DEF_3336-0544

COURSE SPECIFICATIONS FOR MACHINE TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62300100	**A PERFORMING WORK SAFETY PRACTICES**																								
62300101	Demonstrate the ability to work safely						X				X	X	X					X		X			X		
62300102	Demonstrate the ability to keep a clean orderly safe work area						X				X	X	X					X		X			X		
62300103	Demonstrate the safe use of hand and power tools						X				X	X	X					X		X			X		
62300104	Complete safety test						X				X	X	X					X		X			X		
62300200	**B USING SHOP DRAWINGS**																								
62300201	Identify symbols and notations	X									X	X	X					X		X			X		
62300202	Interpret pictorial drawings	X									X	X	X					X		X			X		
62300203	Interpret multi view drawings	X									X	X	X					X		X			X		
62300204	Determine dimensions and tolerances	X									X	X	X					X		X			X		
62300205	Sketch a part for purpose of machining	X									X	X	X						X	X			X		
62300300	**C USING PRECISION MEASURING TOOLS AND DEVICES**																								
62300301	Measure work on surface plate using English and metric measurements	X									X	X	X					X		X			X		
62300302	Check work with radius gauges using English and metric measurements	X									X	X	X					X		X			X		
62300303	Lay out workpiece on surface plate																								
62300304	Lay out work with combination square using English and metric measurements	X									X	X	X					X		X			X		
62300305	Measure diameters with vernier and dial calipers using English and metric measurements	X									X	X	X					X		X			X		
62300306	Measure work with inside and outside micrometers using English and metric measure ments	X									X	X	X						X	X			X		
62300307	Measure work with telescope and hole gauge using English and metric measurements	X									X	X	X						X	X			X		
62300308	Measure work with thread gauge using English	X									X	X	X						X	X			X		

MATRIX KEY

CURRICULUM FRAMEWORKS
- M–Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readine s
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039780
TEX_22105
DEF_3336-0545

COURSE SPECIFICATIONS FOR MACHINE TECHNOLOGY 1, 2 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	and metric measurements																								
62300309	Demonstrate proper care of measurement tools	X									X	X	X						X	X			X		
62300310	Set and adjust gauges to be used for measurement	X									X	X	X						X	X			X		
62300400	**D DEMONSTRATING BASIC WORKBENCH SKILLS**																								
62300401	Measure workpieces using English and metric measurements	X									X	X	X						X	X			X		
62300402	Cut and file workpieces using English and metric measurements	X					X				X	X	X						X	X			X		
62300403	Cut internal threads with hand tap using English and metric measurements	X					X				X	X	X						X	X			X		
62300404	Cut external threads with a die using English and metric measurements	X					X				X	X	X						X	X			X		
62300405	Scribe workpiece using English and metric measurements	X					X				X	X	X						X	X			X		
62300406	Cut material with hand hacksaw using English and metric measurements	X					X				X	X	X						X	X			X		
62300407	Ream holes using English and metric measure ments	X					X				X	X	X						X	X			X		
62300500	**E SOLVING MATHEMATICAL PROBLEMS RELATED TO THE MACHINING INDUSTRY**																								
62300501	Calculate job materials requirements	X					X				X	X	X						X	X		X	X		
62300502	Calculate speeds and feeds	X									X	X	X						X	X		X	X		
62300503	Determine tap drill size	X									X	X	X						X	X		X	X		
62300504	Calculate tapers	X									X	X	X						X	X		X	X		
62300505	Convert fractions to decimals										X	X	X						X	X		X	X		
62300600	**F USING PEDESTAL GRINDER**																								
62300601	Inspect and clean pedestal grinder						X				X	X	X						X	X		X	X		
62300602	Grind a concave radius offhand	X					X				X	X	X						X	X		X	X		
62300603	Grind a convex radius offhand	X					X				X	X	X						X	X		X	X		

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R--Resources
- T--Technology
- S--Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL--Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039781
TEX_22106
DEF_3336-0546

COURSE SPECIFICATIONS FOR MACHINE TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62300604	Grind a center punch	X					X				X	X	X						X	X		X	X		
62300605	Dress grinding wheel						X				X	X	X						X	X		X	X		
62300606	Grind and sharpen tools	X					X				X	X	X						X	X		X	X		
62300607	Sharpen right and left hand turning tools for part to be machined	X					X				X	X	X						X	X			X		
62300700	**G USING SURFACE GRINDER**																								
62300701	Inspect and clean a surface grinder						X				X	X	X						X	X		X	X		
62300702	True and dress grinding wheel						X				X	X	X						X	X		X	X		
62300703	Grind flat surfaces and square surfaces						X				X	X	X						X	X		X	X		
62300704	Demonstrate proper use of magnetic chuck						X				X	X	X						X	X		X	X		
62300705	Inspect grinding wheel										X	X	X						X	X		X	X		
62300706	Choose the proper wheel for the material to be ground										X	X	X						X	X		X	X		
62300800	**H USING DRILL PRESSES**																								
62300801	Inspect and clean a drill press						X				X	X	X						X	X		X	X		
62300802	Drill and ream holes						X				X	X	X						X	X		X	X		
62300803	Counterbore holes						X				X	X	X						X	X		X	X		
62300804	Countersink holes						X				X	X	X						X	X		X	X		
62300805	Tap holes						X				X	X	X						X	X		X	X		
62300806	Sharpen drills on pedestal grinder						X				X	X	X						X	X		X	X		
62300807	Demonstrate proper safety procedures on drill presses						X				X	X	X						X	X		X	X		
62300900	**I USING METAL CUTTING SAWS**																								
62300901	Install a band saw blade and adjust properly						X				X	X	X						X	X		X	X		
62300902	Set speeds and feeds for saw operations	X					X				X	X	X			X			X			X	X		
62300903	Saw straight cuts						X				X	X	X			X			X			X	X		
62300904	Saw angular cuts						X				X	X	X			X			X			X	X		
62300905	Demonstrate proper safety techniques						X				X	X	X			X			X			X	X		
62301000	**J USING METAL LATHES**																								
62301001	Inspect and clean an engine lathe						X				X	X	X			X			X			X	X		
62301002	Set up engine lathe for turning operations						X				X	X	X			X			X			X	X		

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REC039782
TEX_22107
DEF_3336-0547

COURSE SPECIFICATIONS FOR MACHINE TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62301003	Mount a workpiece between centers						X				X	X	X			X			X			X	X		
62301004	Make roughing cuts	X					X				X	X	X			X			X			X	X		
62301005	Make finishing cuts						X				X	X	X			X			X			X	X		
62301006	Turn a workpiece to dimensions	X					X				X	X	X			X			X			X	X		
62301007	Face a workpiece to dimensions						X				X	X	X			X			X			X	X		
62301008	Turn internal and external tapers						X				X	X	X			X			X			X	X		
62301009	Knurl a workpiece						X				X	X	X			X			X			X	X		
62301010	Drill holes						X				X	X	X			X			X			X	X		
62301011	Ream holes						X				X	X	X			X			X			X	X		
62301012	Bore holes						X				X	X	X			X			X			X	X		
62301013	Counterbore holes						X				X	X	X			X			X			X	X		
62301014	Countersink holes						X				X	X	X			X			X			X	X		
62301015	Tap holes						X				X	X	X			X			X			X	X		
62301016	Chase threads with lathe (internal and external)	X					X				X	X	X			X			X			X	X		
62301017	Machine a chamfer (internal and external)	X					X				X	X	X			X			X			X	X		
62301018	Turn grooves or necks						X				X	X	X			X			X			X	X		
62301019	Perform four jaw chuck centering						X				X	X	X			X			X			X	X		
62301020	File workpieces						X				X	X	X			X			X			X	X		
62301021	Machine piece part to proper dimensions	X					X				X	X	X						X	X		X			
62301022	Demonstrate proper measuring procedures for machined part	X									X	X	X						X	X	X		X		
62301023	Demonstrate proper safety techniques					X					X	X	X						X	X			X		
62301100	**K DEMONSTRATING SKILLS USING MILLING MACHINES**																								
62301101	Inspect and clean milling machine						X						X			X			X				X		
62301102	Set up milling machine for operation	X									X	X	X			X			X			X	X		
62301103	Make roughing cuts	X					X				X	X	X			X			X			X	X		
62301104	Make finishing cuts						X				X	X	X			X			X			X	X		
62301105	Locate work with center finder edge finders and indicators	X					X				X	X	X						X	X		X			
62301106	Mill a chamfer						X				X	X	X			X			X			X	X		

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REC039783
TEX_22108
DEF_3336-0548

COURSE SPECIFICATIONS FOR MACHINE TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62301107	Square a workpiece	X					X				X	X	X			X			X			X	X		
62301108	Mill a groove or keyway	X					X				X	X	X			X			X			X	X		
62301109	Drill and ream holes	X					X				X	X	X			X			X			X	X		
62301110	Bore holes	X					X				X	X	X			X			X			X	X		
62301111	Counterbore holes						X				X	X	X			X			X			X	X		
62301112	Drill equally spaced holes on a bolt circle	X					X				X	X	X			X			X			X	X		
62301113	Machine piece part to proper dimension	X					X				X	X	X						X	X			X		
62301114	Demonstrate proper measuring procedures for machined part	X					X				X	X	X						X	X			X		
62301115	Trammel head on vertical milling machines	X					X				X	X	X						X	X			X		
62301200	**L USING CNC MACHINES (LATHE AND MILLING)**																								
62301201	Calculate coordinates and dimensions on CNC machine	X					X				X	X	X			X			X			X	X		
62301202	Write program for a CNC machine	X					X				X	X	X			X			X			X	X		
62301203	Set up CNC machine						X				X	X	X			X			X			X	X		
62301204	Machine workpiece on CNC machine						X						X			X			X				X		
62301205	Edit program	X									X	X	X						X	X			X		
62301206	Demonstrate proper safety procedures						X				X	X	X						X	X			X		
62301207	Understand offsets	X									X	X	X						X	X			X		
62301208	Clean and oil all machines						X				X	X	X						X	X			X		

Revision date 07/98

Revised by Al Yendul Florence Darlington Technical College Sherion Smith Metal Leve Jim Pilat Lexington Applied Technology Center Stanley Maros Colleton Area Vocational Center Eddie Jackson Sumter County Career Center Bob Bates Sumter Machinery Sumter Tom Patterson Metal Leve Sumter Roy Hall Bendix Corporation Sumter Larry Jones Kaydon Sumter Stuart MacKenzie Cooper Tools Sumter Bob Nehls Exide Batteries Sumter David Bland Federal Mogul Summerton Allen Smith Smith Machine Shop Sumter Irvin J White United Tool and Mold Inc Easley James Hooper Ryobi Motor Products Pickens and Steve and Dan Register Register s Machine Shop Conway and Allen Hair F N Manufacturing Columbia

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REC039784
TEX_22109
DEF_3336-0549

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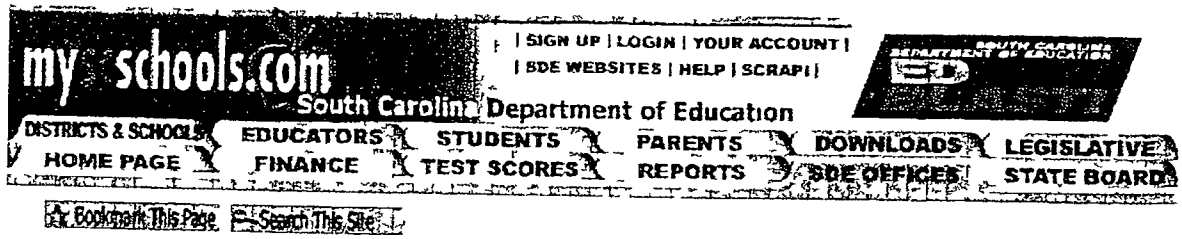
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Jim Spencer
(803)734-8267
jspencer@sde state sc us

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WELDING TECHNOLOGY 1, 2, 3, AND 4

ACTIVITY/COURSE CODES· 6340, 6341, 6342, AND 6343

COURSE DESCRIPTION

The Welding Technology program is designed to prepare student to perform entry level welding tasks under the supervision of an experienced certified welder Welding student receives training in gas and electric welding Included in the course of study is instruction related to blueprint reading properties of metal and safety

OBJECTIVE

Given the necessary equipment materials and instruction the student on completion of the prescribed course of study will be able to successfully accomplish the following core competencies

Credit 1 2 or 3 units

REC039787
TEX_22112
DEF_3336-0552

WELDING TECHNOLOGY 1, 2, 3, AND 4

RESOURCES

Althouse et al Modern Welding Goodheart Willcox Co Inc 1984

Bennett A E and Louis J Sly Bloc Print Reading for Welders 5th edition

Jeffers and Johnson Welding, Principles and Applications Delmar Publishers Inc 1993

Sacks Essentials of Welding Bennett and McKnight Publishing Co 1984

Smith Welding Skills and Technology Gregg Division/McGraw Hill Book Co 1984

Welder Volume 59 V TECS Catalog Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

Welding Series MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

REC039788

TEX_22113

DEF_3336-0553

COURSE SPECIFICATIONS FOR WELDING TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63400100	**A PERFORMING WORK SAFETY PRACTICES**																								
63400101	Demonstrate the ability to work safely	X					X				X	X	X				X		X				X		
63400102	Demonstrate the ability to keep a clean orderly safe work area	X					X				X	X	X				X		X				X		
63400103	Operate a fire extinguisher properly	X					X				X	X	X				X		X				X		
63400104	Demonstrate the safe use of hand and power tools	X					X				X	X	X				X		X				X		
63400105	Complete safety test	X					X				X	X	X				X		X				X		
63400106	Follow first aid procedures	X					X				X	X	X				X		X				X		
63400200	**B READING BLUEPRINTS**																								
63400201	Read and interpret lines views dimensions and notes on multi view or pictorial drawings (or sketches)	X					X				X	X	X				X		X				X		
63400202	Read and interpret the basic welding symbols and supplementary symbols on drawings or sketches	X					X				X	X	X				X		X				X		
63400203	Identify the basic types of weld joints	X					X				X	X	X				X		X				X		
63400204	Measure with a ruler to within 1/16 accuracy when laying out a job from a sketch or drawing	X					X				X	X	X				X		X				X		
63400300	**C IDENTIFYING BASIC METALS**																								
63400301	Identify selected metals by appearance color and weight	X			X		X				X	X	X				X		X				X		
63400302	Identify metal shapes used for welding	X					X				X	X	X				X		X				X		
63400303	Conduct the following tests on specified metals a Magnet test b Spark test c Chisel test	X			X		X				X	X	X				X		X				X		
63400400	**D DEMONSTRATING OXYACETYLENE METAL CUTTING SKILLS AND PRACTICES**																								
63400401	Set up and adjust oxyacetylene station	X			X		X				X	X	X				X		X				X		

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NATIONAL GOALS
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REC039789
TEX_22114
DEF_3336-0554

COURSE SPECIFICATIONS FOR WELDING TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63400402	Light and adjust flame	X			X		X				X	X	X				X		X				X		
63400403	Close down oxyacetylene station						X				X	X	X				X		X				X		
63400404	Lay out and cut straight lines (manual)	X					X				X	X	X				X		X				X		
63400405	Lay out and cut angles circuits and patterns	X					X				X	X	X				X		X				X		
63400500	**E DEMONSTRATING SHIELDED METAL ARC WELDING (SMAW) SKILLS AND PRAC TICES**																								
63400501	Set up and adjust shielded metal arc welder	X			X		X				X	X	X				X		X				X		
63400502	Strike and maintain an arc	X			X		X				X	X	X				X		X				X		
63400503	Weld straight bead patterns	X					X				X	X	X				X		X				X		
63400504	Weld weave bead pattern	X					X				X	X	X				X		X				X		
63400505	Construct a fillet weld 3/16 equal legs single pass, in the flat position	X					X				X	X	X				X		X				X		
63400506	Construct a fillet weld 1/4 equal legs single pass in the horizontal position	X					X				X	X	X				X		X				X		
63400507	Construct a fillet weld 1/2 equal legs three passes in the flat position	X					X				X	X	X				X		X				X		
63400508	Construct a square butt weld 1/16 root opening in the flat position	X					X				X	X	X				X		X				X		
63400509	Construct a fillet weld single pass in the vertical up and down positions	X					X				X	X	X				X		X				X		
63400510	Construct a V groove weld multiple pass in the flat horizontal vertical and overhead positions	X					X				X	X	X				X		X				X		
63400600	**F DEMONSTRATING TUNGSTEN ARC WELD ING (TIG) SKILLS AND PRACTICES**																								
63400601	Set up and adjust gas tungsten arc welder (AC/DC ferrous and nonferrous)	X					X				X	X	X				X		X				X		
63400602	Construct a bead weld flat position with filler material (AC/DC)	X					X				X	X	X				X		X				X		

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REC039790
TEX_22115
DEF_3336-0555

COURSE SPECIFICATIONS FOR WELDING TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63400603	Construct a 1/8 fillet weld lap or tee joint horizontal position (mild steel stainless steel or aluminum)	X					X				X	X	X				X		X				X		
63400604	Construct an outside corner joint in the flat horizontal vertical and overhead positions (AC/DC)	X					X				X	X	X				X		X				X		
63400700	**G DEMONSTRATING GAS METAL ARC WELDING (MIG) SKILLS AND PRACTICES**																								
63400701	Set up and shut down GMAW equipment	X					X				X	X	X				X		X				X		
63400702	Construct a multiple pass T joint fillet weld in the flat horizontal vertical and overhead positions	X					X				X	X	X				X		X				X		
63400703	Construct a lap joint fillet weld in the vertical down position	X					X				X	X	X				X		X				X		
63400704	Construct a square groove butt joint in the flat position	X					X				X	X	X				X		X				X		
63400705	Construct a corner joint fillet weld in vertical position for break test	X					X				X	X	X				X		X				X		
63400706	Construct a square groove butt weld in the vertical up position with short arc	X					X				X	X	X				X		X				X		
63400707	Construct a single V groove butt joint in the horizontal position with short arc for test	X					X				X	X	X				X		X				X		
63400708	Construct a single V groove butt joint in the vertical down position with short arc for test	X					X				X	X	X				X		X				X		
63400709	Construct a single V groove butt joint in the overhead position with short arc for test	X					X				X	X	X				X		X				X		
63400710	Construct a multiple pass lap joint fillet weld in the horizontal position with short arc	X					X				X	X	X				X		X				X		

Revision date 07/98

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REC039791
TEX_22116
DEF_3336-0556

COURSE SPECIFICATIONS FOR WELDING TECHNOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Revised by Larry Culick Sumter Career Center Burt F Phillips Cutler Hammer Sumter Elwood Shelly H & R Metal Sumter James Parker Glasscock Company Inc Sumter McIver Middleton Cherokee Technology Center Gaffney Mike Watkins Sanders Bros Inc Gaffney Keith D Oakley Krohnert Stainless Inc Manning Mike Todd Hardee Williams Inc Loris David Hoppes Daniel Morgan Career Center Sandra Willett PPM Cranes Conway and Herman Moore Birchwood High School Columbia

REC039792

TEX_22117

DEF_3336-0557

CURRICULUM FRAMEWORKS
- M–Math
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Marketing Sales, and Service Course Standards

Marketing Sales and Service is designed to prepare students for entry-level employment in areas related to planning managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion

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Advertising (5470)

- Standards
- Student Profile

Marketing Management (5431)

- Standards
- Student Profile

Sports and Entertainment Marketing (5425)

- Standards
- Student Profile

Fashion Design and Apparel Construction 1 (5710)

- Standards
- Student Profile

Fashion Design and Apparel Construction 2 (5711)

- Standards
- Student Profile

Fashion Merchandising (5410)

- Standards
- Student Profile

Marketing (5421)

- Standards
- Student Profile

Introduction to Fashion Design and Apparel Construction (5712)

- Standards
- Student Profile

Global Markets (5440)

- Standards
- Student Profile

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ADVERTISING
ACTIVITY/COURSE CODE 5470

TEACHERS WITH THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

32 DISTRIBUTIVE EDUCATION
40 OFFICE OCCUPATIONS
41 SHORTHAND
42 TYPING
43 ACCOUNTING
44 ACCOUNTING AND RELATED BUSINESS
45 SECRETARIAL SCIENCE
47 BUSINESS EDUCATION
48 ACCOUNTING AND RELATED ECONOMICS
4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to introduce the concepts of advertising planning strategies communication skills and professional development Course content includes budget development media selection design and the preparation of ads for various media

OBJECTIVE Given the opportunity to participate in essential learning experiences in the classroom including the use of the necessary equipment supplies and facilities the student given the necessary number of instructional hours will be able to perform the following core standards written for a one-unit course The local Advisory Committee should determine which of the core standards should be taught in a half-unit course

Credit 1/2 - 1 unit

A SAFETY

The student will be able to

1 Identify good work attitudes that affect safety on the job
2 Identify major causes of office-related accidents
3 Demonstrate knowledge of an emergency plan
4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

1 Explain how related student organizations are integral parts of career and technology courses
2 Explain the goals and objectives of related student organizations
3 List opportunities available to students through participation in related student organization conferences and other activities

TEX_22120

DEF_3336-0560

REC039795

4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C ADVERTISING DEVELOPMENT

The student will be able to

1 Describe the history of advertising
2 Define advertising
3 Explain the role of promotion as a marketing function
4 Explain the types of promotion
5 Identify the elements of promotional mix
6 Explain the elements of sales promotion
7 Describe careers in advertising
8 Describe the role of business ethics in promotional functions
9 Describe the use of technology in the promotional functions
10 Describe the use of regulations in promotional functions

D PROMOTIONAL ACTIVITIES

The student will be able to

1 Explain the basic ways in which companies determine their promotional budget
2 Prepare advertising budget
3 Select promotional media
4 Select merchandise for promotion
5 Coordinate promotional and selling activities
6 Develop a promotional plan
7 Explain the techniques of evaluating sales promotion activities

E ADVERTISING STRATEGIES

The student will be able to

1 Explain the benefits and advantages of advertising
2 Explain promotional and institutional advertising
3 Explain the types of advertising media such as television radio magazines newspaper specialty direct mail and outdoor advertising
4 Explain ways to evaluate the effectiveness of advertising media
5 Describe the process of purchasing advertising in media such as television radio magazines newspaper specialty media direct mail outdoor advertising and the Internet
6 Calculate media cost
7 Explain the parts of a printed advertisement
8 Write a publicity news release
9 Prepare an advertisement utilizing computer graphics layout and storyboards to develop advertisement for selected media
10 Explain cooperative advertising
11 Create a promotional campaign

TEX_22121

DEF_3336-0561

REC039796

Revised May 2002

MarkEd Standards Advertising

Competency Revision Teacher Committee Miranda Blocker Heyward Technology Center Ginger Hill Floyd D Johnson Technology Center Norma Lynn Dutch Fork High School and Karen Oxley Daniel Morgan Technology Center

Competency Revision and Review Business Advisory Committee Marilyn Black Irmo Julia P DeWitt Columbia Larry Foote and John Watson Central Carolina Technical College Sumter Felicia Hopkins Whit-Ash Furnishings Columbia Fred Oxley Shendan s Hallmark Camden and Kitty Strickland University of South Carolina Columbia

TEX_22122

DEF_3336-0562

REC039797

STATE-ADOPTED TEXTBOOKS

2001 State Textbook Adoption

Glencoe/McGraw-Hill
Marketing Essentials 2002

South Western ITP
Marketing 2000

RESOURCES

MarkED Laps Software Videos and CD Multimedia MarkED Curriculum Consortium
Mark Ed Performance Indicators
Marketing Essential Textbook Glencoe 3d Edition
Marketing Lamb Hair McDaniel 5th Edition
Utah State Department of Education
http //www usoe k12 ut us/ate/Marketing/market htm
North Carolina State Department of Public Instruction
Advertising Southwestern Thomson Learning
FBLA PowerPoint Presentation 2002
FBLA http //www medi@show com/ Presentation 2002
DECA PowerPoint Presentation 2002
DECA http //www medi@show com/ Presentation 2002
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

DECA
This course will help prepare students for the ***Advertising Campaign*** DECA Competitive Event Read the national guidelines for this event at the national DECA web site http //www deca org/publications/HS_Guide/guidetoc html because the course standards may not cover everything involved in the competitive event

TEX_22123

DEF_3336-0563

REC039798

FASHION MERCHANDISING
ACTIVITY COURSE CODE 5410

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

32 DISTRIBUTIVE EDUCATION
40 OFFICE OCCUPATIONS
41 SHORTHAND
42 TYPING
43 ACCOUNTING
44 ACCOUNTING AND RELATED BUSINESS
45 SECRETARIAL SCIENCE
47 BUSINESS EDUCATION
48 ACCOUNTING AND RELATED ECONOMICS
4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to explore the concepts and practices of the fashion business to include an overview of the fashion industry the nature of fashion and career development Functions of product technology selling advertising visual merchandising fashion buying merchandising and management will be analyzed

OBJECTIVE Given the opportunity to participate in essential learning experiences in the classroom including the use of the necessary equipment supplies and facilities the student will be able to perform the following core standards in a course that grants one unit of credit The local Business Advisory Committee should determine which of the core standards should be taught if the course is offered for a half-unit of credit

COMPUTER ACCESS RECOMMENDED

CREDIT 1/2 - 1 unit

A SAFETY

The student will be able to

1 Identify good work attitudes that affect safety on the job
2 Identify major causes of office-related accidents
3 Demonstrate knowledge of an emergency plan
4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
5 Identify potential abuse and unethical uses of computers and networks with regard to the course standards

TEX_22124

DEF_3336-0564

REC039799

B STUDENT ORGANIZATIONS

The student will be able to

1. Explain how related student organizations are integral parts of career and technology courses
2. Explain the goals and objectives of related student organizations
3. List opportunities available to students through participation in related student organization conferences and other activities
4. Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C FASHION INDUSTRY OVERVIEW

The student will be able to

1. Explain the fashion principle that consumers establish fashion by accepting or rejecting the styles offered
2. Explain the fashion principle that fashions are not based on price
3. Explain the fashion principle that fashions are evolutionary in nature and are rarely revolutionary
4. Explain the fashion principle that no amount of sales promotion can change the direction in which fashion is moving
5. Explain the fashion principle that all fashion ends in excess
6. Discuss the domesticated foreign fashion market
7. Compare resident buying offices to auxiliary services
8. Define and give examples of fashion terminology such as fashion apparel design etc
9. Discuss environmental influences on fashion such as social psychological economic etc
10. Discuss the components of fashion such as silhouette details texture color and style etc and give examples of each
11. Discuss careers in fashion

D NATURE OF FASHION

The student will be able to

1. Define and discuss each stage of the fashion cycle
2. Compare significant events and their impact on the historical development of fashion

E PRODUCT TECHNOLOGY

The student will be able to

1. Determine ways in which color affects clothing selection
2. Discuss line arrangement of clothing and evaluate how it affects clothing appearance
3. Discuss the individual elements that give a silhouette its form or shape (clothing details)
4. Evaluate and compare synthetic and natural fibers
5. Analyze fabric names uses and care requirements

6 Analyze and evaluate characteristics names and uses and care requirement of fibers yarns fabrics and materials
7 Explain common garment construction methods
8 Identify and compare accessory items indicating fashionable ways to accessonze garments
9 Explain how to determine size and fit of shoes and children s women s and men s apparel
10 Explain factors involved in planning wardrobes for different life-styles
11 Create a profile and portfolio on fashion designers and indicate the characteristics and dominant influence on fashion

F SELLING

The student will be able to

1 Identify fashion selling techniques to include the approach determining needs presenting products overcoming objections closing the sale suggestion selling reassurance and follow-up
2 Acquire product information from handbags and brochures and apply product knowledge in a sales demonstration
3 Identify online shopping techniques

G FASHION PROMOTION

The student will be able to

1 Explain the purpose and importance of promotion in the fashion industry
2 Explain the key elements of a fashion show
3 Explain how advertising influences and develops fashion trends
4 Define and demonstrate the use of design elements
5 Define and demonstrate the use of design principles
6 Design a color wheel
7 Use a color wheel to identify primary secondary and intermediate colors
8 Evaluate color schemes based on the color wheel
9 Discuss basic display arrangements
10 Assemble and arrange merchandise and dismantle various types of displays

Revised May 2002

MarkEd Standard Fashion Marketing

Competency Revision Teacher Committee Miranda Blocker Heyward Technology Center Ginger Hill Floyd D Johnson Technology Center Norma Lynn Dutch Fork High School and Karen Oxley Daniel Morgan Technology Center

Competency Revision and Review Business Advisory Committee Marilyn Black Irmo Julia P DeWitt Columbia Larry Foote and John Watson Central Carolina Technical College Sumter Felicia Hopkins Whit-Ash Furnishings Columbia Fred Oxley Sheridan s Hallmark Camden and Kitty Strickland University of South Carolina Columbia

TEX_22126

DEF_3336-0566

REC039801

STATE-ADOPTED TEXTBOOKS

2000 State Textbook Adoption

Goodheart-Willcox
The World of Fashion Merchandising 1998

RESOURCES

Marketing Essential Textbook Glencoe 3rd Edition
Marketing Lamb Hair McDaniel 5th Edition
Mark-Ed Performance Indicators LAPS
Utah State Department of Education
http //www usoe k12 ut us/ate/Marketing/market htm
North Carolina State Department of Public Instruction
Fashion Mary Wolfe GW Publisher
Virginia State Department of Education Marketing Competencies
FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 (http //www demensional com/Mediashow htm)
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 (http //www demensional com/Mediashow htm)
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETIVE EVENTS

DECA
This course will help prepare students for the following DECA Competitive Events Read the national guidelines for this event in their entirety at the national DECA web site http //www deca org/publications/HS_Guide/guidetoc html because the course standards may not cover everything involved in the competitive events

- ***Fashion Merchandising Promotion Plan***
- ***Apparel and Accessories Marketing Series, Associate Level***
- ***Apparel and Accessories Marketing Series Management Level***

TEX_22127

DEF_3336-0567

REC039802

MARKETING MANAGEMENT

(Formerly called MERCHANDISING)

ACTIVITY/COURSE CODE 5431

TEACHERS WITH THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

32 DISTRIBUTIVE EDUCATION
40 OFFICE OCCUPATIONS
41 SHORTHAND
42 TYPING
43 ACCOUNTING
44 ACCOUNTING AND RELATED BUSINESS
45 SECRETARIAL SCIENCE
47 BUSINESS EDUCATION
48 ACCOUNTING AND RELATED ECONOMICS
4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course continues the analysis of the marketing functions by examining human resource foundations marketing and business fundamentals distribution promotion and selling as applied in merchandising

OBJECTIVE Given the opportunity to participate in essential learning experiences in the classroom including the use of the necessary equipment supplies and facilities the student will be able to complete the following core standards

COMPUTER ACCESS NEEDED

PREREQUISITE Marketing

CREDIT 1/2 , 1 or 2 units

A SAFETY

The student will be able to

1 Identify good work attitudes that affect safety on the job
2 Identify major causes of office-related accidents
3 Demonstrate knowledge of an emergency plan
4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
5 Identify potential abuse and unethical uses of computers and networks with regard to the course standards

B STUDENT ORGANIZATIONS

The student will be able to

1 Explain how related student organizations are integral parts of career and technology courses
2 Explain the goals and objectives of related student organizations

TEX_22128

DEF_3336-0568

REC039803

3 List opportunities available to students through participation in related student organization conferences and other activities
4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C PROFESSIONAL DEVELOPMENT

The student will be able to

1 Explain the role of and perform tasks related to leadership and supervision in marketing management
2 Identify characteristics of an effective supervisor
3 Explain the types of leadership styles
4 Identify the management functions
5 Explain ways to develop a positive working environment and positive peer relationships
6 Give directions for completing job tasks
7 Plan organize and conduct staff meetings
8 Explain management s role in customer relations
9 Explain the importance of a professional attitude

D CAREER DEVELOPMENT

The student will be able to

1 Report on postsecondary training and educational opportunities
2 Prepare a resume
3 List good interviewing techniques
4 Explain the role of professional/trade organizations in marketing

E ORGANIZATIONAL SKILLS

The student will be able to

1 Define the steps involved in planning
2 Explain the importance of planning
3 Develop a personnel organization plan
4 Assign responsibilities and delegate authority
5 Explain and use time management principles
6 Explain the concept of dealing with stress management

F HUMAN RESOURCES

The student will be able to

1 Explain the factors involved in knowing when and how to recruit new employees
2 Analyze and develop job descriptions
3 Identify sources of potential employees

G LAWS PROTECTING EMPLOYERS AND EMPLOYEES

The student will be able to

1 Discuss the Americans with Disabilities Act

TEX_22129

DEF_3336-0569

REC039804

2 Explain the responsibilities of the Equal Employment Opportunity Commission
3 Explain the Fair Labor Standards Act
4 Explain the Occupational Safety and Health Act
5 Explain the Social Security Act
6 Explain how Unemployment Insurance works
7 Explain how Workers Compensation works

H NEW EMPLOYEES

The student will be able to

1 Explain the procedures for conducting job interviews
2 List items to be included in interviewing guidelines
3 Identify questioning techniques and types of questions asked
4 Develop a company orientation plan for new employees
5 Explain the importance of training and human resource development
6 Explain the methods of training
7 Identify characteristics of effective training

I EMPLOYEE EVALUATION

The student will be able to

1 Explain reasons for evaluating employees
2 Explain various evaluation procedures
3 Explain various types of remedial action that can be taken by the employer
4 Explain the approaches management can take to remedial action
5 Explain why and when remedial action is taken
6 Explain the consequences of remedial action
7 List considerations to be included in guidelines for taking remedial action

J ETHICAL BEHAVIOR

The student will be able to

1 Define ethics in the workplace
2 Identify ethical behavior
3 Identify associations concerned with ethics in business
4 Identify the need for an acceptable use policy
5 Identify ethics in technology
6 Explain the role of continuous career development in marketing and in updating employability skills
7 Identify employment trends in marketing
8 Explain continuous self-assessment for career decisions
9 Update employability skills for career decisions

K TOTAL QUALITY MANAGEMENT

The student will be able to

1 Explain business and marketing foundations for management
2 Explain the management theory of Total Quality Management (TQM)
3 Explain the key concepts of TQM

TEX_22130

DEF_3336-0570

REC039805

4 Explain the five steps of TQM
5 Explain the six TQM techniques

L INTERNATIONAL TRADE

The student will be able to

1 Define exports and imports
2 Explain the advantages of international trade as it relates to marketing
3 Discuss balance of trade
4 Explain the disadvantages and barriers of international trade as it relates to marketing
5 Explain the methods of entering global markets
6 Explain special concerns for international markets
7 Explain efforts to promote international trade

M ECONOMIC FOUNDATIONS

The student will be able to

1 Explain economic foundations for marketing management
2 Explain the concept of organized labor and business
3 Describe the types of labor unions
4 Discuss current labor issues
5 Explain labor negotiations
6 Describe the risk management function in marketing
7 Identify ways to reduce risks in a marketing business
8 Identify measures to prevent accidents or injury

N INFORMATION MANAGEMENT

The student will be able to

1 Explain the importance of marketing information
2 Identify sources of marketing information
3 Define demand analysis
4 Explain how one would use information from demand analysis in marketing
5 Define sales potential
6 Describe the use of sales forecasting in marketing—estimating sales in dollars or units for a specific time period
7 Analyze the environments in which business operates
8 Explain the importance of marketing research
9 Explain primary marketing information
10 Explain secondary marketing information
11 Explain the steps of the marketing research process
12 Define market share
13 Identify factors that affect market share

O PRODUCT SERVICES MANAGEMENT

The student will be able to

1 Explain the functions of product service management in marketing

TEX_22131

DEF_3336-0571

REC039806

2 Define product mix
3 Define business image
4 Explain product positioning
5 Explain the role of branding
6 Explain packaging
7 Explain warranties and guarantees
8 Explain acceptable grades and standards

P THE BUYING PROCESS

The student will be able to

1 Describe the buying process
2 Analyze and select appropriate products
3 Determine quantities to buy
4 Determine when to buy
5 Choose vendors/resources
6 Explain types of discounts
7 Compute merchandising/buying related discounts
8 Explain the benefits of a merchandising/buying plan
9 Identify elements of a merchandising/buying plan
10 Develop a merchandising/buying plan
11 Calculate net profits

Q PRICING

The student will be able to

1 Explain the function of pricing in marketing management
2 Explain the nature and scope of pricing
3 Define price
4 Explain the importance of pricing
5 Explain the cost of product and operating expenses
6 Explain cost of goods sold
7 Explain operating expenses including variable and fixed expenses
8 Explain how profit is determined
9 Distinguish among various approaches to pricing and calculate selling price
10 Calculate markdown
11 Identify various pricing techniques
12 Calculate break-even points
13 Determine pricing policies

R PROMOTION

The student will be able to

1 Identify the role of management in the promotion function
2 Plan promotional activities
3 Seek cooperative advertising/promotional materials
4 Select products for promotion
5 Discuss the use of brands and trademarks in promotion

TEX_22132

DEF_3336-0572

REC039807

6 Identify the factors related to media costs
7 Identify the advantages and disadvantages of each of the media
8 Calculate media costs
9 Evaluate the effectiveness of the promotion plan
10 Conduct promotion research
11 Discuss promotional planning
12 Develop a promotional plan

S **FINANCIAL MANAGEMENT**

The student will be able to

1 Explain the function of financing in marketing management and apply related skills
2 Explain the role of financing in marketing and business endeavors
3 Discuss the purposes of financial management
4 Describe the workings of the income statement and balance sheet
5 Describe cash flow planning and explain its importance to financial management
6 Explain sources of capital and purpose of credit
7 Explain the types of financing related to credit
8 Explain the purpose and importance of extending credit
9 Identify the laws regulating credit
10 Explain strategies for extending credit
11 Facilitate credit applications
12 Explain procedures for collections
13 Explain purpose and importance of business credit
14 Identify sources of business credit

Revised May 2002

MarkEd Standards Marketing and Management

National Business Education Curriculum Standards Management and Marketing

Competency Revision Teacher Committee Miranda Blocker Heyward Technology Center Ginger Hill Floyd D Johnson Technology Center Norma Lynn Dutch Fork High School and Karen Oxley Daniel Morgan Technology Center

Competency Revision and Review Business Advisory Committee Marilyn Black Irmo Julia P DeWitt Columbia Larry Foote and John Watson Central Carolina Technical College Sumter Felicia Hopkins Whit-Ash Furnishings Columbia Fred Oxley Sheridan s Hallmark Camden and Kitty Strickland University of South Carolina Columbia

2001 STATE TEXTBOOK ADOPTION

Glencoe/McGraw-Hill
Marketing Esstentials 2002

TEX_22133

DEF_3336-0573

REC039808

South-Western Publishing
Marketing 2000
Business Principles and Management 2001

RESOURCES

Marketing Essentials Textbook Glencoe 3d Edition
Marketing, 5th Edition Lamb Hair McDaniel
Mark-Ed Performance Indicators LAPS
Utah State Department of Education
http //www usoe k12 ut us/ate/Marketing/market htm
North Carolina State Department of Public Instruction
Virginia State Department of Education Marketing Competencies
FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 (http //www demensional com/Mediashow htm)
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 (http //www demensional com/Mediashow htm)
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETIVE EVENTS

DECA
This course will help prepare students for the DECA Competitive Events listed below Read the national guidelines for this event in their entirety at the national DECA website http //www deca org/publications/HS_Guide/guidetoc html because the course standards may not cover everything involved in the competitive event

- ***E-Commerce Management Team Decision Making***
- ***Financial Services Management Team Decision Making***
- ***Marketing Management Series***
- ***Retail Merchandising Series, Associate and Management Levels***

TEX_22134

DEF_3336-0574

REC039809

MARKETING
ACTIVITY COURSE CODE 5421

TEACHERS WITH THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

32 DISTRIBUTIVE EDUCATION
40 OFFICE OCCUPATIONS
41 SHORTHAND
42 TYPING
43 ACCOUNTING
44 ACCOUNTING AND RELATED BUSINESS
45 SECRETARIAL SCIENCE
47 BUSINESS EDUCATION
48 ACCOUNTING AND RELATED ECONOMICS
4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course introduces marketing concepts examines economic and marketing and business fundamentals and provides an overview of the marketing functions of selling promotion and distribution Human resource fundamentals are included The standards listed are core standards for Marketing Additional standards should be added to meet the needs of the students and the needs of the local business community This is the basic course in the marketing curriculum and should be taken before the specialized courses

COMPUTER ACCESS IS RECOMMENDED

Given the opportunity to participate in essential learning experiences in the classroom including the use of the necessary equipment supplies and facilities the student given the necessary number of instructional hours will be able to perform the following core standards for a course offering one unit of credit The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a one-half unit of credit

CREDIT 1/2 - 1 unit

A SAFETY

The student will be able to

1 Identify good work attitudes that affect safety on the job
2 Identify major causes of office-related accidents
3 Demonstrate knowledge of an emergency plan
4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
5 Identify potential abuse and unethical uses of computers and networks with regard to the course standards

TEX_22135

DEF_3336-0575

REC039810

B STUDENT ORGANIZATIONS

The student will be able to

1. Explain how related student organizations are integral parts of career and technology courses
2. Explain the goals and objectives of related student organizations
3. List opportunities available to students through participation in related student organization conferences and other activities
4. Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C BUSINESS AND MARKETING FUNDAMENTALS

The student will be able to

1. Explain market and examine the seven functions
2. Explain marketing and its importance to the economy
3. Explain the marketing functions and their related activities
4. Explain the concept of market market identification and marketing strategies
5. Describe the types of business ownership

D ECONOMIC FUNDAMENTALS

The student will be able to

1. Define important economic terms
2. Discuss economic resources
3. Define scarcity
4. Discuss factors of production
5. Discuss basic economic questions
6. Define supply demand and equilibrium
7. Explain supply and demand theory
8. Explain factors affecting supply and demand
9. Define free enterprise system
10. Explain characteristics of a free enterprise system
11. Explain the role of government in a free enterprise system
12. Identify and compare types of economic systems
13. Define the phases of the business cycle

E DISTRIBUTION

The student will be able to

1. Examine channels of distribution used for consumer and industrial products
2. Explain the nature and scope of physical distribution
3. Describe the process used for handling merchandise and providing efficient inventory control

F SELLING

The student will be able to

1. Describe the purpose and importance of selling

TEX_22136

DEF_3336-0576

REC039811

2 Define buying motives
3 List sources of product information in selling
4 Demonstrate the selling process including the approach determining needs presenting products overcoming objections closing the sale suggestion selling reassurance and follow-up
5 Explain what is meant by a sales quota
6 Open maintain and close the cash register
7 Calculate tax discounts and miscellaneous charges for purchases
8 Make change
9 Complete sales checks and charge sale transactions
10 Explain appropriate ways to handle difficult customers
11 List steps to handle customer/client complaints
12 Identify on-line shopping techniques for sales and purchasing

G PROMOTION

The student will be able to

1 Explain the use of brands and trademarks
2 Explain the types of media used in advertising
3 Explain cooperative advertising promotional materials
4 Concept and purpose of visual merchandising
5 Describe types of display arrangements
6 Design and construct a special purpose display utilizing the appropriate color background fixtures props mannequins and signs
7 Discuss types of promotions
8 Discuss promotional mix
9 Explain publicity and public relations
10 Write a news release

H COMMUNICATION AND INTERPERSONAL SKILLS

The student will be able to

1 Discuss the effects of verbal and nonverbal communication in market
2 Identify interpersonal skills needed to develop good customer relations
3 Identify interpersonal skills needed for teamwork
4 Identify various types of technology used to facilitate market communication
5 Identify the difference between personal and professional goals

I PROFESSIONAL DEVELOPMENT

The student will be able to

1 Identify resources that can contribute to career decision making
2 Identify the skills needed for a job
3 Identify personal and professional goals
4 Identify career trends and opportunities in marketing
5 Prepare a resume
6 Prepare a cover letter to accompany a resume

Revised May 2002

TEX_22137

DEF_3336-0577

REC039812

MarkEd Standards Marketing

National Business Education Curriculum Standard(s) Communication Entrepreneurship Management and Marketing

Competency Revision Teacher Committee Miranda Blocker Heyward Technology Center Ginger Hill Floyd D Johnson Technology Center Norma Lynn Dutch Fork High School and Karen Oxley Daniel Morgan Technology Center

Competency Revision and Review Business Advisory Committee Marilyn Black Irmo Julia P DeWitt Columbia Larry Foote and John Watson Central Carolina Technical College Sumter Felicia Hopkins Whit-Ash Furnishings Columbia Fred Oxley Sheridan s Hallmark Camden and Kitty Strickland University of South Carolina Columbia

STATE-ADOPTED TEXTBOOKS

2001 State Textbook Adoption

Glencoe/McGraw-Hill	Marketing Esstentials 2002
South-Western Pub	Marketing 2000 Business Principles and Management 2001

RESOURCES

Marketing Essentials Textbook Glencoe 3d Edition
Marketing Lamb Hair and McDaniel 5th Edition
Mark-Ed Performance Indicators LAPS
Utah State Department of Education
http //www usoe k12 ut us/ate/Marketing/market htm
North Carolina State Department of Public Instruction
Virginia State Department of Education Marketing Competencies
FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 (http //www demensional com/Mediashow htm)
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 (http //www demensional com/Mediashow htm)
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETIVE EVENTS

TEX_22138

DEF_3336-0578

REC039813

DECA
This course will help prepare students for the DECA Competitive Events listed below Read the national guidelines for these events in their entirety at the national DECA web site http //www deca org/publications/HS_Guide/guidetoc html because the course standards may not cover everything involved in the competitive events

- ***Business Services Marketing Series***
- ***Food Marketing Series Associate and Management Levels***
- ***Marketing Management Series***
- ***Retail Management Series Associate and Management Levels***
- ***Vehicles and Petroleum Marketing Series***

FBLA
This course will help prepare students for the ***Marketing*** FBLA Competitive Event Read the national guidelines for this event in their entirety at the national FBLA web site http //www fbla-pbl org because the course may not include everything the students will need to know for the competition

TEX_22139

DEF_3336-0579

REC039814

SPORTS AND ENTERTAINMENT MARKETING
ACTIVITY/COURSE CODE 5425

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

32 DISTRIBUTIVE EDUCATION
40 OFFICE OCCUPATIONS
41 SHORTHAND
42 TYPING
43 ACCOUNTING
44 ACCOUNTING AND RELATED BUSINESS
45 SECRETARIAL SCIENCE
47 BUSINESS EDUCATION
48 ACCOUNTING AND RELATED ECONOMICS
4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This program is for students who wish to pursue careers in the various areas of the sports and entertainment industry This includes careers in box office management and sales group sales public sales marketing operations development and sports programming

COURSE OBJECTIVE Given the opportunity to participate in essential learning experience in the classroom including the use of the necessary equipment supplies and facilities the student will be able to perform the following core standards in a course that gives one unit of credit The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a half-unit of credit

COMPUTER ACCESS NECESSARY

CREDIT ½ or 1 unit

A **SAFETY**
The student will be able to
1 Identify methods of reducing on-site accidents
2 Identify methods of training employees in safety practices and procedures
3 Demonstrate knowledge of an emergency plan
4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
5 Identify potential abuse and unethical uses of computers and networks in the sports and entertainment industry

B **STUDENT ORGANIZATIONS**
The student will be able to
1 Explain how related student organizations are integral parts of career and technology courses
2 Explain the goals and objectives of related student organizations

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3 List opportunities available to students through participation in related student organization conferences and other activities
4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C SPORTS AND ENTERTAINMENT MARKETING

The student will be able to

1 Describe the basic concepts of marketing
2 Define the seven key marketing functions
3 Define sports marketing and target marketing
4 Identify sports marketing strategies Understand why marketing must relate to the specific audience
5 Relate advances in entertainment technology to changes in distribution
6 Recognize the power of television as a marketing tool
7 Apply the marketing mix to recreation marketing
8 Describe marketing for the travel and tourism consumer

D COLLEGE AND AMATEUR SPORTS

The student will be able to

1 Explain the importance of the NCAA and team rankings to college sports
2 Define market segmentation
3 Discuss the growing market surrounding women s college athletics
4 Discuss the benefits of college sports to the home community
5 Identify benefits of sponsorships and licensing to a team
6 Explain the reason for realignment of college conferences
7 Discuss marketing and sponsoring of amateur sports
8 Discuss the economic benefits of amateur sports

E PROFESSIONAL SPORTS

The student will be able to

1 Discuss the financial impact of professional sports
2 Identify the perks associated with big league sports
3 Describe the distribution process for a professional sports team
4 Explain the process for financing a professional sports team
5 Explain the role of sports agent
6 Explain ways professional sports organizations and their sponsors develop an athlete s character
7 Assess the importance of ethical behavior on an athlete s promotional value

F MARKETING PRODUCTS AND SERVICES THROUGH SPORTS

The student will be able to

1 Describe the market for sports
2 Explain emotional ties to sports and earning power of women in sports
3 Discuss the marketing cycle
4 Discuss sponsors and their involvement in sports marketing
5 Discuss prohibited sponsorships

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6 Discuss promotion and its objectives
7 List the tools used in promotion
8 Describe qualifications for endorsers
9 Define endorsements and their restrictions

G PUBLIC IMAGES

The student will be able to

1 Discuss the importance of positive public relations for sports
2 Explain how public relations firms assist in creating favorable images
3 Evaluate how athletes can affect public perceptions
4 List the advantages of fan clubs to both fans and athletes
5 Discuss the importance of marketing research before undertaking a licensing agreement
6 Discuss successful sports licenses and sponsors
7 Explain how a sports figure can be successful in the lecture circuit
8 Describe the steps in the creation of popular sports books

H IMAGE ENHANCEMENT

The student will be able to

1 Describe the importance of charities and tournaments to the successful images of athletes and teams
2 Explain why athletes become involved with or create their own foundations
3 Explain why sports celebrity camps have become increasingly popular
4 Define the importance of corporate and business contacts in the area where a sports camp will be held
5 Define the relationship between sponsorship and interest in one-day seminar
6 Evaluate three methods of advertising workshops and discuss the benefits of each

I SPORTS MARKETING FIRMS

The student will be able to

1 Explain the role of a sports marketing firm
2 Discuss the importance of maintaining a positive image for sports owners and marketing firms
3 Describe sports that have become popular internationally
4 Describe ways in which sports marketing has increased international awareness of sports
5 Explain some challenges in marketing the Olympics and women s sports
6 Identify numerous sports marketing careers
7 Describe skills and personal characteristics necessary for a career in sports marketing

J ENTERTAINMENT INDUSTRY

The student will be able to

1 Explain profit and cost-cutting strategies in the motion picture industry

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2 Calculate film revenue and discuss the importance of foreign markets for movies
3 Describe methods of financing for auto racing
4 Discuss the different kinds of entertainment distribution
5 Discuss promotional strategies for motion pictures
6 Discuss the promotion of music
7 Explain two kinds of theater promotion
8 Discuss the legalities of music distribution
9 Explain the promotional value of entertainment awards
10 Discuss ways in which entertainment is distributed
11 Discuss the preparation needed for a career in the entertainment-marketing field
12 Comprehend the skills needed for specific jobs in entertainment marketing

K MARKETING ENTERTAINMENT

The student will be able to

1 Explain customizing entertainment products for a market segment
2 Describe customized entertainment marketing for baby boomers
3 Explain the impact of technology on entertainment
4 Describe the need for balance between privacy and marketing information
5 Examine the global marketing of entertainment
6 Understand global distribution of entertainment

L RECREATION MARKETING

The student will be able to

1 Examine marketing strategies based on changing demographics
2 Apply market information to recreational events
3 Understand how technology has changed travel marketing
4 Discuss the importance of partnerships between airlines and recreation destinations
5 Discuss the popularity of halls of fame as destinations
6 Explain the difference between theme parks and resorts and their marketing strategies
7 Describe careers in recreation marketing
8 Develop a recreation marketing career plan

M MARKETING PLANS

The student will be able to

1 Explain the purpose of advertising
2 List the elements of promotion
3 Define the purposes of marketing research
4 Discuss the human elements in marketing research
5 Explain the purpose of a marketing plan
6 List components of a strategic marketing plan
7 Explain the importance of the profit motive behind sports and entertainment marketing
8 Explain various types of financing related to sports and entertainment marketing

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N LEGAL ISSUES FOR SPORTS AND ENTERTAINMENT

The student will be able to

1 Discuss the role of risk management in sports and entertainment marketing
2 Recognize the importance of copyright law
3 Discuss the need for contracts
4 Analyze the public relations impact of labor laws on sports
5 Assess the financial harm that strikes may cause to a sport
6 Explain licensing
7 Describe the financial value of licensing sports and entertainment merchandise

Approved May 2001–Student Organization Competencies added May 2002

MarkEd Standards Marketing

National Business Education Standards Marketing

National Business Education Association Standards Marketing

Competency Development and Revision Committee Sue Ashe Donaldson Career Center Greenville Rita Beard Crestwood High School Sumter Peggy Bozard R B Stall High School North Charleston Terry Frady Saluda High School Saluda Ann Godfrey Cherokee Technology Center Gaffney Ginger Hill F D Johnson Technology Center Ann Mace Wando High School Mt Pleasant Julie McCraw Spartanburg High School Spartanburg Karen Oxley Daniel Morgan Career Center Spartanburg Linda Skinner North Augusta High School North Augusta Eric Wells James F Byrnes High School Duncan Kathy Mixson Aiken County School District Aiken Joan Anderson Charleston County School District Charleston Walter Chastain Carolina First National Bank Columbia Betsy Kosh Mid-Carolina Electric Cooperative Lexington and Tom Sponseller Hospitality Association of South Carolina Columbia

STATE ADOPTED TEXTBOOKS

2000 State Textbook Adoption

Glencoe/McGraw-Hill
Marketing Essentials 2002

South-Western Publishing ITP
Marketing 2000
Sports and Entertainment Marketing 2001

RESOURCES

FBLA PowerPoint Presentation 2002

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FBLA Medi@Show Presentation 2002 http //www demensional com/Mediashow htm
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 http //www demensional com/Mediashow htm
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2002 (for the regular and computer classroom)
Leadership and Personal Development Competencies

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Draft copy for field review

INTRODUCTION TO FASHION DESIGN AND APPAREL CONSTRUCTION

Activity Code 5712

Introduction to Fashion Design and Apparel Construction is designed to provide the essential skills for practical application and career development Content addressed in this course includes safety career pathways textiles fashion design employability apparel construction consumer behavior and the fashion industry South Carolina standards in English/language arts mathematics science and social studies are reinforced Emphasis is placed on the development of problem solving decision making and technological applications in a real-world context

Objectives	Students will 1 maintain a safe work area 2 analyze career paths 3 evaluate fiber and textile materials 4 demonstrate fashion and apparel construction skills 5 research elements of the fashion industry 6 examine consumer behavior
Credit	½ -1
National Certification	none currently available
Recommended Grades	9-11
Class Size	20
Prerequisites	none

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INTRODUCTION TO FASHION DESIGN AND APPAREL CONSTRUCTION-5712

High School Education	fashion design assistant computer textile design assistant alterations assistant sales associate fashion assistant merchandiser entrepreneur
Postsecondary Education	assistant designer fashion illustrator textile technician alterations specialist custom tailor assistant sample maker or cutter computer imaging consultant merchandise displayer fashion buyer entrepreneur
Postgraduate Education	fashion designer fashion journalist textile designer textile scientist costumer wardrobe supervisor custom tailor fashion artist fashion merchandiser manufacturer s representative entrepreneur

Standards Committee

Vivian Johnson – Sumter County Career Center Dannie Keepler – South Carolina State University Amy McCaskill-SDE Judy Miler – South Carolina State University Denise Miller – Bamberg-Ehrhardt High School

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INTRODUCTION TO FASHION DESIGN AND APPAREL CONSTRUCTION - 5712

A Safety

1 Demonstrate safety skills in the use of equipment tools and supplies
2 Arrange and maintain an efficient and safe work area

B Career Paths

1 Explain the basic components of the fashion industry
2 Determine roles and functions of individuals engaged in the fashion industry
3 Explore opportunities for employment and entrepreneurial endeavors i e shadowing interviewing mentoring
4 Examine education and training requirements and opportunities for career paths in fashion design and apparel construction

C Fiber And Textile Materials

1 Select terminology for identifying comparing and analyzing common textile materials
2 Identify and evaluate properties of natural and manufactured fibers
3 Describe the characteristics and usage of fabrics

D Fashion Design And Apparel Construction Skills

1 Demonstrate ability to use technology in apparel and textile design
2 Analyze and apply the elements and principles of design
3 Identify garment styles features and terminology
4 Demonstrate garment construction skills
5 Construct a textile or apparel product using a pattern
6 Use appropriate equipment and materials for constructing cleaning pressing repairing and/or finishing textile products

E Elements Of The Fashion Industry

1 Assess the cost of constructing manufacturing altering or repairing textile products
2 Research environmental factors that influence merchandising
3 Identify consumer strategies for the selection and maintenance of textile and apparel products
4 Examine apparel for infants and children

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INTRODUCTION TO FASHION DESIGN AND APPAREL CONSTRUCTION - 5712

F Consumer Behavior

1 Discuss consumer rights and responsibilities
2 Assess the impact of cultural diversity on consumer behavior

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Draft copy for field review

FASHION DESIGN AND APPAREL CONSTRUCTION 1

Activity Code 5710

This course is designed to give students a foundation for careers in Fashion Design and Apparel Construction Content addressed includes safety career pathways textiles fashion design employability apparel construction consumer behavior and the fashion industry South Carolina standards for English/Language Arts Mathematics Science and Social Studies are aligned and reinforced in instructional strategies Emphasis is placed on the development of problem-solving decision-making and technological applications in a real world context

Objectives

Students will

1 evaluate an efficient and safe work area
2 explore Fashion Design career paths
3 assess fiber and textile materials
4 demonstrate Fashion Design and Apparel Construction skills
5 merchandise textiles and apparels
6 describe effective customer services skills
7 research operational procedures

Credit 1 2 3

National Certification none currently available

Recommended Grades 10-11

Class Size 20

Prerequisites Introduction to Fashion Design and Apparel Construction or Clothing and Textiles 1 and 2

FASHION DESIGN AND APPAREL CONSTRUCTION 1 - 5710

High School Education	fashion design assistant computer textile design assistant alterations assistant sales associate fashion assistant merchandiser entrepreneur
Postsecondary Education	assistant designer fashion illustrator textile technician alterations specialist custom tailor assistant sample maker or cutter computer imaging consultant merchandise displayer fashion buyer entrepreneur
Postgraduate Education	fashion designer fashion journalist textile designer textile scientist costumer wardrobe supervisor custom tailor fashion artist fashion merchandiser manufacturer's representative entrepreneur

Standards Committee

Vivian Johnson – Sumter County Career Center Dannie Keepler – South Carolina State University Amy McCaskill-SDE Judy Miler – South Carolina State University Denise Miller – Bamberg-Ehrhardt High School

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FASHION DESIGN AND APPAREL CONSTRUCTION 1 - 5710

A Safety

1 Demonstrate safety skills in the use of equipment tools and supplies
2 Arrange and maintain an efficient and safe work area

B Career Paths

1 Identify and explain skills needed for employment (SCANS)
2 Research the Fashion Design and Apparel Construction career pathway
3 Create and maintain a career portfolio

C Fiber And Textile Materials

1 Analyze the properties of fibers and textile materials
2 Examine production processes for creating fibers yarns and textile products
3 Analyze the impact of technology on fiber production textile design and manufacturing

D Fashion Design And Apparel Construction Skills

1 Utilize technology in patternmaking designing constructing and altering textile products
2 Use appropriate equipment and materials for constructing cleaning pressing repairing and/or finishing textile products
3 Examine the ways that the elements and principles of design can affect visual appearance
4 Construct a custom-fit garment
5 Alter a ready-made garment for custom fit

E Textile And Apparel Merchandising

1 Analyze the significance of apparel fashion
2 Describe marketing strategies for textile and apparel products
3 Assess the ethical considerations for merchandising apparel and textile products e g false advertising misrepresentation fraud

F Customer Service

1 Assess factors that contribute to quality customer relations
2 Demonstrate the ability to make informed consumer decisions
3 Assess the impact of cultural diversity on consumer behavior

FASHION DESIGN AND APPAREL CONSTRUCTION 1 - 5710

4 Determine the skills necessary for quality customer service
5 Determine solutions to address customer concerns

G Operational Procedures Required For Business Profitability And Career Success

1 Research personal and employer responsibilities regarding industry-related safety security and environmental factors

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If you have questions or need information about this course please contact

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FASHION DESIGN AND APPAREL CONSTRUCTION 2

Activity Code	5711

Instruction emphasizes equipment safety employability career pathways textiles fashion design and apparel construction textile and apparel merchandising customer service entrepreneurship business operational procedures consumer behavior and the fashion industry South Carolina standards for English/Language Arts Mathematics Science and Social Studies are reinforced Emphasis is placed on the development of problem solving decision making and technological applications in a real-world context

Objectives

Students will

1. create a safe work area in which to operate equipment tools and supplies
2. create a career portfolio
3. conduct fiber and textile materials tests
4. demonstrate fashion design and construction skills
5. develop a marketing strategy
6. demonstrate quality customer service skills
7. analyze various factors that affect the textile and apparel industry

Credit	1 2 3
National Certification	none currently available
Recommended Grades	11-12
Class Size	20
Prerequisites	Fashion Design and Apparel Construction 1

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FASHION DESIGN AND APPAREL CONSTRUCTION 2 - 5711

High School Education	fashion design assistant computer textile design assistant alterations assistant sales associate fashion assistant merchandiser entrepreneur
Postsecondary Education	assistant designer fashion illustrator textile technician alterations specialist custom tailor assistant sample maker or cutter computer imaging consultant merchandise displayer fashion buyer entrepreneur
Postgraduate Education	fashion designer fashion journalist textile designer textile scientist costumer wardrobe supervisor custom tailor fashion artist fashion merchandiser manufacturer's representative entrepreneur
Standards Committee	Vivian Johnson – Sumter County Career Center Dannie Keepler – South Carolina State University Amy McCaskill-SDE Judy Miler – South Carolina State University Denise Miller – Bamberg-Ehrhardt High School

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Fashion Design and Apparel Construction Standards 2 - 5711

A SAFETY

1 Demonstrate safety skills in the use of equipment tools and supplies
2 Arrange and maintain an efficient and safe work area

B CAREER PATHS

1 Investigate the impact of textiles and apparel occupations on local state national and global economies
2 Explore opportunities for advancement in the areas of management administration and entrepreneurship in the fashion industry
3 Create and maintain a career portfolio

C FIBER AND TEXTILE MATERIALS

1 Analyze the properties of fibers and textile materials
2 Investigate textile legislation standards and labeling in the global economy

D FASHION DESIGN AND APPAREL CONSTRUCTION SKILLS

1 Utilize technology in designing constructing and altering textile products
2 Use appropriate equipment and materials for constructing cleaning pressing repairing and/or finishing textile products
3 Apply elements and principles of design to assist consumers and businesses in making decisions
4 Examine the ways that the elements and principles of design can affect visual appearance
5 Construct a tailored garment
6 Alter a ready-made garment for custom fit

E TEXTILE AND APPAREL MERCHANDISING

1 Analyze the significance of apparel fashion
2 Describe marketing strategies for textile and apparel products
3 Assess the ethical considerations for merchandising apparel and textile products e g false advertising misrepresentation fraud
4 Examine trends and forecasting in fashion merchandising

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Fashion Design and Apparel Construction Standards 2 - 5711

F CUSTOMER SERVICE

1 Assess factors that contribute to quality customer relations
2 Demonstrate the ability to make informed consumer decisions
3 Assess the impact of cultural diversity on consumer behavior
4 Determine the skills necessary for quality customer service
5 Determine solutions to address customer concerns

G GENERAL OPERATIONAL PROCEDURES REQUIRED FOR BUSINESS PROFITABILITY AND CAREER SUCCESS

1 Analyze legislation regulations and public policy affecting the textile and apparel industry
2 Examine operational finance such as cost retail markups markdowns cash flow and other factors affecting profits
3 Research personal and employer responsibilities regarding industry-related safety security and environmental factors

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Science, Technology, Engineering, and Mathematics Course Standards

The standards listed are intended to serve as guides to assist teachers and administrators in providing an instructional program that is current and relevant The Science Technology Engineering and Mathematics skill standards address what a worker needs to know and be able to do to contribute to a safe productive and effective work environment Students will be properly prepared for their careers when the standards are integrated with quality instructional techniques The standards provide a secure foundation for future training in the student s career

The following provide the basis for development of student profile that can be shared with prospective employers and in many instances the standards can be used for planning and implementing articulation agreements with comparable programs at the postsecondary level

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Industrial Technology
(6040 6041)

- Standards
- Student Profile

Project Lead The Way

Level 1—Principles of Engineering
(6050)

- Standards
- Student Profile

Level 2—Introduction to Engineering Design (6051)

- Standards
- Student Profile

Level 3—Digital Electronics (6052)

- Standards
- Student Profile

Level 4—Computer Integrated Manufacturing (6053)

- Standards
- Student Profile

Level 5—Engineering Design and Development (Capstone) (6054)

- Standards
- Student Profile

Optional Fourth Level Courses

Aerospace Technology (6056)

- Standards
- Student Profile

Biotechnology (6057)

- Standards
- Student Profile

Civil Engineering and Architecture (6058)

- Standards
- Student Profile

Telecommunications Engineering (6059)

- Standards
- Student Profile

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Industrial Technology Education
Standards
Course Codes 6040 and 6041

UNIT A THE NATURE OF TECHNOLOGY

The student will be able to

1. Develop an understanding of the characteristics and scope of technology
2. Develop an understanding of the core concepts of technology
3. Develop an understanding of the relationships among technologies and the connections between technology and other fields of study

UNIT B TECHNOLOGY AND SOCIETY

The student will be able to

1. Develop an understanding of the cultural social economic and political effects of technology
2. Develop an understanding of the effects of technology on the environment
3. Develop an understanding of the role of society in the development and use of technology
4. Develop an understanding of the influence of technology on history

UNIT C DESIGN

The student will be able to

1. Develop an understanding of the attributes of design
2. Develop an understanding of engineering design
3. Develop an understanding of the role of troubleshooting research and development invention and innovation and experimentation in problem solving

UNIT D ABILITIES FOR A TECHNOLOGICAL WORLD

The student will be able to

1. Develop the abilities to apply the design process
2. Develop the abilities to use and maintain technological products and systems
3. Develop the abilities to assess the impact of products and systems

South Carolina State Department of Education
Office of Career and Technology Education
Adopted 2003

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UNIT E THE DESIGNED WORLD

The student will be able to

1 Develop an understanding of and be able to select and use medical technologies
2 Develop an understanding of and be able to select and use agricultural and related biotechnologies
3 Develop an understanding of and be able to select and use energy and power technologies
4 Develop an understanding of and be able to select and use information and communication technologies
5 Develop an understanding of and be able to select and use transportation technologies
6 Develop an understanding of and be able to select and use manufacturing technologies
7 Develop an understanding of and be able to select and use construction technologies

South Carolina State Department of Education
Office of Career and Technology Education
Adopted 2003

This item is not currently available

If you have questions or need information about this course please contact

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Transportation Distribution, and Logistics Course Standards

The standards listed are intended to serve as guides to assist teachers and administrators in providing an instructional program that is current and relevant Transportation Distribution and Logistics skill standards address what a worker needs to know and be able to do to contribute to a safe productive and effective work environment Students will be properly prepared for their careers when the standards are integrated with quality instructional techniques The standards provide a secure foundation for future training in the student s career

The following provide the basis for development of student profile that can be shared with prospective employers and in many instances the standards can be used for planning and implementing articulation agreements with comparable programs at the postsecondary level

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Automotive Collision Repair Technology 1 2 3 and 4 (6020 6021 6022 6023)

- Standards
- Student Profile

Automotive Technology 1 and 2 (6030 6031)

- Standards
- Student Profile

Automotive Technology 3 and 4 (6032 6033)

- Standards
- Student Profile

Diesel Engine Mechanics 1 2 3 and 4 (6310 6311 6312 6313)

- Standards
- Student Profile

Introduction to Transportation Distribution and Logistics (6015)

- Standards
- Student Profile

Small Engine Technology 1 2 3 and 4 (6300 6301 6302 6303)

- Standards
- Student Profile

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AUTOMOTIVE COLLISION REPAIR TECHNOLOGY

Course Codes 6020, 6021, 6022, and 6023

COURSE DESCRIPTION
The automotive collision repair program is designed to prepare students to repair automobiles and light commercial vehicles under the supervision of an experienced automotive collision repair technician Automotive collision repair technology students receive instruction in frame alignment surface finishing and shop management Upon successful completion of the program the student will be prepared for postsecondary education and entry-level automotive collision repair-related careers

RESOURCES
Go to the Web site for the South Carolina Instructional Materials Central Depository http //www sctextbooks com to see a detailed list including prices of the current state-adopted resources for automotive collision repair technology
State adopted resources (adopted June 1, 1998)
Motor Auto Body Repair 3d Edition Instructor's Guide Delmar Publishers ISBN 0827368593 1997
Motor Auto Body Repair 3d Edition Student Edition Delmar Publishers ISBN 0827368585 1997
I-CAR Professional Automotive Collision Repair Student Text Delmar Publishers ISBN 0827365004 1996
I-CAR Professional Automotive Collision Repair Instructor's Guide Delmar Publishers ISBN 0827365012, 1996
Additional, committee-recommended resources

OBJECTIVE
Given the necessary equipment materials and instruction the student on completion of the prescribed course of study will be albe to successfully accomplish the following core competencies

CREDIT
1 2 or 3 units

UNIT A PERFORMING WORK SAFETY PRACTICES

1 Demonstrate the ability to work safely and keep a safe work area
2 Operate a fire extinguisher
3 Demonstrate the safe use of hand and power tools
4 Demonstrate understanding of right to know' laws

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UNIT B DEMONSTRATING PLASMA CUTTING SKILLS

1 Set up plasma cutter
2 Cut a 6-inch straight line
3 Cut a dime-size circular hole

UNIT C DEMONSTRATING MIG WELDING SKILLS

1 Protect computers and other electronic control modules during welding procedures according to manufacturer's specifications
2 Set up and adjust MIG welder
3 Construct the following welds (vertical and overhead positions) using ICAR gauge to ICAR specification
   a continuous bead-lap weld
   b continuous bead-butt weld and
   c plug weld
4 Demonstrate knowledge of aluminum welding

UNIT D DEMONSTRATING SKILLS IN PLASTICS

1 Demonstrate knowledge of current automotive plastics
2 Perform an adhesive repair to an autobody panel

UNIT E DEMONSTRATING BASIC PANEL REPAIR SKILLS

1 Install new nonstructural body sheet metal
2 Rough out shrink and align cosmetic panels using hammer dolly and file techniques where applicable
3 Fill and finish panel irregularities using plastic fillers
4 Repair rust

UNIT F DEMONSTRATING STRUCTURAL ALIGNMENT SKILLS

1 Determine structural panel alignment (welded or adhesives)
2 Arrange structural panel alignment
3 Demonstrate knowledge and understanding of aligning MacPherson strut suspension system and rack and pinion steering system
4 Demonstrate knowledge of self-centering gauges and tram gauges

UNIT G DEMONSTRATING SKILLS REQUIRED TO REMOVE AND REPLACE TRIM ACCESSORIES AND HARDWARE

1 Remove and replace bumper
2 Align bumper reinforcements

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3 Align energy absorbers
4 Remove and replace grille
5 Demonstrate knowledge of restraint systems
6 Remove and replace trim panels
7 Remove and replace molding
8 Install weather stripping
9 Remove replace and align door locks and mating parts
10 Remove replace and align trunk locks and mating parts
11 Remove replace and adjust window regulators
12 Remove and replace front and rear seats
13 Remove replace, and align hood locks and mating parts

UNIT H DEMONSTRATING AUTOMOBILE GLASS REPLACEMENT SKILLS

1 Demonstrate understanding of removing and replacing fixed glass (heated and non heated) using manufacturer's specifications/procedures and recommended materials
2 Remove and replace movable glass

UNIT I DEMONSTRATING PAINTING AND REFINISHING SKILLS

1 Demonstrate knowledge of painting booth operations
2 Clean and condition bare metal for primers
3 Restore corrosion protection to repaired or replaced unibody structural areas
4 Mask sections and parts
5 Apply various primers and sealers
6 Apply single stage paint
7 Apply base coat clear coat paint
8 Apply a blend to a panel
9 Describe tinting of color process
10 Describe application of multi-stage paints
11 Describe paint defects causes and cures
12 Prepare and refinish plastic components
13 Describe removal and application of decals and stripes
14 Perform final detail and cleanup for delivery

UNIT J DEMONSTRATING AUTOMOBILE BODY REPAIR ESTIMATING SKILLS

1 Compute the cost of parts and labor for damaged vehicle
2 Determine materials cost for an estimate
3 Complete estimation form

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Business/Industry Reviewer

_____

Name (print)

_____

Name of business/industry and city/town (print)

_____

Date

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A0_FUNDAMENTALS Safety, HAZ-MAT, Tools, Vehicle Prep, and Maintenance 70 HOURS (50 Tasks)
AUTOMOTIVE TECHNOLOGY 1 AND 2
Course Codes 6030 and 6031

Unit 1 Automotive Technician Career

1 Identify the major systems of an automobile and briefly explain each system s purpose *
2 Identify the basic duties of key automotive dealership personnel and the career opportunities available in the automotive industry *

Unit 4 Safety

1 Identify shop hazards and explain the necessary steps to avoid personal injury or property damage *
2 Define the steps required to avoid fire in the shop *
3 Demonstrate the proper selection and operation of a fire extinguisher *
4 Identify the necessary steps for personal safety in the shop *
5 Identify personal protective equipment such as safety glasses and explain their use in an automotive shop and the importance of that use *
6 Demonstrate how to protect your hands from the hazards found in an automotive shop *
7 Describe how to properly lift a heavy object and demonstrate the process *
8 Define the special training and necessary First Aid Steps required to deal with Blood Borne Pathogens *
9 Demonstrate the safe use and proper maintenance of pneumatic and hydraulic tools including vehicle lifts *
10 Identify describe and record all unsafe or potentially unsafe conditions or acts environmental noncompliance malfunctions and health or industrial hygiene problems *

Unit 5 HAZ-MAT

1 Identify and define hazardous materials by chemical and physical properties such as color corrosivity density flammability reactivity specific gravity and toxicity *
2 Define the hazardous-materials and hazardous-waste emergency-situations regulatory process *
3 Identify the airborne gases found in the automotive shop and explain the hazards that they present *
4 Demonstrate the required methods to use when cleaning brake and clutch components *
5 Define the process for hazardous material spill control in an automotive shop *

P1 P2 or P3 NATEF knowledge-level skill
NATEF performance-level skill
AYES skill

6 Apply federal state and local regulations when storing and disposing of chemical materials and waste and know where to find current information about implementing these regulations *
7 Maintain understand and follow material safety data sheets (MSDS) *
8 Read and interpret the appropriate MSDS for proper hazard recognition and safety precautions when handling automotive materials *
9 Be familiar with right to know legislation *

Unit 7/8/9 Tools & Equipment

1 Identify select and demonstrate the proper use of common hand tools used in the automotive industry *
2 Demonstrate the proper use and maintenance of power and pneumatic tools found in the Automotive Shop *
3 Identify different types of torque wrenches and demonstrate their proper usage *
4 Repair internal and external threads *
5 Define the following terms clamping force tensile strength yield strength and shear strength *
6 Identify the different types of fasteners and their grade or property class *
7 Calculate any conversions such as English to metric and fractions to decimals *
8 Make Celsius or Fahrenheit measurements for the base unit of degrees for temperature read and apply a thermometer *
9 Identify the units of measurements in automotive repair and determine the measurement technique *
10 Use and read linear measuring devices tape measure ruler and so on *
11 Know when to use measurement tools for distance length angle mass weight pressure volume and/or temperature *
12 Outline the operating principles of a standard English and metric micrometer and name the components *
13 Read an English micrometer *
14 Read a Metric micrometer *
15 Demonstrate how to properly set up preload and read a dial indicator *
16 Match the appropriate tools to measurement needs to make a measurement based on accuracy precision and tolerance requirements or other criteria *

Unit 2 Communication

1 Use computer to acquire organize analyze and communicate information *
2 Interpret and communicate information—select and analyze information and communicate the results to others using oral written graphic pictorial or multimedia methods *
3 Analyze the source of the problem or reason for a decision by clarifying and validating root causes *
4 Skills-USA VICA (AYES) PDP Level 1 and 2*
5 Skills-USA VICA (AYES) PDP Level 1 and 2*

P1 P2 or P3
NATEF knowledge-level skill
NATEF performance-level skill
AYES skill

6 Apply and explain the use of the OEM service manual and electronic service information as information resources in locating automotive information *
7 Use logical steps and analysis to identify relevant diagrams details facts and specifications used in automotive service manuals *
8 Collect and organize information from library resources reference books and electronic databases *

Vehicle Maint & Prep

1 Check windshield washer fluid and other fluid levels *
2 Check seat belts *
3 Check and replace wiper blades *
4 Check security systems *
5 Wash and polish a vehicle *

A6 ELECTRICAL/ELECTRONICS 50-HOURS (31 tasks)

1 Explain atomic theory in relation to battery operation using like and unlike charges *
2 Define the term valence and its meaning to electricity *
3 Explain the terms conductor insulator and semi-conductor and differentiate between their functions *
4 Define voltage current resistance voltage drop and conductance *
5 Define the two theories of current flow conventional and electron) and explain which one the automotive industry uses and why *
6 Explain the difference between DC and AC current *
7 Demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems * (P1)
8 Using Ohm s law calculate voltage current and resistance *
9 Identify and use automotive symbols schematics and diagrams *
10 Check electrical circuits with a test light determine necessary action * (P2)
11 Check electrical circuits using fused jumper wires determine necessary action * (P2)
12 Describe the purpose and operation of a battery *
13 Explain battery ratings Cold Cranking Amps (CCA) and Reserve Capacity (RC) ratings *
14 Identify battery safety procedures *
15 Inspect clean fill and replace battery * (P2)
16 Perform slow/fast battery charge * (P2)
17 Inspect and clean battery cables connectors clamps and hold-downs repair or replace as needed * (P1)
18 Start a vehicle using jumper cables and a battery or auxiliary power supply according to manufacturers recommended specifications * (P1)
19 Perform battery state-of-charge tests determine needed service * (P1)

NATEF knowledge-level skill
P1 P2 or P3 NATEF performance-level skill
AYES skill

20 Perform battery capacity (load high-rate discharge) test determine needed service * (P1)
21 Performs charging system output test and determines necessary action * (P1)
22 Inspect adjust or replace generator (alternator) drive belts pulleys and tensioners check pulley and belt alignment * (P2)
23 Perform starter current draw tests determine necessary action * (P1)
24 Perform starter circuit voltage drop tests determine necessary action * (P1)
25 Remove and replace/reinstall starter * (P1)
26 Repair wiring harnesses and connectors * (P1)
27 Perform solder repair of electrical wiring * (P1)
28 Describe the different types of headlight systems *
29 Inspect replace and aim headlights and bulbs * (P2)
30 Inspect and test sensors connectors and wires of electronic instrument circuits determine necessary action * (P2)
31 Remove and reinstall door panel and instrument panel (dash) panel * (P1)

A5 BRAKES 35-HOURS (13 tasks)

1 Identify and interpret the operation of hydraulic brake systems *
2 Identify and interpret the operation of Disc/Drum brake systems *
3 Select handle store and install brake fluids to proper level *(P1)
4 Bleed (manual pressure vacuum or surge) brake system * (P1)
5 Inspect and replace wheel studs * (P1)
6 Remove and reinstall sealed wheel-bearing assembly * (P2)
7 Remove clean and inspect pads and remaining hardware determine necessary action * (P1)
8 Clean inspect and measure rotor for run-out parallelism and minimum thickness using a dial indicator and a micrometer follow manufacturer's recommendations in determining need to machine or replace * (P1)
9 Use a dial indicator to measure total indicator runout (TIR) *
10 Remove clean (using proper safety procedures) inspect and measure brake drums determine necessary action * (P1)
11 Remove clean and inspect brake shoes springs pins clips levers adjusters/self-adjusters other related brake hardware and backing support plates lubricate and reassemble * (P1)
12 Preadjust brake shoes and parking brake before installing brake drums or drum/hub assemblies and wheel bearings * (P1)
13 Install wheel torque lug nuts and make final checks and adjustments * (P1)

A4 SUSPENSION & STEERING 30-HOURS (22 tasks)

1 Identify terms and definitions associated with steering systems *
2 Inspect power steering fluid levels and condition (P1) *
3 Flush fill and bleed power steering system (P2) *

NATEF knowledge-level skill
P1 P2 or P3 NATEF performance-level skill
AYES skill

4 Inspect replace and adjust power steering pump belt * (P1)
5 Inspect and replace power steering hoses and fittings * (P2)
6 Inspect manual or power rack-and-pinion steering gear tie rod ends and bellows boots * (P1)
7 Inspect replace and adjust tie rod ends (Sockets) tie rod sleeves and clamps * (P1)
8 Lubricate suspension and steering systems * (P1)
9 Identify terms and definitions associated with suspension systems and components *
10 Identify the different types of wheel bearings and explain their operation *
11 Inspect remove and replace shock absorbers * (P1)
12 Remove inspect and install strut cartridge or assembly strut coil spring insulators (silencers) and upper strut bearing mount * (P1)
13 Remove inspect and service or replace front and rear wheel bearings * (P1)
14 Identify the basic characteristics of an automobile tire and explain the three basic types of passenger tire construction *
15 Identify and explain the types of tire ratings to include tire size ratings and spare tires *
16 Differentiate between dynamic and static wheel balance *
17 Inspect tires check and adjust air pressure * (P1)
18 Rotate tires according to manufacturer s recommendations * (P1)
19 Dismount inspect repair and remount tire on wheel * (P2)
20 Reinstall wheel torque lug nuts * (P1)
21 Inspect and repair a tire * (P2)
22 Balance wheel and tire assembly (static and dynamic) * (P1)

A8 ENGINE PERFORMANCE 35 HOURS (19 Tasks)

1 Recognize and identify the physical and chemical operating principles associated with automotive gasoline engines *
2 Explain and calculate engine compression ratio *
3 Explain the following performance factors speed work torque and horsepower *
4 Perform oil and filter change * (P2)
5 Explain the operation of the primary fuel system including fuel tank pumps filters fittings and lines *
6 Inspect and test mechanical and electrical fuel pumps and pump control systems for pressure regulation and volume perform necessary action * (P1)
7 Replace fuel filters * (P1)
8 Inspect throttle body air induction system intake manifold and gaskets for vacuum leaks and/or unmetered air * (P2)
9 Check idle speed and fuel mixture * (P2)
10 Perform cooling system pressure tests check coolant condition inspect and test radiator pressure cap coolant recovery tank and hoses perform necessary action * (P1)

NATEF knowledge-level skill
P1 P2 or P3 NATEF performance-level skill
AYES skill

11 Remove and replace thermostat * (P2)
12 Explain the operation of the positive crankcase ventilation (PCV) system *
13 Inspect and test positive crankcase ventilation (PCV) filter/breather cap valve tubes orifices and hoses perform necessary action * (P2)
14 Retrieve and record active and stored OBD I and OBD II diagnostic trouble codes (DTC) and clear codes * (P1)
15 Explain how distributor and distributorless ignition systems generate and time an ignition spark through the primary and secondary circuits *
16 Inspect and test ignition system secondary circuit wiring and components replace as needed * (P2)
17 Check and adjust (where applicable) ignition system timing and timing advance/retard * (P3)

A7 HEATING/AC 21 HOURS (7 Tasks)

1 Remove and replace radiator * (P2) **
2 Inspect test remove and replace water pump * (P2) **
3 Performance test A/C system diagnose A/C system malfunctions using principles of refrigeration * (P1) **
4 Inspect A/C compressor drive belts replace and adjust as needed * (P2) **
5 Inspect test and replace A/C compressor clutch components or assembly * (P2) **
6 Check operation of automatic and semi automatic heating control valves determine necessary action * (P3) **
7 Determine coolant condition drain and recover flush system and refill with recommended coolant and bleed system * (P1) **

A2 Automatic Transmission/Transaxle 5 HOURS (2 Tasks)

1 Identify the major drive train components and explain their purpose **
2 Service transmission perform visual inspection replace fluids and filters * (P1) **

A3_Manual Drive Train & Rear Axles 15 HOURS (7 Tasks)

1 Identify axle configurations **
2 Inspect and flush differential housing and refill with correct lubricant * (P2) **
3 Inspect clutch pedal linkage cables automatic adjuster mechanisms brackets bushings pivots and springs perform necessary action * (P1) **
4 Inspect adjust repair or replace hydraulic clutch slave and master cylinders lines and hoses * (P1) **

NATEF knowledge-level skill
P1 P2 or P3 NATEF performance-level skill
** AYES skill

5 Inspect release (throw out) bearing lever and pivot determine necessary action * (P2) **

6 Inspect and reinstall speedometer drive gear driven gear vehicle speed sensor (VSS) and retainers * (P2) **

7 Inspect service and replace shafts yokes boots and CV joints * (P1) **

P1 P2 or P3 NATEF knowledge-level skill
NATEF performance-level skill
AYES skill

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YEAR 2: A8 ENGINE PERFORMANCE 190 HRS				
COURSE UNIT LESSON	COMPETENCIES/TASKS	NATEF (KSA) Comp#	Job Sheet	*STD MET
A8/U1/L1	Explain the combustion of a hydrocarbon	A8K2	TEST	
A8/U1/L1	Explain atmospheric pressure and identify the relationship to the term vacuum	A8K3	TEST	
A8/U1/L1	Explain energy heat temperature and pressure and how they relate to automotive gasoline spark ignition engines	A8K4	TEST	
A8/U1/L1	Explain the thermal expansion of fluids and solids	A8K5	TEST	
A8/U1/L1	Differentiate among bore stroke and displacement	A8K6	TEST	
A8/U1/L1	Differentiate between volumetric and mass efficiency	A8K7	TEST	
A8/U1/L1	Explain Boyle s law of constant temperature and Charles s law of constant volume	A8K10	TEST	
A8/U1/L2	Explain the Otto or four stroke cycle of operation	A8K11	TEST	
A8/U1/L2	Explain the operation of an electronic fuel injection system including speed density mass airflow airflow meter throttle bodies idle controls and injectors	A8K13	TEST	
A8/U1/L2	Check fuel for contaminants and quality determine necessary action	A8/D3 P3	38B	
A8/U1/L2	Inspect and test cold enrichment system components adjust or replace as needed	A8/D6 P3	A6D6	
A8/U1/L2	Inspect and test fuel injectors clean and replace	A8/D8 P2	40B	
A8/U2/L1	Identify and interpret engine performance concern determine necessary action	A8/A1 P1	5B	
A8/U2/L1	Inspect engine assembly for fuel oil and coolant levels and leaks determine needed repairs	A8/A4 P2	5B	
A8/U2/L2	Diagnose unusual engine noise or vibration problems determine needed repairs	A8/A5 P2	41G NEW	
A8/U2/L1	Diagnose unusual exhaust color odor and sound determine necessary action	A8/A6 P2	12B NEW	
A8/U2/L1	Perform engine absolute (vacuum/boost) manifold pressure tests determine necessary action	A8/A7 P1	9B	
A8/U2/L1	Perform cylinder power balance test determine necessary action	A8/A8 P1	13B	
A8/U2/L1	Perform cylinder compression tests determine necessary action	A8/A9 P1	10B	
A8/U2/L1	Perform cylinder leakage test determine necessary action	A8/A10 P1	10D	

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REC039853

YEAR 2: A8 ENGINE PERFORMANCE 190 HRS				
COURSE UNIT LESSON	COMPETENCIES/TASKS	NATEF (KSA) Comp#	Job Sheet	*STD MET
A8/U2/L1	Diagnose engine mechanical electrical electronic fuel and ignition problems with oscilloscope and/or engine diagnostic equipment determine necessary action	A8/A11 P1	13B	
A8/U2/L1	Prepare 4- or 5-gas analyzer inspect and prepare vehicle for test and obtain exhaust readings interpret readings and determine necessary action	A8/A12 P1	15B	
A8/U2/L1	Record information related to an exhaust emission inspection	A8K14	TEST	
A8/U2/L2	Explain the function and identify the use of a thermometer and a pyrometer	A8K15	TEST	
A8/U2/L2	**Verify engine-operating temperature, determine necessary action**	A8/A13 P1	A8A13 NEW	
A8/U2/L2	Verify correct camshaft timing	A8/A15 P2	23B	
A8/U2/L2	Adjust valves on engines with mechanical or hydraulic lifters	A8/F1 P1	23B	
A8/U2/L2	Remove and replace timing belt verify correct camshaft timing	A8/F2 P1	23B	
A8/U2/L2	Inspect and test mechanical/electrical fans fan clutch fan shroud/ducting air dams and fan control devices perform necessary action	A8/F4 P1	A8F4 NEW	
A8/U3/L1	Identify the different types and explain the operation of the Exhaust Gas Recirculation (EGR) Valve and system	A8K16	TEST	
A8/U3/L1	Identify the different types and explain the operation of the Catalytic Converter	A8K18	TEST	
A8/U3/L2	Inspect the integrity of the exhaust manifold exhaust pipes muffler(s) catalytic converter(s) resonator(s) tail pipe(s) and heat shield(s) perform necessary action	A8/D11 P2	9H	
A8/U3/L2	Perform exhaust system backpressure test determine necessary action	A8/D12 P2	9H	
A8/U3/L2	Test the operation of turbocharger/supercharger systems determine necessary action	A8/D13 P3	D13	
A8/U3/L2	Diagnose oil leaks and emissions and driveability problems resulting from positive crankcase ventilation (PCV) failures	A8/E1 1 P2	A8E1 1 NEW	
A8/U3/L2	Diagnose emissions and driveability problems caused by malfunctions in the exhaust gas recirculation (EGR) system determine necessary action	A8/E2 1 P1	9K	

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REC039854

YEAR 2: A8 ENGINE PERFORMANCE 190 HRS				
COURSE UNIT LESSON	COMPETENCIES/TASKS	NATEF (KSA) Comp#	Job Sheet	STD MET
A8/U3/L2	Inspect test service and replace components of the EGR system including EGR tubing exhaust passages vacuum/pressure controls filters and hoses perform necessary action	A8/E2 2 P2	9K	
A8/U3/L2	Inspect and test electrical/electronic sensors controls and wiring of exhaust gas recirculation (EGR) systems perform necessary action	A8/E2 3 P2	9K	
A8/U3/L2	Diagnose emissions and driveability problems resulting from malfunctions in the secondary air injection and catalytic converter systems determine necessary action	A8/E3 1 P2	9K	
A8/U3/L2	Inspect and test catalytic converter performance	A8/E3 4 P1	9H	
A8/U4/L1	Explain the function and basic operation of a microprocessor and identify the different types of automotive computer input and output signals	A8K19	TEST	
A8/U4/L1	Explain the following terms read only memory (ROM) programmable read only memory (PROM) keep alive memory (KAM) and random access memory (RAM)	A8K20	TEST	
A8/U4/L1	Differentiate between volatile and nonvolatile memory and explain the term adaptive strategy	A8K21	TEST	
A8/U4/L1	Explain why an analog/digital (A/D) converter is necessary in an automotive fuel management computer	A8K22	TEST	
A8/U4/L1	Describe and identify the two types of voltage signals produced by engine load sensing devices	A8K23	TEST	
A8/U4/L1	Inspect and test power and ground circuits and connections service or replace as needed	A8K24	TEST	
A8/U4/L2	Identify the different types of input sensors used by automotive computers and explain their operation	A8K25	TEST	
A8/U4/L2	Differentiate between a digital and an analog signal	A8K26	TEST	
A8/U4/L3	Identify the different types of automotive computer output devices and explain their operation	A8K27	TEST	
A8/U4/L3	**Diagnose emissions and driveability problems resulting from malfunctions in the evaporative emissions control system determine necessary action**	A8/E6 1 P1	A8E6 1 NEW	
A8/U4/L3	**Inspect and test components and hoses of evaporative emissions control system perform necessary action**	A8/E6 2 P2	A8E6 2 NEW	

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REC039855

YEAR 2: A8 ENGINE PERFORMANCE 190 HRS				
COURSE UNIT LESSON	COMPETENCIES/TASKS	NATEF (KSA) Comp#	Job Sheet	*STD MET
A8/U4/L3	**Interpret evaporative emission related diagnostic trouble codes (DTCs), determine necessary action**	A8/E6 3 P1	A8E6 3 NEW	
A8/U4/L2 A8/U4/L3 A8/U4/L4	Diagnose the causes of emissions or driveability concerns resulting from malfunctions in the computerized engine control system with stored diagnostic trouble codes	A8/B3 P1	11B	
A8/U4/L2 A8/U4/L3 A8/U4/L4	Diagnose emissions or driveability concerns resulting from malfunctions in the computerized engine control system with no stored diagnostic trouble codes determine necessary action	A8/B4 P1	11B	
A8/U4/L2	**Check for module communication errors using a scan tool**	A8/B5 P1	A8B5 NEW	
A8/U4/L4	Inspect and test computerized engine control system sensors powertrain control module (PCM) actuators and circuits using a graphing multimeter (GMM)/digital storage oscilloscope (DSO) perform necessary action	A8/B6 P1	38B 77B	
A8/U4/L2 A8/U4/L3 A8/U4/L4	Obtain and interpret scan tool data	A8/B7 P1	87B	
A8/U4/L4	Access and use service information to perform step-by-step diagnosis	A8/B8 P1	87B	
A8/U4/L4	Diagnose driveability and emissions problems resulting from malfunctions of interrelated systems (cruise control security alarms suspension controls traction controls A/C automatic transmissions non OEM installed accessories or similar systems) determine necessary action	A8/B9 P3	142B	
A8/U4/L4	Identify the Clean Air Act Amendment and explain the OBD II provision	A8K28	TEST A8P6	
A8/U4/L4	**Research applicable vehicle and service information, such as engine management system operation vehicle service history, service precautions, and technical service bulletins**	A8/A2 P1	A8A2 NEW	
A8/U4/L4	**Locate and interpret vehicle and major component identification numbers (VIN, vehicle certification labels and calibration decals)**	A8/A3 P1	A8A3 NEW	

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YEAR 2: A8 ENGINE PERFORMANCE 190 HRS				
COURSE UNIT LESSON	COMPETENCIES/TASKS	NATEF (KSA) Comp#	Job Sheet	*STD MET
A8/U4/L4	Diagnose fuel system-related problems including hot or cold no starting hard starting poor driveability incorrect idle speed poor idle flooding hesitation surging engine misfire power loss stalling poor mileage dieseling and emissions problems on vehicles with injection type fuel systems determine necessary action	A8/D2 P1	51B	
A8/U4/L4	Practice recommended precautions when handling static sensitive devices	A8K29	TEST	
A8/U5/L1	Explain the primary and secondary ignition circuits and waveforms they generate	A8K31	TEST	
A8/U5/L1	Explain the operation of triggering devices (sensors) such as Pick-up Coils Hall effect switches PM Generators Optical Pick ups and Magneto Resistive (MR)	A8K32	TEST	
A8/U5/L2	Diagnose ignition system related problems such as no-starting hard starting engine misfire poor driveability spark knock power loss poor mileage and emissions concerns on vehicles with electronic ignition (distributorless) systems determine necessary action	A8/C1 P1	72B 78C	
A8/U5/L2	Diagnose ignition system related problems such as no starting hard starting engine misfire poor driveability spark knock power loss poor mileage and emissions concerns on vehicles with distributor ignition (DI) systems determine necessary action	A8/C2 P1	72B 78C	
A8/U5/L2	Inspect and test ignition primary circuit wiring and solid state components perform necessary action	A8/C3 P1	70B 70C	
A8/U5/L2	Inspect and test ignition coil(s) perform necessary action	A8/C6 P1	A8C6 NEW	
A8/U5/L2	Read and interpret engine oscilloscope patterns	A8K33	TEST	
A8/U5/L2	Inspect and test ignition system pick up sensor or triggering devices perform necessary action	A8/C8 P1	A8C8 NEW	

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LEGEND

A0 = AYES Course Fundamnetals of Automotive Service Technology
NATEF = National Automotive Technicians Education Foundation
K = Knowledge, S = Skill A = Attitude Competency
A4 A5 A6 A8 = ASE/NATEF Automotive Repair Areas
Letters under NATEF (KSA) = NATEF Sub-repair areas A, B C D E, F etc
JS = Job Sheet (Number/Letter stand for Job Sheet Page Numbers)
U = UNIT
L = Lesson
P = Academic Learning Project

*Use the below Competency Scale to rate how the Standard was met in the STD MET BOX

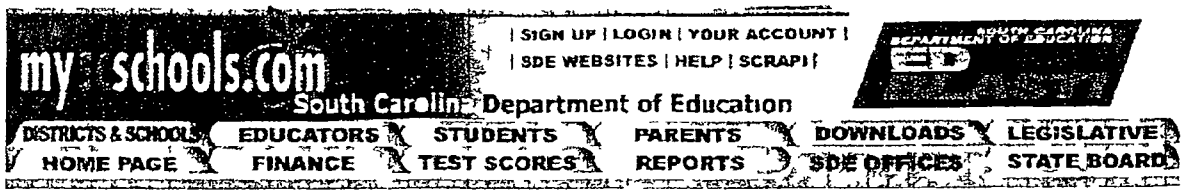
1= Demonstrated exposure/observation of the competency
2= Applies the competency but only mastered a few essential attributes of the competency
3= Capable of the competency but needs further practice
4= Performs the competency satisfactorily
5= MASTERED the competency

COURSE AREA	Pre-Intern	YR-2-Intern	TOTAL
A0 Core Competencies	70	41	111
A6 Electrical/Electronics	50	150	200
A5 Brakes	35	65	100
A4 Steering & Suspension	30	70	100
A8 Engine Performance	35	190	225
A7 Heating & AC	21	20	41
A2/A3 PowerTrain	20	0	25
TOTAL	261	541	802

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REC039859

T&I 148

SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

ACTIVITY/COURSE CODES 6300, 6301, 6302, and 6303

COURSE DESCRIPTION

The Small Engine Technology program is designed to prepare student to perform entry level small engine maintenance and repair tasks under the supervision of an experienced mechanic Small engine repair student receives training on small internal combustion engines used on portable equipment such as lawn mowers chain saws rotary tillers motorcycles pumps compressors and small boats The training includes locating and solving problems using specialized test equipment overhauling the basic engine and repairing or replacing engine systems

OBJECTIVE

Given the necessary equipment materials and instruction the student on completion of the prescribed course of study will be able to successfully accomplish the following core competencies

Credit 1 2 or 3 units

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SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

RESOURCES

Crouse and Anglin Small Engine Mechanics 2d edition Gregg Division McGraw Hill Book Company New York 1983

Mechanics of Small Engines Glencoe Publishing Division 1990

Small Engine Repairer Number 33 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

Small Engine Repairer Volume 52 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

Small Gas Engines Goodheart Willcox Company Inc South Holland Illinois 1992

Stephenson Small Gasoline Engine Delmar Publishers Inc Albany New York 1984

Turner Howard J Small Engine Care and Operation Volume I American Association for Vocational Instructional Materials 745 Gaines School Road Athens Georgia 1979

Small Engine Maintenance and Repair Volume II American Association for Vocational Instructional Materials 745 Gaines School Road Athens Georgia 1979

Weathers and Hunter Fundamentals of Small Gas Engines Prentice Hall Inc Englewood Cliffs New Jersey 1983

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COURSE SPECIFICATIONS FOR SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63000100	**A PERFORMING WORK SAFETY PRACTICES**																								
63000101	Demonstrate the ability to work safely						X			X														X	
63000102	Demonstrate the ability to keep a clean orderly safe work area						X			X														X	
63000103	Operate a fire extinguisher						X			X														X	
63000104	Demonstrate the safe use of hand and power tools						X			X														X	
63000200	**B DEMONSTRATING THE SKILL TO IDENTIFY SMALL ENGINE TYPES, DESIGNS, AND ENGINE COMPONENTS AND TO DESCRIBE THE OPERATION OF THE ENGINE SYSTEMS**																								
63000201	Identify four cycle engine components						X						X			X						X			
63000202	Identify two cycle engine components						X						X			X						X			
63000203	Describe the operation of engine systems						X						X			X						X			
63000204	Determine engine identification from engine decal						X						X			X						X			
63000300	**C DEMONSTRATING SKILLS IN THE SER VICING REPAIR AND MAINTENANCE OF THE FUEL SYSTEM**																								
63000301	Service or replace a fuel filter										X		X												
63000302	Clean fuel tank and lines										X		X												
63000303	Service and adjust a vacuum type carburetor										X		X												
63000304	Service and adjust a float type carburetor										X		X												
63000305	Service and adjust a diaphragm type carburetor										X		X												
63000306	Remove and replace a fuel pump										X		X												
63000400	**D DEMONSTRATING SKILLS IN THE SER VICING REPAIR AND MAINTENANCE OF THE IGNITION SYSTEM**																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Fo eign Language
- A–Visual & Performing Arts
- SC Science
- LA–Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC039863
TEX_22188
DEF_3336-0628

COURSE SPECIFICATIONS FOR SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63000401	Gauge and replace a spark plug										X					X									
63000402	Service a flywheel										X					X									
63000403	Remove and replace points and condenser										X					X									
63000404	Test and replace an ignition condenser										X					X									
63000405	Set dwell and timing										X					X									
63000406	Remove and replace a point plunger										X					X									
63000407	Test and replace an ignition coil										X					X									
63000408	Adjust armature air gap										X					X									
63000409	Test and replace an ignition wire										X					X									
63000410	Replace a rectifier										X					X									
63000411	Replace a diode assembly										X					X									
63000412	Troubleshoot a capacitor discharge ignition (CDI) system										X					X									
63000413	Remove and replace a safety switch										X					X									
63000500	**E DEMONSTRATING SKILLS IN THE SERVICING, REPAIR AND MAINTENANCE OF THE EXHAUST SYSTEM**																								
63000501	Remove carbon buildup from a muffler										X					X									
63000502	Clean exhaust port and pipes										X					X									
63000503	Remove and replace a muffler										X					X									
63000600	**F DEMONSTRATING SKILLS USED IN THE OVERHAUL OF SMALL ENGINES**																								
63000601	Disassemble and inspect engine components										X														
63000602	Measure engine wear with micrometers	X											X									X			
63000603	Grind valves and valve seats										X														
63000604	Deglaze and clean a cylinder										X														
63000605	Repair damaged threads using a tap and die set	X									X											X			
63000606	Remove and replace oil seals										X														
63000607	Replace a crankshaft										X														
63000608	Install piston rings	X									X											X			
63000609	Replace a piston and connecting rod assembly										X														

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A Visual & Performing Arts
- SC–Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT Interpersonal
- R Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student A hievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039864
TEX_22189
DEF_3336-0629

COURSE SPECIFICATIONS FOR SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63000610	Install valve lifters										X														
63000611	Replace a camshaft	X									X											X			
63000612	Replace an oil dipper, slinger or pump										X														
63000613	Install a crankcase cover or sump	X									X											X			
63000614	Adjust and install valves	X									X											X			
63000615	Install a cylinder head	X									X											X			
63000616	Service a crankcase breather										X														
63000617	Install a short block assembly	X									X											X			
63000700	**G DEMONSTRATING SKILLS USED IN THE SERVICING AND REPAIR OF ENGINE STARTERS**																								
63000701	Remove and replace a starter spring										X														
63000702	Remove and replace a starter clutch	X									X											X			
63000703	Remove and replace a friction brake										X														
63000704	Remove and replace starter pawls										X														
63000705	Remove and replace a starter cup										X														
63000706	Remove and replace a starter rope	X									X											X			
63000800	**H DEMONSTRATING SKILLS USED IN SERVICING MAINTAINING AND REPAIR ING ENGINE ELECTRICAL SYSTEMS**																								
63000801	Service a battery										X														
63000802	Troubleshoot a starting circuit	X				X					X											X			
63000803	Replace a tarter motor										X		X												
63000804	Clean a commutator	X									X											X			
63000805	Remove and replace alternator or generator bearing or brushes										X														
63000806	Troubleshoot a charging circuit	X				X					X											X			
63000807	Remove and replace a voltage regulator					X					X		X												
63000900	**I DEMONSTRATING SKILLS USED IN SERVICING, MAINTAINING AND REPLAC ING CLUTCH AND DRIVE MECHANISMS**																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign l anguage
- A–Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T–Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA–Student Achievement & Citizenship
- TE Teacher Education & Professional Development
  - MS–Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF–Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039865
TEX_22190
DEF_3336-0630

COURSE SPECIFICATIONS FOR SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63000901	Repair a drum type centrifugal clutch										X														
63000902	Repair a disc type clutch										X														
63000903	Repair a belt clutch										X														
63000904	Repair and adjust a belt drive assembly										X														
63000905	Repair and adjust a chain drive assembly										X														
63000906	Repair a friction drive assembly										X														
63000907	Change fluid in a hydrostatic transmission	X				X					X											X			
63000908	Repair a manual transmission	X				X					X											X			
63000909	Repair a differential	X				X					X											X			
63001000	**J DEMONSTRATING SKILLS USED IN ORDERING PARTS AND MATERIALS AND IN MAINTAINING RECORDS**																								
63001001	Determine parts numbers from a catalog	X				X					X											X			
63001002	Update parts numbers and prices in parts catalog	X				X					X											X			
63001003	Determine parts numbers from microfiche	X				X					X											X			
63001004	Estimate total cost of repairs	X				X					X											X			
63001005	Complete a work order form	X				X					X											X			
63001100	**K DEMONSTRATING WELDING SKILLS AND PRACTICES**																								
63001101	Set up an oxyacetylene station	X									X					X									
63001102	Light and adjust the cutting torch	X									X					X									
63001103	Lay out and burn straight cuts in sheet metal										X					X									
63001104	Light and adjust the welding torch										X					X									
63001105	Carry a puddle without filler rod (flat position)	X									X					X									
63001106	Carry a puddle with filler rod (flat position)	X									X					X									
63001107	Construct an outside corner joint (flat position)	X									X					X						X			
63001108	Braze lap and T joints	X									X					X									
63001109	Set up and adjust a shielded metal arc welding station	X									X					X									

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
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- SC Science
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- HS Health & Safety
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- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R--Resources
- T Technology
- S--Systems

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NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039866
TEX_22191
DEF_3336-0631

COURSE SPECIFICATIONS FOR SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63001110	Weld a straight bead pattern (flat position)	X									X					X									
63001200	**L DEMONSTRATING SKILLS USED IN LAWN AND GARDEN EQUIPMENT REPAIR**																								
63001201	Adjust mower cutting height	X									X					X									
63001202	Grind and balance a rotary mower blade	X									X					X									
63001203	Remove and replace a blade adapter										X					X									
63001204	Lubricate a riding mower										X					X									
63001205	Remove and replace drive cogs on a self pro pelled mower										X					X									
63001206	Clean inspect, and service a riding mower	X									X					X									
63001207	Remove and replace a throttle cable										X					X									
63001208	Remove and replace steering rods and bushings										X					X									
63001209	Adjust tow in on a riding mower	X									X					X						X			
63001210	Remove and replace a wheel bearing										X					X									
63001211	Remove and replace steering spindles	X									X					X									
63001212	Remove and replace a wheel										X					X									
63001213	Overhaul a mechanical brake caliper	X									X					X						X			
63001300	**M DEMONSTRATING SKILLS USED IN CHAIN SAW REPAIR**																								
63001301	Troubleshoot cutter problems										X					X									
63001302	Sharpen a chain	X									X					X						X			
63001303	Inspect and grind depth gauges	X									X					X						X			
63001304	Replace a drive link	X									X					X						X			
63001305	Replace a floating sprocket	X									X					X									
63001306	Replace a clutch and integral sprocket	X									X					X									
63001307	Lubricate a roller nose bar										X					X									
63001308	Replace a guide bar	X									X														
63001309	Replace and adjust a chain	X									X					X									
63001310	Install a guide bar										X					X									
63001311	Overhaul a manual oiler	X									X					X									

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Technology
- S--Systems

NATIONAL GOALS
- SR School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL--Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039867
TEX_22192
DEF_3336-0632

COURSE SPECIFICATIONS FOR SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills							National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
63001312	Overhaul an automatic oiler	X									X					X									
63001400	**N DEMONSTRATING SKILLS USED IN OUT BOARD MOTOR REPAIR**																								
63001401	Disassemble and clean an outboard engine										X					X									
63001402	Replace outboard gear drive components	X									X					X									
63001403	Lubricate an outboard lower unit																								
63001404	Replace a propeller and sheer pin	X									X					X									
63001405	Replace a drive shaft and bearing	X									X					X									
63001406	Replace a drive shaft pinion	X									X					X									
63001407	Replace a clutch dog	X									X					X									
63001408	Replace a swivel bracket										X					X									
63001409	Perform an operational test of the cooling system	X									X					X									
63001410	Lubricate transom steering bushings										X					X									
63001411	Replace lower unit seals	X									X					X									
63001412	Clean a gas tank pickup tube										X					X									
63001500	**O DEMONSTRATING BASIC ENGINE CARE**																								
63001501	Identify engine and determine type and weight of oil	X				X					X					X									
63001502	Change engine oil	X									X					X									
63001503	Replace oil filter	X									X					X									
63001504	Service or replace a dry element air filter										X					X									
63001505	Service or replace a foam type air filter										X					X									
63001506	Service an oil bath air filter										X					X									
63001507	Clean cooling systems										X					X									
63001508	Grease zerk fittings										X					X									
63001509	Lube throttle cable										X					X									
63001510	Sharpen and balance blade										X					X									

Revision date 07/98

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE–Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R–Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR–School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF–Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039868
TEX_22193
DEF_3336-0633

COURSE SPECIFICATIONS FOR SMALL ENGINE TECHNOLOGY 1, 2, 3, and 4

The STUDENT will be able to

Revised by David Prigge Heyward Career Center Randall Smith Lexington Applied Technology Center Jimmy Braziel Palmetto Lawn & Leisure Inc Lexington Murray Blume Cayce Outdoor Power Equipment Cayce Jeremy Cobb S&T Equipment Columbia Mark McGrady Honda Motorcycle Sales & Service Columbia Glen Martin Bunky s Small Engines Eastover Joe Miller Tool Time Rental & Repair Inc West Columbia and Carl Curry Birchwood High School Columbia

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Art
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R--Resources
- T Technology
- S Systems

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NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
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REC039869
TEX_22194
DEF_3336-0634

Family and Consumer Sciences Comprehensive Course Standards

Family and Consumer Sciences has it roots in both academic and career and technology education in that it easily reaches beyond the education system into the community as it focuses on the needs of individuals and families Having the family at the core of all content we recognize this institution as the context in which family members learn about relating to and caring for others In families individuals acquire attitudes about learning and work build communication and reasoning skills learn right from wrong and form patterns about responsible citizenship

The mission of Family and Consumer Sciences Education is to prepare students for family life work life and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge skills attitudes and behaviors needed for

- Strengthening the well being of individuals and families across the life span
- Becoming responsible citizens and leaders in family community and work settings
- Promoting optimal nutrition and wellness across the life span
- Managing resources to meet the material needs of individuals and families
- Using critical and creative thinking skills to address problems in diverse family community and work environments
- Successful life management employment and career development
- Functioning effectively as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one s actions and success in family and work life

Bearing the mission of the profession in mind the South Carolina core competencies have been developed and merged with the national standards to formulate an action plan for every Family and Consumer Sciences Educator to participate in the advancement of the profession

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Child Development 1 (5800)

- Standards
- Student Profile

Child Development 2 (5801)

- Standards
- Student Profile

Clothing and Textiles 1 (5804)

- Standards
- Student Profile

Clothing and Textiles 2 (5805)

- Standards
- Student Profile

Consumer Education 1 (5812)

- Standards
- Student Profile

Consumer Education 2 (5813)

- Standards
- Student Profile

Consumer and Homemaking 1 (5808)

- Standards
- Student Profile

Consumer and Homemaking 2 (5809)

- Standards
- Student Profile

Education for Parenthood 1 (5816)

- Standards
- Student Profile

Education for Parenthood 2 (5817)

- Standards
- Student Profile

Family Life Education 1 (5820)

- Standards
- Student Profile

Family Life Education 2 (5821)

- Standards
- Student Profile

Foods and Nutrition 1 (5824)

- Standards
- Student Profile

Foods and Nutrition 2 (5825)

- Standards
- Student Profile

Housing and Home Furnishings 1 (5830)

- Standards
- Student Profile

Housing and Home Furnishings 2 (5831)

- Standards
- Student Profile

Human Sexuality 1 (5834)

- Standards
- Student Profile

Human Sexuality 2 (5835)

- Standards
- Student Profile

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TEX_22197

DEF_3336-0637

REC039872

CHILD DEVELOPMENT 1

ACTIVITY/COURSE CODE: 5800

COURSE DESCRIPTION

Child Development I approaches the study of human growth and development from conception through age five Within Child Development I the care and guidance of young children relative to the physical social emotional and mental developmental tasks are stressed Efforts are made to incorporate guided observation and participation with young children and their parents in order to promote personal confidence in responding to young children Competencies gained will prepare student to assume parental role and/or career involving the care and nurturing of the young

RELATED CAREERS

High School Education Preschool aide family child care provider recreation aide and teacher aide Postsecondary Education Child day care supervisor special education aide preschool teacher and after school program supervisor Four Year or Postgraduate Education Preschool director children s center supervisor child psychologist and elementary middle or secondary teacher

OBJECTIVE

Given appropriate instruction and relevant learning experiences the student will successfully complete the following core competencies

Credit 1/2 unit

REC039873
TEX_22198
DEF_3336-0638

CHILD DEVELOPMENT I

RESOURCES

TEXTS

Brisbane The Developing Child Understanding Children and Parenting, Student Edition Glencoe/McGraw Hill 1997

Brisbane The Developing Child, Understanding Children and Parenting, Student Workbook Glencoe/McGraw Hill 1997

The Child Care Professional Observation Handbook Glencoe/McGraw Hill Grades 9 12

The Child Care Professional Student Edition Glencoe/McGraw Hill Grades 9 12

The Child Care Professional Student Workbook Glencoe/McGraw Hill Grades 9 12

Decker Children The Early Years Goodheart Willcox 1990

Herr Working With Young Children Goodheart Willcox 1990

Cooke Child Development Roles, Responsibilities, Resources Prentice Hall 1990

Health Skills For Life Title IV C Project Eugene Oregon

Westlake and Westlake Child Development and Parenting EMC Publishing 1990

COMPUTER DISKS

Orange Juice Software Systems
- From the Beginning Prenatal Development/Childbirth
- From the Beginning The Reproductive Systems and Conception
- Child Development The Game Format Study Guide

VIDEOS

Humancare Inc
- The Baby Video Library

Magna Systems
- The Developing Child Series

Ross Laboratories
- Baby Care Basics for the Formula Feeding Mother

Career Development Software Inc

OTHER

Parents Magazine
Parenting Magazine
Baby Think It Over Doll

REC039874
TEX_22199
DEF_3336-0639

Johnson and Johnson
Infant Health Care
Infant Development A First Year Guide to Growth and Learning

The Parenting and Human Development Video Series

Nova
The Miracle of Life

REC039875
TEX_22200
DEF_3336-0640

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58000100	**A DEMONSTRATING KNOWLEDGE AND UNDERSTANDING OF PRENATAL DEVELOPMENT**																								
58000101	Describe the developmental changes of the fetus during pregnancy				X	X						X	X												
58000101 1	Define selected terms related to prenatal development																								
58000101 2	Identify prenatal stages in development (conception to birth)																								
58000101 3	Describe the physical characteristics of the newborn baby																								
58000101 4	Describe conditions of premature and post mature babies at birth																								
58000200	**B CARING FOR AN INFANT**																								
58000201	Describe the developmental tasks of an infant					X						X	X		X					X					X
58000201 1	List basic needs of all infants																								
58000201 2	List the abilities of a newborn																								
58000201 3	Describe the laws of growth																								
58000201 4	Describe physical development during the first year																								
58000201 5	List emotional development during the first year																								
58000201 6	Describe social development during the first year																								
58000201 7	Describe intellectual development during the first year																								
58000201 8	Define developmental task																								
58000201 9	List developmental tasks for the child from birth to one year																								
58000202	Provide for the needs of an infant (may be incorporated with Education for Parenthood)	X													X					X	X				X
58000202 1	Discuss infant feeding techniques (breast, bottle,																								

MATRIX KEY

CURRICULUM FRAMEWORKS
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SC CHAMBER/SCANS SKILLS
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NATIONAL GOALS
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- PI Parental Involvement

REC039876
TEX_22201
DEF_3336-0641

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	and solid food feeding)																								
58000202 2	Bathe an infant by simulation (sponge and tub)																								
58000202 3	Change an infant s diaper																								
58000202 4	List conditions that help develop good infant sleep habits																								
58000202 5	Discuss selection and care of infant s clothing																								
58000202 6	Dress an infant																								
58000202 7	Determine adequate medical care needed																								
58000202 8	Discuss solutions for common physical problems of infants																								
58000202 9	Discuss factors to consider when selecting infant toys																								
58000202 10	Discuss importance of play with an infant																								
58000202 11	List proper ways to communicate with an infant																								
58000202 12	Develop a daily schedule for an infant																								
58000300	**C CARING FOR CHILDREN (AGES ONE THROUGH SIX)**																								
58000301	Care for the physical development of a child	X	X	X						X	X	X	X	X	X	X	X	X							X
58000301 1	List physical development tasks of children and the normal age at which these are learned																								
58000301 2	Describe the importance of rest and sleep for young children																								
58000301 3	Relate toilet training to physical development																								
58000301 4	Develop lists of dos and don ts for toilet training																								
58000301 5	List steps to follow in toilet training																								
58000301 6	List desirable characteristics of children s clothing																								
58000301 7	Identify ways to assist a child with dressing																								
58000301 8	Describe the value of play in a child s physical development																								
58000301 9	Identify toys that nurture physical development																								
58000301 10	Discuss the importance of nutrition in physical																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M–Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
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- SS Social Studies
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SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS–Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR–School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL–Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039877
TEX_22202
DEF_3336-0642

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	development																								
58000302	Care for the social emotional and intellectual needs of a child	X	X	X						X	X	X	X	X	X	X	X	X							X
58000302 1	Identify the emotional and social development characteristics of the child ages one through six																								
58000302 2	Cite factors that influence the socialization of individuals																								
58000302 3	Cite examples of the socialization processes (friendship quarrels competition and coopera tion)																								
58000302 4	Explain how certain activities such as play influence the socialization of individuals																								
58000302 5	Identify the types of play																								
58000302 6	Cite factors that affect mental development																								
58000302 7	Describe experiences that facilitate the aspects of mental development language reasoning and perception																								
58000302 8	Identify play materials that contribute to creative and dramatic development																								
58000302 9	Cite factors that affect emotional development																								
58000302 10	Describe the emotional patterns experienced by most children																								
58000302 11	Define affection and describe its role in emotional development																								
58000302 12	Discuss the effect of television on the social and intellectual development of a child																								
58000302 13	Discuss the effect of discipline on the social and emotional development of a child																								
58000302 14	Recommend ways to resolve children s fears																								

CURRICULUM FRAMEWORKS
M–Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE–Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF–Information
IT Interpersonal
R Resources
T Technology
S–Systems

NATIONAL GOALS
SR School Readiness
SC–School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Developmen
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039878
TEX_22203
DEF_3336-0643

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58000303	Identify health and safety practices and precautions to use with children	X	X	X						X	X	X	X	X	X	X	X	X							X
58000303 1	List factors to observe that are clues to the health status of a child																								
58000303 2	List desirable health habits for the young																								
58000303 3	List procedures for taking the temperature of an infant and a child																								
58000303 4	List general steps in handling emergencies																								
58000303 5	Describe the Heimlich maneuver																								
58000303 6	List first aid and emergency treatment for bleeding animal bites bumps and bruises burns choking convulsions fainting fractures and sprains insect bites poisons shock and splinters																								
58000303 7	Describe the artificial respiration technique used on children																								
58000303 8	Name ways hospitalization can be made less frightening for a child																								
58000303 9	Define communicable diseases																								
58000303 10	Name common communicable diseases																								
58000303 11	Describe ways to deal with sickness in children																								
58000303 12	Identify four general things necessary for child safety																								
58000303 13	Identify the leading cause of deaths among young children																								
58000303 14	Identify factors to consider in choosing a child safety restraint																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A--Visual & Performing Arts
- SC Science
- LA--Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039879
TEX_22204
DEF_3336-0644

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58000400	D CARING FOR THE EXCEPTIONAL CHILD																								
58000401	Identify types of handicapped conditions	X								X										X					
58000401 1	List various types of handicapped conditions																								
58000401 2	Distinguish between inherited and environmental causes of handicapped conditions																								
58000401 3	Identify ways to overcome handicapped conditions																								
58000402	Promote maximum development of the gifted child	X								X										X					
58000402 1	Give meaning to the term gifted relative to human growth and development																								
58000402 2	Describe environmental conditions that foster and/or support giftedness																								
58000402 3	Identify community resources that foster growth and development of the gifted individual																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58000100	A DEMONSTRATING KNOWLEDGE AND UNDERSTANDING OF PRENATAL DEVEL OPMENT			

CURRICULUM FRAMEWORKS
M--Math
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SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T--Technology
S--Systems

NATIONAL GOALS
SR--School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039880
TEX_22205
DEF_3336-0645

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58000101	Describe the developmental changes of the fetus during pregnancy	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics Strand 3 Change	
58000101 1	Define selected terms related to prenatal development			
58000101 2	Identify prenatal stages in development (conception to birth)			
58000101 3	Describe the physical characteristics of the newborn baby			
58000101 4	Describe conditions of premature and post mature babies at birth			
58000200	**B CARING FOR AN INFANT**			
58000201	Describe the developmental tasks of an infant	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 2 Interactions	
58000201 1	List basic needs of all infants			
58000201 2	List the abilities of a newborn			
58000201 3	Describe the laws of growth			
58000201 4	Describe physical development during the first year			
58000201 5	List emotional development during the first year			
58000201 6	Describe social development during the first year			
58000201 7	Describe intellectual development during the first year			
58000201 8	Define developmental task			
58000201 9	List developmental tasks for the child from birth to one year			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
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- SS--Social Studies
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SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
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NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
  MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039881
TEX_22206
DEF_3336-0646

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58000202	Provide for the needs of an infant (may be incorporated with Education for Parenthood)	I Reading/Literature II Listening III Speaking IV Writing V Research		
58000202 1	Discuss infant feeding techniques (breast bottle and solid food feeding)			
58000202 2	Bathe an infant by simulation (sponge and tub)			
58000202 3	Change an infant s diaper			
58000202 4	List conditions that help develop good infant sleep habits			
58000202 5	Discuss selection and care of infant s clothing			
58000202 6	Dress an infant			
58000202 7	Determine adequate medical care needed			
58000202 8	Discuss solutions for common physical problems of infants			
58000202 9	Discuss factors to consider when selecting infant toys			
58000202 10	Discuss importance of play with an infant			
58000202 11	List proper ways to communicate with an infant			
58000202 12	Develop a daily schedule for an infant			
58000300	**C CARING FOR CHILDREN (AGES ONE THROUGH SIX)**			
58000301	Care for the physical development of a child	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 2 Interactions Strand 3 Change	
58000301 1	List physical development tasks of children and the normal age at which these are learned			
58000301 2	Describe the importance of rest and sleep for young children			

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A–Visual & Performing Arts
SC Science
A Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
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PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T–Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
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PI Parental Involvement

REC039882
TEX_22207
DEF_3336-0647

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58000301 3	Relate toilet training to physical development			
58000301 4	Develop lists of dos and don ts for toilet training			
58000301 5	List steps to follow in toilet training			
58000301 6	List desirable characteristics of children s clothing			
58000301 7	Identify ways to assist a child with dressing			
58000301 8	Describe the value of play in a child s physical development			
58000301 9	Identify toys that nurture physical development			
58000301 10	Discuss the importance of nutrition in physical development			
58000302	Care for the social emotional and intellectual needs of a child	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change	
58000302 1	Identify the emotional and social development characteristics of the child ages one through six			
58000302 2	Cite factors that influence the socialization of individuals			
58000302 3	Cite examples of the socialization processes (friendship quarrels competition and cooperation)			
58000302 4	Explain how certain activities such as play influence the socialization of individuals			
58000302 5	Identify the types of play			
58000302 6	Cite factors that affect mental development			
58000302 7	Describe experiences that facilitate the aspects of mental development language reasoning and perception			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
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- SS--Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ--Personal Qualities
- TS--Thinking Skills
- BS -Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039883
TEX_22208
DEF_3336-0648

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58000302 8	Identify play materials that contribute to creative and dramatic development			
58000302 9	Cite factors that affect emotional development			
58000302 10	Describe the emotional patterns experienced by most children			
58000302 11	Define affection and describe its role in emotional development			
58000302 12	Discuss the effect of television on the social and intellectual development of a child			
58000302 13	Discuss the effect of discipline on the social and emotional development of a child			
58000302 14	Recommend ways to resolve children s fears			
58000303	Identify health and safety practices and precautions to use with children	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics	
58000303 1	List factors to observe that are clues to the health status of a child			
58000303 2	List desirable health habits for the young			
58000303 3	List procedures for taking the temperature of an infant and a child			
58000303 4	List general steps in handling emergencies			
58000303 5	Describe the Heimlich maneuver			
58000303 6	List first aid and emergency treatment for bleeding animal bites bumps and bruises burns choking convulsions fainting fractures and sprains insect bites poisons shock and splinters			
58000303 7	Describe the artificial respiration technique used on children			

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS–Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T–Technology
- S Systems

NATIONAL GOALS
- SR School Readine s
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039884
TEX_22209
DEF_3336-0649

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58000303 8	Name ways hospitalization can be made less frightening for a child			
58000303 9	Define communicable diseases			
58000303 10	Name common communicable diseases			
58000303 11	Describe ways to deal with sickness in children			
58000303 12	Identify four general things necessary for child safety			
58000303 13	Identify the leading cause of deaths among young children			
58000303 14	Identify factors to consider in choosing a child safety restraint			
58000400	**D CARING FOR THE EXCEPTIONAL CHILD**			
58000401	Identify types of handicapped conditions	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics	
58000401 1	List various types of handicapped conditions			
58000401 2	Distinguish between inherited and environmental causes of handicapped conditions			
58000401 3	Identify ways to overcome handicapped conditions			
58000402	Promote maximum development of the gifted child	I Reading/Literature II Listening III Speaking IV Writing V Research		
58000402 1	Give meaning to the term gifted relative to human growth and development			
58000402 2	Describe environmental conditions that foster and/or support giftedness			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ–Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA–Student Achievement & Citizenship
- TE–Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039885
TEX_22210
DEF_3336-0650

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT I

The STUDENT will be able to

Competency	Competency/Objective	SC CURRICULUM STANDARDS		
Number		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58000402 3	Identify community resources that foster growth and development of the gifted Individual			

Revision date 07/98

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE–Teacher Education & Professional Development
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- PI Parental Involvement

REC039886
TEX_22211
DEF_3336-0651

CHILD DEVELOPMENT 2

ACTIVITY/COURSE CODE 5801

COURSE DESCRIPTION

Child Development II approaches the study of human growth and development from conception through age five Child Development II is for the student who has keen interest in and an immediate need for acquiring skill in the care and nurturing of young children Individualized instructional strategies will be used to encourage the creative application of theories and practices to promote physical mental emotional and social development

RELATED CAREERS

High School Education Preschool aide family child care provider recreation aide and teacher aide Postsecondary Education Child day care supervisor special education aide preschool teacher and after school program supervisor Four Year or Postgraduate Education Preschool director children s center supervisor child psychologist and elementary middle or secondary teacher

OBJECTIVE

Given appropriate instruction and relevant learning experiences the student will demonstrate an understanding of the knowledge and abilities essential to the promotion of proper development of children

Prerequisite Child Development I

Credit 1/2 unit

REC039887
TEX_22212
DEF_3336-0652

CHILD DEVELOPMENT II

RESOURCES

TEXTS

Brisbane The Developing Child, Understanding Children and Parenting, Student Edition Glencoe/McGraw Hill 1997

Brisbane The Developing Child Understanding Children and Parenting, Student Workbook Glencoe/McGraw Hill 1997

The Child Care Professional Observation Handbook Glencoe/McGraw Hill Grades 9 12

The Child Care Professional Student Edition Glencoe/McGraw Hill Grades 9 12

The Child Care Professional Student Workbook Glencoe/McGraw Hill Grades 9 12

Decker Children The Early Years Goodheart Willcox 1990

Herr Working With Young Children Goodheart Willcox 1990

Cooke Child Development Roles, Responsibilities, Resources Prentice Hall 1990

Health Skills For Life Title IV C Project Eugene Oregon

Westlake and Westlake Child Development and Parenting EMC Publishing 1990

COMPUTER DISKS

Orange Juice Software Systems
- From the Beginning Prenatal Development/Childbirth
- From the Beginning The Reproductive Systems and Conception
- Child Development The Game Format Study Guide

REC039888
TEX_22213
DEF_3336-0653

CHILD DEVELOPMENT II

RESOURCES

VIDEOS

Humancare Inc
The Baby Video Library

Magna Systems
The Developing Child Series

Johnson and Johnson
Infant Health Care
Infant Development A First Year Guide to Growth and Learning

Ross Laboratories
Baby Care Basics for the Formula-Feeding Mother

Career Development Software Inc
CHILD DEVELOPMENT II
The Parenting and Human Development Video Series

Nova
The Miracle of Life

OTHER

Parents Magazine
Parenting Magazine
Baby Think It Over Doll

REC039889
DEF_3336-0654
TEX_22214

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58010100	**A CARING FOR CHILDREN**																								
58010101	Organize and guide play activities for children	X		X						X	X	X	X	X	X	X	X	X		X	X				X
58010101 1	Identify indoor and outdoor activities suitable for the child s age																								
58010101 2	Select and arrange equipment toys and materials that foster large muscle development and small muscle development																								
58010101 3	Improvise play materials when possible																								
58010101 4	Point out safety procedures to follow																								
58010101 5	Organize a play area for a child																								
58010102	Provide child guidance in developing self discipline			X							X	X	X	X				X		X			X		
58010102 1	Identify situations in which self discipline is required																								
58010102 2	Discuss possible choices a child can make																								
58010102 3	Discuss possible outcomes of choices																								
58010102 4	Respond to child s choice by discussing or imposing the following correction punishment or reward																								
58010103	Discipline child for wrongdoing									X	X	X	X					X		X	X				
58010103 1	Distinguish between discipline and punishment																								
58010103 2	Discuss time for disciplining a child (immediately or later)																								
58010103 3	Discuss discipline alternatives																								
58010103 4	Select appropriate discipline																								
58010104	Demonstrate knowledge and understanding of handicapped conditions									X	X	X	X	X	X			X		X	X				
58010104 1	Distinguish between a congenital and acquired handicap																								
58010104 2	Distinguish between the abilities and limitations of specific handicapped conditions																								

CURRICULUM FRAMEWORKS
- M Math
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MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
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- IT Interpersonal
- R--Resources
- T Technology
- S Systems

NATIONAL GOALS
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- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039890
TEX_22215
DEF_3336-0655

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58010104 3	Identify agencies and organizations that provide support to handicapped persons and their families																								
58010104 4	List training programs for children with handicapped conditions																								
58010105	Select a child care center									X	X	X	X	X	X			X		X	X				X
58010105 1	Identify types of child care centers																								
58010105 2	List characteristics of an effective child care center (staff facilities and program)																								
58010105 3	Discuss methods to prepare a child for attendance																								
58010200	**B IDENTIFYING PROBLEM SITUATIONS FOR CHILDREN (may be incorporated with Education for Parenthood)**																								
58010201	Recognize the effects of divorce on children	X	X	X									X		X	X	X								X
58010201 1	Discuss pros and cons of an unhappy marriage kept together for the sake of the children																								
58010201 2	Develop guidelines to follow when informing children of a divorce																								
58010201 3	Discuss why children often feel responsible for a divorce																								
58010201 4	Identify the emotional effects of divorce on children																								
58010202	Identify the process in which children handle death			X						X															X
58010202 1	Discuss a child s view of death at two years four years, eight years and ten years																								
58010202 2	List the three step process children go through in accepting death																								
58010202 3	Explain the effect of the words and attitudes of the people around a child in helping a child deal with death																								
58010203	Identify special problems associated with single parenting	X		X									X	X	X	X	X								X

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS--Health & Safety
- SS Social Studies
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SC CHAMBER/SCANS SKILLS
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- T--Technology
- S--Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039891
TEX_22216
DEF_3336-0656

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58010203 1	Define the term single parenting																								
58010203 2	Explain what is meant by providing role models for children of single parents																								
58010203 3	Explain the importance of single parents and their children in developing outside interests																								
58010203 4	Identify services and organizations available for single parents																								
58010204	Demonstrate an understanding of the adoption process	X	X								X	X													X
58010204 1	Identify adoption agencies and procedures for adoption																								
58010204 2	Explain how the attitude toward adoption has changed over the years																								
58010204 3	Identify reasons children are placed for adoption and are adopted																								
58010204 4	Explain why children should be told that they are adopted																								
58010205	Demonstrate an understanding of the problem of child abuse	X									X														X
58010205 1	Define child abuse																								
58010205 2	Identify types of child abuse																								
58010205 3	Describe typical traits of a child abuser																								
58010205 4	Explain the purpose of a crisis nursery																								
58010205 5	Explain why cases of child abuse are often not reported																								
58010205 6	Identify laws and agencies that deal with child abuse																								
58010206	Identify special problems associated with runaways and missing children	X									X				X										X
58010206 1	Distinguish between runaways and missing children																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS--Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA--Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039892
TEX_22217
DEF_3336-0657

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58010206 2	List major reasons that cause children to run away																								
58010206 3	Identify agencies that deal with problems of runaway children																								
58010206 4	Discuss safety precautions to prevent abduction of children																								
58010206 5	List steps to follow when reporting runaway or missing children																								
58010206 6	Identify agencies that aid in the problems of and search for missing children																								
58010206 7	Discuss the emotional and psychological impact of runaways and missing children on the family																								
58010300	**C RECOGNIZING CAREER OPPORTUNITIES IN THE CHILD CARE FIELD**																								
58010301	Identify factors to consider in choosing a career										X		X		X					X					X
58010301 1	Identify aptitude test																								
58010301 2	Identify skills often checked by aptitude tests																								
58010301 3	Define an interest inventory																								
58010301 4	Discuss the roles of job security and prestige in career decisions																								
58010301 5	Explain the difference between a paraprofessional and a professional																								
58010302	Identify careers in child care services	X		X		X							X		X					X					
58010302 1	List careers available working with children																								
58010302 2	Discuss advantages and disadvantages of each career choice																								
58010302 3	List personal experiences that would be helpful in seeking employment																								
58010302 4	Research a career of interest																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

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REC039893
TEX_22218
DEF_3336-0658

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58010100	**A CARING FOR CHILDREN**			
58010101	Organize and guide play activities for children	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010101 1	Identify indoor and outdoor activities suitable for the child s age			
58010101 2	Select and arrange equipment toys and materials that foster large muscle development and small muscle development			
58010101 3	Improvise play materials when possible			
58010101 4	Point out safety procedures to follow			
58010101 5	Organize a play area for a child			
58010102	Provide child guidance in developing self discipline	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010102 1	Identify situations in which self discipline is required			
58010102 2	Discuss possible choices a child can make			
58010102 3	Discuss possible outcomes of choices			
58010102 4	Respond to child s choice by discussing or imposing the following correction punishment or reward			
58010103	Discipline child for wrongdoing	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010103 1	Distinguish between discipline and punishment			
58010103 2	Discuss time for disciplining a child (immediately or later)			

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REC039894
TEX_22219
DEF_3336-0659

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58010103 3	Discuss discipline alternatives			
58010103 4	Select appropriate discipline			
58010104	Demonstrate knowledge and understanding of handicapped conditions	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics Strand 3 Change	
58010104 1	Distinguish between a congenital and acquired handicap			
58010104 2	Distinguish between the abilities and limitations of specific handicapped conditions			
58010104 3	Identify agencies and organizations that provide support to handicapped persons and their families			
58010104 4	List training programs for children with handicapped conditions			
58010105	Select a child care center	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010105 1	Identify types of child care centers			
58010105 2	List characteristics of an effective child care center (staff facilities and program)			
58010105 3	Discuss methods to prepare a child for attendance			
58010200	**B IDENTIFYING PROBLEM SITUATIONS FOR CHILDREN (may be Incorporated with Education for Parenthood)**			
58010201	Recognize the effects of divorce on children	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010201 1	Discuss pros and cons of an unhappy marriage kept together for the sake of the children			

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REC039895
TEX_22220
DEF_3336-0660

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58010201 2	Develop guidelines to follow when informing children of a divorce			
58010201 3	Discuss why children often feel responsible for a divorce			
58010201 4	Identify the emotional effects of divorce on children			
58010202	Identify the process in which children handle death	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 2 Interactions	
58010202 1	Discuss a child s view of death at two years four years, eight years and ten years			
58010202 2	List the three step process children go through in accepting death			
58010202 3	Explain the effect of the words and attitudes of the people around a child in helping a child deal with death			
58010203	Identify special problems associated with single parenting	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010203 1	Define the term single parenting			
58010203 2	Explain what is meant by providing role models for children of single parents			
58010203 3	Explain the importance of single parents and their children in developing outside interests			
58010203 4	Identify services and organizations available for single parents			

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REC039896
TEX_22221
DEF_3336-0661

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58010204	Demonstrate an understanding of the adoption process	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010204 1	Identify adoption agencies and procedures for adoption			
58010204 2	Explain how the attitude toward adoption has changed over the years			
58010204 3	Identify reasons children are placed for adoption and are adopted			
58010204 4	Explain why children should be told that they are adopted			
58010205	Demonstrate an understanding of the problem of child abuse	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010205 1	Define child abuse			
58010205 2	Identify types of child abuse			
58010205 3	Describe typical traits of a child abuser			
58010205 4	Explain the purpose of a crisis nursery			
58010205 5	Explain why cases of child abuse are often not reported			
58010205 6	Identify laws and agencies that deal with child abuse			
58010206	Identify special problems associated with runaways and missing children	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010206 1	Distinguish between runaways and missing children			
58010206 2	List major reasons that cause children to run away			

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REC039897
TEX_22222
DEF_3336-0662

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58010206 3	Identify agencies that deal with problems of runaway children			
58010206 4	Discuss safety precautions to prevent abduction of children			
58010206 5	List steps to follow when reporting runaway or missing children			
58010206 6	Identify agencies that aid in the problems of and search for missing children			
58010206 7	Discuss the emotional and psychological impact of runaways and missing children on the family			
58010300	**C RECOGNIZING CAREER OPPORTUNITIES IN THE CHILD CARE FIELD**			
58010301	Identify factors to consider in choosing a career	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010301 1	Identify aptitude test			
58010301 2	Identify skills often checked by aptitude tests			
58010301 3	Define an interest inventory			
58010301 4	Discuss the roles of job security and prestige in career decisions			
58010301 5	Explain the difference between a paraprofessional and a professional			
58010302	Identify careers in child care services	I Reading/Literature II Listening III Speaking IV Writing V Research		
58010302 1	List careers available working with children			
58010302 2	Discuss advantages and disadvantages of each career choice			

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REC039898
TEX_22223
DEF_3336-0663

COURSE SPECIFICATIONS FOR CHILD DEVELOPMENT II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58010302 3	List personal experiences that would be helpful in seeking employment			
58010302 4	Research a career of interest			

Revision date 07/98

MATRIX KEY

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REC039899
TEX_22224
DEF_3336-0664

CLOTHING AND TEXTILES 1

ACTIVITY/COURSE CODE 5804

COURSE DESCRIPTION

Clothing and Textiles I is a semester course which involves the student in planned learning experiences to develop skills in clothing selection coordination maintenance and care and repair

RELATED CAREERS

High School Education Fashion design aide computer textile design aide alterations specialist fabrics/accessories estimator draper sales associate fashion advisor visual displayer and customer assistant Postsecondary Education Assistant designer fashion illustrator textile technic an custom tailor assistant sample maker or cutter sewing room supervisor computer imaging consultant merchandise displayer and fashion buyer Four Year or Postgraduate Education Fashion designer fashion journalist cloth designer textile scientist, costumer wardrobe supervisor custom tailor fashion artist and fashion merchandising manufacturer

OBJECTIVE

Given effective instruction equipment and supplies the student in Clothing and Textiles I will successfully complete the following core competencies

Credit 1/2 unit

REC039900
TEX_22225
DEF_3336-0665

CLOTHING AND TEXTILES I

RESOURCES

TEXTS

Liddell Clothes and Your Appearance Student Edition Goodheart Willcox Company 1996

Priest and Pullem Guide to Clothing Glencoe/McGraw Hill 1990

Vanderhoff Clothing Concepts and Construction Prentice Hall Inc 1990

Weber Clothing Fashion, Fabrics, Construction Student Edition Glencoe/McGraw Hill 1997

Weber Clothing Fashion, Fabrics, Construction Student Workbook Glencoe/McGraw Hill 1997

Sykes The Business of Sewing

Shaeffer Fabric Sewing Guide

Johnson and Foster Clothing Image and Impact

Zreman Sewing With Nancy

Schurnberger Let There Be Clothes.

COMPUTER DISKS

- Livingsoft
  - Dress Shop
- Learning Seed
  - Fabric Identification Kit
  - Clothing Quiz
- Unknown Sources
  - Endless Wardrobe Combinations

VIDEOS

- School Company
  - Sewing Crafts and Gifts to Sew
- Learning Seed
  - Fashion Your Figure
  - How Clothing Is Made
- Meridian Education Corporation
  - Hemming Stitches
  - Layout Cutting and Marking
  - Judging Clothing Workmanship

VIDEOS continued

- Careers In Clothing
- Measuring and Fitting
- Clothing Care and Laundry
- How to Put in a Zipper
- Oklahoma Department of Education
  - Altering Ready to Wear
  - Construction Techniques
  - Care and Maintenance
  - Fabrics and Textiles
- Kathleen Spike
  - Sew to Success
- Mary Roehr
  - Pressing to Perfection
- Unknown Sources
  - Sew a Wardrobe in a Weekend
  - Color Me Beautiful
  - The ABC s of Sewing
  - Generic Serger I
  - Measuring and Fitting

OTHER

- SCETV
  - And Sew On Series
- Learning Seed
  - Fiber Basics
- Colleen Barnes
  - Clothing Dynamics Building Knowledge and Skills
- J Weston Walch
  - Let s Learn About Fabrics (filmstrip and cassette)
  - Learning About Clothing and Textiles (sheets)
  - Self Checking Lessons in Clothing Construction
  - 20 Tips for Buying Clothes (posters)
- Oklahoma Department of Education
  - Successful Clothing Management (workbooks)
  - Custom Sewing (workbooks)
- Diane Hopkins
  - Learning About Clothing and Textiles (activity sheet)

REC039901
TEX_22226
DEF_3336-0666

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58040100	**A SELECTING COORDINATING AND DEMONSTRATING THE PROPER CARE OF A WARDROBE TO COMPLIMENT PERSONAL APPEARANCE**																								
58040101	Demonstrate the relationship between clothing and self expression			X							X	X	X		X								X		
58040101 1	Explain the basic clothing care terms																								
58040101 2	Describe the purpose of clothing																								
58040101 3	Identify factors that affect clothing choices (social psychological and cultural)																								
58040101 4	Distinguish between a fashion fad and fashion classics																								
58040102	Evaluate care methods of textiles			X							X	X	X		X	X						X			
58040102 1	Analyze stain removal methods and products																								
58040102 2	Sort and launder clothes using appropriate equipment supplies and procedures																								
58040103	Recognize the effect of design elements on clothing choices			X							X	X	X									X			
58040103 1	Identify elements of design in textiles																								
58040103 2	Identify the principles of design in textiles																								
58040103 3	Illustrate the effect of color in fabric design on various figure types and body builds																								
58040104	Select clothing appropriate to one s physical characteristics	X		X						X	X	X	X		X							X			
58040104 1	Identify factors to consider in planning and managing a clothing wardrobe																								
58040104 2	Use the elements and principles of design in fabric and clothing to enhance personal appearance																								
58040200	**B USING CONSUMER SKILLS**																								
58040201	Make informed consumer decisions in the	X		X						X	X	X	X		X								X		

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REC039902
TEX_22227
DEF_3336-0667

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	marketplace																								
58040201 1	Investigate shopping alternatives																								
58040201 2	Select and purchase garments																								
58040201 3	Determine cost of recommended care																								
58040202	Exercise consumer rights and responsibilities in the textile market	X								X	X	X	X										X		
58040202 1	Evaluate and interpret information on textile labels																								
58040202 2	Distinguish between mandatory and voluntary fabric information																								
58040202 3	Identify sources of factual information on fabrics and ready made clothing																								
58040202 4	Exercise the right to issue a consumer complaint relative to a clothing or fabric purchase																								
58040300	**C SELECTING, USING, AND MAINTAINING SEWING TOOLS EQUIPMENT AND SUPPLIES**																								
58040301	Select, use, and maintain tools and equipment	X									X	X	X		X	X							X		
58040301 1	Demonstrate accurate use of measuring tools cutting tools pins and needles marking tools and pressing tools																								
58040301 2	Operate and maintain a home sewing machine																								
58040301 3	Demonstrate safe use of sewing tools equipment and supplies																								
58040302	Select and use a commercial pattern					X					X	X	X										X		
58040302 1	Select a pattern and a personal garment																								
58040302 2	Select garment fabric																								
58040302 3	Interpret commercial pattern guide sheet																								
58040302 4	Lay out and cut out a commercial pattern																								
58040302 5	Identify and transfer markings to fabric																								
58040400	**D SELECTING FABRIC PATTERN, AND NOTIONS**																								

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REC039903
TEX_22228
DEF_3336-0668

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58040401	Evaluate fibers fabrics and finishes										X	X	X										X		
58040401 1	Identify fabrics																								
58040401 2	Compare fabric construction and finishes																								
58040402	Select and use a commercial pattern	X		X						X	X	X	X		X										
58040402 1	Select a pattern for a personal garment																								
58040402 2	Select garment fabric																								
58040402 3	Interpret commercial pattern guide sheet																								
58040402 4	Lay out and cut out a commercial pattern																								
58040402 5	Identify and transfer pattern markings to fabric																								
58040403	Prepare selected fabrics and patterns for sewing	X									X	X	X			X							X		
58040403 1	Straighten fabric																								
58040403 2	Pre shrink fabric																								
58040403 3	Alter pattern																								
58040404	Select proper notions for constructing garments of special fabrics										X	X	X		X	X							X		
58040404 1	Identify types of notions available for use																								
58040404 2	Examine qualities of notions																								
58040404 3	Determine treatment before use																								
58040404 4	Select proper notions																								
58040500	**E APPLYING BASIC CONSTRUCTION TECHNIQUES IN THE PREPARATION OF A GARMENT**																								
58040501	Prepare fabric for garment construction										X		X												
58040501 1	Straighten fabric grain																								
58040501 2	Form true lengthwise/crosswise fabric folds																								
58040501 3	Form a true bias																								
58040502	Fit and adjust a commercial pattern	X										X								X					
58040502 1	Shorten or lengthen a skirt (fitted or unfitted) or slacks																								
58040502 2	Lengthen a sleeve																								
58040503	Stitch and finish garment seams															X									

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REC039904
TEX_22229
DEF_3336-0669

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TF	MS	AL	DF	PI
58040503 1	Construct a variety of garment seams (plain French top stitched and flat felled)																								
58040503 2	Taper a seam																								
58040503 3	Clip a seam																								
58040503 4	Secure a seam																								
58040503 5	Clean finish a seam																								
58040503 6	Serge																								
58040504	Control fabric fullness and shape										X														
58040504 1	Make a dart (curved straight and double)																								
58040504 2	Apply interfacing																								
58040504 3	Make gathers																								
58040505	Add decorative features			X							X				X	X									
58040505 1	Apply trim (ric-rac lace ruffles and cording)																								
58040505 2	Prepare and attach a pocket (patch inseam or hip front pocket)																								
58040506	Apply garment features															X				X					
58040506 1	Make a worked buttonhole with sewing machine																								
58040506 2	Insert a zipper (lapped or centered)																								
58040506 3	Attach garment fasteners by hand stitches (buttons, snaps and hooks and eyes)																								
58040507	Construct a garment(s)	X		X							X	X	X		X	X				X					
58040507 1	Construct an unfitted top jams bathrobe jogging pants etc																								
58040507 2	Construct a garment incorporating competencies for the student s level																								
58040600	**F RECOGNIZING CAREERS IN CLOTHING AND TEXTILES**																								
58040601	Examine career opportunities related to clothing and textiles										X	X	X							X			X		
58040601 1	Identify careers																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R–Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA–Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC039905
TEX_22230
DEF_3336-0670

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58040601 2	Describe personal qualities and training required																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58040100	**A SELECTING COORDINATING AND DEMONSTRATING THE PROPER CARE OF A WARDROBE TO COMPLIMENT PERSONAL APPEARANCE**			
58040101	Demonstrate the relationship between clothing and self expression		Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	
58040101 1	Explain the basic clothing care terms			
58040101 2	Describe the purpose of clothing			
58040101 3	Identify factors that affect clothing choices (social psychological and cultural)			
58040101 4	Distinguish between a fashion fad and fashion classics			
58040102	Evaluate care methods of textiles	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics) Strand 1 Characteristics E Investigate and analyze the characteristics properties and behavior of compounds	
58040102 1	Analyze stain removal methods and products			
58040102 2	Sort and launder clothes using appropriate equipment, supplies, and procedures			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS--Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA--Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039906
TEX_22231
DEF_3336-0671

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58040103	Recognize the effect of design elements on clothing choices	I Reading/Literature V Research	Area IV Applications Strand 3 Change A Analyze the effects of population growth and the use of resources on the environment	I Number and Numeration Systems IV Geometry and Spatial Sense
58040103 1	Identify elements of design in textiles			
58040103 2	Identify the principles of design in textiles			
58040103 3	Illustrate the effect of color in fabric design on various figure types and body builds			
58040104	Select clothing appropriate to one s physical characteristics	V Research	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations
58040104 1	Identify factors to consider in planning and managing a clothing wardrobe			
58040104 2	Use the elements and principles of design in fabric and clothing to enhance personal appearance			
58040200	**B USING CONSUMER SKILLS**			
58040201	Make informed consumer decisions in the marketplace	I Reading/Literature V Research	Area IV Applications Strand 3 Change A Analyze the effects of population growth and the use of resources on the environment	I Number and Numeration Systems III Patterns Relationships and Functions
58040201 1	Investigate shopping alternatives			
58040201 2	Select and purchase garments			
58040201 3	Determine cost of recommended care			
58040202	Exercise consumer rights and responsibilities in the textile market	I Reading/Literature IV Writing	Area IV Applications Strand 3 Change A Analyze the effects of population growth and the use of resources on the environment	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations III Patterns Relationships and Functions
58040202 1	Evaluate and interpret information on textile labels			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC--Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039907
TEX_22232
DEF_3336-0672

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58040202 2	Distinguish between mandatory and voluntary fabric information			
58040202 3	Identify sources of factual information on fabrics and ready made clothing			
58040202 4	Exercise the right to issue a consumer complaint relative to a clothing or fabric purchase			
58040300	**C SELECTING USING AND MAINTAINING SEWING TOOLS EQUIPMENT AND SUPPLIES**			
58040301	Select use and maintain tools and equipment	I Reading/Literature		
58040301 1	Demonstrate accurate use of measuring tools cutting tools pins and needles marking tools and pressing tools			
58040301 2	Operate and maintain a home sewing machine			
58040301 3	Demonstrate safe use of sewing tools equipment and supplies			
58040302	Select and use a commercial pattern	I Reading/Literature V Research	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	V Measurement
58040302 1	Select a pattern and a personal garment			
58040302 2	Select garment fabric			
58040302 3	Interpret commercial pattern guide sheet			
58040302 4	Lay out and cut out a commercial pattern			
58040302 5	Identify and transfer markings to fabric			
58040400	**D SELECTING FABRIC, PATTERN, AND NOTIONS**			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Information
- IT--Interpersonal
- R--Resources
- T Technology
- S--Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teache Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039908
TEX_22233
DEF_3336-0673

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58040401	Evaluate fibers fabrics and finishes	I Reading/Literature V Research	Area III Matter and Energy (Chemistry & Physics) Strand 1 Characteristics E Investigate and analyze the characteristics properties and behavior of compounds	
58040401 1	Identify fabrics			
58040401 2	Compare fabric construction and finishes			
58040402	Select and use a commercial pattern	I Reading/Literature V Research	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	I Number and Numeration Systems V Measurement
58040402 1	Select a pattern for a personal garment			
58040402 2	Select garment fabric			
58040402 3	Interpret commercial pattern guide sheet			
58040402 4	Lay out and cut out a commercial pattern			
58040402 5	Identify and transfer pattern markings to fabric			
58040403	Prepare selected fabrics and patterns for sewing	I Reading/Literature		I Number and Numeration Systems V Measurement
58040403 1	Straighten fabric			
58040403 2	Pre shrink fabric			
58040403 3	Alter pattern			
58040404	Select proper notions for constructing garments of special fabrics	I Reading/Literature		
58040404 1	Identify types of notions available for use			
58040404 2	Examine qualities of notions			
58040404 3	Determine treatment before use			
58040404 4	Select proper notions			
58040500	**E APPLYING BASIC CONSTRUCTION TECH NIQUES IN THE PREPARATION OF A GARMENT**			

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT--Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS--Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039909
TEX_22234
DEF_3336-0674

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58040501	Prepare fabric for garment construction	I Reading/Literature	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations V Measurement
58040501 1	Straighten fabric grain			
58040501 2	Form true lengthwise/crosswise fabric folds			
58040501 3	Form a true bias			
58040502	Fit and adjust a commercial pattern	I Reading/Literature	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations V Measurement
58040502 1	Shorten or lengthen a skirt (fitted or unfitted) or slacks			
58040502 2	Lengthen a sleeve			
58040503	Stitch and finish garment seams	I Reading/Literature		I Number and Numeration Systems V Measurement
58040503 1	Construct a variety of garment seams (plain French, top stitched and flat felled)			
58040503 2	Taper a seam			
58040503 3	Clip a seam			
58040503 4	Secure a seam			
58040503 5	Clean finish a seam			
58040503 6	Serge			
58040504	Control fabric fullness and shape	I Reading/Literature		I Number and Numeration Systems IV Geometry and Spatial Sense V Measurement
58040504 1	Make a dart (curved straight and double)			
58040504 2	Apply interfacing			
58040504 3	Make gathers			

CURRICULUM FRAMEWORKS
M–Math
FL Foreign Language
A–Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S–Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039910
TEX_22235
DEF_3336-0675

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58040505	Add decorative features	I Reading/Literature		I Number and Numeration Systems V Measurement
58040505 1	Apply trim (ric rac lace, ruffles and cording)			
58040505 2	Prepare and attach a pocket (patch inseam or hip front pocket)			
58040506	Apply garment features	I Reading/Literature		I Number and Numeration Systems V Measurement
58040506 1	Make a worked buttonhole with sewing machine			
58040506 2	Insert a zipper (lapped or centered)			
58040506 3	Attach garment fasteners by hand stitches (buttons, snaps, and hooks and eyes)			
58040507	Construct a garment(s)	I Reading/Literature	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	I Number and Numeration Systems V Measurement
58040507 1	Construct an unfitted top jams bathrobe jogging pants etc			
58040507 2	Construct a garment incorporating competencies for the student s level			
58040600	**F RECOGNIZING CAREERS IN CLOTHING AND TEXTILES**			
58040601	Examine career opportunities related to clothing and textiles	I Reading/Literature III Speaking IV Writing	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	
58040601 1	Identify careers			
58040601 2	Describe personal qualities and training required			

Revision date 07/98

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS–Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039911
TEX_22236
DEF_3336-0676

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES I

The STUDENT will be able to

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE--Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professiona Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039912
TEX_22237
DEF_3336-0677

CLOTHING AND TEXTILES 2

ACTIVITY/COURSE CODE 5805

COURSE DESCRIPTION

Clothing and Textiles II is for the student who has exhibited skill and personal satisfaction from learning experiences in Level I or who wish to go to further construction training and employment Skill in operation and maintenance of the home sewing machine basic hand sewing techniques pattern interpretation and lay out and garment construction will be gained through a combination of teacher demonstrations and student practice and application

RELATED CAREERS

High School Education Fashion design aide computer textile design aide alterations specialist fabrics/accessories estimator draper sales associate fashion advisor visual displayer and customer assistant Postsecondary Education Assistant designer fashion illustrator textile technician custom tailor assistant sample maker or cutter sewing room supervisor computer imaging consultant merchandise displayer and fashion buyer Four Year or Postgraduate Education Fashion designer fashion journalist cloth designer textile scientist costumer wardrobe supervisor custom tailor fashion artist and fashion merchandising manufacturer

OBJECTIVE

Given effective instruction equipment and supplies the student in Clothing and Textiles II will successfully complete the following core competencies

Prerequisite Clothing and Textiles I

Credit 1/2 unit

REC039913
TEX_22238
DEF_3336-0678

CLOTHING AND TEXTILES II

RESOURCES

TEXTS

Liddell Clothes and Your Appearance Student Edition Goodheart Willcox Company 1996

Priest and Pullem Guide to Clothing Glencoe/McGraw Hill 1990

Vanderhoff Clothing Concepts and Construction Prentice Hall Inc 1990

Weber Clothing Fashion, Fabrics, Construction Student Edition Glencoe/McGraw Hill 1997

Weber Clothing Fashion, Fabrics, Construction Student Workbook Glencoe/McGraw Hill 1997

Sykes The Business of Sewing

Shaeffer Fabric Sewing Guide

Johnson and Foster Clothing Image and Impact

Zreman Sewing With Nancy

Schurnberger Let There Be Clothes

COMPUTER DISKS

Livingsoft
- Dress Shop

Learning Seed
- Fabric Identification Kit
- Clothing Quiz

Unknown Sources
- Endless Wardrobe Combinations

VIDEOS

School Company
- Sewing Crafts and Gifts to Sew

Learning Seed
- Fashion Your Figure
- How Clothing Is Made

Meridian Education Corporation
- Hemming Stitches
- Layout Cutting and Marking
- Judging Clothing Workmanship

VIDEOS continued

- Careers in Clothing
- Measuring and Fitting
- Clothing Care and Laundry
- How to Put in a Zipper

Oklahoma Department of Education
- Altering Ready to Wear
- Construction Techniques
- Care and Maintenance
- Fabrics and Textiles

Kathleen Spike
- Sew to Success

Mary Roehr
- Pressing to Perfection

Unknown Sources
- Sew a Wardrobe in a Weekend
- Color Me Beautiful
- The ABC s of Sewing
- Generic Serger I
- Measuring and Fitting

OTHER

SCETV
- And Sew On Series

Learning Seed
- Fiber Basics

Colleen Barnes
- Clothing Dynamics Building Knowledge and Skills

J Weston Walch
- Let s Learn About Fabrics (filmstrip and cassette)
- Learning About Clothing and Textiles (sheets)
- Self Checking Lessons in Clothing Construction
- 20 Tips for Buying Clothes (posters)

Oklahoma Department of Education
- Successful Clothing Management (workbooks)
- Custom Sewing (workbooks)

Diane Hopkins
- Learning About Clothing and Textiles (activity sheet)

REC039914
TEX_22239
DEF_3336-0679

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DL	PI
58050100	**A SHOWING ABILITY TO MAKE INFORMED DECISIONS IN PURCHASING CLOTHING**																								
58050101	Select and care for the textiles used in clothing									X	X	X	X		X								X		
58050101 1	Relate manufacture of various textiles to consumer needs																								
58050101 2	Relate characteristics of natural and synthetic fibers and blends to use and care																								
58050101 3	Describe methods of producing various fabrics and their finishes																								
58050101 4	Distinguish between animal and plant fibers																								
58050101 5	Distinguish between manufactured and natural fibers																								
58050102	Buy clothing to fit individual and family needs and resources			X						X	X	X	X	X	X								X		
58050102 1	Relate design lines and elements and principles of design to clothing selections																								
58050102 2	Apply buying principles to clothing purchases																								
58050102 3	Manage clothing resources effectively																								
58050200	**B DEMONSTRATING THE PROPER CARE AND MAINTENANCE OF A WARDROBE**																								
58050201	Care for clothing appropriately			X						X	X	X	X		X	X				X					
58050201 1	Determine care needed by specific garments																								
58050201 2	Mend clothing as needed																								
58050201 3	Store out of season clothes																								
58050202	Repair and recycle clothing			X						X	X	X	X		X	X									
58050202 1	Utilize appropriate hand stitches in clothing repair																								
58050202 2	Use appropriate clothing repair techniques																								
58050202 3	Recycle old clothing to create updated wearable garments																								
58050300	**C APPLYING ADVANCED SEWING CON STRUCTION TECHNIQUES**																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ–Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC039915
TEX_22240
DEF_3336-0680

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DL	PI
58050301	Select pattern and fabric for individual project that involves use of a problem fabric			X						X	X	X	X		X										
58050301 1	Identify problem fabrics																								
58050301 2	Select a pattern																								
58050301 3	Analyze fabrics in relation to suitability for pattern																								
58050301 4	Select a fabric																								
58050302	Apply shaping materials to garment										X	X	X		X							X			
58050302 1	Identify purposes for shaping materials (inter facing underlining/interlining and lining)																								
58050302 2	Identify types and uses of shaping fabrics/materials																								
58050302 3	Select appropriate amount and type of material																								
58050302 4	Attach an interfacing																								
58050302 5	Attach an underlining/interlining																								
58050302 6	Attach a lining																								
58050303	Finish garment										X	X	X		X	X									
58050303 1	Attach a lapel with collar																								
58050303 2	Attach a set in sleeve																								
58050303 3	Use appropriate hemming stitch to hem a garment																								
58050303 4	Demonstrate pressing techniques appropriate for garment completion																								
58050304	Perform miscellaneous sewing tasks												X		X	X									
58050304 1	Cover a belt																								
58050304 2	Make belt loops/carriers																								
58050304 3	Attach shoulder pads																								
58050304 4	Alter a ready made garment																								
58050400	**D CONSTRUCTING GARMENTS**																								
58050401	Construct garments	X		X						X	X	X	X		X	X				X					
58050401 1	Construct garments with three or more of the following zippers buttons/buttonholes hooks																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A–Visual & Performing Arts
- SC–Science
- LA Language Arts
- HS Health & Safety
- SS–Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T–Technology
- S Systems

NATIONAL GOALS
- SR–School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS–Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC039916
TEX_22241
DEF_3336-0681

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DL	PI
	snaps casing or Velcro																								
58050401 2	Construct garments with four or more of the following sleeves pockets gathers pleats darts or facings																								
58050500	E ANALYZING CAREER AND JOB OPPOR TUNITIES RELATED TO CLOTHING AND TEXTILES																								
58050501	Examine career opportunities related to clothing and textiles									X	X		X	X	X	X	X			X			X		
58050501 1	Develop a list of professional opportunities related to clothing and textiles																								
58050501 2	Identify skills and competencies needed for employment																								
58050502	Determine opportunities for career advancement in clothing and textiles									X	X	X	X	X	X	X	X			X			X		
58050502 1	Determine opportunities for career advancement in clothing and textile careers																								
58050502 2	Explore opportunities for advancement in the areas of management administration and self employment																								
58050502 3	Study college catalogs for courses and degrees related to th e field of clothing and textiles																								
58050502 4	Invite resource person in or visit manufacturing facilities department stores or clothing/fabric stores to gain a better understanding of careers related to clothing and textiles																								
58050502 5	Develop a plan for starting a clothing construction alteration fashion merchandising or other fashion/clothing related business																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M--Math
- FL Foreign Language
- A Visual & Performing Arts
- SC--Science
- LA Language Arts
- HS Health & Safety
- SS--Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039917
TEX_22242
DEF_3336-0682

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58050100	**A SHOWING ABILITY TO MAKE INFORMED DECISIONS IN PURCHASING CLOTHING**			
58050101	Select and care for the textiles used in clothing	I Reading/Literature V Research	Area III Matter and Energy (Chemistry & Physics) Strand 1 Characteristics E Investigate and analyze the characteristics properties and behavior of compounds	
58050101 1	Relate manufacture of various textiles to consumer needs			
58050101 2	Relate characteristics of natural and synthetic fibers and blends to use and care			
58050101 3	Describe methods of producing various fabrics and their finishes			
58050101 4	Distinguish between animal and plant fibers			
58050101 5	Distinguish between manufactured and natural fibers			
58050102	Buy clothing to fit individual and family needs and resources	I Reading/Literature V Research	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	I Number and Numeration Systems IV Geometry and Spatial Sense
58050102 1	Relate design lines and elements and principles of design to clothing selections			
58050102 2	Apply buying principles to clothing purchases			
58050102 3	Manage clothing resources effectively			
58050200	**B DEMONSTRATING THE PROPER CARE AND MAINTENANCE OF A WARDROBE**			

CURRICULUM FRAMEWORKS
M–Math
FL Foreign Language
A Visual & Performing Arts
SC–Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T–Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039918
TEX_22243
DEF_3336-0683

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58050201	Care for clothing appropriately	I Reading/Literature V Research	Area III Matter and Energy (Chemistry & Physics) Strand 1 Characteristics E Investigate and analyze the characteristics properties and behavior of compounds	
58050201 1	Determine care needed by specific garments			
58050201 2	Mend clothing as needed			
58050201 3	Store out of season clothes			
58050202	Repair and recycle clothing	I Reading/Literature V Research		I Number and Numeration Systems V Measurement
58050202 1	Utilize appropriate hand stitches in clothing repair			
58050202 2	Use appropriate clothing repair techniques			
58050202 3	Recycle old clothing to create updated wearable garments			
58050300	**C APPLYING ADVANCED SEWING CON STRUCTION TECHNIQUES**			
58050301	Select pattern and fabric for individual project that involves use of a problem fabric	I Reading/Literature V Research	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology and society	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations
58050301 1	Identify problem fabrics			
58050301 2	Select a pattern			
58050301 3	Analyze fabrics in relation to suitability for pattern			
58050301 4	Select a fabric			
58050302	Apply shaping materials to garment	I Reading/Literature		I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations
58050302 1	Identify purposes for shaping materials (inter facing, underlining/interlining and lining)			
58050302 2	Identify types and uses of shaping fabrics/materials			

MATRIX KEY

CURRICULUM FRAMEWORKS
M--Math
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A Visual & Performing Arts
SC Science
LA Language Arts
HS--Health & Safety
SS Social Studies
PE Physical Education

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PQ Personal Qualities
TS--Thinking Skills
BS Basic Skills
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S--Systems

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REC039919
TEX_22244
DEF_3336-0684

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58050302 3	Select appropriate amount and type of material			
58050302 4	Attach an interfacing			
58050302 5	Attach an underlining/interlining			
58050302 6	Attach a lining			
58050303	Finish garment	I Reading/Literature		I Number and Numeration Systems V Measurement
58050303 1	Attach a lapel with collar			
58050303 2	Attach a set in sleeve			
58050303 3	Use appropriate hemming stitch to hem a garment			
58050303 4	Demonstrate pressing techniques appropriate for garment completion			
58050304	Perform miscellaneous sewing tasks	I Reading/Literature V Research		I Number and Numeration Systems V Measurement
58050304 1	Cover a belt			
58050304 2	Make belt loops/carriers			
58050304 3	Attach shoulder pads			
58050304 4	Alter a ready made garment			
58050400	**D CONSTRUCTING GARMENTS**			
58050401	Construct garments	I Reading/Literature	Area IV Applications Strand 2 Interactions A Describe the interaction of science technology, and society	I Number and Numeration Systems V Measurement
58050401 1	Construct garments with three or more of the following zippers buttons/buttonholes hooks snaps, casing or Velcro			
58050401 2	Construct garments with four or more of the following sleeves pockets gathers pleats darts or facings			
58050500	**E ANALYZING CAREER AND JOB OPPORTUNITIES RELATED TO CLOTHING AND TEXTILES**			

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MATRIX KEY
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PQ Personal Qualities
TS Thinking Skills
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IF Information
IT Interpersonal
R–Resources
T–Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizensh p
TE Teacher Education & Professional Development
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DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039920
TEX_22245
DEF_3336-0685

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58050501	Examine career opportunities related to clothing and textiles	V Research	Area IV Applications Strand 1 Characteristics A Develop plans for conserving producing recycling or reusing resources	
58050501 1	Develop a list of professional opportunities related to clothing and textiles			
58050501 2	Identify skills and competencies needed for employment			
58050502	Determine opportunities for career advancement in clothing and textiles	I Reading/Literature IV Writing V Research	Area IV Applications Strand 3 Change A Analyze the effects of population growth and the use of resources on the environment	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations
58050502 1	Determine opportunities for career advancement in clothing and textile careers			
58050502 2	Explore opportunities for advancement in the areas of management administration and self employment			
58050502 3	Study college catalogs for courses and degrees related to the field of clothing and textiles			
58050502 4	Invite resource person in or visit manufacturing facilities department stores or clothing/fabric stores to gain a better understanding of careers related to clothing and textiles			
58050502 5	Develop a plan for starting a clothing construction alteration fashion merchandising or other fashion/clothing related business			

Revision date 07/98

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- PI Parental Involvement

REC039921
TEX_22246
DEF_3336-0686

COURSE SPECIFICATIONS FOR CLOTHING AND TEXTILES II

The STUDENT will be able to

CURRICULUM FRAMEWORKS
- M--Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA--Language Arts
- HS Health & Safety
- SS--So ial Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Technology
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- SC School Completion
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REC039922
TEX_22247
DEF_3336-0687

CONSUMER EDUCATION 1

ACTIVITY/COURSE CODE. 5812

COURSE DESCRIPTION

Consumer Education I is designed to help student formulate a personal value system utilize sound decision making procedures evaluate marketplace alternatives and be knowledgeable about the rights and responsibilities of the consumer Learning experiences emphasize financial planning and a basis for personal/family security

RELATED CAREERS

High School Education Consumer assistant technician customer service representative product demonstrator resources and referral specialist consumer reporter customer complaint clerk personal shopper and residential energy auditor Postsecondary Education Conservator credit counselor consumer/food products tester product relations representative commercial energy auditor consumer newswriter and consumer consultant Four Year or Postgraduate Education Director of consumer affairs financial planner product research developer consumer advocate consumer newscaster/editor consumer information specialist energy efficiency specialist and consumer economist

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Consumer Education I will successfully complete the following core competencies

Credit 1/2 unit

REC039923
TEX_22248
DEF_3336-0688

CONSUMER EDUCATION I

RESOURCES

Bonnice Joseph G et al Consumers Make Economic Decisions Cincinnati Ohio South Western Publishing Co 1990

Brenneke Judith and Mary Lou Hamill Decisions Making Personal Economic Choices St Paul Minnesota EMC Publishing 1992

Consumer Economics in Action West Services Inc 1993

Consumer Education and Economics Student Edition Glencoe/McGraw Hill 1997

Consumer Education and Economics Student Workbook Glencoe/McGraw Hill 1997

Consumers in the Economy Southwestern Publishing Company 1993

Campbell Sally R The Confident Consumer South Holland Illinois The Goodheart Willcox Co Inc 1995

Gerer Robert K et al Dollars and Sense Cincinnati Ohio South Western Publishing Co 1989

Job Keeping Skills Office of Occupational Education S C Department of Education 1985

Maedke Wilmer et al Consumer Education Encino California Glencoe Publishing Co 1984

Managing Your Personal Finances South Western Educational Publishing a Division of International Thomson Publishing Inc 1997
MicroExam DOS 3 5
MicroExam Macintosh 3 5
Teacher s Resource Manual
Template Disks DOS/Windows 3 5
Template Disks Macintosh 3 5
Teacher s Annotated Edition
Test Bank

Mathematics for Everyday Living Meridian Creative Group a Division of Larson Texts Inc Grades 9 12
The Mathematics of Statistics
The Mathematics of Taxes
The Mathematics of Investment
The Mathematics of Insurance
The Mathematics of Inflation and Depreciation

REC039924
TEX_22249
DEF_3336-0689

CONSUMER EDUCATION I

RESOURCES

Mathematics for Everyday Living Meridian Creative Group a Division of Larson Texts Inc Grades 9 12
The Mathematics of Buying
The Mathematics of Borrowing
The Mathematics of Saving

Oppenheim Irene Consumer Skills Peoria Illinois Bennett Publishing Co 1977 1982

Personal and Family Economics South Western Educational Publishing a Division of International Thomson Publishing Inc 1996

Personal and Family Economics Instructor s Manual South Western Educational Publishing a Division of International Thomson Publishing Inc 1996

Personal and Family Economics Teacher s Resource Binder South Western Educational Publishing a Division of International Thomson Publishing Inc , 1996

Rieken Jeri Lyn and Gail House Succeeding On Your Own Orlando Florida Harcourt Brace Jovanovich Inc 1986

South Carolina Guide for Consumer Education I & II Office of Occupational Education S C Department of Education 1993

Warmke Roman F et al Consumer Decision Making Cincinnati Ohio South Western Publishing Co 1977

Wingate Isabel B et al Know Your Merchandise New York New York McGraw Hill Book Co 1975

REC039925
TEX_22250
DEF_3336-0690

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58120100	**A DEMONSTRATING AN UNDERSTANDING OF THE CONSUMER'S ROLE IN THE ECONOMIC SYSTEM**																								
58120101	Describe the U S economic system	X	X	X							X									X			X		
58120101 1	Define consumer economy economics GNP production, distribution and consumption																								
58120101 2	Identify basic economic goals of the American economy																								
58120101 3	Name the principles of a free enterprise economy and compare it with other types of economic systems																								
58120102	Use monetary services available to the consumer	X		X							X	X	X							X		X	X		
58120102 1	Distinguish between different types of banking institutions and the services each offers																								
58120102 2	Demonstrate ability to open and maintain a checking account including writing checks and reconciling bank statements																								
58120102 3	Demonstrate an understanding of the effect that interest has upon the consumer s finances																								
58120102 4	Demonstrate the ability to compute interest (simple and compound)																								
58120102 5	Demonstrate an awareness of the types of credit available and an understanding of the cost of each type																								
58120102 6	Distinguish between interest earned and interest paid																								
58120102 7	Demonstrate an understanding of the government s role in the monetary system and how this affects the consumer																								
58120103	Analyze the effects of advertising on the consumer	X	X	X							X	X	X		X					X			X		
58120103 1	Interpret advertising claims																								

MATRIX KEY

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SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039926
TEX_22251
DEF_3336-0691

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58120103 2	Describe the effect of advertising on consumers																								
58120103 3	Demonstrate the right to inquire or complain about products/services that do not fulfill advertised claims																								
58120103 4	Identify and appraise promotional devices used by stores/advertisers																								
58120103 5	Demonstrate the importance of each of the following processes in becoming a careful shopper reading advertisements asking questions observing and trying different brands and comparing																								
58120104	Describe consumer behavior as it relates to the economic system	X		X							X	X	X							X			X		
58120104 1	Describe the consumer s position in a free enterprise economy																								
58120104 2	Identify different types of consumer behavior																								
58120104 3	Determine what is meant by good and bad con sumer behavior																								
58120104 4	Determine the effect that shoplifting has upon prices																								
58120104 5	Determine the effects of boycott procedures upon the business community and the consumer																								
58120104 6	Determine how credit and other services affect a store s prices																								
58120104 7	Distinguish between the advantages and disad vantages of credit purchases to the borrower and lender																								
58120104 8	Define inflation deflation recession and depression																								
58120104 9	Determine the effects of inflation and deflation on consumer behavior																								
58120104 10	Define income tax, personal property tax and sales																								

MATRIX KEY

CURRICULUM FRAMEWORKS
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REC039927
TEX_22252
DEF_3336-0692

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	tax																								
58120104 11	Identify products services and facilities supported/provided by tax dollars																								
58120200	**B MAKING FINANCIAL DECISIONS**																								
58120201	Analyze personal consumer values	X		X						X	X	X								X			X		
58120201 1	Define consumer values needs wants attitudes standards goals resources and market place																								
58120201 2	Define basic human needs																								
58120201 3	Distinguish between real needs and perceived needs and explain their impact on consumer choices																								
58120201 4	Determine which goods and services can make life more than just existence																								
58120201 5	Describe the relationship between personal values attitudes and standards and consumer choices																								
58120201 6	Demonstrate an understanding of the influence of advertising and media in appealing to different values																								
58120201 7	Distinguish between needs and wants according to a variety of individual value systems																								
58120201 8	Demonstrate how value choices of youth influence their spending patterns																								
58120201 9	Demonstrate an understanding of the importance of personal choice in making consumer choices																								
58120201 10	Illustrate the effects of personal needs wants values goals and attitudes/standards on the consumer decision making process																								
58120202	Apply the decision making process to consumer choices	X		X						X	X									X			X		
58120202 1	Demonstrate an understanding of the variety of choices that exist for consumers																								

MATRIX KEY

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NATIONAL GOALS
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REC039928
TEX_22253
DEF_3336-0693

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58120202 2	Define decision and list the steps in decision making processes																								
58120202 3	Acknowledge personal values needs wants goals and attitudes/standards which will influence consumer decisions																								
58120202 4	Identify impersonal factors that may influence consumer decisions/choices																								
58120202 5	Demonstrate an understanding of how information gathering is necessary to making wise purchases																								
58120202 6	Determine which techniques are most useful in gathering and analyzing information on consumer goods and services																								
58120202 7	Determine criteria to be used in deciding about the purchase of clothing bicycles records and record players personal care items transistor radios sporting goods etc																								
58120202 8	Demonstrate consumer decision making pro cesses																								
58120202 9	Describe the relationship between financial planning and expanding the consumer s freedom of choice																								
58120202 10	Demonstrate the need to adjust buying decisions to meet problems and responsibilities in adult life																								
58120203	Compare the quality and desirability of competitive goods and services	X		X							X	X	X			X				X			X		
58120203 1	Recognize sensory factors that influence consumer purchases																								
58120203 2	Demonstrate comparison shopping techniques																								
58120203 3	Demonstrate use of scientific disciplines to compare the durability and quality of materials prior to purchase																								
58120203 4	Determine ways of evaluating product and service																								

MATRIX KEY

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- PI--Parental Involvement

REC039929
TEX_22254
DEF_3336-0694

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AI	DF	PI
	information																								
58120203 5	Determine the actual value of product endorse ments such as the Good Housekeeping Seal of Approval and Underwriter s Laboratories seal																								
58120203 6	Select an item for purchase (appliance item of clothing or food product) based on a comparison of brands																								
58120203 7	Determine from basic characteristics those services and products best suited to selected individuals																								
58120300	**C MANAGING FAMILY INCOME**																								
58120301	Make decisions regarding the use of income	X		X		X					X	X	X		X					X			X		
58120301 1	Demonstrate knowledge of purchasing power and the wise use of it																								
58120301 2	Describe the consequences of a lack of money																								
58120301 3	Identify sources of family financial resources																								
58120301 4	Identify marketplace choices (goods and services) available to the consumer in the use of income																								
58120301 5	Analyze costs of personal activities and purchases																								
58120301 6	Prioritize needs and wants to plan for expenditures in keeping with financial resources																								
58120301 7	Demonstrate how personal and family resource management can produce changes in family life styles																								
58120301 8	Identify family life stages that will influence financial planning																								
58120301 9	Demonstrate the ability to adjust/revise con sumption patterns/spending plans throughout the life cycle																								
58120302	Develop a money management plan	X		X		X					X	X	X		X					X			X		
58120302 1	Demonstrate an understanding of money as the																								

MATRIX KEY

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REC039930
TEX_22255
DEF_3336-0695

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	representative of financial worth and wealth																								
58120302 2	Identify personal resources																								
58120302 3	Define income gross salary salary deductions net salary savings and fixed and variable expenses																								
58120302 4	Compute gross and net salary																								
58120302 5	Distinguish between fixed and variable expenditures																								
58120302 6	Devise a personal plan for the use of resources																								
58120302 7	List the advantages of establishing and maintaining a spending plan																								
58120302 8	Analyze individual and family financial plans																								
58120302 9	Construct a monthly or biweekly budget for a young single adult																								
58120302 10	Demonstrate the ability to plan a budget with varied levels of income																								
58120302 11	Prepare a household file to maintain financial records																								
58120303	Prepare to establish a credit rating	X		X							X	X	X							X			X		
58120303 1	Define credit and identify the basic functions of credit																								
58120303 2	Identify sources of consumer credit																								
58120303 3	Describe the forms of credit available to the consumer																								
58120303 4	Identify restrictions on credit buying imposed by budget limitations																								
58120303 5	Explain the effect of credit on product prices																								
58120303 6	Distinguish between required and optional information on a credit application and credit contract																								
58120303 7	Complete a credit application																								
58120304	Demonstrate an understanding of personal taxes	X		X							X	X								X			X		

MATRIX KEY

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REC039931
TEX_22256
DEF_3336-0696

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58120304 1	Define tax income tax personal property tax sales tax and service (user s) tax																								
58120304 2	Describe the function of personal income tax (federal and state)																								
58120304 3	Complete tax forms (W 4 and income tax returns)																								
58120400	**D BEHAVING RESPONSIBLY IN THE MARKET PLACE**																								
58120401	Exercise consumer rights and consumer responsibilities	X		X						X	X				X					X			X		
58120401 1	Demonstrate an understanding of the three basic economic roles of a consumer and the corre sponding responsibilities																								
58120401 2	Demonstrate an understanding of the five basic consumer rights and responsibilities																								
58120401 3	Demonstrate an understanding of the right and responsibility a consumer has–to deal and be dealt with fairly																								
58120401 4	Identify responsible behaviors the consumer has the right to expect from manufacturers and the marketplace																								
58120401 5	Contrast responsible and irresponsible consumer behavior in the marketplace																								
58120401 6	Demonstrate an understanding of a financial promise as it relates to the rights and responsibilities of the consumer and the rights and responsibilities of business																								
58120402	Interpret consumer legislation	X		X							X	X	X							X			X		
58120402 1	Demonstrate an understanding of the relation ship between consumer power and desired legislation																								
58120402 2	Demonstrate a knowledge of basic laws that																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T–Technology
- S–Systems

NATIONAL GOALS
- SR–School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC039932
TEX_22257
DEF_3336-0697

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	govern the consumer protection movement such as Truth in Lending Equal Rights Amendment Fair Credit etc																								
58120402 3	Identify consumer information required by federal and state laws																								
58120402 4	Identify optional consumer information unique to specified goods																								
58120403	Use consumer services provided by government and nongovernment organizations/agencies	X		X							X	X								X	X		X		
58120403 1	Name and describe the functions of federal consumer protection and information agencies																								
58120403 2	Name and describe the functions of state and consumer protection and information agencies																								
58120403 3	Name and describe the functions of county consumer protection and information agencies																								
58120403 4	Demonstrate knowledge of the roles of the following agencies in protecting the consumer Interstate Commerce Commission Federal Trade Commission Securities and Exchange Commis sion Food and Drug Administration Consumer Protection Agency and Federal Communication Commission																								
58120403 5	Identify nongovernment agencies and organizations that protect and aid the consumer																								
58120404	Buy use and maintain consumer purchases	X		X							X	X	X		X					X			X		
58120404 1	Demonstrate the ability to utilize various processes to become a wise and careful consumer read advertisements ask questions observe compare and try out different brands																								
58120404 2	Recognize methods used to influence consumer choice																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M--Math
- FL Foreign Language
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- LA Language Arts
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REC039933
TEX_22258
DEF_3336-0698

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58120404 3	Identify terms that affect the accuracy of pro motional advertisements																								
58120404 4	Demonstrate the ability to recognize common consumer gyps and frauds																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120100	A DEMONSTRATING AN UNDERSTANDING OF THE CONSUMER S ROLE IN THE ECONOMIC SYSTEM			
58120101	Describe the U S economic system	I Reading/Literature II Listening III Speaking IV Writing V Research		III Patterns Relation ships and Functions
58120101 1	Define consumer economy economics GNP production, distribution and consumption			
58120101 2	Identify basic economic goals of the American economy			
58120101 3	Name the principles of a free enterprise economy and compare it with other types of economic systems			

MATRIX KEY

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REC039934
TEX_22259
DEF_3336-0699

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120102	Use monetary services available to the consumer	I Reading/Literature IV Writing V Research		I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations III Patterns Relation ships and Functions
58120102 1	Distinguish between different types of banking institutions and the services each offers			
58120102 2	Demonstrate ability to open and maintain a checking account including writing checks and reconciling bank statements			
58120102 3	Demonstrate an understanding of the effect that interest has upon the consumer s finances			
58120102 4	Demonstrate the ability to compute interest (simple and compound)			
58120102 5	Demonstrate an awareness of the types of credit available and an understanding of the cost of each type			
58120102 6	Distinguish between interest earned and interest paid			
58120102 7	Demonstrate an understanding of the government s role in the monetary system and how this affects the consumer			
58120103	Analyze the effects of advertising on the consumer	I Reading/Literature III Speaking IV Writing V Research		
58120103 1	Interpret advertising claims			
58120103 2	Describe the effect of advertising on consumers			

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REC039935
TEX_22260
DEF_3336-0700

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120103 3	Demonstrate the right to inquire or complain about products/services that do not fulfill advertised claims			
58120103 4	Identify and appraise promotional devices used by stores/advertisers			
58120103 5	Demonstrate the importance of each of the following processes in becoming a careful shopper reading advertisements asking questions observing and trying different brands and comparing			
58120104	Describe consumer behavior as it relates to the economic system	I Reading/Literature III Speaking IV Writing V Research		II Numerical and Algebraic Concepts and Operations
58120104 1	Describe the consumer s position in a free enterprise economy			
58120104 2	Identify different types of consumer behavior			
58120104 3	Determine what is meant by good and bad consumer behavior			
58120104 4	Determine the effect that shoplifting has upon prices			
58120104 5	Determine the effects of boycott procedures upon the business community and the consumer			
58120104 6	Determine how credit and other services affect a store s prices			
58120104 7	Distinguish between the advantages and disadvantages of credit purchases to the borrower and lender			
58120104 8	Define inflation deflation recession and depression			

MATRIX KEY

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REC039936
TEX_22261
DEF_3336-0701

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120104 9	Determine the effects of inflation and deflation on consumer behavior			
58120104 10	Define income tax personal property tax and sales tax			
58120104 11	Identify products services and facilities supported/provided by tax dollars			
58120200	**B MAKING FINANCIAL DECISIONS**			
58120201	Analyze personal consumer values	I Reading/Literature IV Writing V Research		II Numerical and Algebraic Concepts and Operations
58120201 1	Define consumer values needs wants attitudes standards goals resources and market place			
58120201 2	Define basic human needs			
58120201 3	Distinguish between real needs and perceived needs and explain their impact on consumer choices			
58120201 4	Determine which goods and services can make life more than just existence			
58120201 5	Describe the relationship between personal values attitudes and standards and consumer choices			
58120201 6	Demonstrate an understanding of the influence of advertising and media in appealing to different values			
58120201 7	Distinguish between needs and wants according to a variety of individual value systems			
58120201 8	Demonstrate how value choices of youth influence their spending patterns			
58120201 9	Demonstrate an understanding of the importance of personal choice in making consumer choices			

MATRIX KEY

CURRICULUM FRAMEWORKS
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REC039937
TEX_22262
DEF_3336-0702

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120201 10	Illustrate the effects of personal needs wants values goals and attitudes/standards on the consumer decision making process			
58120202	Apply the decision making process to consumer choices	I Reading/Literature III Speaking V Research		II Numerical and Algebraic Concepts and Operations III Patterns Relation ships and Functions VI Probability and Statistics
58120202 1	Demonstrate an understanding of the variety of choices that exist for consumers			
58120202 2	Define decision and list the steps in decision making processes			
58120202 3	Acknowledge personal values needs wants goals and attitudes/standards which will influence consumer decisions			
58120202 4	Identify impersonal factors that may influence consumer decisions/choices			
58120202 5	Demonstrate an understanding of how information gathering is necessary to making wise purchases			
58120202 6	Determine which techniques are most useful in gathering and analyzing information on consumer goods and services			
58120202 7	Determine criteria to be used in deciding about the purchase of clothing bicycles records and record players personal care items transistor radios sporting goods etc			
58120202 8	Demonstrate consumer decision making processes			

CURRICULUM FRAMEWORKS
M Math
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PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
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T Technology
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REC039938
TEX_22263
DEF_3336-0703

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120202 9	Describe the relationship between financial planning and expanding the consumer s freedom of choice			
58120202 10	Demonstrate the need to adjust buying decisions to meet problems and responsibilities in adult life			
58120203	Compare the quality and desirability of competitive goods and services	I Reading/Literature II Listening III Speaking V Research		II Numerical and Algebraic Concepts and Operations III Patterns Relationships and Functions VI Probability and Statistics
58120203 1	Recognize sensory factors that influence consumer purchases			
58120203 2	Demonstrate comparison shopping techniques			
58120203 3	Demonstrate use of scientific disciplines to compare the durability and quality of materials prior to purchase			
58120203 4	Determine ways of evaluating product and service information			
58120203 5	Determine the actual value of product endorse ments such as the Good Housekeeping Seal of Approval and Underwriter s Laboratories seal			
58120203 6	Select an item for purchase (appliance item of clothing or food product) based on a comparison of brands			
58120203 7	Determine from basic characteristics those services and products best suited to selected individuals			
58120300	**C MANAGING FAMILY INCOME**			

MATRIX KEY

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REC039939
TEX_22264
DEF_3336-0704

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120301	Make decisions regarding the use of income	I Reading/Literature III Speaking		I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations VI Probability and Statistics
58120301 1	Demonstrate a knowledge of purchasing power and the wise use of it			
58120301 2	Describe the consequences of a lack of money			
58120301 3	Identify sources of family financial resources			
58120301 4	Identify marketplace choices (goods and services) available to the consumer in the use of income			
58120301 5	Analyze costs of personal activities and purchases			
58120301 6	Prioritize needs and wants to plan for expenditures in keeping with financial resources			
58120301 7	Demonstrate how personal and family resource management can produce changes in family life styles			
58120301 8	Identify family life stages that will influence financial planning			
58120301 9	Demonstrate the ability to adjust/revise consumption patterns/spending plans throughout the life cycle			

CURRICULUM FRAMEWORKS
M–Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA–Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
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PQ–Personal Qualities
TS Thinking Skills
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T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
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REC039940
TEX_22265
DEF_3336-0705

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120302	Develop a money management plan	I Reading/Literature III Speaking		I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations III Patterns Relationships and Functions V Measurement
58120302 1	Demonstrate an understanding of money as the representative of financial worth and wealth			
58120302 2	Identify personal resources			
58120302 3	Define income gross salary salary deductions net salary savings and fixed and variable expenses			
58120302 4	Compute gross and net salary			
58120302 5	Distinguish between fixed and variable expenditures			
58120302 6	Devise a personal plan for the use of resources			
58120302 7	List the advantages of establishing and maintaining a spending plan			
58120302 8	Analyze individual and family financial plans			
58120302 9	Construct a monthly or biweekly budget for a young single adult			
58120302 10	Demonstrate the ability to plan a budget with varied levels of income			
58120302 11	Prepare a household file to maintain financial records			

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS–Social Studies
PE–Physical Education

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TE Teacher Education & Professional Development
MS–Mathematics & Science
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REC039941
TEX_22266
DEF_3336-0706

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120303	Prepare to establish a credit rating	I Reading/Literature III Speaking		I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations III Patterns Relationships and Functions V Measurement
58120303 1	Define credit and identify the basic functions of credit			
58120303 2	Identify sources of consumer credit			
58120303 3	Describe the forms of credit available to the consumer			
58120303 4	Identify restrictions on credit buying imposed by budget limitations			
58120303 5	Explain the effect of credit on product prices			
58120303 6	Distinguish between required and optional information on a credit application and credit con tract			
58120303 7	Complete a credit application			
58120304	Demonstrate an understanding of personal taxes	I Reading/Literature III Speaking		I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations VI Probability and Statistics
58120304 1	Define tax income tax personal property tax sales tax and service (user s) tax			
58120304 2	Describe the function of personal income tax (federal and state)			

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REC039942
TEX_22267
DEF_3336-0707

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120304 3	Complete tax forms (W 4 and income tax returns)			
58120400	**D BEHAVING RESPONSIBLY IN THE MARKET PLACE**			
58120401	Exercise consumer rights and consumer responsibilities	I Reading/Literature II Listening III Speaking IV Writing		I Number and Numeration Systems III Patterns Relationships and Functions IV Probability and Statistics
58120401 1	Demonstrate an understanding of the three basic economic roles of a consumer and the corresponding responsibilities			
58120401 2	Demonstrate an understanding of the five basic consumer rights and responsibilities			
58120401 3	Demonstrate an understanding of the right and responsibility a consumer has to deal and be dealt with fairly			
58120401 4	Identify responsible behaviors the consumer has the right to expect from manufacturers and the marketplace			
58120401 5	Contrast responsible and irresponsible consumer behavior in the marketplace			
58120401 6	Demonstrate an understanding of a financial promise as it relates to the rights and responsibilities of the consumer and the rights and responsibilities of business			

MATRIX KEY

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REC039943
TEX_22268
DEF_3336-0708

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120402	Interpret consumer legislation	I Reading/Literature II Listening III Speaking		I Number and Numeration Systems III Patterns Relationships and Functions
58120402 1	Demonstrate an understanding of the relation ship between consumer power and desired legislation			
58120402 2	Demonstrate a knowledge of basic laws that govern the consumer protection movement such as Truth in Lending Equal Rights Amendment Fair Credit, etc			
58120402 3	Identify consumer information required by federal and state laws			
58120402 4	Identify optional consumer information unique to specified goods			
58120403	Use consumer services provided by government and nongovernment organizations/agencies	I Reading/Literature II Listening III Speaking IV Writing V Research		
58120403 1	Name and describe the functions of federal consumer protection and information agencies			
58120403 2	Name and describe the functions of state and consumer protection and information agencies			
58120403 3	Name and describe the functions of county consumer protection and information agencies			

MATRIX KEY

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REC039944
TEX_22269
DEF_3336-0709

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120403 4	Demonstrate a knowledge of the roles of the following agencies in protecting the consumer Interstate Commerce Commission Federal Trade Commission Securities and Exchange Commission Food and Drug Administration Consumer Protection Agency and Federal Communication Commission			
58120403 5	Identify non government agencies and organizations that protect and aid the consumer			
58120404	Buy use and maintain consumer purchases	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems VI Probability and Statistics
58120404 1	Demonstrate the ability to utilize various processes to become a wise and careful consumer read advertisements ask questions observe compare and try out different brands			
58120404 2	Recognize methods used to influence consumer choice			
58120404 3	Identify terms that affect the accuracy of pro motional advertisements			
58120404 4	Demonstrate the ability to recognize common consumer gyps and frauds			

Revision date 07/98

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REC039945
TEX_22270
DEF_3336-0710

CONSUMER EDUCATION 2

ACTIVITY/COURSE CODE· 5813

COURSE DESCRIPTION

Consumer Education II stresses the use of personal value and decision making strategies to achieve a desirable and secure life style This course involves student in financial planning to provide for basic family needs a home furnishings and equipment education and security

RELATED CAREERS

High School Education Consumer assistant technician customer service representative product demonstrator resources and referral specialist consumer reporter customer complaint clerk personal shopper and residential energy auditor Postsecondary Education Conservator credit counselor consumer/food products tester product relations representative commercial energy auditor consumer newswriter and consumer consultant Four Year or Postgraduate Education Director of consumer affairs financial planner product research developer consumer advocate consumer newscaster/editor consumer information specialist energy efficiency specialist and consumer economist

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Consumer Education II will demonstrate the following core competencies

Credit 1/2 unit

REC039946
TEX_22271
DEF_3336-0711

RESOURCES

Bonnice Joseph G et al Consumers Make Economic Decisions Cincinnati Ohio South Western Publishing Co 1990

Brenneke Judith and Mary Lou Hamill Decisions Making Personal Economic Choices St Paul Minnesota EMC Publishing 1992

Campbell Sally R The Confident Consumer South Holland Illinois The Goodheart Willcox Co Inc 1995

Consumer Economics in Action West Services Inc 1993

Consumer Education and Economics Student Edition Glencoe/McGraw Hill 1997

Consumer Education and Economics, Student Workbook Glencoe/McGraw Hill 1997

Consumers in the Economy Southwestern Publishing Company 1993

Gerer Robert K et al Dollars and Sense Cincinnati Ohio South Western Publishing C 1989

Job Keeping Skills Office of Occupational Education S C Department of Education 1985

Maedke Wilmer et al Consumer Education Encino California Glencoe Publishing Co 1984

Managing Your Personal Finances South Western Educational Publishing a Division of International Thomson Publishing Inc 1997
MicroExam DOS 3 5
MicroExam Macintosh 3 5
Teacher s Resource Manual
Template Disks DOS/Windows 3 5
Template Disks Macintosh 3 5
Teacher s Annotated Edition
Test Bank

Mathematics for Everyday Living Meridian Creative Group a Division of Larson Texts Inc Grades 9 12
The Mathematics of Statistics
The Mathematics of Taxes
The Mathematics of Investment
The Mathematics of Insurance
The Mathematics of Inflation and Depreciation

REC039947

TEX_22272

DEF_3336-0712

RESOURCES continued

Mathematics for Everyday Living Meridian Creative Group a Division of Larson Texts Inc Grades 9 12
The Mathematics of Buying
The Mathematics of Borrowing
The Mathematics of Saving

Oppenheim Irene Consumer Skills Peoria Illinois Bennett Publishing Co 1977 1982

Personal and Family Economics South Western Educational Publishing a Division of International Thomson Publishing Inc 1996

Personal and Family Economics Instructor s Manual South Western Educational Publishing a Division of International Thomson Publishing Inc 1996

Personal and Family Economics Teacher s Resource Binder South Western Educational Publishing a Division of International Thomson Publishing Inc 1996

Rieken Jeri Lyn and Gail House Succeeding On Your Own Orlando Florida Harcourt Brace Jovanovich Inc 1986

South Carolina Guide for Consumer Education I & II Office of Occupational Education S C Department of Education 1993

Warmke Roman F et al Consumer Decision Making Cincinnati Ohio South Western Publishing Co 1977

Wingate Isabel B et al Know Your Merchandise New York New York McGraw Hill Book Co 1975

REC039948
TEX_22273
DEF_3336-0713

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58120100	**A SHOWING COMPREHENSION OF THE MANAGEMENT OF RESOURCES IN FINANCING A HOME**																								
58130101	Analyze various housing needs among families	X		X						X	X	X	X	X	X	X	X	X			X		X		
58130101 1	Identify family needs wants and resources in relation to housing																								
58130101 2	Discuss the meaning of life styles																								
58130101 3	Discuss how homes fulfill needs																								
58130101 4	Identify housing needs in the various stages of the family life cycle																								
58130101 5	Discuss the unique considerations for housing in each stage of the life cycle																								
58130102	Identify factors to consider when deciding whether to rent or buy	X									X	X	X		X			X		X	X	X	X		
58130102 1	Define lease, tenant, and landlord																								
58130102 2	Discuss the parts of a lease																								
58130102 3	Arrange in order steps in renting or leasing housing																								
58130102 4	Identify reasons for home ownership																								
58130102 5	List advantages and disadvantages of renting and buying a home																								
58130103	List factors to consider in the selection of housing										X	X	X		X	X		X		X			X		
58130103 1	Develop a checklist to be used when selecting an apartment																								
58130103 2	Discuss advantages and disadvantages of buying a mobile home																								
58130103 3	Define terms associated with the features of mobile homes																								
58130103 4	List steps to follow when selecting a mobile home																								
58130103 5	List factors to consider when selecting a mobile																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ -Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R--Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039949
TEX_22274
DEF_3336-0714

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	home park																								
58130103 6	Develop a checklist to follow when choosing a house																								
58130104	Identify steps involved in purchasing and financing a home	X									X	X	X	X	X			X		X	X	X	X		
58130104 1	Define the following terms cooperative apartments and condominiums																								
58130104 2	List advantages and disadvantages of owning a cooperative apartment or condominium																								
58130104 3	Discuss the financing of mobile homes																								
58130104 4	Identify in order steps in buying housing																								
58130104 5	Develop a list of the types of loans available for home financing and where they may be secured																								
58130104 6	Compare costs of the different types of loans																								
58130104 7	Discuss why a person should shop around for a loan																								
58130104 8	Discuss terms associated with obtaining a loan																								
58130104 9	Discuss the size of the down payment on the financing process																								
58130104 10	Define the term closing costs																								
58130104 11	List items covered in closing costs																								
58130104 12	Discuss reasons for having property insurance																								
58130104 13	Identify types of property insurance																								
58130104 14	Discuss types of protection offered in a homeowner s policy																								
58130104 15	State how property tax on a home is paid																								
58130105	Identify miscellaneous costs of home ownership	X								X	X	X	X	X	X	X		X		X	X	X	X		
58130105 1	Identify possible moving expenses																								
58130105 2	List home maintenance expenses																								
58130105 3	Identify seasonal maintenance tasks																								
58130105 4	List expenses associated with furnishing a home																								

CURRICULUM FRAMEWORKS
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MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R–Resources
- T Technology
- S–Sys ems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF–Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039950
TEX_22275
DEF_3336-0715

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58130105 5	List factors to consider when purchasing appliances and furnishings																								
58130200	**B MANAGING THE TRANSPORTATION DOLLAR**																								
58130201	Identify transportation needs									X	X	X	X		X	X		X		X			X		
58130201 1	Identify factors influencing transportation needs																								
58130201 2	List forms of transportation																								
58130201 3	Discuss when transportation is a necessity rather than a convenience																								
58130202	Identify factors to consider when buying and financing a car	X		X							X		X		X			X		X	X	X	X		
58130202 1	List factors influencing the use of a car																								
58130202 2	Define terms associated with purchase and maintenance of an automobile																								
58130202 3	List advantages and disadvantages of car ownership																								
58130202 4	List advantages and disadvantages of buying a new car																								
58130202 5	List advantages and disadvantages of buying a used car																								
58130202 6	Develop a checklist to use when buying a car																								
58130202 7	List the responsibilities of owning a car																								
58130202 8	List features which affect the purchase price of a car																								
58130202 9	Develop a list of essential and luxury features of a car																								
58130202 10	Discuss how to test drive a car																								
58130202 11	Identify types of financing available for a car																								
58130202 12	Analyze advertisements offering auto loans for terms of the loans																								
58130202 13	Discuss the importance of shopping for credit																								

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MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R--Resources
- T–Technology
- S--Systems

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS–Mathematics & Science
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- PI Parental Involvement

REC039951
TEX_22276
DEF_3336-0716

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58130202 14	Develop a list of things to do before signing a purchase agreement for a car																								
58130202 15	Explain the importance of automobile insurance																								
58130202 16	Identify kinds of automobile insurance coverage																								
58130202 17	List factors affecting automobile insurance rates																								
58130202 18	Identify steps to follow in the event of a traffic accident																								
58130203	Identify costs in the maintaining of a vehicle	X								X	X	X	X		X	X		X		X	X	X	X		
58130203 1	Determine maintenance procedures that must be performed on an automobile																								
58130203 2	Establish a time line for maintenance tasks																								
58130203 3	Discuss the difference between preventive maintenance and corrective maintenance																								
58130300	**C APPLYING THE MANAGEMENT PROCESS TO PURCHASING HEALTH AND LIFE INSURANCE**																								
58130301	Identify factors to consider in the purchase of health insurance	X								X	X	X	X		X	X	X	X		X	X		X	X	X
58130301 1	Identify terms used in health insurance																								
58130301 2	List factors that contribute to rising health care costs																								
58130301 3	Explain reasons for health insurance																								
58130301 4	Identify the basic types of health insurance																								
58130301 5	List factors to consider in determining health insurance needs																								
58130302	Identify factors to consider when purchasing life insurance	X								X	X	X	X		X	X	X	X		X	X	X	X	X	X
58130302 1	Define terms used in life insurance policies																								
58130302 2	Identify types of life insurance																								
58130302 3	Identify factors to consider when selecting life insurance																								

MATRIX KEY

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- PQ -Personal Qualities
- TS Thinking Skills
- BS Basic Skills
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REC039952
TEX_22277
DEF_3336-0717

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58130302 4	List factors that affect the cost of life insurance																								
58130302 5	List guidelines to use in purchasing and maintaining life insurance coverage																								
58130400	**D IDENTIFYING TYPES OF INCOME INSURANCE PLANS AVAILABLE TO WAGE EARNERS**																								
58130401	Explain the contribution of social security to family security									X	X	X	X	X	X	X	X	X		X		X	X		X
58130401 1	Identify the purposes of social security																								
58130401 2	List benefits provided by social security																								
58130401 3	List steps in applying for a social security number																								
58130401 4	Describe the provisions for Medicare and Medicaid																								
58130401 5	Identify who pays for social security and the role of the federal government in social security																								
58130401 6	Describe how social security contributes to family security																								
58130402	Identify the purpose of disability income insurance	X								X	X	X	X		X			X		X	X	X	X		
58130402 1	Identify reasons for having disability income insurance																								
58130402 2	Explain how coverage of payments is handled																								
58130402 3	List guidelines to follow when buying disability income coverage																								
58130500	**E APPLYING THE MANAGEMENT PROCESS IN PLANNING SAVINGS AND INVESTMENT**																								
58130501	Identify reasons for saving money	X								X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
58130501 1	Define savings																								
58130501 2	Identify roadblocks to saving money																								
58130501 3	Identify steps of establishing a savings plan																								
58130501 4	Explain the relationship of short term and long term goals to saving																								
58130501 5	List types of savings institutions																								

MATRIX KEY

CURRICULUM FRAMEWORKS
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SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
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- R Resources
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- S–Systems

NATIONAL GOALS
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REC039953
TEX_22278
DEF_3336-0718

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58130501 6	Identify factors to consider when selecting a savings institution																								
58130501 7	List advantages and disadvantages of various savings institutions																								
58130501 8	Explain why life insurance may be a form of savings																								
58130502	Identify types of annuities investments	X								X	X	X	X	X	X	X	X	X		X	X	X	X		
58130502 1	List assets to consider before investing money																								
58130502 2	Define securities stocks bonds and mutual funds																								
58130502 3	Explain why saving by investment is a long term goal																								
58130502 4	Describe how real estate is a form of investment																								
58130502 5	Explain how education is an investment																								
58130502 6	Identify legislation that protects investors																								
58130502 7	Define annuity																								
58130502 8	Identify types of annuities available																								
58130502 9	List guidelines to follow when buying disability income coverage																								
58130600	**F DEMONSTRATING AN UNDERSTANDING OF HOW A WILL CONTRIBUTES TO FAMILY SECURITY**																								
58130601	Identify the purpose of a will	X								X	X	X	X		X	X	X	X		X	X	X	X	X	X
58130601 1	List reasons for having a legal will																								
58130601 2	Define terms used in making a legal will																								
58130601 3	Identify taxes that concern a testator																								
58130601 4	Discuss consequences of dying without a will																								
58130601 5	Discuss factors involved in a living will																								
58130602	Prepare a will									X	X	X	X	X		X	X	X		X	X		X		
58130602 1	Identify characteristics of a legal will																								
58130602 2	List steps to follow when making a will																								

MATRIX KEY

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- M Math
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REC039954
TEX_22279
DEF_3336-0719

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58130602 3	Write a sample will																								
58130700	**G DEMONSTRATING AN UNDERSTANDING OF THE FACTORS INVOLVED IN PLANNING A FUNERAL**																								
58130701	Identify steps in planning a funeral	X								X	X	X	X	X	X			X		X	X	X	X		
58130701 1	Discuss ways to finance a funeral																								
58130701 2	Identify factors to consider when selecting a funeral director																								
58130701 3	Identify types of service available																								
58130701 4	Identify points to consider when selecting a cemetery plot																								
58130701 5	List in order steps to follow when planning a funeral																								
58130702	Identify information that a funeral director should provide families	X								X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
58130702 1	Identify factors affecting the cost of a funeral																								
58130702 2	Itemize costs of body preparation display transportation and service																								
58130702 3	Identify laws regulating funeral expenses and disclosure of costs																								
58130800	**H EVALUATING JOB OPPORTUNITIES IN THE CONSUMER AFFAIRS AREA**																								
58130801	Identify employment available in the area of consumer affairs										X	X	X	X	X	X	X	X		X	X		X		
58130801 1	Identify employment opportunities in the private sector																								
58130801 2	Identify employment opportunities in the public sector																								
58130802	List reasons for seeking careers in the area of consumer affairs	X								X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
58130802 1	Identify terms associated with consumer affairs																								

MATRIX KEY

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REC039955
TEX_22280
DEF_3336-0720

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58130802 2	Identify reasons people are employed in consumer affairs positions																								
58130802 3	Identify factors to consider when conducting a self inventory																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58120100	A SHOWING COMPREHENSION OF THE MANAGEMENT OF RESOURCES IN FINANCING A HOME			
58130101	Analyze various housing needs among families	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130101 1	Identify family needs wants and resources in relation to housing			
58130101 2	Discuss the meaning of life styles			
58130101 3	Discuss how homes fulfill needs			
58130101 4	Identify housing needs in the various stages of the family life cycle			
58130101 5	Discuss the unique considerations for housing in each stage of the life cycle			
58130102	Identify factors to consider when deciding whether to rent or buy	I Reading/Literature II Listening III Speaking IV Writing V Research		

CURRICULUM FRAMEWORKS
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NATIONAL GOALS
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TE--Teacher Education & Professional Development
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DF--Safe Disciplined & Alcohol & Drug Free Schools
PI--Parental Involvement

REC039956
TEX_22281
DEF_3336-0721

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130102 1	Define lease tenant and landlord			
58130102 2	Discuss the parts of a lease			
58130102 3	Arrange in order steps in renting or leasing housing			
58130102 4	Identify reasons for home ownership			
	List advantages and disadvantages of renting and buying a home			
58130102 5	List advantages and disadvantages of renting and buying a home			
58130103	List factors to consider in the selection of housing	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130103 1	Develop a checklist to be used when selecting an apartment			
58130103 2	Discuss advantages and disadvantages of buying a mobile home			
58130103 3	Define terms associated with the features of mobile homes			
58130103 4	List steps to follow when selecting a mobile home			
58130103 5	List factors to consider when selecting a mobile home park			
58130103 6	Develop a checklist to follow when choosing a house			
58130104	Identify steps involved in purchasing and financing a home	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems III Patterns Relationships and Functions

MATRIX KEY

CURRICULUM FRAMEWORKS
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- PQ Personal Qualities
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- S Systems

NATIONAL GOALS
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- SC--School Completion
- SA Student Achievement & Citizenship
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- MS--Mathematics & Science
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- PI--Parental Involvement

REC039957
TEX_22282
DEF_3336-0722

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130104 1	Define the following terms cooperative apartments and condominiums			
58130104 2	List advantages and disadvantages of owning a cooperative apartment or condominium			
58130104 3	Discuss the financing of mobile homes			
58130104 4	Identify in order steps in buying housing			
58130104 5	Develop a list of the types of loans available for home financing and where they may be secured			
58130104 6	Compare costs of the different types of loans			
58130104 7	Discuss why a person should shop around for a loan			
58130104 8	Discuss terms associated with obtaining a loan			
58130104 9	Discuss the size of the down payment on the financing process			
58130104 10	Define the term closing costs			
58130104 11	List items covered in closing costs			
58130104 12	Discuss reasons for having property insurance			
58130104 13	Identify types of property insurance			
58130104 14	Discuss types of protection offered in a homeowner s policy			
58130104 15	State how property tax on a home is paid			
58130105	Identify miscellaneous costs of home ownership	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130105 1	Identify possible moving expenses			
58130105 2	List home maintenance expenses			
58130105 3	Identify seasonal maintenance tasks			
58130105 4	List expenses associated with furnishing a home			
58130105 5	List factors to consider when purchasing appliances and furnishings			

CURRICULUM FRAMEWORKS
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PQ Personal Qualities
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IF Information
IT--Interpersonal
R Resources
T Technology
S--Systems

NATIONAL GOALS
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REC039958
TEX_22283
DEF_3336-0723

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130200	**B MANAGING THE TRANSPORTATION DOLLAR**			
58130201	Identify transportation needs	I Reading/Literature II Listening III Speaking IV Writing		
58130201 1	Identify factors influencing transportation needs			
58130201 2	List forms of transportation			
58130201 3	Discuss when transportation is a necessity rather than a convenience			
58130202	Identify factors to consider when buying and financing a car	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems III Patterns Relationships and Functions
58130202 1	List factors influencing the use of a car			
58130202 2	Define terms associated with purchase and maintenance of an automobile			
58130202 3	List advantages and disadvantages of car ownership			
58130202 4	List advantages and disadvantages of buying a new car			
58130202 5	List advantages and disadvantages of buying a used car			
58130202 6	Develop a checklist to use when buying a car			
58130202 7	List the responsibilities of owning a car			
58130202 8	List features which affect the purchase price of a car			

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS--Basic Skills
IF--Information
IT Interpersonal
R Resources
T Technology
S--Systems

NATIONAL GOALS
SR--School Readiness
SC--School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF--Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039959
TEX_22284
DEF_3336-0724

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130202 9	Develop a list of essential and luxury features of a car			
58130202 10	Discuss how to test drive a car			
58130202 11	Identify types of financing available for a car			
58130202 12	Analyze advertisements offering auto loans for terms of the loans			
58130202 13	Discuss the importance of shopping for credit			
58130202 14	Develop a list of things to do before signing a purchase agreement for a car			
58130202 15	Explain the importance of automobile insurance			
58130202 16	Identify kinds of automobile insurance coverage			
58130202 17	List factors affecting automobile insurance rates			
58130202 18	Identify steps to follow in the event of a traffic accident			
58130203	Identify costs in the maintaining of a vehicle	I Reading/Literature II Listening III Speaking IV Writing		I Number and Numeration Systems III Patterns Relationships and Functions
58130203 1	Determine maintenance procedures that must be performed on an automobile			
58130203 2	Establish a time line for maintenance tasks			
58130203 3	Discuss the difference between preventive main tenance and corrective maintenance			
58130300	**C APPLYING THE MANAGEMENT PROCESS TO PURCHASING HEALTH AND LIFE INSURANCE**			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF--Information
- IT Interpersonal
- R Resources
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- S Systems

NATIONAL GOALS
- SR--School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
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- DF Safe Disciplined & Alcohol & Drug Free Schools
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REC039960
TEX_22285
DEF_3336-0725

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130301	Identify factors to consider in the purchase of health insurance	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems III Patterns Relationships and Functions
58130301 1	Identify terms used in health insurance			
58130301 2	List factors that contribute to rising health care costs			
58130301 3	Explain reasons for health insurance			
58130301 4	Identify the basic types of health insurance			
58130301 5	List factors to consider in determining health insurance needs			
58130302	Identify factors to consider when purchasing life insurance	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130302 1	Define terms used in life insurance policies			
58130302 2	Identify types of life insurance			
58130302 3	Identify factors to consider when selecting life insurance			
58130302 4	List factors that affect the cost of life insurance			
58130302 5	List guidelines to use in purchasing and maintaining life insurance coverage			
58130400	**D IDENTIFYING TYPES OF INCOME INSURANCE PLANS AVAILABLE TO WAGE EARNERS**			
58130401	Explain the contribution of social security to family security	I Reading/Literature II Listening III Speaking IV Writing V Research		

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NATIONAL GOALS
SR School Readiness
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SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
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DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039961
TEX_22286
DEF_3336-0726

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130401 1	Identify the purposes of social security			
58130401 2	List benefits provided by social security			
58130401 3	List steps in applying for a social security number			
58130401 4	Describe the provisions for Medicare and Medicaid			
58130401 5	Identify who pays for social security and the role of the federal government in social security			
58130401 6	Describe how social security contributes to family security			
58130402	Identify the purpose of disability income insurance	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130402 1	Identify reasons for having disability income insurance			
58130402 2	Explain how coverage of payments is handled			
58130402 3	List guidelines to follow when buying disability income coverage			
58130500	**E APPLYING THE MANAGEMENT PROCESS IN PLANNING SAVINGS AND INVESTMENT**			
58130501	Identify reasons for saving money	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems
58130501 1	Define savings			
58130501 2	Identify roadblocks to saving money			
58130501 3	Identify steps of establishing a savings plan			
58130501 4	Explain the relationship of short term and long term goals to saving			
58130501 5	List types of savings institutions			

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FL–Foreign Language
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SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Phys cal Education

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PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R–Resources
T Technology
S–Systems

NATIONAL GOALS
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SC School Completion
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TE–Teacher Education & Professional Development
MS Mathematics & Science
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PI Parental Involvement

REC039962
TEX_22287
DEF_3336-0727

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130501 6	Identify factors to consider when selecting a savings institution			
58130501 7	List advantages and disadvantages of various savings institutions			
58130501 8	Explain why life insurance may be a form of savings			
58130502	Identify types of annuities investments	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130502 1	List assets to consider before investing money			
58130502 2	Define securities stocks bonds and mutual funds			
58130502 3	Explain why saving by investment is a long term goal			
58130502 4	Describe how real estate is a form of investment			
58130502 5	Explain how education is an investment			
58130502 6	Identify legislation that protects investors			
58130502 7	Define annuity			
58130502 8	Identify types of annuities available			
58130502 9	List guidelines to follow when buying disability income coverage			
58130600	**F DEMONSTRATING AN UNDERSTANDING OF HOW A WILL CONTRIBUTES TO FAMILY SECURITY**			
58130601	Identify the purpose of a will	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130601 1	List reasons for having a legal will			

MATRIX KEY

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- TS Thinking Skills
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REC039963
TEX_22288
DEF_3336-0728

COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130601 2	Define terms used in making a legal will			
58130601 3	Identify taxes that concern a testator			
58130601 4	Discuss consequences of dying without a will			
58130601 5	Discuss factors involved in a living will			
58130602	Prepare a will	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130602 1	Identify characteristics of a legal will			
58130602 2	List steps to follow when making a will			
58130602 3	Write a sample will			
58130700	**G DEMONSTRATING AN UNDERSTANDING OF THE FACTORS INVOLVED IN PLANNING A FUNERAL**			
58130701	Identify steps in planning a funeral	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130701 1	Discuss ways to finance a funeral			
58130701 2	Identify factors to consider when selecting a funeral director			
58130701 3	Identify types of service available			
58130701 4	Identify points to consider when selecting a cemetery plot			
58130701 5	List in order steps to follow when planning a funeral			

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NATIONAL GOALS
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PI--Parental Involvement

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TEX_22289
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COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130702	Identify information that a funeral director should provide families	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130702 1	Identify factors affecting the cost of a funeral			
58130702 2	Itemize costs of body preparation display transportation and service			
58130702 3	Identify laws regulating funeral expenses and disclosure of costs			
58130800	**H EVALUATING JOB OPPORTUNITIES IN THE CONSUMER AFFAIRS AREA**			
58130801	Identify employment available in the area of consumer affairs	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130801 1	Identify employment opportunities in the private sector			
58130801 2	Identify employment opportunities in the public sector			
58130802	List reasons for seeking careers in the area of consumer affairs	I Reading/Literature II Listening III Speaking IV Writing V Research		
58130802 1	Identify terms associated with consumer affairs			
58130802 2	Identify reasons people are employed in consumer affairs positions			

CURRICULUM FRAMEWORKS
M Math
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A Visual & Performing Ar s
SC--Science
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MATRIX KEY
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COURSE SPECIFICATIONS FOR CONSUMER EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58130802 3	Identify factors to consider when conducting a self inventory			

Revision date 07/98

CURRICULUM FRAMEWORKS
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- SC- Science
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- PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S–Systems

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NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
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CONSUMER AND HOMEMAKING 1

ACTIVITY/COURSE CODE. 5808

COURSE DESCRIPTION

Consumer and Homemaking I is a yearlong exploratory course recommended for instruction at the middle or junior high school level Units of instruction include personal development child development nutrition and fitness consumerism family life education and housing The goal of this course is to provide a sample of the complete course offerings at the high school level thereby building the interest of the middle school student in consumer and homemaking

RELATED CAREERS

High School Education Consumer assistant technician customer service representative product demonstrator resources and referral specialist consumer reporter customer complaint clerk personal shopper and residential energy auditor Postsecondary Education Conservator credit counselor consumer/food products tester product relations representative commercial energy auditor consumer newswriter and consumer consultant Four Year or Postgraduate Education Director Consumer Affairs financial planner product research developer consumer advocate consumer newscaster/editor consumer information specialist energy efficiency specialist and consumer economist

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Consumer and Homemaking I will successfully complete the following core competencies

Credit 1 unit

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CONSUMER AND HOMEMAKING I

RESOURCES

Abendroth Ruth B Changes and Choices Personal Development and Relationships South Holland Illinois The Goodheart Willcox Co Inc 1986

Chamberlain Valerie et al Teen Guide New York New York Glencoe/McGraw Hill Book Co 1990 Grades 6 8

Education for Parenthood Curriculum Guide Office of Occupational Education S C Department of Education

Exploring Life Skills Teacher s Edition EMC/Paradigm Publishing 1998 Grades 5 8

Exploring Life Skills Teacher s Resource Binder EMC/Paradigm Publishing 1998 Grades 5 8

Exploring Life Skills Workbook EMC/Paradigm Publishing 1998 Grades 5 8

Family Life Education Curriculum Guide Office of Occupational Education S C Department of Education

Foods and Nutrition Instructional Modules Office of Occupational Education S C Department of Education

Foster Josephine et al Creative Living Student Edition Peoria Illinois Glencoe/McGraw Hill Book Co 1997

Foster Josephine et al Creative Living Student Workbook Peoria Illinois Glencoe/McGraw Hill Book Co 1997

Goals for Living Managing Your Resources Goodheart Willcox Company 1989

Homemaker Clothing and Textiles V TECS Competency Based Instructional Materials Office of Occupational Education S C Department of Education

Homemaker Housing and Home Furnishings V TECS Competency Based Instructional Materials Office of Occupational Education S C Department of Education

Homemaker Human Development V TECS Competency Based Instructional Materials Office of Occupational Education S C Department of Education

Homemaker Management and Family Economics V TECS Competency Based Instructional Materials Office of Occupational Education S C Department of Education

Housing and Home Furnishings Instructional Modules Office of Occupational Education S C Department of Education

Human Development, Instructional Modules Office of Occupational Education S C Department of Education

Kelly Joan and Eddye Eubanks Today s Teen Mission Hills California Glencoe Publishing Co 1988 1997

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RESOURCES

Kelly Joan and Eddye Eubanks Today s Teen Student Workbook Mission Hills California Glencoe Publishing Co 1997 Grades 6 8

Living Now Strategies for Success and Fulfillment, Student Edition South Western Publishing a Division of International Thomson Publishing Inc 1997

Living Now, Strategies for Success and Fulfillment, Teacher s Resource Box South Western Publishing a Division of International Thomson Publishing Inc 1997

Living Now, Strategies for Success and Fulfillment, Teacher s Wraparound Edition South Western Publishing a Division of International Thomson Publishing Inc 1997

McGinley Helen People Caring, Deciding, Growing Lexington Massachusetts Ginn and Co 1983

Management and Family Economics, Instructional Modules Office of Occupational Education S C Department of Education

Mathematics for Everyday Living Glencoe/McGraw Hill Grades 9 12
The Mathematics of Taxes
The Mathematics of Statistics
The Mathematics of Saving
The Mathematics of Investment
The Mathematics of Borrowing
The Mathematics of Inflation and Depreciation
The Mathematics of Buying
The Mathematics of Insurance

Parnell Frances Homemaking, Skills for Everyday Living South Holland Illinois The Goodheart Willcox Co Inc 1984

Resources for Living Second Edition EMC Company 1990

Skills for Living, Student Edition Goodheart Willcox Company 1997

Skills for Living, Student Activity Guide Goodheart Willcox Company 1997

Teen Living Prentice Hall Inc 1991 Grades 6 8

Teens in Action EMC Publishing Company 1989 Grades 6 8

Thompson Patricia and Theodora Faiola Priest Lifeplans Cincinnati Ohio South Western Publishing Co 1990

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RESOURCES

You Living, Learning, and Caring Goodheart Willcox Company 1997 Grades 6 7

Young Living Glencoe/McGraw Hill 1997 Grades 6 8

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COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	PERSONAL DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS																								
58080100	**A DEMONSTRATING AN APPRECIATION OF ONESELF**																								
58080101	Become aware of and be able to relate physical mental, social and emotional developmental changes during adolescence										X	X	X		X		X			X			X		
58080101 1	Describe the types of developmental changes that contribute to maturity																								
58080101 2	Describe puberty and adolescence																								
58080101 3	Identify physical changes that occur during puberty and adolescence																								
58080101 4	Use correct terminology to describe physical changes during adolescence																								
58080101 5	Communicate an accurate understanding of the human reproductive processes																								
58080101 6	Define a developmental task																								
58080101 7	Describe the developmental tasks of adolescents																								
58080101 8	Give meaning to the following terms self concept self Image and self worth																								
58080101 9	Distinguish between a positive and negative self concept																								
58080101 10	Acknowledge factors that contribute to the development of self concept																								
58080101 11	Differentiate between controllable and noncon trollable factors affecting self concept																								
58080101 12	Describe the role of the following in developing a positive self concept family environment need satisfaction values clarification good setting and use of personal resources																								
58080101 13	Evaluate self																								

MATRIX KEY

CURRICULUM FRAMEWORKS
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- SC Science
- LA Language Arts
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- PQ--Personal Qualities
- TS Thinking Skills
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NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
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TEX_22296
DEF_3336-0736

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58080101 14	Establish a plan for personal improvement and/or goal accomplishment																								
58080102	Mobilize feelings toward oneself to achieve a positive public image									X			X	X	X					X			X		
58080102 1	Identify characteristics of a healthy well groomed adolescent																								
58080102 2	Describe health habits that contribute to personal attractiveness																								
58080102 3	Demonstrate the ability to care for and groom one s physical self																								
58080102 4	Establish an effective physical fitness program																								
58080102 5	Determine personal characteristics that affect clothing choices																								
58080102 6	Plan a wardrobe to emphasize positive physical attributes																								
58080102 7	Choose leisure time activities (self centered or sharing) to achieve personal satisfaction																								
58080200	**B DEMONSTRATING SKILL IN POSITIVE SOCIAL INTERACTION**																								
58080201	Demonstrate positive communication skills									X			X	X						X			X		
58080201 1	Distinguish between personal assets and liabilities																								
58080201 2	Identify personal attributes/characteristics that communicate																								
58080201 3	Demonstrate the use of personal assets to communicate																								
58080201 4	Distinguish between positive and negative communication																								
58080201 5	Plan strategies to use assets as positive communications																								
58080202	Use social interaction to enhance personal									X			X	X						X			X		

MATRIX KEY

CURRICULUM FRAMEWORKS
- M–Math
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TEX_22297
DEF_3336-0737

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	development																								
58080202 1	Describe the role of social interaction in personal development																								
58080202 2	Identify types of social interactions																								
58080202 3	Define personality and personality commu nicators																								
58080202 4	Describe characteristics of a maturing personality in social interaction																								
58080202 5	Acknowledge personality traits that can pro mote/hinder peer interaction																								
58080203	Use appropriate interpersonal relationships											X		X											
58080203 1	Demonstrate acceptable ways to express oneself with friends parents teachers and older adults																								
58080203 2	Demonstrate acceptable ways to express one s sexuality																								
58080203 3	Use positive social skills in interaction with both sexes with peers and in intergenerational relationships																								
58080203 4	Use interpersonal relationship skills to establish and maintain friendship																								
	HOME AND FAMILY LIVING																								
58080300	**C ACCEPTING RESPONSIBILITIES AS FAMILY MEMBERS**																								
58080301	Behave responsibly as a family member									X	X	X		X	X		X		X	X	X		X		X
58080301 1	Define family																								
58080301 2	Describe the role of the family in helping the adolescent achieve maturity																								
58080301 3	Identify ways in which adolescents can con tribute to family harmony and well being																								
58080301 4	Describe common interruptions in family harmony involving adolescents																								

MATRIX KEY

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TEX_22298
DEF_3336-0738

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58080301 5	Acknowledge adolescent behaviors that block clear communication during family conflict																								
58080301 6	Demonstrate positive communication techniques (verbal and nonverbal) to resolve family matters																								
58080301 7	Describe adolescent family roles that can strengthen the family unit																								
58080302	Analyze teenage pregnancy						X				X		X	X	X	X	X			X					X
58080302 1	Describe teenage pregnancy problem in America																								
58080302 2	Investigate the effects on all family members																								
58080302 3	Describe the emotional and physical changes during pregnancy																								
58080302 4	Investigate helps available for the family																								
58080303	Demonstrate knowledge of developmental changes of children									X	X		X	X		X	X			X			X		X
58080303 1	Describe the needs of children (infant toddler and pre schooler)																								
58080303 2	Identify caregiver responsibilities for children of various ages																								
58080303 3	Respond appropriately to various physical needs of children																								
58080303 4	Suggest ways to meet specific social emotional and intellectual needs of children																								
58080303 5	Provide for the safety of children in your care																								
58080303 6	Demonstrate caregiver skills in babysitting that provide for the physical and safety needs of children																								
58080304	Participate in the management of the home										X	X	X		X					X			X		
58080304 1	Define family management democratic authoritarian and permissive																								
58080304 2	Characterize democratic family management																								
58080304 3	Demonstrate the practice of democratic principles																								

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Techno ogy
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039974
TEX_22299
DEF_3336-0739

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	in home management																								
58080304 4	List household management tasks to include money management																								
58080304 5	Acknowledge household tasks for which adolescents can assume responsibility																								
58080304 6	Identify the characteristics of a well managed home																								
58080304 7	Relate a wholesome, well managed home environment to the well being of family members																								
58080305	Practice safety and energy conservation in the home						X				X		X		X	X	X			X			X		
58080305 1	Store hazardous and flammable materials appropriately																								
58080305 2	Monitor the home for electrical hazards																								
58080305 3	Arrange a first aid kit for the home																								
58080305 4	Plan for evacuation of family members in an emergency fre weather threat and nuclear disaster																								
58080305 5	Evaluate a house for safety factors																								
58080305 6	Define conservation																								
58080305 7	Defend the need to conserve resources (energy water etc)																								
58080305 8	Identify ways in which energy and water are consumed in the home																								
58080305 9	Interpret the home electric and water meter																								
58080305 10	Identify conservation practices for housing related resources																								
58080400	**D PRESERVING FOOD IN A SAFE AND SANITARY ENVIRONMENT**															(									
58080401	Maintain a safe working environment						X				X	X	X		X	X	X			X					
58080401 1	Implement kitchen safety standards																								

MATRIX KEY

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REC039975
TEX_22300
DEF_3336-0740

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58080401 2	Eliminate safety hazards																								
58080401 3	Handle cutting tools appropriately																								
58080401 4	Demonstrate correct use of cutting tools																								
58080402	Maintain a sanitary kitchen environment						X				X	X	X		X	X	X			X					
58080402 1	Use personal habits of sanitation																								
58080402 2	Use personal sanitation procedures when handling food																								
58080403	Administer first aid						X				X	X	X	X	X	X	X			X					
58080403 1	Administer first aid for a cut																								
58080403 2	Administer first aid for a burn																								
58080500	**E SELECTING FOOD TO MAINTAIN HEALTH AND WELL BEING**																								
58080501	Analyze the relationship between nutrition and health	X									X	X	X	X		X				X		X	X		
58080501 1	Describe a healthy individual																								
58080501 2	State the function of food																								
58080501 3	Group food according to primary nutritional value																								
58080501 4	Analyze food pyramid																								
58080502	Make food choices appropriate to individual needs	X								X	X	X	X	X	X		X			X		X	X		X
58080502 1	Identify factors affecting food needs																								
58080502 2	Determine personal nutritional needs																								
58080502 3	Plan a personal diet using the food pyramid																								
58080600	**F PLANNING AND SERVING MEALS**																								
58080601	Plan meals that are nutritional and attractive						X				X	X	X	X	X		X			X					
58080601 1	Use the food pyramid to plan daily meals																								
58080601 2	Select snacks to supplement daily meals																								
58080602	Demonstrate table service										X	X			X		X			X					
58080602 1	Describe types of tableware																								
58080602 2	Distinguish the use for each type of tableware																								
58080602 3	Set the table for a family meal																								

MATRIX KEY

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REC039976
TEX_22301
DEF_3336-0741

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58080602 4	Clear a table																								
58080602 5	Use appropriate table behavior/manners																								
58080700	**G PREPARING FOOD FOR CONSUMPTION**																								
58080701	Use kitchen equipment										X		X		X	X				X					
58080701 1	Demonstrate proper use of small kitchen utensils																								
58080701 2	Demonstrate proper use of electric and gas ranges and ovens																								
58080701 3	Use small kitchen appliances properly																								
58080702	Use a recipe	X									X	X	X		X					X		X	X		
58080702 1	Recognize parts of a recipe																								
58080702 2	Interpret abbreviations																								
58080702 3	Select equipment appropriate for a given task																								
58080702 4	Prepare a recipe (guided)																								
58080703	Demonstrate food preparation techniques	X					X				X	X		X						X		X	X		
58080703 1	Define selected food preparation terms																								
58080703 2	Demonstrate basic mixing techniques																								
58080703 3	Demonstrate cutting techniques																								
58080704	Measure food and ingredients	X					X			X	X	X								X		X	X		
58080704 1	Select appropriate measuring tools																								
58080704 2	Measure liquid ingredients																								
58080704 3	Measure dry ingredients																								
58080704 4	Measure shortening (liquid and solid)																								
58080705	Prepare nutritious foods	X		X			X			X	X	X								X		X	X		X
58080705 1	Prepare bread product using a prepared mix																								
58080705 2	Make a quick bread																								
58080705 3	Describe the principles of protein cookery																								
58080705 4	Cook eggs in the shell																								
58080705 5	Cook eggs out of the shell																								
58080705 6	Cook fresh fruits by simmering/stewing																								
58080705 7	Cook fresh vegetables by boiling and steaming																								
58080705 8	Make a salad using fruits or vegetables																								

MATRIX KEY

CURRICULUM FRAMEWORKS
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- FL Foreign Language
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- SC- Science
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NATIONAL GOALS
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REC039977
TEX_22302
DEF_3336-0742

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58080705 9	Prepare a frozen vegetable																								
58080705 10	Make a fruit cobbler																								
58080705 11	Make an uncooked pudding																								
58080705 12	Make cookies (drop or molded)																								
58080705 13	Make a cake from a prepared mix																								
58080705 14	Brew coffee																								
58080705 15	Steep tea																								
58080705 16	Make a beverage from powdered or frozen con centrate																								
	CLOTHING SELECTION AND CONSTRUCTION																								
58080800	**H MAINTAINING ALTERING AND REPAIR ING CLOTHING**																								
58080801	Care for and store clothing																								
58080801 1	Interpret a garment label											X								X					
58080801 2	Demonstrate selected care procedures																								
58080801 3	Remove spots and stains																								
58080801 4	Sort clothes for washing and drying																								
58080801 5	Press clothes																								
58080801 6	Store seasonal clothing																								
58080802	Alter and repair ready made garments																								
58080802 1	Alter a hem by lengthening										X									X					
58080802 2	Let out a seam																								
58080802 3	Add a trim																								
58080802 4	Stitch a ripped seam																								
58080802 5	Replace garment fasteners																								
58080802 6	Patch a cloth tear/hole																								
58080900	**I USING CONSUMER INFORMATION IN MAKING PURCHASING DECISIONS**																								
58080901	Use consumer information when selecting a commercial pattern fabric, and notions										X				X					X					
58080901 1	Select a pattern for purchase																								

MATRIX KEY

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REC039978
TEX_22303
DEF_3336-0743

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58080901 2	Select appropriate fabric																								
58080901 3	Select appropriate and complementary notions																								
58081000	**J SELECTING USING AND MAINTAINING SEWING TOOLS EQUIPMENT AND AIDS**																								
58081001	Select, use, and maintain tools										X	X	X		X					X					
58081001 1	Name basic tools used for cutting measuring pressing and marking																								
58081001 2	Store cutting tools appropriately																								
58081001 3	Use tools properly																								
58081001 4	Select tools for a specified task																								
58081002	Operate and maintain home sewing machine												X							X					
58081002 1	Name and locate basic sewing machine parts																								
58081002 2	Thread a sewing machine (needle and bobbin)																								
58081002 3	Stitch straight and curved lines/seams																								
58081002 4	Secure machine stitches																								
58081003	Interpret commercial patterns					X					X	X	X							X					
58081003 1	Locate specific information on the pattern envelope																								
58081003 2	Interpret commercial pattern symbols																								
58081003 3	Use a commercial pattern to construct a simple garment																								
58081100	**K MAKING CAREER DECISIONS**																								
58081101	Investigate career decisions									X	X	X	X	X		X	X			X			X		X
58081101 1	Prepare a personal character sketch																								
58081101 2	Identify personal characteristics that can influence job performance																								
58081101 3	Relate personal characteristics and skills to motivation on the job																								
58081101 4	Identify personal characteristics that can con tribute to career success																								
58081101 5	Relate educational goals to career options																								

MATRIX KEY

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REC039979
TEX_22304
DEF_3336-0744

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58081101 6	Outline responsibilities and commitments for specific home economics careers																								
58081101 7	Relate personal desires and abilities to specific home economics career options																								
58081101 8	Acknowledge the need for career planning as a lifelong process																								
58081102	Secure information needed to make career choices									X	X	X	X	X	X		X			X			X		X
58081102 1	Identify sources of career information																								
58081102 2	Relate volunteer work and part time employment to one s ability to make career choices																								
58081102 3	Use career information to acquire specific knowledge about a career option in fashion and textiles foods and nutrition family services consumer services, and housing services																								
58081102 4	Analyze the influence of sex role stereotyping on career choices																								
58081102 5	Describe the effect of career choices on personal and family life																								
58081102 6	Describe how self fulfillment can be achieved through career choices																								
58081103	Demonstrate skills required to secure a job					X				X	X	X	X	X	X		X			X			X		X
58081103 1	Relate personal hygiene communication skills appearance and attitude to one s ability to secure a job																								
58081103 2	Relate educational achievement to one s ability to secure a job																								
58081103 3	Complete a job application form																								

MATRIX KEY

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REC039980
TEX_22305
DEF_3336-0745

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58081103 4	Make an interview appointment by phone																								
58081103 5	Respond during a job interview																								
58081103 6	Complete an interview follow up activity																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

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REC039981
TEX_22306
DEF_3336-0746

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
	PERSONAL DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS			
58080100	**A DEMONSTRATING AN APPRECIATION OF ONESELF**			
58080101	Become aware of and be able to relate physical mental social and emotional developmental changes during adolescence	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change	III Patterns Relation ships and Functions VI Probability and Statistics
58080101 1	Describe the types of developmental changes that contribute to maturity			
58080101 2	Describe puberty and adolescence			
58080101 3	Identify physical changes that occur during puberty and adolescence			
58080101 4	Use correct terminology to describe physical changes during adolescence			
58080101 5	Communicate an accurate understanding of the human reproductive processes			
58080101 6	Define a developmental task			
58080101 7	Describe the developmental tasks of adolescents			
58080101 8	Give meaning to the following terms self concept self image and self worth			
58080101 9	Distinguish between a positive and negative self concept			
58080101 10	Acknowledge factors that contribute to the development of self concept			
58080101 11	Differentiate between controllable and noncon trollable factors affecting self concept			

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REC039982
TEX_22307
DEF_3336-0747

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

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Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080101 12	Describe the role of the following in developing a positive self concept family environment need satisfaction values clarification good setting and use of personal resources			
58080101 13	Evaluate self			
58080101 14	Establish a plan for personal improvement and/or goal accomplishment			
58080102	Mobilize feelings toward oneself to achieve a positive public image	I Reading/Literature II Listening III Speaking IV Writing V Research		III Patterns Relation ships and Functions VI Probability and Statistics
58080102 1	Identify characteristics of a healthy well groomed adolescent			
58080102 2	Describe health habits that contribute to personal attractiveness			
58080102 3	Demonstrate the ability to care for and groom one s physical self			
58080102 4	Establish an effective physical fitness program			
58080102 5	Determine personal characteristics that affect clothing choices			
58080102 6	Plan a wardrobe to emphasize positive physical attributes			
58080102 7	Choose le sure time activities (self centered or sharing) to achieve personal satisfaction			
58080200	**B DEMONSTRATING SKILL IN POSITIVE SOCIAL INTERACTION**			
58080201	Demonstrate positive communication skills	II Listening III Speaking		
58080201 1	Distinguish between personal assets and liabilities			

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REC039983
TEX_22308
DEF_3336-0748

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080201 2	Identify personal attributes/characteristics that communicate			
58080201 3	Demonstrate the use of personal assets to communicate			
58080201 4	Distinguish between positive and negative communication			
58080201 5	Plan strategies to use assets as positive communications			
58080202	Use social interaction to enhance personal development	II Listening III Speaking V Research		
58080202 1	Describe the role of social interaction in personal development			
58080202 2	Identify types of social interactions			
58080202 3	Define personality and personality commu nicators			
58080202 4	Describe characteristics of a maturing personality in social interaction			
58080202 5	Acknowledge personality traits that can pro mote/hinder peer interaction			
58080203	Use appropriate interpersonal relationships	I Reading/Literature II Listening III Speaking		
58080203 1	Demonstrate acceptable ways to express oneself with friends parents, teachers and older adults			
58080203 2	Demonstrate acceptable ways to express one s sexuality			
58080203 3	Use positive social skills in interaction with both sexes with peers and in intergenerational relationships			
58080203 4	Use interpersonal relationship skills to establish and maintain friendship			

MATRIX KEY

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REC039984
TEX_22309
DEF_3336-0749

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
	HOME AND FAMILY LIVING			
58080300	**C ACCEPTING RESPONSIBILITIES AS FAMILY MEMBERS**			
58080301	Behave responsibly as a family member	I Reading/Literature II Listening III Speaking IV Writing		
58080301 1	Define family			
58080301 2	Describe the role of the family in helping the adolescent achieve maturity			
58080301 3	Identify ways in which adolescents can con tribute to family harmony and well being			
58080301 4	Describe common interruptions in family harmony involving adolescents			
58080301 5	Acknowledge adolescent behaviors that block clear communication during family conflict			
58080301 6	Demonstrate positive communication techniques (verbal and nonverbal) to resolve family matters			
58080301 7	Describe adolescent family roles that can strengthen the family unit			
58080302	Analyze teenage pregnancy	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change	
58080302 1	Describe teenage pregnancy problem in America			
58080302 2	Investigate the effects on all family members			
58080302 3	Describe the emotional and physical changes during pregnancy			
58080302 4	Investigate helps available for the family			

MATRIX KEY

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REC039985
TEX_22310
DEF_3336-0750

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080303	Demonstrate knowledge of developmental changes of children	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change	
58080303 1	Describe the needs of children (infant toddler and pre schooler)			
58080303 2	Identify caregiver responsibilities for children of various ages			
58080303 3	Respond appropriately to various physical needs of children			
58080303 4	Suggest ways to meet specific social emotional and intellectual needs of children			
58080303 5	Provide for the safety of children in your care			
58080303 6	Demonstrate caregiver skills in babysitting that provide for the physical and safety needs of children			
58080304	Participate in the management of the home	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems III Patterns Relation ships and Functions IV Geometry and Spatial Sense VI Probability and Statistics
58080304 1	Define family management democratic authoritarian, and permissive			
58080304 2	Characterize democratic family management			
58080304 3	Demonstrate the practice of democratic principles in home management			
58080304 4	List household management tasks to include money management			

CURRICULUM FRAMEWORKS
- M Math
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- SC Science
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- HS Health & Safety
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MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
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- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039986
TEX_22311
DEF_3336-0751

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080304 5	Acknowledge household tasks for which adolescents can assume responsibility			
58080304 6	Identify the characteristics of a well managed home			
58080304 7	Relate a wholesome well managed home environment to the well being of family members			
58080305	Practice safety and energy conservation in the home	V Research	Area III Matter and Energy (Chemistry & Physics) Strand 3 Change Area IV Applications Strand 2 Interactions Strand 3 Change	
58080305 1	Store hazardous and flammable materials appropriately			
58080305 2	Monitor the home for electrical hazards			
58080305 3	Arrange a first aid kit for the home			
58080305 4	Plan for evacuation of family members in an emergency fire weather threat and nuclear disaster			
58080305 5	Evaluate a house for safety factors			
58080305 6	Define conservation			
58080305 7	Defend the need to conserve resources (energy water etc)			
58080305 8	Identify ways in which energy and water are consumed in the home			
58080305 9	Interpret the home electric and water meter			
58080305 10	Identify conservation practices for housing related resources			

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REC039987
TEX_22312
DEF_3336-0752

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080400	**D PRESERVING FOOD IN A SAFE AND SANITARY ENVIRONMENT**			
58080401	Maintain a safe working environment			
58080401 1	Implement kitchen safety standards			
58080401 2	Eliminate safety hazards			
58080401 3	Handle cutting tools appropriately			
58080401 4	Demonstrate correct use of cutting tools			
58080402	Maintain a sanitary kitchen environment		Area I Living Things (Biology) Strand 1 Characteristics Strand 2 Interactions Strand 3 Change	
58080402 1	Use personal habits of sanitation			
58080402 2	Use personal sanitation procedures when handling food			
58080403	Administer first aid		Area IV Applications	
58080403 1	Administer first aid for a cut			
58080403 2	Administor first aid for a burn			
58080500	**E SELECTING FOOD TO MAINTAIN HEALTH AND WELL BEING**			
58080501	Analyze the relationship between nutrition and health	III Speaking IV Writing	Area I Living Things (Biology) Strand 1 Characteristics Strand 2 Interactions Strand 3 Change	
58080501 1	Describe a healthy individual			
58080501 2	State the function of food			
58080501 3	Group food according to primary nutritional value			
58080501 4	Analyze food pyramid			
58080502	Make food choices appropriate to individual needs	IV Writing	Area I Living Things (Biology) Strand 2 Interactions	

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REC039988
TEX_22313
DEF_3336-0753

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080502 1	Identify factors affecting food needs			
58080502 2	Determine personal nutritional needs			
58080502 3	Plan a personal diet using the food pyramid			
58080600	**F PLANNING AND SERVING MEALS**			
58080601	Plan meals that are nutritional and attractive		Area I Living Things (Biology) Strand 2 Interactions	
58080601 1	Use the food pyramid to plan daily meals			
58080601 2	Select snacks to supplement daily meals			
58080602	Demonstrate table service	II Listening III Speaking		
58080602 1	Describe types of tableware			
58080602 2	Distinguish the use for each type of tableware			
58080602 3	Set the table for a family meal			
58080602 4	Clear a table			
58080602 5	Use appropriate table behavior/manners			
58080700	**G PREPARING FOOD FOR CONSUMPTION**			
58080701	Use kitchen equipment	I Reading/Literature II Listening III Speaking IV Writing		
58080701 1	Demonstrate proper use of small kitchen utensils			
58080701 2	Demonstrate proper use of electric and gas ranges and ovens			
58080701 3	Use small kitchen appliances properly			
58080702	Use a recipe	I Reading		V Measurement
58080702 1	Recognize parts of a recipe			
58080702 2	Interpret abbreviations			
58080702 3	Select equipment appropriate for a given task			
58080702 4	Prepare a recipe (guided)			

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REC039989
TEX_22314
DEF_3336-0754

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080703	Demonstrate food preparation techniques		Area III Matter and Energy (Chemistry & Physics) Strand 1 Characteristics	IV Geometry and Spatial Sense
58080703 1	Define selected food preparation terms			
58080703 2	Demonstrate basic mixing techniques			
58080703 3	Demonstrate cutting techniques			
58080704	Measure food and ingredients			II Numerical and Algebraic Concepts and Operations V Measurement
58080704 1	Select appropriate measuring tools			
58080704 2	Measure liquid ingredients			
58080704 3	Measure dry ingredients			
58080704 4	Measure shortening (liquid and solid)			
58080705	Prepare nutritious foods	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics) Strand 3 Change	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations V Measurement
58080705 1	Prepare bread product using a prepared mix			
58080705 2	Make a quick bread			
58080705 3	Describe the principles of protein cookery			
58080705 4	Cook eggs in the shell			
58080705 5	Cook eggs out of the shell			
58080705 6	Cook fresh fruits by simmering/stewing			
58080705 7	Cook fresh vegetables by boiling and steaming			
58080705 8	Make a salad using fruits or vegetables			
58080705 9	Prepare a frozen vegetable			
58080705 10	Make a fruit cobbler			
58080705 11	Make an uncooked pudding			

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REC039990
TEX_22315
DEF_3336-0755

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080705 12	Make cookies (drop or molded)			
58080705 13	Make a cake from a prepared mix			
58080705 14	Brew coffee			
58080705 15	Steep tea			
58080705 16	Make a beverage from powdered or frozen con centrate			
	CLOTHING SELECTION AND CONSTRUCTION			
58080800	**H MAINTAINING ALTERING AND REPAIR ING CLOTHING**			
58080801	Care for and store clothing	I Reading/Literature II Listening III Speaking IV Writing V Research	Area III Matter and Energy (Chemistry & Physics) Strand 3 Change	
58080801 1	Interpret a garment label			
58080801 2	Demonstrate selected care procedures			
58080801 3	Remove spots and stains			
58080801 4	Sort clothes for washing and drying			
58080801 5	Press clothes			
58080801 6	Store seasonal clothing			
58080802	Alter and repair ready made garments	I Reading/Literature II Listening III Speaking IV Writing V Research		IV Geometry and Spatial Sense V Measurement
58080802 1	Alter a hem by lengthening			
58080802 2	Let out a seam			
58080802 3	Add a trim			
58080802 4	Stitch a ripped seam			
58080802 5	Replace garment fasteners			
58080802 6	Patch a cloth tear/hole			

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REC039991
TEX_22316
DEF_3336-0756

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080900	**I USING CONSUMER INFORMATION IN MAKING PURCHASING DECISIONS**			
58080901	Use consumer information when selecting a commercial pattern fabric and notions	I Reading/Literature II Listening III Speaking IV Writing V Research		
58080901 1	Select a pattern for purchase			
58080901 2	Select appropriate fabric			
58080901 3	Select appropriate and complementary notions			
58081000	**J SELECTING USING AND MAINTAINING SEWING TOOLS, EQUIPMENT, AND AIDS**			
58081001	Select use and maintain tools	III Speaking IV Writing		
58081001 1	Name basic tools used for cutting measuring pressing and marking			
58081001 2	Store cutting tools appropriately			
58081001 3	Use tools properly			
58081001 4	Select tools for a specified task			
58081002	Operate and maintain home sewing machine	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081002 1	Name and locate basic sewing machine parts			
58081002 2	Thread a sewing machine (needle and bobbin)			
58081002 3	Stitch straight and curved lines/seams			
58081002 4	Secure machine stitches			

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REC039992
TEX_22317
DEF_3336-0757

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58081003	Interpret commercial patterns	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081003 1	Locate specific information on the pattern envelope			
58081003 2	Interpret commercial pattern symbols			
58081003 3	Use a commercial pattern to construct a simple garment			
58081100	**K MAKING CAREER DECISIONS**			
58081101	Investigate career decisions	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081101 1	Prepare a personal character sketch			
58081101 2	Identify personal characteristics that can influence job performance			
58081101 3	Relate personal characteristics and skills to motivation on the job			
58081101 4	Identify personal characteristics that can contribute to career success			
58081101 5	Relate educational goals to career options			
58081101 6	Outline responsibilities and commitments for specific home economics careers			
58081101 7	Relate personal desires and abilities to specific home economics career options			
58081101 8	Acknowledge the need for career planning as a lifelong process			

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M--Math
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REC039993
TEX_22318
DEF_3336-0758

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58081102	Secure information needed to make career choices	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081102 1	Identify sources of career information			
58081102 2	Relate volunteer work and part time employment to one s ability to make career choices			
58081102 3	Use career information to acquire specific knowledge about a career option in fashion and textiles foods and nutrition family services consumer services and housing services			
58081102 4	Analyze the influence of sex role stereotyping on career choices			
58081102 5	Describe the effect of career choices on personal and family life			
58081102 6	Describe how self fulfillment can be achieved through career choices			
58081103	Demonstrate skills required to secure a job	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081103 1	Relate personal hygiene communication skills appearance and attitude to one s ability to secure a job			
58081103 2	Relate educational achievement to one s ability to secure a job			
58081103 3	Complete a job application form			
58081103 4	Make an interview appointment by phone			
58081103 5	Respond during a job interview			
58081103 6	Complete an interview follow up activity			

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TEX_22319
DEF_3336-0759

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
	PERSONAL DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS			
58080100	**A DEMONSTRATING AN APPRECIATION OF ONESELF**			
58080101	Become aware of and be able to relate physical mental social and emotional developmental changes during adolescence	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change	III Patterns Relation ships and Functions VI Probability and Statistics
58080101 1	Describe the types of developmental changes that contribute to maturity			
58080101 2	Describe puberty and adolescence			
58080101 3	Identify physical changes that occur during puberty and adolescence			
58080101 4	Use correct terminology to describe physical changes during adolescence			
58080101 5	Communicate an accurate understanding of the human reproductive processes			
58080101 6	Define a developmental task			
58080101 7	Describe the developmental tasks of adolescents			
58080101 8	Give meaning to the following terms self concept, self image and self worth			
58080101 9	Distinguish between a positive and negative self concept			
58080101 10	Acknowledge factors that contribute to the development of self concept			
58080101 11	Differentiate between controllable and noncon trollable factors affecting self concept			

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REC039995
TEX_22320
DEF_3336-0760

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080101 12	Describe the role of the following in developing a positive self concept family environment need satisfaction values clarification good setting and use of personal resources			
58080101 13	Evaluate self			
58080101 14	Establish a plan for personal improvement and/or goal accomplishment			
58080102	Mobilize feelings toward oneself to achieve a positive public image	I Reading/Literature II Listening III Speaking IV Writing V Research		III Patterns Relation ships and Functions VI Probability and Statistics
58080102 1	Identify characteristics of a healthy well groomed adolescent			
58080102 2	Describe health habits that contribute to personal attractiveness			
58080102 3	Demonstrate the ability to care for and groom one s physical self			
58080102 4	Establish an effective physical fitness program			
58080102 5	Determine personal characteristics that affect clothing choices			
58080102 6	Plan a wardrobe to emphasize positive physical attributes			
58080102 7	Choose leisure time activities (self centered or sharing) to achieve personal satisfaction			
58080200	**B DEMONSTRATING SKILL IN POSITIVE SOCIAL INTERACTION**			
58080201	Demonstrate positive communication skills	II Listening III Speaking		
58080201 1	Distinguish between personal assets and liabilities			

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REC039996
TEX_22321
DEF_3336-0761

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080201 2	Identify personal attributes/characteristics that communicate			
58080201 3	Demonstrate the use of personal assets to communicate			
58080201 4	Distinguish between positive and negative communication			
58080201 5	Plan strategies to use assets as positive communications			
58080202	Use social interaction to enhance personal development	II Listening III Speaking V Research		
58080202 1	Describe the role of social interaction in personal development			
58080202 2	Identify types of social interactions			
58080202 3	Define personality and personality commu nicators			
58080202 4	Describe characteristics of a maturing personality in social interaction			
58080202 5	Acknowledge personality traits that can pro mote/hinder peer interaction			
58080203	Use appropriate interpersonal relationships	I Reading/Literature II Listening III Speaking		
58080203 1	Demonstrate acceptable ways to express oneself with friends parents teachers and older adults			
58080203 2	Demonstrate acceptable ways to express one s sexuality			
58080203 3	Use positive social skills in interaction with both sexes with peers and in intergenerational relationships			
58080203 4	Use interpersonal relationship skills to establish and maintain friendship			

MATRIX KEY

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REC039997
TEX_22322
DEF_3336-0762

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
	HOME AND FAMILY LIVING			
58080300	**C ACCEPTING RESPONSIBILITIES AS FAMILY MEMBERS**			
58080301	Behave responsibly as a family member	I Reading/Literature II Listening III Speaking IV Writing		
58080301 1	Define family			
58080301 2	Describe the role of the family in helping the adolescent achieve maturity			
58080301 3	Identify ways in which adolescents can con tribute to family harmony and well being			
58080301 4	Describe common interruptions in family harmony involving adolescents			
58080301 5	Acknowledge adolescent behaviors that block clear communication during family conflict			
58080301 6	Demonstrate positive communication techniques (verbal and nonverbal) to resolve family matters			
58080301 7	Describe adolescent family roles that can strengthen the family unit			
58080302	Analyze teenage pregnancy	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change	
58080302 1	Describe teenage pregnancy problem in America			
58080302 2	Investigate the effects on all family members			
58080302 3	Describe the emotional and physical changes during pregnancy			
58080302 4	Investigate helps available for the family			

MATRIX KEY

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REC039998
TEX_22323
DEF_3336-0763

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080303	Demonstrate knowledge of developmental changes of children	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change	
58080303 1	Describe the needs of children (infant toddler and pre schooler)			
58080303 2	Identify caregiver responsibilities for children of various ages			
58080303 3	Respond appropriately to various physical needs of children			
58080303 4	Suggest ways to meet specific social emotional and intellectual needs of children			
58080303 5	Provide for the safety of children in your care			
58080303 6	Demonstrate caregiver skills in babysitting that provide for the physical and safety needs of children			
58080304	Participate in the management of the home	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems III Patterns Relation ships and Functions IV Geometry and Spatial Sense VI Probability and Statistics
58080304 1	Define family management democratic authoritarian and permissive			
58080304 2	Characterize democratic family management			
58080304 3	Demonstrate the practice of democratic principles in home management			
58080304 4	List household management tasks to include money management			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
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- SC Science
- LA Language Arts
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- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF Information
- IT--Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
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- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC039999
TEX_22324
DEF_3336-0764

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080304 5	Acknowledge household tasks for which adolescents can assume responsibility			
58080304 6	Identify the characteristics of a well managed home			
58080304 7	Relate a wholesome well managed home environment to the well being of family members			
58080305	Practice safety and energy conservation in the home	V Research	Area III Matter and Energy (Chemistry & Physics) Strand 3 Change Area IV Applications Strand 2 Interactions Strand 3 Change	
58080305 1	Store hazardous and flammable materials appropriately			
58080305 2	Monitor the home for electrical hazards			
58080305 3	Arrange a first aid kit for the home			
58080305 4	Plan for evacuation of family members in an emergency fire weather threat and nuclear disaster			
58080305 5	Evaluate a house for safety factors			
58080305 6	Define conservation			
58080305 7	Defend the need to conserve resources (energy water etc)			
58080305 8	Identify ways in which energy and water are consumed in the home			
58080305 9	Interpret the home electric and water meter			
58080305 10	Identify conservation practices for housing related resources			

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REC040000
TEX_22325
DEF_3336-0765

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080400	**D PRESERVING FOOD IN A SAFE AND SANITARY ENVIRONMENT**			
58080401	Maintain a safe working environment			
58080401 1	Implement kitchen safety standards			
58080401 2	Eliminate safety hazards			
58080401 3	Handle cutting tools appropriately			
58080401 4	Demonstrate correct use of cutting tools			
58080402	Maintain a sanitary kitchen environment		Area I Living Things (Biology) Strand 1 Characteristics Strand 2 Interactions Strand 3 Change	
58080402 1	Use personal habits of sanitation			
58080402 2	Use personal sanitation procedures when handling food			
58080403	Administer first aid		Area IV Applications	
58080403 1	Administer first aid for a cut			
58080403 2	Administer first aid for a burn			
58080500	**E SELECTING FOOD TO MAINTAIN HEALTH AND WELL BEING**			
58080501	Analyze the relationship between nutrition and health	III Speaking IV Writing	Area I Living Things (Biology) Strand 1 Characteristics Strand 2 Interactions Strand 3 Change	
58080501 1	Describe a healthy individual			
58080501 2	State the function of food			
58080501 3	Group food according to primary nutritional value			
58080501 4	Analyze food pyramid			
58080502	Make food choices appropriate to individual needs	IV Writing	Area I Living Things (Biology) Strand 2 Interactions	

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REC040001
TEX_22326
DEF_3336-0766

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080502 1	Identify factors affecting food needs			
58080502 2	Determine personal nutritional needs			
58080502 3	Plan a personal diet using the food pyramid			
58080600	**F PLANNING AND SERVING MEALS**			
58080601	Plan meals that are nutritional and attractive		Area I Living Things (Biology) Strand 2 Interactions	
58080601 1	Use the food pyramid to plan daily meals			
58080601 2	Select snacks to supplement daily meals			
58080602	Demonstrate table service	II Listening III Speaking		
58080602 1	Describe types of tableware			
58080602 2	Distinguish the use for each type of tableware			
58080602 3	Set the table for a family meal			
58080602 4	Clear a table			
58080602 5	Use appropriate table behavior/manners			
58080700	**G PREPARING FOOD FOR CONSUMPTION**			
58080701	Use kitchen equipment	I Reading/Literature II Listening III Speaking IV Writing		
58080701 1	Demonstrate proper use of small kitchen utensils			
58080701 2	Demonstrate proper use of electric and gas ranges and ovens			
58080701 3	Use small kitchen appliances properly			
58080702	Use a recipe	I Reading		V Measurement
58080702 1	Recognize parts of a recipe			
58080702 2	Interpret abbreviations			
58080702 3	Select equipment appropriate for a given task			
58080702 4	Prepare a recipe (guided)			

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REC040002
TEX_22327
DEF_3336-0767

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080703	Demonstrate food preparation techniques		Area III Matter and Energy (Chemistry & Physics) Strand 1 Characteristics	IV Geometry and Spatial Sense
58080703 1	Define selected food preparation terms			
58080703 2	Demonstrate basic mixing techniques			
58080703 3	Demonstrate cutting techniques			
58080704	Measure food and ingredients			II Numerical and Algebraic Concepts and Operations V Measurement
58080704 1	Select appropriate measuring tools			
58080704 2	Measure liquid ingredients			
58080704 3	Measure dry ingredients			
58080704 4	Measure shortening (liquid and solid)			
58080705	Prepare nutritious foods	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics) Strand 3 Change	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations V Measurement
58080705 1	Prepare bread product using a prepared mix			
58080705 2	Make a quick bread			
58080705 3	Describe the principles of protein cookery			
58080705 4	Cook eggs in the shell			
58080705 5	Cook eggs out of the shell			
58080705 6	Cook fresh fruits by simmering/stewing			
58080705 7	Cook fresh vegetables by boiling and steaming			
58080705 8	Make a salad using fruits or vegetables			
58080705 9	Prepare a frozen vegetable			
58080705 10	Make a fruit cobbler			
58080705 11	Make an uncooked pudding			

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REC040003
TEX_22328
DEF_3336-0768

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080705 12	Make cookies (drop or molded)			
58080705 13	Make a cake from a prepared mix			
58080705 14	Brew coffee			
58080705 15	Steep tea			
58080705 16	Make a beverage from powdered or frozen con centrate			
	CLOTHING SELECTION AND CONSTRUCTION			
58080800	**H MAINTAINING, ALTERING, AND REPAIR ING CLOTHING**			
58080801	Care for and store clothing	I Reading/Literature II Listening III Speaking IV Writing V Research	Area III Matter and Energy (Chemistry & Physics) Strand 3 Change	
58080801 1	Interpret a garment label			
58080801 2	Demonstrate selected care procedures			
58080801 3	Remove spots and stains			
58080801 4	Sort clothes for washing and drying			
58080801 5	Press clothes			
58080801 6	Store seasonal clothing			
58080802	Alter and repair ready made garments	I Reading/Literature II Listening III Speaking IV Writing V Research		IV Geometry and Spatial Sense V Measurement
58080802 1	Alter a hem by lengthening			
58080802 2	Let out a seam			
58080802 3	Add a trim			
58080802 4	Stitch a ripped seam			
58080802 5	Replace garment fasteners			
58080802 6	Patch a cloth tear/hole			

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REC040004
TEX_22329
DEF_3336-0769

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58080900	**I USING CONSUMER INFORMATION IN MAKING PURCHASING DECISIONS**			
58080901	Use consumer information when selecting a commercial pattern fabric and notions	I Reading/Literature II Listening III Speaking IV Writing V Research		
58080901 1	Select a pattern for purchase			
58080901 2	Select appropriate fabric			
58080901 3	Select appropriate and complementary notions			
58081000	**J SELECTING USING AND MAINTAINING SEWING TOOLS, EQUIPMENT, AND AIDS**			
58081001	Select use and maintain tools	III Speaking IV Writing		
58081001 1	Name basic tools used for cutting measuring pressing and marking			
58081001 2	Store cutting tools appropriately			
58081001 3	Use tools properly			
58081001 4	Select tools for a specified task			
58081002	Operate and maintain home sewing machine	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081002 1	Name and locate basic sewing machine parts			
58081002 2	Thread a sewing machine (needle and bobbin)			
58081002 3	Stitch straight and curved lines/seams			
58081002 4	Secure machine stitches			

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REC040005
TEX_22330
DEF_3336-0770

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58081003	Interpret commercial patterns	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081003 1	Locate specific information on the pattern envelope			
58081003 2	Interpret commercial pattern symbols			
58081003 3	Use a commercial pattern to construct a simple garment			
58081100	**K MAKING CAREER DECISIONS**			
58081101	Investigate career decisions	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081101 1	Prepare a personal character sketch			
58081101 2	Identify personal characteristics that can influence job performance			
58081101 3	Relate personal characteristics and skills to motivation on the job			
58081101 4	Identify personal characteristics that can con tribute to career success			
58081101 5	Relate educational goals to career options			
58081101 6	Outline responsibilities and commitments for specific home economics careers			
58081101 7	Relate personal desires and abilities to specific home economics career options			
58081101 8	Acknowledge the need for career planning as a lifelong process			

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REC040006
TEX_22331
DEF_3336-0771

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58081102	Secure information needed to make career choices	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081102 1	Identify sources of career information			
58081102 2	Relate volunteer work and part time employment to one s ability to make career choices			
58081102 3	Use career information to acquire specific knowledge about a career option in fashion and textiles foods and nutrition family services consumer services, and housing services			
58081102 4	Analyze the influence of sex role stereotyping on career choices			
58081102 5	Describe the effect of career choices on personal and family life			
58081102 6	Describe how self fulfillment can be achieved through career choices			
58081103	Demonstrate skills required to secure a job	I Reading/Literature II Listening III Speaking IV Writing V Research		
58081103 1	Relate per oral hygiene communication skills appearance and attitude to one s ability to secure a job			
58081103 2	Relate educational achievement to one s ability to secure a job			
58081103 3	Complete a job application form			
58081103 4	Make an interview appointment by phone			
58081103 5	Respond during a job interview			
58081103 6	Complete an interview follow up activity			

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REC040007
TEX_22332
DEF_3336-0772

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING I

The STUDENT will be able to

Revision date 07/98

REC040008

TEX_22333

DEF_3336-0773

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CONSUMER AND HOMEMAKING 2

ACTIVITY/COURSE CODE: 5809

COURSE DESCRIPTION

Consumer and Homemaking II is a comprehensive exploratory course that provides more intense skills found in the Level I Instruction and learning experiences emphasize family roles relationships responsibilities and resources and the development of understandings attitudes and skills relevant to personal home and family life responsibilities

RELATED CAREERS

High School Education Consumer assistant technician customer service representative product demonstrator resources and referral specialist consumer reporter customer complaint clerk personal shopper and residential energy auditor Postsecondary Education Conservator credit counselor consumer/food products tester product relations representative commercial energy auditor consumer newswriter and consumer consultant Four Year or Postgraduate Education Director of consumer affairs financial planner product research developer consumer advocate consumer newscaster/editor consumer information specialist energy efficiency specialist and consumer economist

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Consumer and Homemaking II will successfully complete the following core competencies

Prerequisite Consumer and Homemaking I

Credit 1 unit

REC040009

TEX_22334

DEF_3336-0774

RESOURCES

Abendroth Ruth B Changes and Choices, Personal Development and Relationships South Holland Illinois The Goodheart Willcox Co Inc 1986

Chamberlain Valerie et al Teen Guide New York New York Glencoe/McGraw Hill Book Co 1990 Grades 6 8

Education for Parenthood Curriculum Guide Office of Occupational Education S C Department of Education

Exploring Life Skills Teacher s Edition EMC/Paradigm Publishing 1998 Grades 5 8

Exploring Life Skills Teacher s Resource Binder EMC/Paradigm Publishing 1998 Grades 5 8

Exploring Life Skills Workbook EMC/Paradigm Publishing 1998 Grades 5 8

Family Life Education Curriculum Guide Office of Occupational Education S C Department of Education

Foods and Nutrition Instructional Modules Office of Occupational Education S C Department of Education

Foster Josephine et al Creative Living Student Edition Peoria Illinois Glencoe/McGraw Hill Book Co 1997

Foster Josephine et al Creative Living Student Workbook Peoria Illinois Glencoe/McGraw Hill Book Co 1997

Goals for Living Managing Your Resources Goodheart Willcox Company 1989

Homemaker Clothing and Textiles V TECS Competency Based Instructional Materials Office of Occupational Education S C Department of Education

Homemaker Housing and Home Furnishings V TECS Competency Based Instructional Materials Office of Occupational Education S C Department of Education

Homemaker Human Development V TECS Competency Based Instructional Materials, Office of Occupational Education S C Department of Education

Homemaker Management and Family Economics V TECS Competency Based Instructional Materials Office of Occupational Education S C Department of Education

Housing and Home Furnishings Instructional Modules Office of Occupational Education S C Department of Education

Human Development Instructional Modules Office of Occupational Education S C Department of Education

REC040010

TEX_22335

DEF_3336-0775

RESOURCES

Kelly Joan and Eddye Eubanks Today s Teen Mission Hills California Glencoe Publishing Co 1988 1997

Kelly Joan and Eddye Eubanks Today s Teen Student Workbook Mission Hills California Glencoe Publishing Co 1997 Grades 6 8

Living Now Strategies for Success and Fulfillment Student Edition South Western Educational Publishing a Division of International Thomson Publishing Inc 1997

Living Now Strategies for Success and Fulfillment Teacher s Resource Box South Western Educational Publishing a Division of International Thomson Publishing Inc 1997

Living Now Strategies for Success and Fulfillment Teacher s Wraparound Edition South Western Educational Publishing a Division of International Thomson Publishing Inc 1997

Management and Family Economics Instructional Modules Office of Occupational Education S C Department of Education

Mathematics for Everyday Living Glencoe/McGraw Hill Grades 9 12
The Mathematics of Taxes
The Mathematics of Statistics
The Mathematics of Saving
The Mathematics of Investment
The Mathematics of Borrowing
The Mathematics of Inflation and Depreciation
The Mathematics of Buying
The Mathematics of Insurance

McGinley Helen People Caring Deciding Growing Lexington Massachusetts Ginn and Co 1983

Parnell Frances Homemaking Skills for Everyday Living South Holland Illinois The Goodheart Willcox Co Inc 1984

Resources for Living Second Edition EMC Publishing Company 1990

Skills for Living Student Activity Guide Goodheart Willcox Company 1997

Skills for Living Student Edition Goodheart Willcox Company 1997

Teen Living Prentice Hall Inc 1991 Grades 6 8

Teens in Action EMC Publishing Company 1989 Grades 6 8

CONSUMER AND HOMEMAKING II

REC040011

TEX_22336

DEF_3336-0776

RESOURCES

Thompson Patricia and Theodora Faiola Priest Lifeplans Cincinnati Ohio South Western Publishing Co 1990

You Living, Learning, and Caring Goodheart Willcox Company 1997

You, Living, Learning, and Caring Student Activity Guide Goodheart Willcox Company 1997 Grades 6 7

Young Living Glencoe/McGraw Hill 1997 Grades 6 8

REC040012

TEX_22337

DEF_3336-0777

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	RELATIONSHIPS																								
58090100	**A PRACTICING SATISFYING PERSONAL RELATIONSHIPS**																								
58090101	Use social experiences to establish relation ships	X	X	X										X									X		
58090101 1	Describe factors that influence personality																								
58090101 2	Describe personal behaviors that communicate personality																								
58090101 3	Demonstrate the role of personality in social situations																								
58090101 4	Describe social factors that influence the development of satisfying interpersonal rela tionships																								
58090101 5	Model the stages involved in initiating developing and terminating relationships																								
58090102	Investigate friendship and partnership choices		X											X									X		
58090102 1	Describe personal qualities and communication skills involved in being a friend																								
58090102 2	Identify guidelines for establishing positive relationships with friends and acquaintances																								
58090102 3	Explain the rights and responsibilities involved in dating and other social relationships																								
58090102 4	Establish criteria for selecting a compatible dating partner																								
58090102 5	Distinguish between appropriate and inappropriate dating behaviors																								
58090102 6	Describe personal qualities that contribute to a mature and continuing relationship																								
58090103	Build positive relationships with family members		X	X										X											X
58090103 1	Characterize the interdependent relationship among family members																								

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REC040013
TEX_22338
DEF_3336-0778

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58090103 2	Identify the interdependent relationship among family members throughout the life cycle																								
58090103 3	Identify factors that have an effect (positive or negative) on family relationships																								
58090103 4	Practice communication skills to promote positive family interaction and decision making																								
	CONSUMERISM AND MANAGEMENT																								
58090200	**B MAKING DECISIONS CONCERNING THE USE AND MANAGEMENT OF RESOURCES**																								
58090201	Manage personal resources to achieve goals					X				X	X	X	X		X					X			X		
58090201 1	Define resources																								
58090201 2	Distinguish between material nonmaterial and human resources																								
58090201 3	Define values standards wants needs and goals																								
58090201 4	Describe ways in which values and standards influence one another																								
58090201 5	Relate values and standards to goals																								
58090201 6	Associate various material resources to goal accomplishment																								
58090201 7	List the steps in the decision making process																								
58090201 8	Demonstrate the effect of values on the decision making process																								
58090201 9	Demonstrate the effect of a material resource on the decision making process																								
58090201 10	Apply resource management to decision making in order to achieve a personal/family goal																								
58090202	Manage personal finances	X								X	X	X	X		X					X			X		
58090202 1	Acknowledge sources of personal finances																								
58090202 2	Define spendable income																								

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REC040014
TEX_22339
DEF_3336-0779

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58090202 3	Relate spendable income to need want and goal satisfaction																								
58090202 4	Analyze the cost of personal activities and purchases																								
58090202 5	Apply the decision making process to money management																								
58090202 6	Develop a realistic personal financial plan																								
58090203	Explore credit to achieve goals	X								X	X	X	X		X					X			X		
58090203 1	Define consumer credit																								
58090203 2	List advantages and disadvantages of using credit																								
58090203 3	Identify types of credit																								
58090203 4	List guidelines to follow in using credit																								
58090203 5	Describe the importance of a good credit rating																								
58090203 6	Interpret the Truth in Lending Law and the Fair Credit Reporting Act																								
58090203 7	Describe the consequences of abuse of credit																								
58090203 8	Interpret a credit agreement																								
58090203 9	Apply for credit on the purchase of a desired item (home furnishings car appliance or home)																								
58090204	Evaluate consumer decisions and choices	X								X	X	X	X		X					X			X		
58090204 1	Demonstrate an understanding of the difference between price and product quality																								
58090204 2	Apply the decision making process to selecting a personal possession using label information																								
58090204 3	Apply the decision making process to use label information to maintain a personal possession																								
58090204 4	Describe rights and responsibilities implied by guarantees, warranties, and contracts																								
58090204 5	Demonstrate personal behaviors that utilize the rights and responsibilities of consumers																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS--Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
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REC040015
TEX_22340
DEF_3336-0780

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	ADVANCED CLOTHING SELECTION AND CONSTRUCTION																								
58090300	**C MAINTAINING, ALTERING AND REPAIRING CLOTHING**																								
58090301	Alter and repair garments	X		X									X	X	X	X				X					
58090301 1	Shorten a sleeve																								
58090301 2	Alter a hem by lengthening																								
58090301 3	Let out a seam																								
58090400	**D USING CONSUMER INFORMATION IN MAKING PURCHASING DECISIONS**																								
58090401	Use consumer information when selecting a commercial pattern, fabric and notions	X											X	X	X	X	X			X					
58090401 1	Identify fabrics appropriate to pattern style and function																								
58090401 2	Coordinate pattern style, fabric, and notions																								
58090500	**E SELECTING GARMENT FOR PROJECT CONSTRUCTION**																								
58090501	Recognize preparation procedures	X											X	X	X	X	X			X					
58090501 1	Select and demonstrate use of sewing tools																								
58090501 2	Operate and maintain a home sewing machine																								
58090501 3	Interpret commercial patterns																								
58090502	Follow sewing directions for garment construction	X	X	X									X	X		X	X			X					
58090502 1	Prepare fabric for garment construction																								
58090502 2	Fit and adjust a commercial pattern																								
58090502 3	Stitch various garment seams																								
58090502 4	Control fabric fullness and shape																								
58090502 5	Finish a garment edge																								
58090502 6	Apply garment fasteners																								
58090502 7	Construct a simple garment																								
	ADVANCED NUTRITION AND FOOD USE																								
58090600	**F USING AND MAINTAINING KITCHEN**																								

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REC040016
TEX_22341
DEF_3336-0781

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	WORK CENTERS																								
58090601	Organize work centers	X					X				X	X	X		X	X				X			X		
58090601 1	Evaluate work centers for effective use of time physical activity space, and equipment																								
58090601 2	Evaluate work centers for safety and sanitation																								
58090602	Use kitchen equipment and utensils	X					X				X	X	X			X				X					
58090602 1	Explain the principles of convection cooking																								
58090602 2	Explain the principles of microwave cooking																								
58090602 3	Analyze a variety of cooking processes for efficiency																								
58090700	**G PRESERVING FOOD IN A SAFE AND SANITARY ENVIRONMENT**																								
58090701	Maintain a safe working environment						X				X	X	X		X	X				X			X		
58090701 1	Eliminate safety hazards																								
58090701 2	Explain how to extinguish an oven fire																								
58090701 3	Explain how to administer first aid for a choking victim																								
58090702	Maintain a sanitary kitchen environment						X			X	X	X	X		X	X				X			X		
58090702 1	Evaluate personal habits to assure food sanitation																								
58090702 2	Evaluate a kitchen environment to assure food sanitation																								
58090703	Preserve and store food						X				X	X	X		X	X				X					
58090703 1	Identify food storage areas																								
58090703 2	Select food storage containers/wraps																								
58090703 3	Maintain food storage temperatures																								
58090703 4	Preserve food products through proper storage																								
58090800	**H SELECTING FOOD TO MAINTAIN HEALTH AND WELL BEING**																								
58090801	Maintain health and well being					X	X			X	X	X	X				X			X			X		
58090801 1	Describe sociological factors influencing food																								

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REC040017
TEX_22342
DEF_3336-0782

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	habits																								
58090801 2	Describe physiological factors affecting food preferences																								
58090801 3	Describe psychological factors affecting food habits																								
58090801 4	Describe cultural factors influencing food preferences																								
58090802	Comprehend the relationship between nutrition and health				X	X	X				X	X	X		X					X					
58090802 1	Name the nutrient classifications																								
58090802 2	Identify the function of nutrients																								
58090802 3	Describe the effects of malnutrition and undernourishment																								
58090802 4	Acknowledge nutritional problems resulting from adolescent food habits																								
58090803	Make food choices appropriate to individual needs	X					X			X	X	X	X		X					X					
58090803 1	Evaluate diets for nutritional content																								
58090803 2	Plan a diet to meet personal nutritional needs																								
58090900	**I PLANNING AND SERVING MEALS**																								
58090901	Plan meals that are nutritional and attractive	X		X			X			X	X	X	X		X					X			X		
58090901 1	Interpret nutrition labeling																								
58090901 2	Use a variety of foods to plan attractive meals																								
58090901 3	Evaluate daily diets based on the food pyramid																								
58090902	Demonstrate table service	X									X	X	X		X					X			X		
58090902 1	Distinguish between formal and informal dining																								
58090902 2	Identify tableware pieces associated with formal dining																								
58090902 3	Set a formal table service																								
58090902 4	Demonstrate formal table service																								

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REC040018
TEX_22343
DEF_3336-0783

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58090903	Practice appropriate table behavior	X				X				X	X	X								X			X		
58090903 1	Describe appropriate table behavior																								
58090903 2	Set table for family style and practice appropriate table behavior																								
58090903 3	Practice good manners in all situations (home restaurant etc)																								
58090903 4	Read and order from a menu																								
58090903 5	Compute an appropriate tip for a restaurant bill																								
58091000	**J PREPARING FOOD FOR CONSUMPTION**																								
58091001	Use kitchen equipment and appliances	X					X				X	X	X		X	X				X			X		
58091001 1	Demonstrate proper use of kitchen equipment																								
58091001 2	Demonstrate proper use of large and small appliances																								
58091001 3	Use equipment and appliances in a safe sanitary manner																								
58091002	Use a recipe	X					X				X	X	X		X	X				X			X		
58091002 1	Select food and/or food equivalents																								
58091002 2	Prepare selected ingredients as directed																								
58091002 3	Make an ingredient substitute																								
58091003	Demonstrate food preparation techniques	X					X				X	X	X		X	X				X			X		
58091003 1	Define a variety of cooking terms																								
58091003 2	Demonstrate techniques for combining ingredients																								
58091003 3	Describe the effects of food preparation on nutritional composition flavor texture and color of prepared foods																								
58091004	Measure food and ingredients	X									X	X	X		X	X				X			X		
58091004 1	Weigh ingredients/food																								
58091004 2	Increase measures																								
58091004 3	Convert to equivalent measures																								
58091005	Prepare nutritious foods	X									X	X	X		X					X					

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REC040019
TEX_22344
DEF_3336-0784

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58091005 1	Make a bread and cereal (quick breads and pastas)																								
58091005 2	Prepare eggs and dairy products (sauces soups custards and meringues)																								
58091005 3	Prepare fruits and vegetables (fresh canned frozen, garnishes and salads)																								
58091005 4	Prepare a variety of desserts (cookies pies and cakes)																								
58091005 5	Prepare hot and cold beverages																								
	HOUSING AND HOME FURNISHINGS																								
58091100	**K PROVIDING FOR THE HOUSING NEEDS OF FAMILY MEMBERS**																								
58091101	Choose a home	X					X			X	X	X	X		X	X				X			X		
58091101 1	Identify housing types available in the current market																								
58091101 2	Determine the advantages and disadvantages of each housing type																								
58091101 3	Distinguish between home ownership and home rental																								
58091101 4	List circumstances conducive to home purchase																								
58091101 5	List circumstances conducive to home rental																								
58091101 6	Relate family needs (physical psychological and social) to housing choices																								
58091101 7	Compute the amount of income that can be allocated to housing																								
58091101 8	Describe financial factors to be considered when acquiring housing																								
58091101 9	Identify sources of financial support for a home purchase																								
58091102	Establish a safe and supportive interior	X					X			X	X	X	X		X	X				X			X		

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REC040020
TEX_22345
DEF_3336-0785

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58091102 1	Evaluate floor plans for convenience use of space relationship of one room to another family safety and family needs																								
58091102 2	Describe the effect of available space and its organization on family members (physically psychologically and socially)																								
58091102 3	List ways to meet health safety and security needs within a home environment																								
58091102 4	Identify personal needs that affect space utili zation in a home environment																-								
58091102 5	List criteria to use in making furniture selections																								
58091102 6	Organize a home environment to contribute to the well being and interaction of family members																								
58091103	Establish an aesthetically pleasing interior environment	X		X						X	X	X	X		X	X				X			X		
58091103 1	Identify home features that contribute to self expression																								
58091103 2	Identify the principles and elements of design in aesthetically pleasing interiors																								
58091103 3	Demonstrate the use of color to produce specific effects in a home environment																								
58091103 4	Modify a room to make it an aesthetically pleasing expression of oneself																								
58091103 5	Select furniture types and styles to please and express oneself																								
58091103 6	Select room accessories to complement fur nishing																								
58091104	Maintain the home interior for health and safety						X				X	X	X		X	X				X			X		
58091104 1	Categorize home maintenance tasks according to day week month and season																								
58091104 2	Plan work simplification procedures for house hold tasks																								

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REC040021
TEX_22346
DEF_3336-0786

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58091104 3	Plan and arrange storage areas for safety and efficiency																								
58091104 4	Evaluate a home for sanitation safety																								
58091105	Practice home conservation	X					X			X	X	X	X		X	X				X			X		
58091105 1	Identify home services/conveniences that utilize natural resources																								
58091105 2	Analyze personal habits/practices to determine those that impact on energy use																								
58091105 3	Classify habits as negative or positive according to their impact on energy use																								
58091105 4	Interpret energy guides on major home appliances																								
58091105 5	Calculate the cost of specified home appliances (microwave blender freezer and refrigerator freezer)																								
58091105 6	Inventory the home to determine ways of conserving energy while heating and cooling the home																								
58091105 7	Illustrate recycling to conserve natural resources																								
58091105 8	Plan a home energy conservation policy																								
	CAREER EDUCATION																								
58091200	**L MAKING CAREER DECISIONS**																								
58091201	Relate personal qualities to career options			X									X	X	X					X			X		
58091201 1	Identify factors that will influence career decisions (cultural economic social geographic and personal)																								
58091201 2	Describe the effects of preferred life style and family commitment on career choices																								
58091201 3	Evaluate one s potential for employment (consider personality, education, skills, and abilities)																								

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REC040022
TEX_22347
DEF_3336-0787

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58091201 4	Plan to reconcile an area of conflict between personal qualities and qualities needed for employment																								
58091202	Secure information needed to make a career choice	X	X										X	X		X	X			X			X		
58091202 1	Define career cluster and career ladder																								
58091202 2	Identify career clusters in home economics related careers																								
58091202 3	Describe the career ladder in a specific home economics related career																								
58091202 4	Describe employment opportunities in home economics at various levels of educational training																								
58091202 5	Identify sources of training for a specific home economics related career																								
58091202 6	Determine qualities and characteristics needed for employment in a specific home economics related career																								
58091203	Demonstrate skills needed to secure and maintain a job	X	X	X		X							X	X	X	X	X			X			X		
58091203 1	List factors that contribute to successful job seeking job stability, and advancement																								
58091203 2	Prepare a personal data sheet (resume)																								
58091203 3	Write a letter of application																								
58091203 4	Make an interview appointment																								
58091203 5	Complete a job interview																								
58091203 6	Assess one s ability to succeed in a job																								
58091203 7	Write letters of position acceptance and position rejection																								
58091203 8	Define good work skills in relation to an																								

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REC040023
TEX_22348
DEF_3336-0788

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	accepted position																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
	RELATIONSHIPS			
58090100	**A PRACTICING SATISFYING PERSONAL RELATIONSHIPS**			
58090101	Use social experiences to establish relation ships	I Reading/Literature II Listening III Speaking IV Writing V Research		
58090101 1	Describe factors that influence personality			
58090101 2	Describe personal behaviors that communicate personality			
58090101 3	Demonstrate the role of personality in social situations			
58090101 4	Describe social factors that influence the development of satisfying interpersonal relationships			
58090101 5	Model the stages involved in initiating developing and terminating relationships			
58090102	Investigate friendship and partnership choices	I Reading/Literature II Listening III Speaking IV Writing V Research		

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REC040024
TEX_22349
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COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

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Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090102 1	Describe personal qualities and communication skills involved in being a friend			
58090102 2	Identify guidelines for establishing positive relationships with friends and acquaintances			
58090102 3	Explain the rights and responsibilities involved in dating and other social relationships			
58090102 4	Establish criteria for selecting a compatible dating partner			
58090102 5	Distinguish between appropriate and inappropriate dating behaviors			
58090102 6	Describe personal qualities that contribute to a mature and continuing relationship			
58090103	Build positive relationships with family members	I Reading/Literature II Listening III Speaking IV Writing V Research		
58090103 1	Characterize the interdependent relationship among family members			
58090103 2	Identify the interdependent relationship among family members throughout the life cycle			
58090103 3	Identify factors that have an effect (positive or negative) on family relationships			
58090103 4	Practice communication skills to promote positive family interaction and decision making			
	CONSUMERISM AND MANAGEMENT			
58090200	**B MAKING DECISIONS CONCERNING THE USE AND MANAGEMENT OF RESOURCES**			
58090201	Manage personal resources to achieve goals	I Reading/Literature III Speaking IV Writing		

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TS–Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS–Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040025
TEX_22350
DEF_3336-0790

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090201 1	Define resources			
58090201 2	Distinguish between material nonmaterial and human resources			
58090201 3	Define values standards wants needs and goals			
58090201 4	Describe ways in which values and standards influence one another			
58090201 5	Relate values and standards to goals			
58090201 6	Associate various material resources to goal accomplishment			
58090201 7	List the steps in the decision making process			
58090201 8	Demonstrate the effect of values on the decision making process			
58090201 9	Demonstrate the effect of a material resource on the decision making process			
58090201 10	Apply resource management to decision making in order to achieve a personal/family goal			
58090202	Manage personal finances	I Reading/Literature III Speaking IV Writing		II Numerical and Algebraic Concepts and Operations
58090202 1	Acknowledge sources of personal finances			
58090202 2	Define spendable income			
58090202 3	Relate spendable income to need want and goal satisfaction			
58090202 4	Analyze the cost of personal activities and purchases			
58090202 5	Apply the decision making process to money management			
58090202 6	Develop a realistic personal financial plan			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS--Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
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REC040026
TEX_22351
DEF_3336-0791

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090203	Explore credit to achieve goals	I Reading/Literature II Listening III Speaking IV Writing V Research		II Numerical and Algebraic Concepts and Operations B Use tables and graphs as tools to interpret expressions equations and inequalities using technology whenever appropriate
58090203 1	Define consumer credit			
58090203 2	List advantages and disadvantages of using credit			
58090203 3	Identify types of credit			
58090203 4	List guidelines to follow in using credit			
58090203 5	Describe the importance of a good credit rating			
58090203 6	Interpret the Truth in Lending Law and the Fair Credit Reporting Act			
58090203 7	Describe the consequences of abuse of credit			
58090203 8	Interpret a credit agreement			
58090203 9	Apply for credit on the purchase of a desired item (home furnishings, car, appliance or home)			
58090204	Evaluate consumer decisions and choices	I Reading/Literature II Listening III Speaking IV Writing V Research		
58090204 1	Demonstrate an understanding of the difference between price and product quality			
58090204 2	Apply the decision making process to selecting a personal possession using label information			

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REC040027
TEX_22352
DEF_3336-0792

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090204 3	Apply the decision making process to use label information to maintain a personal possession			
58090204 4	Describe rights and responsibilities implied by guarantees warranties and contracts			
58090204 5	Demonstrate personal behaviors that utilize the rights and responsibilities of consumers			
	ADVANCED CLOTHING SELECTION AND CONSTRUCTION			
58090300	**C MAINTAINING, ALTERING AND REPAIR ING CLOTHING**			
58090301	Alter and repair garments			II Numerical and Algebraic Concepts and Operations V Measurement
58090301 1	Shorten a sleeve			
58090301 2	Alter a hem by lengthening			
58090301 3	Let out a seam			
58090400	**D USING CONSUMER INFORMATION IN MAKING PURCHASING DECISIONS**			
58090401	Use consumer information when selecting a commercial pattern fabric and notions	III Speaking IV Writing		
58090401 1	Identify fabrics appropriate to pattern style and function			
58090401 2	Coordinate pattern style fabric and notions			
58090500	**E SELECTING GARMENT FOR PROJECT CONSTRUCTION**			
58090501	Recognize preparation procedures	I Reading/Literature		II Numerical and Algebraic Concepts and Operations IV Geometry and Spatial Sense V Measurement

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REC040028
TEX_22353
DEF_3336-0793

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090501 1	Select and demonstrate use of sewing tools			
58090501 2	Operate and maintain a home sewing machine			
58090501 3	Interpret commercial patterns			
58090502	Follow sewing directions for garment construction			II Numerical and Algebraic Concepts and Operations IV Geometry and Spatial Sense V Measurement
58090502 1	Prepare fabric for garment construction			
58090502 2	Fit and adjust a commercial pattern			
58090502 3	Stitch various garment seams			
58090502 4	Control fabric fullness and shape			
58090502 5	Finish a garment edge			
58090502 6	Apply garment fasteners			
58090502 7	Construct a simple garment			
	ADVANCED NUTRITION AND FOOD USE			
58090600	**F USING AND MAINTAINING KITCHEN WORK CENTERS**			
58090601	Organize work centers	III Speaking IV Writing	Area IV Applications	IV Geometry and Spatial Sense
58090601 1	Evaluate work centers for effective use of time physical activity space, and equipment			
58090601 2	Evaluate work centers for safety and sanitation			
58090602	Use kitchen equipment and utensils	III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	
58090602 1	Explain the principles of convection cooking			
58090602 2	Explain the principles of microwave cooking			
58090602 3	Analyze a variety of cooking processes for efficiency			

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REC040029
TEX_22354
DEF_3336-0794

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090700	**G PRESERVING FOOD IN A SAFE AND SANITARY ENVIRONMENT**			
58090701	Maintain a safe working environment	III Speaking	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations IV Geometry and Spatial Sense
58090701 1	Eliminate safety hazards			
58090701 2	Explain how to extinguish an oven fire			
58090701 3	Explain how to administer first aid for a choking victim			
58090702	Maintain a sanitary kitchen environment		Area I Living Things (Biology) Area III Matter and Energy (Chemistry & Physics)	
58090702 1	Evaluate personal habits to assure food sanitation			
58090702 2	Evaluate a kitchen environment to assure food sanitation			
58090703	Preserve and store food		Area III Matter and Energy (Chemistry & Physics)	
58090703 1	Identify food storage areas			
58090703 2	Select food storage containers/wraps			
58090703 3	Maintain food storage temperatures			
58090703 4	Preserve food products through proper storage			
58090800	**H SELECTING FOOD TO MAINTAIN HEALTH AND WELL BEING**			

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REC040030
TEX_22355
DEF_3336-0795

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090801	Maintain health and well being	III Speaking IV Writing	Area I Living Things (Biology) Area III Matter and Energy (Chemistry & Physics)	
58090801 1	Describe sociological factors influencing food habits			
58090801 2	Describe physiological factors affecting food preferences			
58090801 3	Describe psychological factors affecting food habits			
58090801 4	Describe cultural factors influencing food preferences			
58090802	Comprehend the relationship between nutrition and health	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology) Area III Matter and Energy (Chemistry & Physics)	
58090802 1	Name the nutrient classifications			
58090802 2	Identify the function of nutrients			
58090802 3	Describe the effects of undernourishment and being malnourished			
58090802 4	Acknowledge nutritional problems resulting from adolescent food habits			
58090803	Make food choices appropriate to individual needs	IV Writing	Area I Living Things (Biology)	II Numerical and Algebraic Concepts and Operations
58090803 1	Evaluate diets for nutritional content			
58090803 2	Plan a diet to meet personal nutritional needs			
58090900	**I PLANNING AND SERVING MEALS**			

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REC040031
TEX_22356
DEF_3336-0796

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58090901	Plan meals that are nutritional and attractive	III Speaking IV Writing	Area I Living Things (Biology) Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations
58090901 1	Interpret nutrition labeling			
58090901 2	Use a variety of foods to plan attractive meals			
58090901 3	Evaluate daily diets based on the food pyramid			
58090902	Demonstrate table service			IV Geometry and Spatial Sense
58090902 1	Distinguish between formal and informal dining			
58090902 2	Identify tableware pieces associated with formal dining			
58090902 3	Set a formal table service			
58090902 4	Demonstrate formal table service			
58090903	Practice appropriate table behavior	I Reading/Literature II Listening III Speaking		II Numerical and Algebraic Concepts and Operations
58090903 1	Describe appropriate table behavior			
58090903 2	Set table for family style and practice appropriate table behavior			
58090903 3	Practice good manners in all situations (home restaurant etc)			
58090903 4	Read and order from a menu			
58090903 5	Compute an appropriate tip for a restaurant bill			
58091000	**J PREPARING FOOD FOR CONSUMPTION**			
58091001	Use kitchen equipment and appliances	I Reading/Literature	Area IV Applications	
58091001 1	Demonstrate proper use of kitchen equipment			
58091001 2	Demonstrate proper use of large and small appliances			
58091001 3	Use equipment and appliances in a safe sanitary manner			

MATRIX KEY

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REC040032
TEX_22357
DEF_3336-0797

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58091002	Use a recipe	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations
58091002 1	Select food and/or food equivalents			
58091002 2	Prepare selected ingredients as directed			
58091002 3	Make an ingredient substitute			
58091003	Demonstrate food preparation techniques	I Reading/Literature III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations
58091003 1	Define a variety of cooking terms			
58091003 2	Demonstrate techniques for combining ingredients			
58091003 3	Describe the effects of food preparation on nutritional composition flavor texture and color of prepared foods			
58091004	Measure food and ingredients	I Reading/Literature		II Numerical and Algebraic Concepts and Operations V Measurement
58091004 1	Weigh ingredients/food			
58091004 2	Increase measures			
58091004 3	Convert to equivalent measures			
58091005	Prepare nutritious foods	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58091005 1	Make a bread and cereal (quick breads and pastas)			
58091005 2	Prepare eggs and dairy products (sauces soups custards and meringues)			
58091005 3	Prepare fruits and vegetables (fresh canned frozen garnishes and salads)			

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REC040033
TEX_22358
DEF_3336-0798

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58091005 4	Prepare a variety of desserts (cookies pies and cakes)			
58091005 5	Prepare hot and cold beverages			
	HOUSING AND HOME FURNISHINGS			
58091100	**K PROVIDING FOR THE HOUSING NEEDS OF FAMILY MEMBERS**			
58091101	Choose a home	I Reading/Literature III Speaking IV Writing		II Numerical and Algebraic Concepts and Operations
58091101 1	Identify housing types available in the current market			
58091101 2	Determine the advantages and disadvantages of each housing type			
58091101 3	Distinguish between home ownership and home rental			
58091101 4	List circumstances conducive to home purchase			
58091101 5	List circumstances conducive to home rental			
58091101 6	Relate family needs (physical psychological and social) to housing choices			
58091101 7	Compute the amount of income that can be allocated to housing			
58091101 8	Describe financial factors to be considered when acquiring housing			
58091101 9	Identify sources of financial support for a home purchase			
58091102	Establish a safe and supportive interior	I Reading/Literature III Speaking IV Writing V Research	Area IV Applications	IV Geometry and Spatial Sense
58091102 1	Evaluate floor plans for convenience use of space relationship of one room to another family safety and family needs			

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REC040034
TEX_22359
DEF_3336-0799

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58091102 2	Describe the effect of available space and its organization on family members (physically psychologically and socially)			
58091102 3	List ways to meet health safety and security needs within a home environment			
58091102 4	Identify personal needs that affect space utili zation in a home environment			
58091102 5	List criteria to use in making furniture selections			
58091102 6	Organize a home environment to contribute to the well being and interaction of family members			
58091103	Establish an aesthetically pleasing interior environment	III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	
58091103 1	Identify home features that contribute to self expression			
58091103 2	Identify the principles and elements of design in aesthetically pleasing interiors			
58091103 3	Demonstrate the use of color to produce specific effects in a home environment			
58091103 4	Modify a room to make it an aesthetically pleasing expression of oneself			
58091103 5	Select furniture types and styles to please and express oneself			
58091103 6	Select room accessories to complement fur nishing			
58091104	Maintain the home interior for health and safety	I Reading/Literature IV Writing		
58091104 1	Categorize home maintenance tasks according to day week, month, and season			
58091104 2	Plan work simplification procedures for house hold tasks			

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REC040035
TEX_22360
DEF_3336-0800

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58091104 3	Plan and arrange storage areas for safety and efficiency			
58091104 4	Evaluate a home for sanitation safety			
58091105	Practice home conservation	I Reading/Literature IV Writing V Research	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations
58091105 1	Identify home services/conveniences that utilize natural resources			
58091105 2	Analyze personal habits/practices to determine those that impact on energy use			
58091105 3	Classify habits as negative or positive according to their impact on energy use			
58091105 4	Interpret energy guides on major home appliances			
58091105 5	Calculate the cost of specified home appliances (microwave blender freezer and refrigerator freezer)			
58091105 6	Inventory the home to determine ways of conserving energy while heating and cooling the home			
58091105 7	Illustrate recycling to conserve natural resources			
58091105 8	Plan a home energy conservation policy			
	CAREER EDUCATION			
58091200	**L MAKING CAREER DECISIONS**			
58091201	Relate personal qualities to career options	I Reading/Literature III Speaking IV Writing		
58091201 1	Identify factors that will influence career decisions (cultural economic social geographic and personal)			
58091201 2	Describe the effects of preferred life style and family commitment on career choices			

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REC040036
TEX_22361
DEF_3336-0801

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58091201 3	Evaluate one s potential for employment (consider personality education skills and abilities)			
58091201 4	Plan to reconcile an area of conflict between personal qualities and qualities needed for employment			
58091202	Secure information needed to make a career choice	I Reading/Literature III Speaking IV Writing V Research		
58091202 1	Define career cluster and career ladder			
58091202 2	Identify career clusters in home economics related careers			
58091202 3	Describe the career ladder in a specific home economics related career			
58091202 4	Describe employment opportunities in home economics at various levels of educational training			
58091202 5	Identify sources of training for a specific home economics related career			
58091202 6	Determine qualities and characteristics needed for employment in a specific home economics related career			
58091203	Demonstrate skills needed to secure and maintain a job	I Reading/Literature II Listening III Speaking IV Writing		
58091203 1	List factors that contribute to successful job seeking job stability and advancement			
58091203 2	Prepare a personal data sheet (resume)			
58091203 3	Write a letter of application			
58091203 4	Make an interview appointment			
58091203 5	Complete a job interview			

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REC040037
TEX_22362
DEF_3336-0802

COURSE SPECIFICATIONS FOR CONSUMER AND HOMEMAKING II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58091203 6	Assess one s ability to succeed in a job			
58091203 7	Write letters of position acceptance and position rejection			
58091203 8	Define good work skills in relation to an accepted position			

Revision date 07/98

MATRIX KEY

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REC040038
TEX_22363
DEF_3336-0803

EDUCATION FOR PARENTHOOD 1

ACTIVITY/COURSE CODE. 5816

COURSE DESCRIPTION

Education for Parenthood I is designed to provide student with information and experiences that will give him/her a sound positive insight into parenting roles and responsibilities Learning experiences will focus on the parent and the skills essential for both males and females to function effectively and with personal satisfaction to satisfy specific needs of children

RELATED CAREERS

High School Education Preschool aide family child care provider recreation aide and teacher aide Postsecondary Education Child day care supervisor special education aide preschool teacher and after school program supervisor Four Year or Postgraduate Education Preschool director children s center supervisor child psychologist and elementary middle or secondary teacher

OBJECTIVE

Given effective instruction and relevant learning experiences the student will successfully complete the following core competencies

Credit 1/2 unit

REC040039
TEX_22364
DEF_3336-0804

EDUCATION FOR PARENTHOOD I

RESOURCES

TEXTS

Brisbane The Developing Child Glencoe/McGraw Hill 1988

Domblewski Child Development, Roles, Responsibilities, Resources Prentice Hall 1990

Herr Working With Your Children Goodheart Willcox 1990

Hildebrand Parenting Teaching Young Children Glencoe/McGraw Hill 1990

Parenting Rewards and Responsibilities, Student Edition Glencoe/McGraw Hill 1997

Parenting, Rewards and Responsibilities, Student Workbook Glencoe/McGraw Hill 1997

Ryder Parents and Their Children Student Activity Guide Goodheart Willcox Company 1995

Ryder Parents and Their Children Student Edition Goodheart Willcox Company 1995

Westlake and Westlake Child Development and Parenting EMC Publishing 1990

COMPUTER DISKS

Bodyworks
Encarta
Parenting

VIDEOS

ETV
Footsteps

Humancare Inc Health Video Library
Childhood I The Infant Child
Pregnancy Mom and the Unborn Baby

Meridian
Child Care Disciplining Children
Child Care Planning Activities for Children
Child Care Childhood Illnesses
Child Care Observing Children

Cambridge
Basic Parenting Skills
Kids Having Kids
When to Call the Doctor If Your Child is Ill
Play It Safe

EDUCATION FOR PARENTHOOD I

REC040040
TEX_22365
DEF_3336-0805

RESOURCES continued

VIDEOS

Birth

Child Care The Importance of Play

Selecting Day Care for Your
1 2 3 Magic
Step Parenting
The Ouchless House Your Baby Safe Home

Marsh Media
Birth Defects

Medical Media Inc
Pregnancy Mom and the Unborn Baby
Birth and the First Four Weeks

Human Relations Media
The Job of Your Life The Reality of Teen Parenthood

The School Company
Living the Life of a Teen Parent
Newborn Basics
Baby s First Workout
Happy Healthy Babies

Parents Magazine Films Inc
What Do I See When I See Me? Series
Child Development and Child Health Series
In Crisis Series

New Parent Productions
Baby s First Months

Nova
Miracle of Life

Unknown Sources
Savannah Smiles
Fun Meals for Kids
Touchpoints
Practical Parenting Series

What Every Baby Knows
Your Newborn Baby and Child
Joan Lunden

OTHER

Eyre Linda and Richard Teaching Your Children Morals

Rushford Patricia H What Kids Need Most in a Mom

South Carolina Department of
Health and Environmental Control

REC040041
TEX_22366
DEF_3336-0806

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58160100	A RELATING EFFECTIVE PLANNING FOR PARENTHOOD TO PROVIDING AN ENVI RONMENT CONDUCIVE TO CHILD GROWTH AND DEVELOPMENT																								
58160101	Demonstrate an awareness of parenthood roles and responsibilities	X										X		X			X								X
58160101 1	Acknowledge parental responsibilities for the welfare of children																								
58160101 2	Define and give examples of parenting roles																								
58160101 3	Identify ways in which parenting roles have become complementary flexible and inter changeable																								
58160101 4	Describe the legal obligations of parents to and for children																								
58160101 5	Demonstrate knowledge of financial responsibilities of parenthood																								
58160101 6	Describe the implication of developmental tasks for parenting roles																								
58160101 7	Recognize time management factors essential to successful parenting																								
58160102	Demonstrate an understanding of the importance of planning for parenthood	X									X	X	X		X										X
58160102 1	Identify emotional social and physical adjustments that must be made as one enters puberty																								
58160102 2	Describe ways parents can help young people deal with the changes and choices associated with maturing																								
58160102 3	Identify the male and female reproductive organs and their functions including the reproductive process																								
58160102 4	Describe the process of conception																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M–Math
- FL Foreign Language
- A–Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT Interpersonal
- R Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040042
TEX_22367
DEF_3336-0807

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58160102 5	Define birth control contraception and contra ceptive																								
58160102 6	Identify social and economic factors that have changed attitudes toward planned parenthood																								
58160102 7	Describe methods of birth control in the context of family planning																								
58160103	Demonstrate an understanding of prenatal devel opment			X			X				X	X	X				X								X
58160103 1	Identify the signs of pregnancy																								
58160103 2	Describe the physiological changes that occur during pregnancy																								
58160103 3	Describe the importance of rest and good personal hygiene during pregnancy																								
58160103 4	List factors that influence the selection of activities during prenatal period																								
58160103 5	Describe good nutritional practices before and during pregnancy																								
58160103 6	List main developmental characteristics of each stage of pregnancy																								
58160103 7	Identify complications and danger signals during pregnancy																								
58160103 8	Recognize hazards to pregnancy and the effect of each on the developing child																								
58160103 9	Identify common congenital birth defects																								
58160103 10	Identify factors that contribute to high risk pregnancies (age of mother history of mis carriages etc)																								
58160103 11	Identify factors of heredity																								
58160104	Prepare for the birth of a child	X								X		X	X		X										X
58160104 1	Identify adult responsibilities in providing for prenatal care and development of parent and child																								
58160104 2	List categories of expenditures in prenatal care																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ–Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT–Interpersonal
- R Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040043
TEX_22368
DEF_3336-0808

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58160104 3	Arrange for physical needs satisfaction of the newborn																								
58160104 4	Discuss decisions that must be made in regard to labor and delivery																								
58160104 5	Recognize the signs of beginning labor																								
58160104 6	Describe the stages of labor																								
58160104 7	Discuss the parents role in each stage of labor and delivery																								
58160104 8	Describe postpartum care																								
58160104 9	List symptoms of postpartum depression																								
58160105	Identify alternative methods of becoming parents	X		X		X				X			X	X	X	X									X
58160105 1	List options available to couples who cannot have children of their own																								
58160105 2	Discuss social attitudes and moral objections toward each of the options																								
58160105 3	Identify laws and agencies that deal with each option																								
58160200	**B FACILITATING OPTIMUM GROWTH AND DEVELOPMENT OF CHILDREN**																								
58160201	Care for a newborn	X				X	X			X	X	X	X		X			X							
58160201 1	Identify physical characteristics of a newborn																								
58160201 2	Describe the intellectual social and emotional characteristics of a newborn																								
58160201 3	Distinguish between inherited and acquired characteristics																								
58160201 4	Identify newborn characteristics that will be affected by the environment																								
58160201 5	Describe the care needs of a newborn																								
58160201 6	Identify coping strategies for parents																								
58160202	Provide for and promote the physical growth of	X			X	X	X		X	X	X	X	X		X			X							

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC--Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT--Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI--Parental Involvement

REC040044
TEX_22369
DEF_3336-0809

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	children																								
58160202 1	Define and give examples of physical needs																								
58160202 2	Distinguish between physical characteristics and physical needs																								
58160202 3	Relate physical needs satisfaction to positive physical growth and development																								
58160202 4	Plan nutritionally satisfying meals for children																								
58160202 5	List essential clothing needs																								
58160202 6	Describe the importance of rest and sleep including safe sleeping conditions																								
58160202 7	Describe the role of exercise in the development of children																								
58160202 8	Discuss Sudden Infant Death Syndrome																								
58160202 9	List signs of common childhood illnesses																								
58160202 10	Describe appropriate care for a child during a common illness																								
58160202 11	Develop habits in children that promote and maintain health																								
58160202 12	List major diseases against which children should be immunized																								
58160202 13	Identify common causes of accidents involving children																								
58160202 14	Describe first aid procedures for common emergencies with children (including CPR)																								
58160203	Promote the intellectual development of children					X	X			X	X	X	X		X			X							
58160203 1	List the developmental tasks of a child age one to six years (physical emotional intellectual and social)																								
58160203 2	Show the relationship between each develop mental process and nutrition																								

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
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- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE--Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
  - MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC040045
TEX_22370
DEF_3336-0810

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58160203 3	List factors that can affect intellectual development																								
58160203 4	Identify ways of stimulating a child s mental abilities																								
58160204	Promote the emotional and social development of children					X				X	X	X	X	X	X			X							
58160204 1	List the stages in the emotional and social devel opment of a child																								
58160204 2	Distinguish between positive and negative emo tions																								
58160204 3	Describe the role of a parent in teaching the use of positive emotions																								
58160204 4	Demonstrate the ability to teach children to use and control negative emotions (anger jealousy disappointment, etc)																								
58160204 5	Describe the socializing processes experienced by pre school children																								
58160204 6	Describe the influence of parents on the socializing process																								
58160204 7	Discuss the importance of play in the physical intellectual emotional and social development of children																								
58160300	**C DEMONSTRATING PARENTING SKILLS NECESSARY TO GUIDE CHILDREN THROUGH VARIOUS STAGES OF DEVEL OPMENT**																								
58160301	Recognize the role of play in a child s life	X		X	X	X			X	X	X			X							X				X
58160301 1	Recognize the ways in which play helps a child learn																								
58160301 2	List play activities that help a child develop intellectually mentally and emotionally																								
58160301 3	List play activities that help a child develop physical																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A–Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT–Interpersonal
- R–Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC040046
TEX_22371
DEF_3336-0811

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	and motor skills																								
58160301 4	Recognize that play is one of the most vital aspects of normal development for children																								
58160301 5	List play activities that help a child develop physical and motor skills																								
58160302	Identify patterns and forms of play					X					X	X													X
58160302 1	List the patterns of play through which a child progresses																								
58160302 2	Identify ways parents can become involved in each stage of play																								
58160302 3	Describe special activities that represent each form of play																								
58160302 4	Identify ways in which parents can encourage creativity through play																								
58160302 5	Develop guidelines to follow when selecting toys for children																								
58160303	Meet specific higher order needs of developing children					X				X	X	X	X	X	X			X		X					X
58160303 1	Clarify parental responsibility for developing personal character in children																								
58160303 2	Demonstrate the ability to clarify and transmit quality principles through interaction with children																								
58160303 3	Identify problems associated with speech and communication development																								
58160303 4	Demonstrate techniques for improving specific speech and communication problems																								
58160303 5	Identify parental behaviors that lead to the development of a child s positive self concept																								
58160303 6	Acknowledge factors that influence the development of personality during formative years																								
58160303 7	Assess the relationship between a positive self																								

MATRIX KEY

CURRICULUM FRAMEWORKS
M--Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040047
TEX_22372
DEF_3336-0812

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	concept and healthy emotional and social development																								
58160400	**D UTILIZING COMMUNITY RESOURCES IN THE FULFILLMENT OF PARENTING ROLES AND RESPONSIBILITIES**																								
58160401	Use community support systems					X							X				X	X						X	X
58160401 1	Identify community agencies that provide services to parents and children																								
58160401 2	List services provided by community agencies																								
58160401 3	Categorize services available (welfare health developmental and educational)																								
58160402	Select a child care facility					X					X	X	X		X			X							X
58160402 1	Cite reasons for needing child care services																								
58160402 2	List the types of child care services currently available																								
58160402 3	Cite government agencies and legislation that regulate aspects of child care centers																								
58160402 4	Provide caregiver with appropriate information to care for a child																								
58160403	Select a sitter					X					X	X	X		X										
58160403 1	List qualities to consider in a babysitter																								
58160403 2	Develop guidelines for selecting a good sitter																								
58160403 3	Give suggestions for preparing a sitter for the responsibilities of babysitting																								
58160403 4	Provide babysitter with appropriate information to care for a child																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency	Competency/Objective	SC CURRICULUM STANDARDS

CURRICULUM FRAMEWORKS
M–Math
FL Foreign anguage
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040048
TEX_22373
DEF_3336-0813

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Number		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160100	**A RELATING EFFECTIVE PLANNING FOR PARENTHOOD TO PROVIDING AN ENVI RONMENT CONDUCIVE TO CHILD GROWTH AND DEVELOPMENT**			
58160101	Demonstrate an awareness of parenthood roles and responsibilities	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	
58160101 1	Acknowledge parental responsibilities for the welfare of children			
58160101 2	Define and give examples of parenting roles			
58160101 3	Identify ways in which parenting roles have become complementary flexible and inter changeable			
58160101 4	Describe the legal obligations of parents to and for children			
58160101 5	Demonstrate knowledge of financial responsibilities of parenthood			
58160101 6	Describe the implication of developmental tasks for parenting roles			
58160101 7	Recognize time management factors essential to successful parenting			
58160102	Demonstrate an understanding of the importance of planning for parenthood	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	VI Probability and Statistics
58160102 1	Identify emotional social and physical adjustments that must be made as one enters puberty			
58160102 2	Describe ways parents can help young people deal with the changes and choices associated with maturing			
58160102 3	Identify the male and female reproductive organs and their functions including the reproductive process			
58160102 4	Describe the process of conception			

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS--Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R--Resources
T--Technology
S--Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE--Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

FCS 96

REC040049
TEX_22374
DEF_3336-0814

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160102 5	Define birth control contraception and contra ceptive			
58160102 6	Identify social and economic factors that have changed attitudes toward planned parenthood			
58160102 7	Describe methods of birth control in the context of family planning			
58160103	Demonstrate an understanding of prenatal development	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	V Measurement
58160103 1	Identify the signs of pregnancy			
58160103 2	Describe the physiological changes that occur during pregnancy			
58160103 3	Describe the importance of rest and good personal hygiene during pregnancy			
58160103 4	List factors that influence the selection of activities during prenatal period			
58160103 5	Describe good nutritional practices before and during pregnancy			
58160103 6	List main developmental characteristics of each stage of pregnancy			
58160103 7	Identify complications and danger signals during pregnancy			
58160103 8	Recognize hazards to pregnancy and the effect of each on the developing child			
58160103 9	Identify common congenital birth defects			
58160103 10	Identify factors that contribute to high risk pregnancies (age of mother history of mis carriages etc)			
58160103 11	Identify factors of heredity			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
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SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R--Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC Schoo Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL--Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

FCS 97

REC040050
TEX_22375
DEF_3336-0815

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160104	Prepare for the birth of a child	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	III Patterns Relationships and Functions V Measurement VI Probability and Statistics
58160104 1	Identify adult responsibilities in providing for prenatal care and development of parent and child			
58160104 2	List categories of expenditures in prenatal care			
58160104 3	Arrange for physical needs satisfaction of the newborn			
58160104 4	Discuss decisions that must be made in regard to labor and delivery			
58160104 5	Recognize the signs of beginning labor			
58160104 6	Describe the stages of labor			
58160104 7	Discuss the parents role in each stage of labor and delivery			
58160104 8	Describe postpartum care			
58160104 9	List symptoms of postpartum depression			
58160105	Identify alternative methods of becoming parents	I Reading III Speaking IV Writing	Area I Living Things (Biology)	VI Probability and Statistics
58160105 1	List options available to couples who cannot have children of their own			
58160105 2	Discuss social attitudes and moral objections toward each of the options			
58160105 3	Identify laws and agencies that deal with each option			
58160200	**B FACILITATING OPTIMUM GROWTH AND DEVELOPMENT OF CHILDREN**			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
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- LA Language Arts
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- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT–Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040051
TEX_22376
DEF_3336-0816

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160201	Care for a newborn	I Reading III Speaking IV Writing	Area I Living Things (Biology)	IV Geometry and Spatial Sense
58160201 1	Identify physical characteristics of a newborn			
58160201 2	Describe the intellectual social and emotional characteristics of a newborn			
58160201 3	Distinguish between inherited and acquired characteristics			
58160201 4	Identify newborn characteristics that will be affected by the environment			
58160201 5	Describe the care needs of a newborn			
58160201 6	Identify coping strategies for parents			
58160202	Provide for and promote the physical growth of children	I Reading III Speaking IV Writing	Area I Living Things (Biology)	V Measurement VI Probability and Statistics
58160202 1	Define and give examples of physical needs			
58160202 2	Distinguish between physical characteristics and physical needs			
58160202 3	Relate physical needs satisfaction to positive physical growth and development			
58160202 4	Plan nutritionally satisfying meals for children			
58160202 5	List essential clothing needs			
58160202 6	Describe the importance of rest and sleep including safe sleeping conditions			
58160202 7	Describe the role of exercise in the development of children			
58160202 8	Discuss Sudden Infant Death Syndrome			
58160202 9	List signs of common childhood illnesses			
58160202 10	Describe appropriate care for a child during a common illness			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC–Science
- LA Language Arts
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SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
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- T Technology
- S–Systems

NATIONAL GOALS
- SR–School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE–Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC040052
TEX_22377
DEF_3336-0817

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160202 11	Develop habits in children that promote and maintain health			
58160202 12	List major diseases against which children should be immunized			
58160202 13	Identify common causes of accidents involving children			
58160202 14	Describe first aid procedures for common emergencies with children (including CPR)			
58160203 /	Promote the intellectual development of children	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	VI Probability and Statistics
58160203 1	List the developmental tasks of a child age one to six years (physical emotional intellectual and social)			
58160203 2	Show the relationship between each develop mental process and nutrition			
58160203 3	List factors that can affect intellectual development			
58160203 4	Identify ways of stimulating a child s mental abilities			
58160204	Promote the emotional and social development of children	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	
58160204 1	List the stages in the emotional and social devel opment of a child			
58160204 2	Distinguish between positive and negative emo tions			
58160204 3	Describe the role of a parent in teaching the use of positive emotions			
58160204 4	Demonstrate the ability to teach children to use and control negative emotions (anger jealousy disappointment, etc)			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M--Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA--Language Arts
- HS Health & Safety
- SS--Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS- Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

FCS 100

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040053
TEX_22378
DEF_3336-0818

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160204 5	Describe the socializing processes experienced by pre school children			
58160204 6	Describe the influence of parents on the socializing process			
58160204 7	Discuss the importance of play in the physical intellectual emotional and social development of children			
58160300	**C DEMONSTRATING PARENTING SKILLS NECESSARY TO GUIDE CHILDREN THROUGH VARIOUS STAGES OF DEVEL OPMENT**			
58160301	Recognize the role of play in a child s life	I Reading/Literature IV Writing	Area I Living Things (Biology)	I Number and Numeration Systems III Patterns Relationships and Functions V Measurement
58160301 1	Recognize the ways in which play helps a child learn			
58160301 2	List play activities that help a child develop intellectually mentally and emotionally			
58160301 3	List play activities that help a child develop physical and motor skills			
58160301 4	Recognize that play is one of the most vital aspects of normal development for children			
58160301 5	List play activities that help a child develop physical and motor skills			
58160302	Identify patterns and forms of play	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	I Number and Numeration Systems III Patterns Relationships and Functions V Measurement

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL--Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS--Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T--Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE--Teacher Education & Professional Development
MS Mathematics & Science
AL--Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040054
TEX_22379
DEF_3336-0819

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160302 1	List the patterns of play through which a child progresses			
58160302 2	Identify ways parents can become involved in each stage of play			
58160302 3	Describe special activities that represent each form of play			
58160302 4	Identify ways in which parents can encourage creativity through play			
58160302 5	Develop guidelines to follow when selecting toys for children			
58160303	Meet specific higher order needs of developing children	I Reading/Literature II Listening III Speaking IV Writing	Area I Living Things (Biology)	VI Probability and Statistics
58160303 1	Clarify parental responsibility for developing personal character in children			
58160303 2	Demonstrate the ability to clarify and transmit quality principles through interaction with children			
58160303 3	Identify problems associated with speech and communication development			
58160303 4	Demonstrate techniques for improving specific speech and communication problems			
58160303 5	Identify parental behaviors that lead to the development of a child s positive self concept			
58160303 6	Acknowledge factors that influence the development of personality during formative years			
58160303 7	Assess the relationship between a positive self concept and healthy emotional and social development			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M–Math
- FL Foreign Language
- A Visual & Performing Arts
- SC–Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE–Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA–Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
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- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040055
TEX_22380
DEF_3336-0820

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58160400	**D UTILIZING COMMUNITY RESOURCES IN THE FULFILLMENT OF PARENTING ROLES AND RESPONSIBILITIES**			
58160401	Use community support systems	I Reading/Literature III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics) Area IV Applications	VI Probability and Statistics
58160401 1	Identify community agencies that provide services to parents and children			
58160401 2	List services provided by community agencies			
58160401 3	Categorize services available (welfare health developmental and educational)			
58160402	Select a child care facility	II Listening III Speaking IV Writing		VI Probability and Statistics
58160402 1	Cite reasons for needing child care services			
58160402 2	List the types of child care services currently available			
58160402 3	Cite government agencies and legislation that regulate aspects of child care centers			
58160402 4	Provide caregiver with appropriate information to care for a child			
58160403	Select a sitter	II Listening III Speaking IV Writing		VI Probability and Statistics
58160403 1	List qualities to consider in a babysitter			
58160403 2	Develop guidelines for selecting a good sitter			
58160403 3	Give suggestions for preparing a sitter for the responsibilities of babysitting			
58160403 4	Provide babysitter with appropriate information to care for a child			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
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SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
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NATIONAL GOALS
- SR School Readiness
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- TE--Teacher Education & Professional Development
- MS Mathematics & Science
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- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040056
TEX_22381
DEF_3336-0821

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD I

The STUDENT will be able to

Revision date 07/98

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT–Interpersonal
- R Resources
- T–Technology
- S Systems

FCS 104

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
  - MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040057

TEX_22382

DEF_3336-0822

EDUCATION FOR PARENTHOOD 2

ACTIVITY/COURSE CODE: 5817

COURSE DESCRIPTION

Education for Parenthood II stresses the long term nature of the parenting commitment by examining the role responsibility and interpersonal relationship changes that occur as the family life cycle progresses Learning experiences address unique needs of individuals managing parenthood and gainful employment single parenting and getting the best use of community resources

RELATED CAREERS

High School Education Preschool aide family child care provider recreation aide and teacher aide Postsecondary Education Child day care supervisor special education aide preschool teacher and after school program supervisor Four Year or Postgraduate Education Preschool director children s center supervisor child psychologist and elementary middle or secondary teacher

OBJECTIVE

Given the proper instruction and relevant learning experiences the student in Education for Parenthood II will recognize the roles and responsibilities of parents in today s society

Prerequisite Education for Parenthood I

Credit 1/2 unit

REC040058
TEX_22383
DEF_3336-0823

EDUCATION FOR PARENTHOOD II

RESOURCES

TEXTS

Brisbane The Developing Child Glencoe/McGraw Hill 1988

Domblewski Child Development Roles, Responsibilities, Resources Prentice Hall 1990

Herr Working With Your Children Goodheart Willcox 1990

Hildebrand Parenting, Teaching Young Children Glencoe/McGraw Hill 1990

Parenting Rewards and Responsibilities Student Edition Glencoe/McGraw Hill 1997

Parenting, Rewards and Responsibilities, Student Workbook Glencoe/McGraw Hill 1997

Ryder Parents and Their Children Student Activity Guide Goodheart Willcox Company 1995

Ryder Parents and Their Children Student Edition Goodheart Willcox Company 1995

Westlake and Westlake Child Development and Parenting EMC Publishing 1990

COMPUTER DISKS

Bodyworks
Encarta
Parenting

VIDEOS

ETV
Footsteps

Humancare Inc Health Video Library
Childhood I The Infant Child
Pregnancy Mom and the Unborn Baby

Meridian
Child Care Disciplining Children
Child Care Planning Activities for Children
Child Care Childhood Illnesses
Child Care Observing Children

Cambridge
Basic Parenting Skills
Kids Having Kids
When to Call the Doctor if Your Child is Ill
Play It Safe

REC040059

TEX_22384

DEF_3336-0824

REFERENCES continued

VIDEOS

Birth

Child Care The Importance of Play

Selecting Day Care for Your
1 2 3 Magic
Step Parenting
The Ouchless House Your Baby Safe Home

Marsh Media
Birth Defects

Medical Media Inc
Pregnancy Mom and the Unborn Baby
Birth and the First Four Weeks

Human Relations Media
The Job of Your Life The Reallty of Teen Parenthood

The School Company
Living the Life of a Teen Parent
Newborn Basics
Baby s First Workout
Happy Healthy Babies

Parents Magazine Films Inc
What Do I See When I See Me? Series
Child Development and Child Health Series
In Crisis Series

New Parent Productions
Baby s First Months

Nova
Miracle of Life

Unknown Sources
Savannah Smiles
Fun Meals for Kids
Touchpoints
Practical Parenting Series

What Every Baby Knows
Your Newborn Baby and Child
Joan Lunden

OTHER

Eyre Linda and Richard Teaching Your Children Morals

Rushford Patricia H What Kids Need Most in a Mom

South Carolina Department of
Health and Environmental Control

REC040060

TEX_22385

DEF_3336-0825

FCS 102

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58170100	**A IDENTIFYING DUTIES OF A RESPONSIBLE PARENT**																								
58170101	Provide proper nutrition for the developing child				X					X					X			X							X
58170101 1	Define nutrition																								
58170101 2	List the nutrients needed for proper growth in children																								
58170101 3	Define calorie																								
58170101 4	List factors that help determine the number of calories needed by children																								
58170101 5	Give the recommended caloric intake of infants toddlers and young children																								
58170101 6	Define appetite																								
58170101 7	Identify reasons children s appetites vary																								
58170101 8	Discuss the importance of establishing a mealtime routine																								
58170101 9	Explain the effects of malnutrition on the devel opment of a child																								
58170101 10	List ways to handle obesity in children																								
58170101 11	Identify foods in the food pyramid																								
58170101 12	Determine the daily requirements of each food group for young children																								
58170101 13	Identify ways to make meals appealing to children																								
58170101 14	Explain the role of snacks in a child s daily routine																								
58170101 15	Plan for a young child one day s meals and snacks that meet the food pyramid requirements and contain a variety of colors textures flavors forms and temperatures																								
58170101 16	Explain the importance of making mealtime pleasant and enjoyable																								
58170102	Select children s clothing									X					X			X							X
58170102 1	List qualities to consider when selecting children s																								

CURRICULUM FRAMEWORKS
M Math
FL–Foreign Language
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SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ–Personal Qualities
TS Thinking Skills
BS Basic Skill's
IF Information
IT–Interpersonal
R–Resources
T–Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI–Parental Involvement

REC040062
TEX_22387
DEF_3336-0827

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	clothing																								
58170102 2	Identify clothing features especially helpful for each of the following age groups infants toddlers and preschoolers																								
58170102 3	Explain why properly fitted shoes are necessary for young children																								
58170102 4	Explain how children can learn from the clothes they wear																								
58170102 5	Identify ways for parents to save money on clothes that children outgrow rapidly																								
58170103	Provide a safe environment						X			X	X				X			X							X
58170103 1	List common safety hazards in the home																								
58170103 2	Give ways to accident proof a home																								
58170103 3	List the conditions that commonly result in accidents																								
58170103 4	List ways parents can help children learn about safety																								
58170103 5	Develop a checklist to use when evaluating the safety of outdoor play equipment																								
58170103 6	Identify factors that make toys hazardous																								
58170200	**B GUIDING CHILDREN S BEHAVIOR**																								
58170201	Promote and provide guidance discipline and moral development									X	X							X			X				X
58170201 1	Define guidance and motivation																								
58170201 2	Identify ways parents can offer encouragement and motivation that help children develop confidence in their own abilities																								
58170201 3	Explain how parents set an example for children to follow in developing desired behavior																								
58170201 4	Establish limits to help a child behave responsibly																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT--Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040063
TEX_22388
DEF_3336-0828

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58170201 5	Provide opportunities for children to make choices																								
58170201 6	Explain why limits are necessary for children																								
58170201 7	List factors parents should take into consideration when setting limits																								
58170201 8	Explain why consistency is important in enforcing limits set by parents																								
58170201 9	List ways trust and respect can be established between parents and children																								
58170201 10	List ways of helping children develop self control and responsible behavior																								
58170201 11	Identify common reasons why children misbehave																								
58170201 12	List advantages and disadvantages of spanking																								
58170201 13	Identify unacceptable methods of discipline																								
58170201 14	List methods to handle common forms of mis behavior																								
58170300	**C HANDLING PROBLEMS CHILDREN FACE**																								
58170301	Meet the needs of an exceptional child										X							X		X			X		
58170301 1	Characterize an exceptional child																								
58170301 2	Identify the conditions necessary for optimum development of a gifted child																								
58170301 3	Recognize the characteristics of handicapped children																								
58170301 4	Identify and analyze local sources of help for parents of handicapped and gifted children																								
58170302	Identify common problems children face			X									X					X					X		X
58170302 1	Identify reasons for the fear of separation children often develop																								
58170302 2	Explain how best to deal with children s stranger anxiety																								
58170302 3	Identify common sleep related problems and ways to prevent or deal with each																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M--Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ -Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T--Technology
- S Systems

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC040064
TEX_22389
DEF_3336-0829

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58170302 4	List factors to consider before and during toilet training of a child																								
58170302 5	Recognize ways parents can help a child over come the problem of bed wetting																								
58170302 6	Identify reasons for biting and ways to handle the problem																								
58170302 7	Recognize facts and fallacies about thumb sucking																								
58170303	Recognize ways of handling special problems of children			X							X							X					X		X
58170303 1	Discuss reasons for sibling rivalry																								
58170303 2	Identify ways parents can help guide children through periods of sibling rivalry																								
58170303 3	Consider reasons why children lie																								
58170303 4	Identify possible reasons for cheating and stealing																								
58170303 5	List ways in which parents can help children develop healthy attitudes about sex																								
58170304	Help a child deal with family changes that cause stress			X							X			X				X					X		X
58170304 1	Identify special problems a child faces when a family moves from one location to another																								
58170304 2	List ways in which parents and children can best cope with a child s attending a child care center or first day of school																								
58170304 3	Evaluate the effect of family financial problems on a child																								
58170304 4	Assess the effect of divorce or separation on children																								
58170304 5	Explain why desertion is so traumatic for a child																								
58170304 6	Identify special tasks a child must face when adapting to a new family																								
58170305	Help a child deal with illnesses and accidents			X										X				X					X		X

CURRICULUM FRAMEWORKS
- M Math
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- SC Science
- LA Language Arts
- HS Health & Safety
- SS So ial Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR–School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
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- PI Parental Involvement

REC040065
TEX_22390
DEF_3336-0830

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58170305 1	Explain how the way an illness or accident is handled can be as traumatic as the illness or accident itself																								
58170305 2	Recognize ways parents can help a child deal with fears associated with accidents and illnesses																								
58170306	Identify ways to help children deal with death			X									X	X				X					X		X
58170306 1	Explain why helping children learn about death is an important responsibility of parents																								
58170306 2	Recognize the factors that influence a child s response to death																								
58170306 3	Recognize special emotions children experience when loved ones die																								
58170306 4	Identify ways of helping children face the trauma of terminal illness and death																								
58170307	Recognize factors contributing to child abuse			X									X				X	X					X		X
58170307 1	Identify types of abuse and neglect																								
58170307 2	Research laws that deal with child abuse																								
58170307 3	Identify reasons for child abuse																								
58170307 4	Identify organizations that help parents and or children deal with child abuse																								
58170307 5	Identify signs of child abuse and neglect																								
58170307 6	Discuss ways to prevent child abuse																								
58170307 7	List effective stress reducing activities that decrease risks of child abuse																								
58170400	**D IDENTIFYING PROBLEMS UNIQUE TO A PRETEEN AND A TEENAGE CHILD**																								
58170401	Recognize special problems of maturing										X		X	X	X								X		X
58170401 1	Discuss emotional social and physical adjustments that must be made as one enters puberty																								
58170401 2	Identify ways parents can help young people deal																								

CURRICULUM FRAMEWORKS
- M Math
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- SC Science
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- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS–Thinking Skills
- BS Basic Skills
- IF Information
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- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
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- PI–Parental Involvement

REC040066
TEX_22391
DEF_3336-0831

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	with the changes and choices associated with maturing																								
58170401 3	Discuss the impact of peer pressure on teen and parental relationships																								
58170401 4	Discuss acceptable ways of dealing with one s emerging sexuality																								
58170401 5	Analyze the effect of alcohol and drugs on a teen s life																								
58170401 6	Identify ways parents can help a teen make responsible choices in relation to alcohol drugs and sex																								
58170402	Analyze the financial impact of the teen years on parents	X									X	X	X		X								X		X
58170402 1	List items parents are expected to provide a teen																								
58170402 2	Determine the cost of each item parents are expected to provide a teen																								
58170402 3	Analyze the impact of the expenses associated with parenting a teen on the family s budget																								

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170100	A IDENTIFYING DUTIES OF A RESPONSIBLE PARENT			

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
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LA–Language Arts
HS Health & Safety
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PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ--Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S–Systems

NATIONAL GOALS
SR--School Readiness
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PI Parental Involvement

REC040067
TEX_22392
DEF_3336-0832

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170101	Provide proper nutrition for the developing child	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	I Number and Numeration Systems II Numerical and Algebraic Concepts and Operations V Measurement
58170101 1	Define nutrition			
58170101 2	List the nutrients needed for proper growth in children			
58170101 3	Define calorie			
58170101 4	List factors that help determine the number of calories needed by children			
58170101 5	Give the recommended caloric intake of infants toddlers and young children			
58170101 6	Define appetite			
58170101 7	Identify reasons children s appetites vary			
58170101 8	Discuss the importance of establishing a meal time routine			
58170101 9	Explain the effects of malnutrition on the development of a child			
58170101 10	List ways to handle obesity in children			
58170101 11	Identify foods in the food pyramid			
58170101 12	Determine the daily requirements of each food group for young children			
58170101 13	Identify ways to make meals appealing to children			
58170101 14	Explain the role of snacks in a child s daily routine			
58170101 15	Plan for a young child one day s meals and snacks that meet the food pyramid requirements and contain a variety of colors textures flavors forms and temperatures			
58170101 16	Explain the importance of making mealtime pleasant and enjoyable			

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ--Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T--Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Edu ation & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040068
TEX_22393
DEF_3336-0833

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170102	Select children s clothing	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	I Number and Numeration Systems
58170102 1	List qualities to consider when selecting children s clothing			
58170102 2	Identify clothing features especially helpful for each of the following age groups infants toddlers and preschoolers			
58170102 3	Explain why properly fitted shoes are necessary for young children			
58170102 4	Explain how children can learn from the clothes they wear			
58170102 5	Identify ways for parents to save money on clothes that children outgrow rapidly			
58170103	Provide a safe environment	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology)	
58170103 1	List common safety hazards in the home			
58170103 2	Give ways to accident proof a home			
58170103 3	List the conditions that commonly result in accidents			
58170103 4	List ways parents can help children learn about safety			
58170103 5	Develop a checklist to use when evaluating the safety of outdoor play equipment			
58170103 6	Identify factors that make toys hazardous			
58170200	**B GUIDING CHILDREN S BEHAVIOR**			
58170201	Promote and provide guidance discipline and moral development	I Reading/Literature II Listening III Speaking IV Writing	Area I Living Things (Biology)	
58170201 1	Define guidance and motivation			

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF--Information
IT--Interpersonal
R--Resources
T Technology
S Systems
FCS 110

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040069
TEX_22394
DEF_3336-0834

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170201 2	Identify ways parents can offer encouragement and motivation that help children develop confidence in their own abilities			
58170201 3	Explain how parents set an example for children to follow in developing desired behavior			
58170201 4	Establish limits to help a child behave responsibly			
58170201 5	Provide opportunities for children to make choices			
58170201 6	Explain why limits are necessary for children			
58170201 7	List factors parents should take into consideration when setting limits			
58170201 8	Explain why consistency is important in enforcing limits set by parents			
58170201 9	List ways trust and respect can be established between parents and children			
58170201 10	List ways of helping children develop self control and responsible behavior			
58170201 11	Identify common reasons why children misbehave			
58170201 12	List advantages and disadvantages of spanking			
58170201 13	Identify unacceptable methods of discipline			
58170201 14	List methods to handle common forms of mis behavior			
58170300	**C HANDLING PROBLEMS CHILDREN FACE**			
58170301	Meet the needs of an exceptional child	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170301 1	Characterize an exceptional child			
58170301 2	Identify the conditions necessary for optimum development of a gifted child			
58170301 3	Recognize the characteristics of handicapped children			

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA–Language Arts
HS Health & Safety
SS Soc al Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE–Teacher Education & Professional Development
MS Mathematic & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040070
TEX_22395
DEF_3336-0835

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170301 4	Identify and analyze local sources of help for parents of handicapped and gifted children			
58170302	Identify common problems children face	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170302 1	Identify reasons for the fear of separation children often develop			
58170302 2	Explain how best to deal with children s stranger anxiety			
58170302 3	Identify common sleep related problems and ways to prevent or deal with each			
58170302 4	List factors to consider before and during toilet training of a child			
58170302 5	Recognize ways parents can help a child over come the problem of bed wetting			
58170302 6	Identify reasons for biting and ways to handle the problem			
58170302 7	Recognize facts and fallacies about thumb sucking			
58170303	Recognize ways of handling special problems of children	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170303 1	Discuss reasons for sibling rivalry			
58170303 2	Identify ways parents can help guide children through periods of sibling rivalry			
58170303 3	Consider reasons why children lie			
58170303 4	Identify possible reasons for cheating and stealing			

CURRICULUM FRAMEWORKS
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PI Parental Involvement

REC040071
TEX_22396
DEF_3336-0836

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170303 5	List ways in which parents can help children develop healthy attitudes about sex			
58170304	Help a child deal with family changes that cause stress	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170304 1	Identify special problems a child faces when a family moves from one location to another			
58170304 2	List ways in which parents and children can best cope with a child s attending a child care center or first day of school			
58170304 3	Evaluate the effect of family financial problems on a child			
58170304 4	Assess the effect of divorce or separation on children			
58170304 5	Explain why desertion is so traumatic for a child			
58170304 6	Identify special tasks a child must face when adapting to a new family			
58170305	Help a child deal with illnesses and accidents	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170305 1	Explain how the way an illness or accident is handled can be as traumatic as the illness or accident itself			
58170305 2	Recognize ways parents can help a child deal with fears associated with accidents and illnesses			

CURRICULUM FRAMEWORKS
M Math
FL–Foreign Language
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LA Language Arts
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PE Physical Education

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PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
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NATIONAL GOALS
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TE Teacher Education & Professional Development
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PI–Parental Involvement

REC040072
TEX_22397
DEF_3336-0837

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170306	Identify ways to help children deal with death	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170306 1	Explain why helping children learn about death is an important responsibility of parents			
58170306 2	Recognize the factors that influence a child s response to death			
58170306 3	Recognize special emotions children experience when loved ones die			
58170306 4	Identify ways of helping children face the trauma of terminal illness and death			
58170307	Recognize factors contributing to child abuse	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170307 1	Identify types of abuse and neglect			
58170307 2	Research laws that deal with child abuse			
58170307 3	Identify reasons for child abuse			
58170307 4	Identify organizations that help parents and or children deal with child abuse			
58170307 5	Identify signs of child abuse and neglect			
58170307 6	Discuss ways to prevent child abuse			
58170307 7	List effective stress reducing activities that decrease risks of child abuse			
58170400	**D IDENTIFYING PROBLEMS UNIQUE TO A PRETEEN AND A TEENAGE CHILD**			

MATRIX KEY

CURRICULUM FRAMEWORKS
M--Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS--Health & Safety
SS Social Studies
PE Physical Education

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PQ Personal Qualities
TS Thinking Skills
BS--Basic Skills
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IT Interpersonal
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T--Technology
S--Systems

NATIONAL GOALS
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SC School Completion
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REC040073
TEX_22398
DEF_3336-0838

COURSE SPECIFICATIONS FOR EDUCATION FOR PARENTHOOD II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58170401	Recognize special problems of maturing	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58170401 1	Discuss emotional social and physical adjustments that must be made as one enters puberty			
58170401 2	Identify ways parents can help young people deal with the changes and choices associated with maturing			
58170401 3	Discuss the impact of peer pressure on teen and parental relationships			
58170401 4	Discuss acceptable ways of dealing with one s emerging sexuality			
58170401 5	Analyze the effect of alcohol and drugs on a teen s life			
58170401 6	Identify ways parents can help a teen make responsible choices in relation to alcohol drugs and sex			
58170402	Analyze the financial impact of the teen years on parents	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	I Number and Numeration Systems
58170402 1	List items parents are expected to provide a teen			
58170402 2	Determine the cost of each item parents are expected to provide a teen			
58170402 3	Analyze the impact of the expenses associated with parenting a teen on the family s budget			

Revision date 07/98

MATRIX KEY

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- HS Health & Safety
- SS–Social Studies
- PE–Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
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- R Resources
- T Technology
- S–Systems

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REC040074
TEX_22399
DEF_3336-0839

The STUDENT will be able to

FAMILY LIFE EDUCATION 1

ACTIVITY/COURSE CODE: 5820

COURSE DESCRIPTION

The Family Life Education courses are the core of the Consumer and Homemaking Education program Family Life I emphasizes the family as the basic unit of society while exploring the complexities of marriage and family life in a changing society The establishment and maintenance of the interpersonal relationships preparation for marriage and family life and the management of resources to achieve individual and family goals are the foci of the course

RELATED CAREERS

High School Education Adult day care worker residential care aide elder care aide family aide foster parent personal/home care aide Postsecondary Education Certified activities director homemaker s aide social services technician eligibility worker community worker special needs case worker Four Year or Postgraduate Education Residential care administrator community organization director recreation supervisor family advocate family counselor group home administrator

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Family Life Education will demonstrate an understanding and appreciation of family life styles and responsibilities inherent to the family

Credit 1/2 unit

REC040075

DEF_3336-0840

TEX_22400

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

FAMILY LIFE EDUCATION I

RESOURCES

Families Today, Student Edition Glencoe/McGraw Hill 1997

Families Today, Student Workbook Glencoe/McGraw Hill 1997

Family and Health Education. South Carolina Curriculum Guide S C Department of Education Office of Occupational Education 1992

Henderson Gail H Dimensions of Life Cincinnati Ohio South Western Publishing Co 1990

Homemaker Human Development V TECS Competency Based Instructional Materials S C Department of Education Office of Occupational Education

Human Development Instructional Modules Office of Occupational Education S C Department of Education

Joanas and Lomonte Life Management Englewood Cliffs New Jersey Prentice Hall Inc 1991

Leavenworth Carol et al Family Living Englewood Cliffs New Jersey Prentice Hall Inc 1991

Married and Single Life Student Edition Glencoe/McGraw Hill 1997

Married and Single Life Student Workbook Glencoe/McGraw Hill 1997

Ryder Verdene Contemporary Living. Student Activity Guide South Holland Illinois The Goodheart Willcox Co Inc 1995

Ryder Verdene Contemporary Living Student Edition South Holland Illinois The Goodheart Willcox Co Inc 1995

Strengthening Family and Self Student Activity Guide Goodheart Willcox Company 1998

Strengthening Family and Self Student Edition Goodheart Willcox Company 1998

REC040076

TEX_22401

DEF_3336-0841

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills							National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	
58200100	**A DEMONSTRATING THE IMPACT OF RESPONSIBLE PERSONAL CHOICE ON LIFE STYLE**																							
58200101	Recognize the decision making process	X				X				X	X		X	X	X								X	X
58200101 1	Define decisions values goals and conflicts																							
58200101 2	List steps in the decision making process																							
58200101 3	Apply the decision making process to realistic situations																							
58200101 4	Identify factors that influence the decision making process																							
58200101 5	Predict the relationship between decisions made and goal achievement																							
58200102	Identify personal decisions that influence one s quality of life			X			X			X	X		X	X									X	X
58200102 1	Define life style																							
58200102 2	Describe the effect of personality on life style choice																							
58200102 3	Identify factors that impact on a healthy life style																							
58200102 4	Discuss symptoms of poor nutrition and eating disorders																							
58200102 5	Discuss the impact of drugs alcohol and smoking on one s life and as causes of disease																							
58200102 6	Role play ways of saying no to alcohol and drugs																							
58200102 7	Discuss causes of stress and ways to deal with it effectively																							
58200102 8	Identify sources of help for people with personal problems																							
58200103	Describe the role of interpersonal relationships in life style choices			X						X	X		X	X									X	X
58200103 1	Define relationships																							
58200103 2	Describe different types of relationships																							
58200103 3	List purposes of interpersonal relationships																							
58200103 4	Characterize positive interpersonal relationships																							
58200103 5	Acknowledge the rights and responsibilities inherent in various types of interpersonal relationships																							

REC040077
TEX_22402
DEF_3336-0842

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	
58200103 6	Describe the functions of dating and an engagement period																							
58200103 7	Contrast an engagement period and dating																							
58200104	Demonstrate knowledge of basic factual information related to adolescent sexuality			X			X			X	X		X										X	X
58200104 1	Describe the effects of dating and engagement on personal values/goals																							
58200104 2	Relate interpersonal relationship experiences to the ability to make life style choices																							
58200105	Choose the traditional form of marriage as a life style	X		X			X			X	X	X	X	X	X								X	
58200105 1	Describe the traditional marriage concept																							
58200105 2	Identify decisions that must be made jointly prior to marriage																							
58200105 3	Distinguish between marriage law and custom																							
58200105 4	Cite marriage laws and customs common in the USA																							
58200105 5	State marriage laws of South Carolina																							
58200105 6	Demonstrate steps required in securing a S C marriage license																							
58200105 7	Name family related matters governed by law																							
58200105 8	Cite South Carolina law relative to the following separation divorce adoption foster parenting family member abuse, privacy and child custody																							
58200105 9	Give specific examples of cultural and religious customs affecting family establishment																							
58200105 10	Demonstrate the effect of a cultural and/or religious custom on family establishment																							
58200105 11	Identify personal adjustments/management decisions that must be made early in a marriage																							
58200105 12	Use decision making strategies to make joint decisions and resolve mate conflicts																							
58200200	**B EXHIBITING ATTITUDES AND SKILLS TO MANAGE INTERPERSONAL RELATION**																							

REC040078
TEX_22403
DEF_3336-0843

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	EF
	SHIPS IN A FAMILY SETTING																							
58200201	Use positive communication techniques to strengthen interpersonal relationships		X			X				X	X	X	X	X									X	X
58200201 1	Define communication																							
58200201 2	Identify major forms of communication																							
58200201 3	Demonstrate the levels of communication																							
58200201 4	Characterize positive communication																							
58200201 5	Acknowledge negative habits in interpersonal communication																							
58200201 6	Predict the effect of negative communication on interpersonal relationships																							
58200201 7	Resolve common interpersonal relationship situations with positive communication techniques																							
58200202	Relate interpersonal relationship skills to the structure and function of the family			X			X			X	X		X	X									X	X
58200202 1	Define and give examples of traditional family roles																							
58200202 2	Relate individual roles to traditional family structure and function																							
58200202 3	Demonstrate the use of positive interpersonal role relationships to enhance family structure and function																							
58200202 4	Identify factors causing family role relationships to change																							
58200202 5	Categorize role relationship changes as natural (life cycle changes) environmentally caused or self imposed																							
58200202 6	Utilize positive interpersonal relationship techniques to resolve conflicts resulting from environmentally caused role changes																							
58200202 7	Predict the effect of a self imposed role change on interpersonal family relationships family structure and function																							
58200203	Manage interpersonal relationship changes throughout the family life cycle			X						X	X		X	X									X	
58200203 1	Define and characterize human developmental stages																							

REC040079
TEX_22404
DEF_3336-0844

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	F
58200203 2	Associate the family life cycle stages with human development stages																							
58200203 3	Describe family roles unique to each stage in the family life cycle																							
58200203 4	Acknowledge periods of sharp role change for individual family members, and cite the causes																							
58200203 5	Relate positive interpersonal relationship skills to successful role adjustment																							
58200300	**C DETERMINING THE ROLE OF FAMILY IN SEX EDUCATION AND THE EXPRESSION OF ONE'S SEXUALITY /****																							
58200301	Respond to family members needs for companionship									X	X	X	X										X	
58200301 1	Identify companionship roles at various developmental stages																							
58200301 2	Discuss methods to meet needs at each stage																							
58200301 3	Develop a list of resources to assist in meeting companionship needs (church civic and social organizations etc)																							
58200302	Provide sex education for family members										X	X	X	X									X	
58200302 1	Discuss acceptable ways of dealing with one s (emerging) sexuality																							
58200302 2	Identify ways parents can help family members make responsible choices in regard to sex																							
58200302 3	List resources parents/guardians can provide a teen																							
58200302 4	Compile a list of questions commonly asked relative to one s sexuality																							
58200302 5	Listen to questions and respond with appropriate information																							
58200400	**D DEMONSTRATING A FUNCTIONAL UNDERSTANDING OF THE FAMILY UNIT AS A SOCIAL BASE**																							
58200401	Characterize American family types									X	X	X		X						X			X	

REC040080
TEX_22405
DEF_3336-0845

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
58200401 1	Define family culture custom and society																							
58200401 2	Identify functions of the family																							
58200401 3	Associate family culture with family function and customs																		/					
58200401 4	Describe American family types by composition and authority structure																							
58200401 5	Relate family composition and structure to current social trends/issues																							
58200401 6	Define and describe various family member roles																							
58200401 7	Relate member roles to family function and structure																							
58200401 8	Identify trends that are changing basic family role patterns																							
58200401 9	Exemplify the role of the family in providing for role experimentation																							
58200401 10	Describe how family structure and stability fulfill societal needs																							
58200402	Identify the function of the family unit in society									X	X	X		X									X	
58200402 1	Describe strategies for family participation in community groups and functions																							
58200402 2	Relate family participation in community groups to the functions of society																							
58200402 3	Describe family characteristics that contribute to effective community decision making																							
58200402 4	Cite factors that influence the types and quality of family and community interaction																							
58200402 5	Identify strategies for improving the quality of family and community interaction																							
58200403	Recognize differences in family patterns due to composition									X	X	X	X	X	X								X	
58200403 1	Relate basic human needs to parent/caregiver responsibilities																							
58200403 2	Identify the basic nutritional need requirements of a family																							
58200403 3	Plan nutritious family meals for one week																							
58200403 4	Use current food prices to determine the cost of																							

REC040081
TEX_22406
DEF_3336-0846

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	D F
	feeding a family of four for one week																							
58200403 5	Define wardrobe and list basic elements of a family wardrobe (male and female parent newborn preschooler and school age child)																							
58200403 6	Determine the cost of clothing for a newborn using current clothing prices																							
58200403 7	Determine the cost of clothing a young child for school using current clothing prices																							
58200403 8	Describe housing alternatives available to families today																							
58200403 9	Identify family needs that will influence housing choices																							
58200403 10	Identify housing needs that will change with the family life cycle																							
58200403 11	Use local housing options to determine initial housing costs																							
58200403 12	Estimate monthly housing expenditures (relative to local utility prices)																							
58200403 13	Draw conclusions relative to the cost of providing for basic needs of a family																							
58200500	**E PROVIDING FOR THE NEEDS OF FAMILIES IN CRISES**																							
58200501	Provide for the basic needs of family members									X	X	X	X	X									X	X
58200501 1	Identify specific types of family crises																							
58200501 2	Discuss the impact of unemployment on a family																							
58200501 3	Identify problems associated with frequent moves																							
58200501 4	Discuss the effects of divorce and remarriage on a family																							
58200501 5	Define the term alcoholic																							
58200501 6	Discuss how alcoholism affects families																							
58200501 7	Describe the effect of suicide on a family																							
58200501 8	Identify ways criminal attack and rape affect families																							
58200501 9	Recognize the forms of child abuse and neglect and their impact on families																							
58200501 10	Develop a list of tips to help families prevent the																							

REC040082
TEX_22407
DEF_3336-0847

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DP
	crisis of a missing child																							
58200502	Provide for the needs of the aging									X	X	X	X							X			X	
58200502 1	Identify the emotional physical and financial aspects of aging																							
58200502 2	Evaluate various types of housing for the elderly																							
58200502 3	List factors to consider when selecting a nursing home																							
58200502 4	Recognize death as a reality of life																							
58200502 5	Identify the five stages in the acceptance of death																							
58200502 6	Identify legal issues related to care of the elderly and death																							
58200502 7	List steps to take in planning for retirement																							
58200503	Use community resources to meet family needs									X	X	X	X		X					X			X	
58200503 1	Define community resources and family services																							
58200503 2	Identify community resources that provide support for individual family needs																							
58200503 3	Identify personal/family needs that may be best served through community resources																							
58200503 4	Cite examples of family needs that arise from crisis situations																							
58200503 5	Identify community resources that specifically respond to family crisis situations																							
58200503 6	Describe the effect of the traditional neighbor hood support group on family need satisfaction (basic and higher order)																							

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

REC040083
TEX_22408
DEF_3336-0848

The STUDENT will be able to

FAMILY LIFE EDUCATION I

ACTIVITY/COURSE CODE 5820

COURSE DESCRIPTION

The Family Life Education courses are the core of the Consumer and Homemaking Education program Family Life I emphasizes the family as the basic unit of society while exploring the complexities of marriage and family life in a changing society The establishment and maintenance of the interpersonal relationships preparation for marriage and family life and the management of resources to achieve individual and family goals are the foci of the course

RELATED CAREERS

High School Education Adult day care worker residential care aide elder care aide family aide foster parent personal/home care aide Postsecondary Education Certified activities director homemaker s aide social services technician eligibility worker community worker special needs case worker Four Year or Postgraduate Education Residential care administrator community organization director recreation supervisor family advocate family counselor group home administrator

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Family Life Education will demonstrate an understanding and appreciation of family life styles and responsibilities inherent to the family

Credit 1/2 unit

REC040084
TEX_22409
DEF_3336-0849

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION 1

The STUDENT will be able to

FAMILY LIFE EDUCATION I

RESOURCES

Family and Health Education South Carolina Curriculum Guide S C Department of Education Office of Occupational Education 1992

Henderson, Gail H Dimensions of Life Cincinnati Ohio South Western Publishing Co 1990

Homemaker Human Development, V TECS Competency Based Instructional Materials S C Department of Education Office of Occupational Education

Human Development Instructional Modules Office of Occupational Education S C Department of Education

Joanas and Lomonte Life Management Englewood Cliffs New Jersey Prentice Hall Inc 1991

Leavenworth Carol et al Family Living Englewood Cliffs New Jersey Prentice Hall Inc 1991

Riker Audrey P and Holly E Brisbane Married and Single Life Peoria Illinois Bennett & McKnight Publishing Co 1992

Ryder Verdene Contemporary Living South Holland Illinois The Goodheart Willcox Co Inc 1990

REC040085

TEX_22410

DEF_3336-0850

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200100	**A DEMONSTRATING THE IMPACT OF RESPONSIBLE PERSONAL CHOICE ON LIFE STYLE**			
58200101	Recognize the decision making process	II Listening III Speaking IV Writing	Area I Living Things (Biology)	VI Probability and Statistics
58200101 1	Define decisions values, goals and conflicts			
58200101 2	List steps in the decision making process			
58200101 3	Apply the decision making process to realistic situations			
58200101 4	Identify factors that influence the decision making process			
58200101 5	Predict the relationship between decisions made and goal achievement			
58200102	Identify personal decisions that influence one s quality of life	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	VI Probability and Statistics
58200102 1	Define life style			
58200102 2	Describe the effect of personality on life style choice			
58200102 3	Identify factors that impact on a healthy life style			
58200102 4	Discuss symptoms of poor nutrition and eating disorders			
58200102 5	Discuss the impact of drugs alcohol and smoking on one s life and as causes of disease			
58200102 6	Role play ways of saying no to alcohol and drugs			
58200102 7	Discuss causes of stress and ways to deal with it effectively			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT Interpersonal
- R--Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040086
TEX_22411
DEF_3336-0851

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200102 8	Identify sources of help for people with personal problems			
58200103	Describe the role of interpersonal relationships in life style choices	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	
58200103 1	Define relationships			
58200103 2	Describe different types of relationships			
58200103 3	List purposes of interpersonal relationships			
58200103 4	Characterize positive interpersonal relationships			
58200103 5	Acknowledge the rights and responsibilities inherent in various types of interpersonal relationships			
58200103 6	Describe the functions of dating and an engagement period			
58200103 7	Contrast an engagement period and dating			
58200104	Demonstrate knowledge of basic factual information related to adolescent sexuality	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	
58200104 1	Describe the effects of dating and engagement on personal values/goals			
58200104 2	Relate interpersonal relationship experiences to the ability to make life style choices			
58200105	Choose the traditional form of marriage as a life style	I Reading/Literature III Speaking IV Writing V Research		
58200105 1	Describe the traditional marriage concept			
58200105 2	Identify decisions that must be made jointly prior to marriage			
58200105 3	Distinguish between marriage law and custom			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A Visual & Performing Arts
- SC Science
- LA–Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT–Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE–Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040087
TEX_22412
DEF_3336-0852

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200105 4	Cite marriage laws and customs common in the USA			
58200105 5	State marriage laws of South Carolina			
58200105 6	Demonstrate steps required in securing a S C marriage license			
58200105 7	Name family related matters governed by law			
58200105 8	Cite South Carolina law relative to the following separation divorce adoption foster parenting family member abuse privacy and child custody			
58200105 9	Give specific examples of cultural and religious customs affecting family establishment			
58200105 10	Demonstrate the effect of a cultural and/or religious custom on family establishment			
58200105 11	Identify personal adjustments/management decisions that must be made early in a marriage			
58200105 12	Use decision making strategies to make joint decisions and resolve mate conflicts			
58200200	**B EXHIBITING ATTITUDES AND SKILLS TO MANAGE INTERPERSONAL RELATION SHIPS IN A FAMILY SETTING**			
58200201	Use positive communication techniques to strengthen interpersonal relationships	II Listening III Speaking IV Writing V Research		
58200201 1	Define communication			
58200201 2	Identify major forms of communication			
58200201 3	Demonstrate the levels of communication			
58200201 4	Characterize positive communication			
58200201 5	Acknowledge negative habits in interpersonal communication			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A Visual & Performing Arts
- SC Science
- LA–Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC040088
TEX_22413
DEF_3336-0853

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200201 6	Predict the effect of negative communication on interpersonal relationships			
58200201 7	Resolve common interpersonal relationship situations with positive communication techniques			
58200202	Relate interpersonal relationship skills to the structure and function of the family	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58200202 1	Define and give examples of traditional family roles			
58200202 2	Relate individual roles to traditional family structure and function			
58200202 3	Demonstrate the use of positive interpersonal role relationships to enhance family structure and function			
58200202 4	Identify factors causing family role relationships to change			
58200202 5	Categorize role relationship changes as natural (life cycle changes) environmentally caused or self imposed			
58200202 6	Utilize positive interpersonal relationship techniques to resolve conflicts resulting from environmentally caused role changes			
58200202 7	Predict the effect of a self imposed role change on interpersonal family relationships family structure and function			
58200203	Manage interpersonal relationship changes throughout the family life cycle	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	
58200203 1	Define and characterize human developmental stages			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A--Visual & Performing Arts
- SC Science
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- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
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- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC040089
TEX_22414
DEF_3336-0854

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200203 2	Associate the family life cycle stages with human development stages			
58200203 3	Describe family roles unique to each stage in the family life cycle			
58200203 4	Acknowledge periods of sharp role change for individual family members and cite the causes			
58200203 5	Relate positive interpersonal relationship skills to successful role adjustment			
58200300	**C DETERMINING THE ROLE OF FAMILY IN SEX EDUCATION AND THE EXPRESSION OF ONE S SEXUALITY */****			
58200301	Respond to family members needs for compan ionship	I Reading/Literature III Speaking IV Writing V Research		
58200301 1	Identify companionship roles at various develop mental stages			
58200301 2	Discuss methods to meet needs at each stage			
58200301 3	Develop a list of resources to assist in meeting companionship needs (church civic and social organizations etc)			
58200302	Provide sex education for family members	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology)	
58200302 1	Discuss acceptable ways of dealing with one s (emerging) sexuality			
58200302 2	Identify ways parents can help family members make responsible choices in regard to sex			
58200302 3	List resources parents/guardians can provide a teen			

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS--Social Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS--Thinking Skills
BS--Basic Skills
IF Information
IT Interpersonal
R--Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC--School Completion
SA--Student Achievement & Citizenship
TE--Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI--Parental Involvement

REC040090
TEX_22415
DEF_3336-0855

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200302 4	Compile a list of questions commonly asked relative to one s sexuality			
58200302 5	Listen to questions and respond with appropriate information			
58200400	**D DEMONSTRATING A FUNCTIONAL UNDER STANDING OF THE FAMILY UNIT AS A SOCIAL BASE**			
58200401	Characterize American family types	I Reading/Literature III Speaking IV Writing V Research		
58200401 1	Define family culture custom, and society			
58200401 2	Identify functions of the family			
58200401 3	Associate family culture with family function and customs			
58200401 4	Describe American family types by composition and authority structure			
58200401 5	Relate family composition and structure to current social trends/issues			
58200401 6	Define and describe various family member roles			
58200401 7	Relate member roles to family function and structure			
58200401 8	Identify trends that are changing basic family role patterns			
58200401 9	Exemplify the role of the family in providing for role experimentation			
58200401 10	Describe how family structure and stability fulfill societal needs			
58200402	Identify the function of the family unit in society	III Speaking IV Writing V Research		

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA--Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040091
TEX_22416
DEF_3336-0856

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200402 1	Describe strategies for family participation in community groups and functions			
58200402 2	Relate family participation in community groups to the functions of society			
58200402 3	Describe family characteristics that contribute to effective community decision making			
58200402 4	Cite factors that influence the types and quality of family and community interaction			
58200402 5	Identify strategies for improving the quality of family and community interaction			
58200403	Recognize differences in family patterns due to composition	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	II Numerical and Algebraic Concepts and Operations
58200403 1	Relate basic human needs to parent/caregiver responsibilities			
58200403 2	Identify the basic nutritional need requirements of a family			
58200403 3	Plan nutritious family meals for one week			
58200403 4	Use current food prices to determine the cost of feeding a family of four for one week			
58200403 5	Define wardrobe and list basic elements of a family wardrobe (male and female parent newborn preschooler and school age child)			
58200403 6	Determine the cost of clothing a newborn using current clothing prices			
58200403 7	Determine the cost of clothing a young child for school using current clothing prices			
58200403 8	Describe housing alternatives available to families today			
58200403 9	Identify family needs that will influence housing choices			

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL–Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R -Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI–Parental Involvement

REC040092
TEX_22417
DEF_3336-0857

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58200403 10	Identify housing needs that will change with the family life cycle			
58200403 11	Use local housing options to determine initial housing costs			
58200403 12	Estimate monthly housing expenditures (relative to local utility prices)			
58200403 13	Draw conclusions relative to the cost of providing for basic needs of a family			
58200500	**E PROVIDING FOR THE NEEDS OF FAMILIES IN CRISES**			
58200501	Provide for the basic needs of family members	I Reading/Literature III Speaking IV Writing V Research		
58200501 1	Identify specific types of family crises			
58200501 2	Discuss the impact of unemployment on a family			
58200501 3	Identify problems associated with frequent moves			
58200501 4	Discuss the effects of divorce and remarriage on a family			
58200501 5	Define the term alcoholic			
58200501 6	Discuss how alcoholism affects families			
58200501 7	Describe the effect of suicide on a family			
58200501 8	Identify ways criminal attack and rape affect families			
58200501 9	Recognize the forms of child abuse and neglect and their impact on families			
58200501 10	Develop a list of tips to help families prevent the crisis of a missing child			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M–Math
- FL Foreign Language
- A–Visual & Performing Arts
- SC Science
- LA Language Arts
- HS–Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ–Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Complet on
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040093
TEX_22418
DEF_3336-0858

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	**SCIENCE**	**MATHEMATICS**
58200502	Provide for the needs of the aging	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	VI Probability and Statistics
58200502 1	Identify the emotional physical and financial aspects of aging			
58200502 2	Evaluate various types of housing for the elderly			
58200502 3	List factors to consider when selecting a nursing home			
58200502 4	Recognize death as a reality of life			
58200502 5	Identify the five stages in the acceptance of death			
58200502 6	Identify legal issues related to care of the elderly and death			
58200502 7	List steps to take in planning for retirement			
58200503	Use community resources to meet family needs	I Reading/Literature IV Writing V Research	Area III Matter and Energy (Chemistry & Physics)	VI Probability and Statistics
58200503 1	Define community resources and family services			
58200503 2	Identify community resources that provide support for individual family needs			
58200503 3	Identify personal/family needs that may be best served through community resources			
58200503 4	Cite examples of family needs that arise from crisis situations			
58200503 5	Identify community resources that specifically respond to family crisis situations			
58200503 6	Describe the effect of the traditional neighbor hood support group on family need satisfaction (basic and higher order)			

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A--Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS--Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI--Parental Involvement

REC040094
TEX_22419
DEF_3336-0859

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION I

The STUDENT will be able to

Revision date 07/98

REC040095

TEX_22420

DEF_3336-0860

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R–Resources
- T–Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

FAMILY LIFE EDUCATION 2

ACTIVITY/COURSE CODE 5821

COURSE DESCRIPTION

The Family Life Education courses are the core of the Consumer and Homemaking Education program Family Life Education II stresses the role each individual must assume to improve family life Effective personal development and maximum use of human material resources are emphasized The goal of this course is to establish the potential for creating better marriages and more stable families in which members enjoy a climate for positive growth and socialization

RELATED CAREERS

High School Education Adult day care worker residential care aide elder care aide family aide foster parent and personal/home care aide Postsecondary Education Certified activities director homemaker s aide social services technician eligibility worker community worker and special needs case worker Four Year or Postgraduate Education Residential care administrator community organization director recreation supervisor family advocate family counselor and group home administrator

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Family Life Education II will demonstrate the ability to manage family life roles and responsibilities effectively

Prerequisite Family Life Education I

Credit 1/2 unit

REC040096

TEX_22421

DEF_3336-0861

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to
FAMILY LIFE EDUCATION II

RESOURCES

Families Today Student Edition Glencoe/McGraw Hill 1997

Families Today, Student Workbook Glencoe/McGraw Hill 1997

Family and Health Education South Carolina Curriculum Guide S C Department of Education Office of Occupational Education 1992

Henderson Gail H Dimensions of Life Cincinnati Ohio South Western Publishing Co 1990

Homemaker Human Development V-TECS Competency Based Instructional Materials S C Department of Education Office of Occupational Education

Human Development, Instructional Modules Office of Occupational Education S C Department of Education

Joanas and Lomonte Life Management Englewood Cliffs, New Jersey Prentice Hall Inc 1991

Leavenworth Carol et al Family Living Englewood Cliffs New Jersey Prentice Hall Inc 1991

Married and Single Life Student Edition Glencoe/McGraw Hill 1997

Married and Single Life, Student Workbook Glencoe/McGraw Hill 1997

Ryder Verdene, Contemporary Living Student Activity Guide South Holland Illinois The Goodheart Wil cox Co Inc 1995

Ryder Verdene Contemporary Living, Student Edition South Holland Illinois The Goodheart Willcox Co Inc 1995

Strengthening the Family and Self Student Activity Guide Goodheart Willcox Company 1998

Strengthening the Family and Self Student Edition Goodheart Willcox Company 1998

REC040097

TEX_22422

DEF_3336-0862

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
58210100	**A MAKING RESPONSIBLE DECISIONS REGARDING MARRIAGE AND FAMILY CHOICES**																							
58210101	Select a marriage partner									X	X	X	X	X									X	
58210101 1	Characterize a marriageable personality																							
58210101 2	Describe the role of family in fostering the marriageable personality																							
58210101 3	Identify the role of personal values and goals in mate selection																							
58210101 4	Describe the rights and responsibilities of dating and engagement periods																							
58210101 5	Establish criteria for mate selection																							
58210101 6	Characterize a suitable marriage partner																							
58210102	Acknowledge the effect of personal charac teristics on marriage success									X	X	X		X									X	
58210102 1	Describe the effects of age on the potential for marriage success																							
58210102 2	Relate mental and emotional maturity to success in marriage																							
58210102 3	Predict the influence of compatibility flexibility and adaptability on marriage stability																							
58210102 4	Demonstrate communication patterns that will maximize the potential for marital success																							
58210103	Use the engagement period appropriately									X	X	X											X	
58210103 1	Describe the purpose of engagement																							
58210103 2	List issues that must be confronted during engagement																							
58210103 3	Associate the ability to adjust during the engagement phase to successful adjustments in marriage																							
58210103 4	Use decision making skills to resolve premarital differences																							
58210104	Interpret love as the essential foundation of marriage			X		X				X	X	X	X	X			X			X			X	
58210104 1	Give meaning to the term love																							

REC040098
TEX_22423
DEF_3336-0863

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
58210104 2	Identify essential components of a love relationship																							
58210104 3	Find evidence of love in human relationships																							
58210104 4	Demonstrate loving relationships																							
58210104 5	Describe the effect of love during a period of interpersonal conflict																							
58210104 6	Resolve an interpersonal conflict on the basis of love																							
58210200	**B MANAGING FAMILY RESOURCES**																							
58210201	Manage resources to provide for basic needs	X								X	X	X	X		X		X			X		X	X	
58210201 1	Define resources income budget expenses and savings																							
58210201 2	Give examples of material and nonmaterial resources																							
58210201 3	Identify resources that can provide for basic needs																							
58210201 4	Describe the role of a financial plan in satisfying basic needs																							
58210201 5	Develop a weekly/biweekly budget (spending plan) for a special income																							
58210201 6	Distinguish between the following pairs gross and net pay fixed and variable expenses and savings and investments																							
58210201 7	Relate basic needs satisfaction to net pay income deductions fixed expenses, and savings																							
58210201 8	Demonstrate the use of nonmaterial resources to satisfy basic needs																							
58210202	Manage resources to satisfy family goals (higher needs)	X								X	X	X	X		X		X			X		X	X	
58210202 1	Define goals																							
58210202 2	Give examples of reasonable family goals																							
58210202 3	Estimate the cost of specific family goals (education housing vacation plans recreational items etc) in the current economy																							

REC040099
TEX_22424
DEF_3336-0864

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
58210202 4	Relate savings and/or investment planning to goal achievement																							
58210202 5	Figure a reasonable biweekly or monthly savings plan for a specified family situation																							
58210202 6	Evaluate savings plan options																							
58210202 7	Distinguish between savings and investments																							
58210202 8	Describe the effect of investments on available resources																							
58210202 9	Demonstrate the use of nonmaterial resources to achieve personal/family goals																							
58210203	Use financial credit to satisfy needs and wants	X								X	X	X	X		X		X			X		X	X	
58210203 1	Define credit finance/interest charge and credit limit																							
58210203 2	Describe the purpose of credit																							
58210203 3	Identify types and sources of credit																							
58210203 4	Determine advantages and disadvantages of various types of credit																							
58210203 5	Determine the effect of credit purchases on cost of an item family resources the creditor and state and federal income tax																							
58210203 6	Identify purchases appropriate for buying on credit																							
58210203 7	Describe how a credit rating is acquired																							
58210204	Safeguard family resources	X								X	X	X	X		X		X			X		X	X	
58210204 1	Define insurance																							
58210204 2	List personal resources that should be insured																							
58210204 3	Identify various types of insurance coverage for each resource																							
58210204 4	Define policy premium beneficiary face value maturity investment group policy and deductible																							
58210204 5	Purchase basic insurance for a given family (property health automobile and life)																							
58210204 6	Determine the cost of basic insurance coverage for a given family																							

REC040100
TEX_22425
DEF_3336-0865

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
58210204 7	Evaluate family coverage																							
58210204 8	Adjust a family savings plan to cover premium payments																							
58210300	**C SATISFYING PERSONAL AND FAMILY NEEDS IN MARRIAGE**																							
58210301	Use consumer resources	X				X					X	X	X		X	X	X			X		X	X	
58210301 1	Define consumer consumable and consumer goods and services																							
58210301 2	Locate sources of factual consumer information on food clothing goods and housing choices																							
58210301 3	List family characteristics that influence trans portation decisions																							
58210301 4	Describe personal needs that must be considered when making food purchases																							
58210301 5	Identify personal characteristics and preferences that influence clothing purchases																							
58210302	Consider family characteristics prior to consumer purchases	X								X	X	X		X	X					X			X	
58210302 1	List family characteristics and preferences that influence housing choices																							
58210302 2	List family characteristics that influence trans portation decisions																							
58210302 3	Describe personal needs that must be considered with making food purchases																							
58210302 4	Identify personal characteristics and preferences that influence clothing purchases																							
58210303	Use nonmaterial resources to satisfy family member needs			X			X			X	X	X	X	X						X			X	
58210303 1	Hold a family meeting																							
58210303 2	Plan family activities																							
58210303 3	Provide privacy for family members																							
58210303 4	Respond to a family member s need for companionship																							
58210303 5	Counsel a family member																							
58210303 6	Select reading materials for the home																							
58210303 7	Teach family members to communicate																							

REC040101
TEX_22426
DEF_3336-0866

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
58210303 8	Teach family members about safety																							
58210303 9	Plan and practice a family fire drill																							

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

REC040102

TEX_22427

DEF_3336-0867

The STUDENT will be able to

FAMILY LIFE EDUCATION II

ACTIVITY/COURSE CODE 5821

COURSE DESCRIPTION

The Family Life Education courses are the core of the Consumer and Homemaking Education program Family Life Education II stresses the role each individual must assume to improve family life Effective personal development and maximum use of human material resources are emphasized The goal of this course is to establish the potential for creating better marriages and more stable families in which members enjoy a climate for positive growth and socialization

RELATED CAREERS

High School Education Adult day care worker residential care aide elder care aide family aide foster parent and personal/home care aide Postsecondary Education Certified activities director homemaker s aide social services technician eligibility worker community worker and special needs case worker Four Year or Postgraduate Education Residential care administrator community organization director recreation supervisor family advocate family counselor and group home administrator

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Family Life Education II will demonstrate the ability to manage family life roles and responsibilities effectively

Prerequisite Family Life Education I

Credit 1/2 unit

REC040103
TEX_22428
DEF_3336-0868

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to
FAMILY LIFE EDUCATION II

RESOURCES

Family and Health Education South Carolina Curriculum Guide S C Department of Education Office of Occupational Education 1992

Henderson Gail H Dimensions of Life Cincinnati Ohio South Western Publishing Co 1990

Homemaker Human Development, V TECS Competency Based Instructional Materials S C Department of Education Office of Occupational Education

Human Development Instructional Modules Office of Occupational Education S C Department of Education

Joanas and Lomonte Life Management Englewood Cliffs New Jersey Prentice Hall Inc 1991

Leavenworth Carol et al Family Living Englewood Cliffs New Jersey Prentice Hall Inc 1991

Riker Audrey P and Holly E Brisbane Married and Single Life Peoria Illinois Bennett & McKnight Publishing Co 1992

Ryder Verdene Contemporary Living South Holland Illinois The Goodheart Willcox Co Inc 1990

REC040104

TEX_22429

DEF_3336-0869

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58210100	**A MAKING RESPONSIBLE DECISIONS REGARDING MARRIAGE AND FAMILY CHOICES**			
58210101	Select a marriage partner	I Reading/Literature III Speaking IV Writing		
58210101 1	Characterize a marriageable personality			
58210101 2	Describe the role of family in fostering the marriageable personality			
58210101 3	Identify the role of personal values and goals in mate selection			
58210101 4	Describe the rights and responsibilities of dating and engagement periods			
58210101 5	Establish criteria for mate selection			
58210101 6	Characterize a suitable marriage partner			
58210102	Acknowledge the effect of personal characteristics on marriage success	I Reading/Literature II Listening III Speaking IV Writing V Research		VI Probability and Statistics
58210102 1	Describe the effects of age on the potential for marriage success			
58210102 2	Relate mental and emotional maturity to success in marriage			
58210102 3	Predict the influence of compatibility flexibility and adaptability on marriage stability			
58210102 4	Demonstrate communication patterns that will maximize the potential for marital success			
58210103	Use the engagement period appropriately	I Reading/Literature IV Writing		
58210103 1	Describe the purpose of engagement			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T–Technology
- S–Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA--Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040105
TEX_22430
DEF_3336-0870

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58210103 2	List issues that must be confronted during engagement			
58210103 3	Associate the ability to adjust during the engagement phase to successful adjustments in marriage			
58210103 4	Use decision making skills to resolve premarital differences			
58210104	Interpret love as the essential foundation of marriage	I Reading/Literature II Listening III Speaking		
58210104 1	Give meaning to the term love			
58210104 2	Identify essential components of a love relationship			
58210104 3	Find evidence of love in human relationships			
58210104 4	Demonstrate loving relationships			
58210104 5	Describe the effect of love during a period of interpersonal conflict			
58210104 6	Resolve an interpersonal conflict on the basis of love			
58210200	**B MANAGING FAMILY RESOURCES**			
58210201	Manage resources to provide for basic needs	I Reading/Literature III Speaking IV Writing V Research		II Numerical and Algebraic Concepts and Operations
58210201 1	Define resources income budget expenses and savings			
58210201 2	Give examples of material and nonmaterial resources			
58210201 3	Identify resources that can provide for basic needs			
58210201 4	Describe the role of a financial plan in satisfying basic needs			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR--School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC040106
TEX_22431
DEF_3336-0871

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58210201 5	Develop a weekly/biweekly budget (spending plan) for a special income			
58210201 6	Distinguish between the following pairs gross and net pay fixed and variable expenses and savings and investments			
58210201 7	Relate basic needs satisfaction to net pay income deductions fixed expenses and savings			
58210201 8	Demonstrate the use of nonmaterial resources to satisfy basic needs			
58210202	Manage resources to satisfy family goals (higher needs)	I Reading/Literature III Speaking IV Writing V Research		II Numerical and Algebraic Concepts and Operations
58210202 1	Define goals			
58210202 2	Give examples of reasonable family goals			
58210202 3	Estimate the cost of specific family goals (education housing vacation plans recreational items, etc) in the current economy			
58210202 4	Relate savings and/or investment planning to goal achievement			
58210202 5	Figure a reasonable biweekly or monthly savings plan for a specified family situation			
58210202 6	Evaluate savings plan options			
58210202 7	Distinguish between savings and investments			
58210202 8	Describe the effect of investments on available resources			
58210202 9	Demonstrate the use of nonmaterial resources to achieve personal/family goals			
58210203	Use financial credit to satisfy needs and wants	I Reading/Literature III Speaking IV Writing V Research		II Numerical and Algebraic Concepts and Operations

MATRIX KEY

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS–Health & Safety
SS Social Studies
PE Physical Education

SC CHAMBER/SCANS SKILLS
PQ–Personal Qualities
TS Thinking Skills
BS Basic Skills
IF–Information
IT–Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC- School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS--Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040107
TEX_22432
DEF_3336-0872

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58210203 1	Define credit finance/interest charge and credit limit			
58210203 2	Describe the purpose of credit			
58210203 3	Identify types and sources of credit			
58210203 4	Determine advantages and disadvantages of various types of credit			
58210203 5	Determine the effect of credit purchases on cost of an item family resources the creditor and state and federal income tax			
58210203 6	Identify purchases appropriate for buying on credit			
58210203 7	Describe how a credit rating is acquired			
58210204	Safeguard family resources	I Reading/Literature IV Writing V Research		II Numerical and Algebraic Concepts and Operations
58210204 1	Define insurance			
58210204 2	List personal resources that should be insured			
58210204 3	Identify various types of insurance coverage for each resource			
58210204 4	Define policy premium beneficiary face value maturity investment group policy and deductible			
58210204 5	Purchase basic insurance for a given family (property, health, automobile and life)			
58210204 6	Determine the cost of basic insurance coverage for a given family			
58210204 7	Evaluate family coverage			
58210204 8	Adjust a family savings plan to cover premium payments			
58210300	**C SATISFYING PERSONAL AND FAMILY NEEDS IN MARRIAGE**			

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A–Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T–Technology
- S Systems

NATIONAL GOALS
- SR–School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE–Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040108
TEX_22433
DEF_3336-0873

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58210301	Use consumer resources	I Reading/Literature III Speaking IV Writing V Research	Area I Living Things (Biology)	VI Probability and Statistics
58210301 1	Define consumer consumable and consumer goods and services			
58210301 2	Locate sources of factual consumer information on food clothing goods and housing choices			
58210301 3	List family characteristics that influence trans portation decisions			
58210301 4	Describe personal needs that must be considered when making food purchases			
58210301 5	Identify personal characteristics and preferences that influence clothing purchases			
58210302	Consider family characteristics prior to consumer purchases	I Reading/Literature III Speaking IV Writing		
58210302 1	List family characteristics and preferences that influence housing choices			
58210302 2	List family characteristics that influence trans portation decisions			
58210302 3	Describe personal needs that must be considered with making food purchases			
58210302 4	Identify personal characteristics and preferences that influence clothing purchases			
58210303	Use nonmaterial resources to satisfy family member needs	I Reading/Literature II Listening III Speaking		
58210303 1	Hold a family meeting			
58210303 2	Plan family activities			
58210303 3	Provide privacy for family members			

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040109
TEX_22434
DEF_3336-0874

COURSE SPECIFICATIONS FOR FAMILY LIFE EDUCATION II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58210303 4	Respond to a family member s need for companionship			
58210303 5	Counsel a family member			
58210303 6	Select reading materials for the home			
58210303 7	Teach family members to communicate			
58210303 8	Teach family members about safety			
58210303 9	Plan and practice a family fire drill			

Revision date 07/98

REC040110

CURRICULUM FRAMEWORKS
M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF--Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL--Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI--Parental Involvement

TEX_22435
DEF_3336-0875

FOODS AND NUTRITION 1

ACTIVITY/COURSE CODE· 5824

COURSE DESCRIPTION

Students in Foods and Nutrition I will study the principles of nutrition and the relationship of nutrition to individual health fitness and wellness Teacher demonstrations and guided laboratory experiences will enable students to gain skills in food safety and sanitation food storage use of convenience and pre packages foods healthy menu selection and some preparation

RELATED CAREERS

High School Education Food laboratory aide dietary aide food product tester test kitchen food assembler quality control technician Postsecondary Education Food and drug inspector food production chemist food technician dietary assistant dietetic technician Four Year or Postgraduate Education Food scientist test kitchen home economist dietitian food technologist nutritionist

OBJECTIVE

Given effective instruction equipment and supplies the student in Foods and Nutrition I will successfully complete the following core competencies

Credit 1/2 unit

REC040111
TEX_22436
DEF_3336-0876

FOODS AND NUTRITION I

RESOURCES

TEXTS

Duyff et al Modern Meals Glencoe/McGraw Hill 1990

Kowtaluk and Kopan Food For Today Glencoe/McGraw Hill 1990

Largen and Bence Guide to Good Food Goodheart Willcox 1992

Medved The World of Food Prentice Hall 1990

Food Science and You Glencoe/McGraw Hill 1994

COMPUTER DISKS

The Learning Seed
- The Grocery Game
- Fast Food Micro Guide

VIDEOS

Trend
- The Food Guide Pyramid

Meridian
- Microwave Cooking
- Major Appliance Selection and Care
- Controlling Weight Sensibly
- Food Safety
- Kitchen Safety and Sanitation
- Herbs and Spices
- Setting the Table

Franklin Clay Films
- Meal Planning
- Measuring Common Kitchen Ingredients

Learning Seed
- Buying Meat
- Table Manners

Wilton
- Cake Decorating Easy as 1 2 3

Guidance Association
- Kitchen Measures

Holloway Productions
- Ethnic Cooking Series

Keebler
- Cooking With Mr Food

Fleischmann
- Yeast Education Programs

White Lily
- Baking Video

REC040112
TEX_22437
DEF_3336-0877

FOODS AND NUTRITION I

RESOURCES continued

VIDEOS continued

Interpretive Education
Selecting and Eating at Restaurants
Easy

National Dairy Council
Label Ease

Use
Better Homes and Gardens
Making Your Kitchen Store More
Cooking Made Microwave Easy

National Livestock and Meat Board
Cooking Today s Beef
Cooking Today s Pork
Around the World with Pork

Educational Dimensions
Soups On Mmm Good
Breads Pasta and Pastry

OTHER

NASCO
Kitchen Tools and Gadgets (game)
Measure Up (game)
Measurement (kit)
Home Economics Facts Chart
Beef Cut Identification (kit)

Cambridge
The Food Guide Pyramid

Creative Educational Video
Careers in Nutrition

Career Aids
Kitchen Equipment

United Learning
Daily Food Choice for Healthy Living

Glencoe
Eating Disorders Anorexia Nervosa
and Bulimia

Karol Video
How to Survive in Your Kitchen

Trend
Food Guide Pyramid (bulletin board kit)

Nutrition Action Newsletter

UC Berkeley Wellness Newsletter

Special Diet Cookbooks (vegetarian diabetic sports children)

Clemson University Extension Service

Educational Programs
Sauces Creamy Dreamy

Unknown Sources
Table Manners for Everyday

On Eating Disorders
Cathy Rigby

REC040113
TEX_22438
DEF_3336-0878

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58240100	**A SELECTING FOOD TO MAINTAIN HEALTH AND WELL BEING**			
58240101	Demonstrate an understanding of the importance of nutrition	I Reading/Literature IV Writing V Research	Area I Living Things (Biology)	I Number and Numeration Systems
58240101 1	Explain why proper nutrition is important to the human body			
58240101 2	List nutrients their functions and the food sources that supply them			
58240101 3	Identify diseases related to food			
58240101 4	Define calories			
58240101 5	Determine number of calories needed to maintain desired weight			
58240101 6	List the Dietary Guidelines for Americans			
58240101 7	Evaluate fast foods for nutritional value			
58240101 8	Choose healthy foods from a restaurant menu			
58240101 9	Use food labels to evaluate food items			
58240102	Comprehend the relationship between diet and health	IV Writing D Use inferential and critical thinking to create written responses to a variety of texts across the curriculum	Area I Living Things (Biology)	
58240102 1	Trace the digestion of specific nutrients			
58240102 2	Describe the interrelationship of eating patterns and health			
58240102 3	Describe the food groups presented in he USDA s Food Guide Pyramid			
58240102 4	Evaluate personal eating habits			
58240102 5	Describe eating disorders (anorexia bulimia obesity etc)			
58240200	**B USING AND MAINTAINING KITCHEN WORK CENTERS**			
58240201	Organize work centers	V Research	Area III Matter and Energy	V Measurement
58240201 1	Arrange work centers for efficient use of time			
58240201 2	Arrange work centers for efficiency of motion			

REC040114
TEX_22439
DEF_3336-0879

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58240202	Use kitchen equipment and utensils		Area III Matter and Energy	V Measurement
58240202 1	Demonstrate proper use of large and small appliances and equipment			
58240202 2	Maintain equipment and appliances in operable condition			
58240202 3	Use equipment and appliances in a safe sanitary manner			
58240300	**C PRESERVING FOOD IN A SAFE AND SANITARY ENVIRONMENT**			
58240301	Maintain a safe working environment	III Speaking IV Writing	Area III Matter and Energy	V Measurement
58240301 1	Evaluate the kitchen area for safety			
58240301 2	Administer basic first aid (for burns and cuts)			
58240301 3	Practice safety in the kitchen			
58240301 4	Use safety practices o prevent accidents in kitchens			
58240302	Maintain a sanitary kitchen environment	I Reading/Literature	Area I Living Things (Biology) Area II Earth and Space Systems (Environmental Science)	V Measurement
58240302 1	Eliminate food contaminants			
58240302 2	Recognize food spoilage			
58240302 3	Dispose of spoiled/contaminated food			
58240302 4	Recognize the benefits of recycling			
58240303	Sto e food properly	I Reading/Literature V Research	Area I Living Things (Biology)	V Measurement
58240303 1	Identify proper storage of meats and milk			
58240303 2	Identify proper storage of canned goods and packaged foods			
58240303 3	Identify proper storage of fruits and vegetables			
58240303 4	Identify proper storage of breads			
58240303 5	Identify proper storage of leftovers			
58240303 6	Perform correct safety and sanitation procedures			

REC040115
TEX_22440
DEF_3336-0880

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58240400	D PREPARING FOOD FOR CONSUMPTION			
58240401	Read and use a recipe	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58240401 1	Define basic cooking terms and methods			
58240401 2	Comprehend abbreviations and measurements			
58240401 3	Practice measuring flour sugar shortening and liquids			
58240401 4	Plan a work schedule			
58240401 5	Prepare a simple recipe			
58240402	Prepare quick breads and cereals	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58240402 1	Identify and describe the functions of basic ingredients in bread products			
58240402 2	Prepare a quick bread			
58240402 3	Identify the types of grains used to make cereals			
58240402 4	Identify and explain the different methods of preparing cereals			
58240402 5	Prepare a cooked cereal			
58240402 6	Perform correct safety and sanitation procedures			
58240403	Prepare eggs and other dairy products	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58240403 1	Identify the various ways an egg can be prepared			
58240403 2	List the nutrients in an egg and identify their function(s)			
58240403 3	Prepare egg (hard cooked scrambled omelet and poached)			
58240403 4	List kinds and forms of milk			
58240403 5	List the nutrients in milk and identify their function(s)			
58240403 6	Identify factors to consider in selecting and purchasing milk products			

REC040116
TEX_22441
DEF_3336-0881

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58240403 7	Prepare a recipe using milk (cream soup chowder sauce beverage cold dessert or gravy)			
58240403 8	Perform correct safety and sanitation procedures			
58240404	Select, purchase and prepare fruits and vegetables	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics)	Area III Matter and Energy (Chemistry & Physics)
58240404 1	Identify factors to consider in selecting fruits and vegetables			
58240404 2	Identify factors to consider in purchasing fruits and vegetables			
58240404 3	Describe proper techniques for preparing fruits and vegetables			
58240404 4	Prepare a dish using fruits			
58240404 5	Prepare a dish using vegetables			
58240405	Identify and prepare desserts	I Reading/Literature	Area III Matter and Energy (Chemistry & Physics)	Area III Matter and Energy (Chemistry & Physics)
58240405 1	List the types of desserts and give examples of each			
58240405 2	Prepare a dessert (cookies brownies pie and cake)			
58240405 3	Perform correct safety and sanitation procedures			
58240500	**E PLANNING AND SERVING A TIME SAVING MEAL**			
58240501	Plan a meal	I Reading IV Writing		II Numerical and Algebraic Concepts and Operations V Measurement
58240501 1	Decide on a menu using convenience foods			
58240501 2	Prepare recipe cards			
58240501 3	Determine methods of preparation			
58240501 4	Determine equipment and utensils to be used			
58240501 5	Determine time schedule			
58240501 6	Determine food budget			
58240501 7	Prepare a shopping list			

REC040117
TEX_22442
DEF_3336-0882

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58240502	Prepare a time saving meal	I Reading II Listening III Speaking IV Writing V Research		II Numerical and Algebraic Concepts and Operations V Measurement
58240502 1	Shop for the meal			
58240502 2	Prepare meal from recipes			
58240502 3	Follow the time schedule			
58240502 4	Complete in a 50 minute time frame			
58240503	Serve a meal using the proper table service	I Reading III Speaking IV Writing		II Numerical and Algebraic Concepts and Operations
58240503 1	Identify table settings appropriate for specified meals			
58240503 2	Set table for appropriate style meal			
58240503 3	Discuss appropriate table manners for each meal			
58240503 4	Serve the meal using appropriate style			
58240503 5	Observe appropriate table manners			

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

REC040118

TEX_22443

DEF_3336-0883

FOODS AND NUTRITION I

ACTIVITY/COURSE CODE· 5824

COURSE DESCRIPTION

Students in Foods and Nutrition I will study the principles of nutrition and the relationship of nutrition to individual health fitness and wellness Teacher demonstrations and guided laboratory experiences will enable students to gain skills in food safety and sanitation food storage use of convenience and pre packaged foods healthy menu selection and some preparation

RELATED CAREERS

High School Education Food laboratory aide dietary aide food product tester test kitchen food assembler quality control technician Postsecondary Education Food and drug inspector food production chemist food technician dietary assistant dietetic technician Four Year or Postgraduate Education Food scientist test kitchen home economist dietitian food technologist nutritionist

OBJECTIVE

Given effective instruction equipment and supplies the student in Foods and Nutrition I will successfully complete the following core competencies

Credit 1/2 unit

REC040119
TEX_22444
DEF_3336-0884

FOODS AND NUTRITION I
RESOURCES

TEXTS

Adventures in Food and Nutrition Student Activity Guide Glencoe/McGraw Hill

Adventures in Food and Nutrition Student Edition Glencoe/McGraw Hill

Discovering Food and Nutrition, Student Edition Glencoe/McGraw Hill 1997

Discovering Food and Nutrition Student Workbook Glencoe/McGraw Hill 1997

Duyff et al Modern Meals Glencoe/McGraw Hill 1990

Kowtaluk and Kopan Food For Today Student Edition Glencoe/McGraw Hill 1997

Kowtaluk and Kopan Food For Today Student Workbook Glencoe/McGraw Hill 1997

Largen and Bence Guide to Good Food Student Activity Guide Goodheart Willcox Company 1996

Largen and Bence Guide to Good Food Student Edition Goodheart Willcox Company 1996

Medved The World of Food Prentice Hall 1990

Food Science and You Glencoe/McGraw Hill 1994

COMPUTER DISKS

The Learning Seed
- The Grocery Game
- Fast Food Micro Guide

VIDEOS

Trend
- The Food Guide Pyramid

Meridian
- Microwave Cooking
- Major Appliance Selection and Care

Meridian
- Microwave Cooking
- Major Appliance Selection and Care
- Controlling Weight Sensibly
- Food Safety

Franklin Clay Films
- Meal Planning
- Measuring Common Kitchen Ingredients

Learning Seed
- Buying Meat
- Table Manners

Holloway Productions
- Scenic Cooking Series

Keebler
- Cooking With Mr Food

REC040120

TEX_22445

DEF_3336-0885

RESOURCES continued

Fleischmann
- Yeast Education Programs
- Kitchen Safety and Sanitation
- Herbs and Spices
- Setting the Table

Interpretive Education
- Selecting and Eating at Restaurants

National Dairy Council
- Label Ease

Better Homes and Gardens
- Making Your Kitchen Store More
- Cooking Made Microwave Easy

National Livestock and Meat Board
- Cooking Today s Beef
- Cooking Today s Pork
- Around the World with Pork

Educational Dimensions
- Soup s On Mmm Good
- Breads Pasta and Pastry

Wilton
- Cake Decorating Easy As 1 2 3

Guidance Association
- Kitchen Measures

White Lily
- Baking Video

OTHER

NASCO
- Kitchen Tools and Gadgets (game)
- Measure Up (game)
- Measurement (kit)

NASCO
- Home Economics Facts Chart
- Beef Cut Identification (kit)

Cambridge
- The Food Guide Pyramid

Creative Educational Video
- Careers in Nutrition

Career Aids
- Kitchen Equipment

United Learning
- Daily Food Choice for Healthy Living

Glencoe
- Eating Disorders Anorexia Nervosa and Bulimia

Karol Video
- How to Survive in Your Kitchen

Trend
- Food Guide Pyramid (bulletin board kit)

Nutrition Action Newsletter

UC Berkeley Wellness Newsletter

Special Diet Cookbooks (vegetarian diabetic sports children)

Clemson University Extension Service

Educational Programs
- Sauces Creamy Dreamy Easy

Unknown Sources
- Table Manners for Everyday Use

On Eating Disorders
- Cathy Rigby

REC040121
TEX_22446
DEF_3336-0886

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58240100	**A SELECTING FOOD TO MAINTAIN HEALTH AND WELL-BEING**																								
58240101	Demonstrate an understanding of the importance of nutrition	X					X			X	X	X	X									X	X		
58240101 1	Explain why proper nutrition is important to the human body																								
58240101 2	List nutrients their functions and the food sources that supply them																								
58240101 3	Identify diseases related to food																								
58240101 4	Define calories																								
58240101 5	Determine number of calories needed to maintain desired weight																								
58240101 6	List the Dietary Guidelines for Americans																								
58240101 7	Evaluate fast foods for nutritional value																								
58240101 8	Choose healthy foods from a restaurant menu																								
58240101 9	Use food labels to evaluate food items																								
58240102	Comprehend the relationship between diet and health						X			X	X	X	X			X							X		
58240102 1	Trace the digestion of specific nutrients																								
58240102 2	Describe the interrelationship of eating patterns and health																								
58240102 3	Describe the food groups presented in the USDA s Food Guide Pyramid																								
58240102 4	Evaluate personal eating habits																								
58240102 5	Describe eating disorders (anorexia bulimia obesity etc)																								
58240200	**B USING AND MAINTAINING KITCHEN WORK CENTERS**																								
58240201	Organize work centers										X	X	X		X		X								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA–Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS- Basic Skills
- IF–Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040122
TEX_22447
DEF_3336-0887

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58240201 1	Arrange work centers for efficient use of time																								
58240201 2	Arrange work centers for efficiency of motion																								
58240202	Use kitchen equipment and utensils										X	X	X		X	X				X			X		
58240202 1	Demonstrate proper use of large and small appliances and equipment																								
58240202 2	Maintain equipment and appliances in operable condition																								
58240202 3	Use equipment and appliances in a safe sanitary manner																								
58240300	**C PRESERVING FOOD IN A SAFE AND SANITARY ENVIRONMENT**																								
58240301	Maintain a safe working environment						X			X	X	X								X					
58240301 1	Evaluate the kitchen area for safety																								
58240301 2	Administer basic first aid (for burns and cuts)																								
58240301 3	Practice safety in the kitchen																								
58240301 4	Use safety practices to prevent accidents in kitchens																								
58240302	Maintain a sanitary kitchen environment						X				X	X			X								X		
58240302 1	Eliminate food contaminants																								
58240302 2	Recognize food spoilage																								
58240302 3	Dispose of spoiled/contaminated food																								
58240302 4	Recognize the benefits of recycling																								
58240303	Store food properly						X				X	X													
58240303 1	Identify proper storage of meats and milk																								
58240303 2	Identify proper storage of canned goods and packaged foods																								
58240303 3	Identify proper storage of fruits and vegetables																								
58240303 4	Identify proper storage of breads																								
58240303 5	Identify proper storage of leftovers																								
58240303 6	Perform correct safety and sanitation procedures																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M–Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040123
TEX_22448
DEF_3336-0888

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58240400	**D PREPARING FOOD FOR CONSUMPTION**																								
58240401	Read and use a recipe	X				X					X	X				X						X	X		
58240401 1	Define basic cooking terms and methods																								
58240401 2	Comprehend abbreviations and measurements																								
58240401 3	Practice measuring flour sugar shortening and liquids																								
58240401 4	Plan a work schedule																								
58240401 5	Prepare a simple recipe																								
58240402	Prepare quick breads and cereals	X				X					X	X				X						X	X		
58240402 1	Identify and describe the functions of basic ingredients in bread products																								
58240402 2	Prepare a quick bread																								
58240402 3	Identify the types of grains used to make cereals																								
58240402 4	Identify and explain the different methods of preparing cereals																								
58240402 5	Prepare a cooked cereal																								
58240402 6	Perform correct safety and sanitation procedures																								
58240403	Prepare eggs and other dairy products	X				X						X	X			X						X	X		
58240403 1	Identify the various ways an egg can be pre pared																								
58240403 2	List the nutrients in an egg and identify their function(s)																								
58240403 3	Prepare egg (hard cooked scrambled omelet and poached)																								
58240403 4	List kinds and forms of milk																								
58240403 5	List the nutrients in milk and identify their function(s)																								
58240403 6	Identify factors to consider in selecting and purchasing milk products																								
58240403 7	Prepare a recipe using milk (cream soup																								

CURRICULUM FRAMEWORKS
M Math
FL–Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS–Health & Safety
SS Social Studies
PE Physica Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF–Information
IT–Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR–School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040124
TEX_22449
DEF_3336-0889

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	chowder sauce beverage cold dessert or gravy)																								
58240403 8	Perform correct safety and sanitation procedures																								
58240404	Select purchase and prepare fruits and vegetables	X				X					X	X	X			X						X	X		
58240404 1	Identify factors to consider in selecting fruits and vegetables																								
58240404 2	Identify factors to consider in purchasing fruits and vegetables																								
58240404 3	Describe proper techniques for preparing fruits and vegetables																								
58240404 4	Prepare a dish using fruits																								
58240404 5	Prepare a dish using vegetables																								
58240405	Identify and prepare desserts	X				X					X	X	X			X						X	X		
58240405 1	List the types of desserts and give examples of each																								
58240405 2	Prepare a dessert (cookies brownies pie and cake)																								
58240405 3	Perform correct safety and sanitation procedures																								
58240500	**E PLANNING AND SERVING A TIME SAVING MEAL**																								
58240501	Plan a meal	X				X					X	X	X		X	X				X		X	X		
58240501 1	Decide on a menu using convenience foods																								
58240501 2	Prepare recipe cards																								
58240501 3	Determine methods of preparation																								
58240501 4	Determine equipment and utensils to be used																								
58240501 5	Determine time schedule																								
58240501 6	Determine food budget																								
58240501 7	Prepare a shopping list																								
58240502	Prepare a timesaving meal	X								X	X	X		X		X	X			X		X	X		

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT--Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR--School Readiness
- SC- School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040125
TEX_22450
DEF_3336-0890

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58240502 1	Shop for the meal																								
58240502 2	Prepare meal from recipes																								
58240502 3	Follow the time schedule																								
58240502 4	Complete in a 50 minute time frame																								
58240503	Serve a meal using the proper table service			X						X	X	X	X	X	X	X						X	X		
58240503 1	Identify table settings appropriate for specified meals																								
58240503 2	Set table for appropriate style meal																								
58240503 3	Discuss appropriate table manners for each meal																								
58240503 4	Serve the meal using appropriate style																								
58240503 5	Observe appropriate table manners																								

Revision date 07/98

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT--Interpersonal
- R--Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
  - MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

REC040126
TEX_22451
DEF_3336-0891

SOWELL GRAY

SOWELL GRAY STEPP & LAFFITTE LLC
AT ORNE ND CO NS O A AW

July 7 2004

Gem Lakes Homeowner
Aiken South Carolina

RE South Carolina Utili ies Inc Proposed Rate Increase

Dear Gem Lakes Resident

South Carolina Utilities Inc (hereinafter SCUI) has reached a tentative settlement with the staff of the South Carolina Public Service Commission and other parties on the proposed sewer rate increase As you recall SCUI proposed an increase to $107 87 up from the approximate $23 a month you currently pay The settlement agreement proposes a monthly charge of **$48 63** Included in this total amount is the fee imposed by the City of Aiken of approximately $24

To memorialize the settlement all parties must consent to the terms of the agreement Thus the Gem Lakes residents need to vote on the terms of the Agreement ***A community meeting has been called for Tuesday July 13 2004 at 6 30 p m at the Town Creek Baptist Church*** Please plan to attend the meeting to vote on accepting the proposed settlement or to reject the settlement Also you can vote by using the enclosed ballot and forwarding it by mail to the referenced address **The PSC needs to be informed of your decision by Friday July 16**

Robert E Tyson Jr
rtyson@sowell com
DD 803 231 7838

1310 Gadsden Street
Post Office Box 11449
Columb SC 29211

P n 803 929 1400
803 929 0300
w www sow ll om

The terms of the settlement are as follows SCUI will merge with an affiliated sewer company United Utility Companies Inc The residents of Gem Lakes will now be customers of United and will pay the PSC approved collection rate for United If the parties agree to the terms there will not be a need for a hearing in early September

Discussions are ongoing between the City of Aiken and SCUI about the City s purchase of the sewer system The City has been receptive to discuss the potential purchase assuming the purchase price was reasonable While these discussions progress the proposed rate increase must be addressed

As to future rate increases United Utilities has the right to propose a rate increase at any time to cover actual expenses in closing the spray fields and connecting to the City of Aiken system The potential impact on the Gem Lakes resident depends upon the magnitude of the request

SOWELL GRAY

SOWELL GRAY STEPP & LAFFITTE LLC
A ORN YS AND COUN LO A AW

I look forward to seeing you on Tuesday Please feel free to contact me if you have any questions concerning the proposed agreement

Sincerely

Robert E Tyson Jr

RETjr alh

CUT HERE

TO GLSRA
PO Box 5420
Aiken South Carolina 29804

Name _____

Address _____

PLEASE VOTE EITHER FOR OR AGAINST THE PROPOSED SETTLEMENT AGREEMENT OF $48 63 PER MONTH

FOR _____

AGAINST _____

Litigation is Our Business

FOODS AND NUTRITION 2

ACTIVITY/COURSE CODE. 5825

COURSE DESCRIPTION

Foods and Nutrition II is for the student who has demonstrated proficiency in level I and has a desire to pursue employment training in the Culinary Arts Managing and maximizing the food dollar and responsible consumer behavior ethnic and multicultural foods healthy meal planning selection and preparation basic preparation techniques and utensil and equipment use and care will be stressed during guided instruction independent study and laboratory experiences

RELATED CAREERS

High School Education Food laboratory aide dietary aide food product tester test kitchen food assembler quality control technician Postsecondary Education Food and drug inspector food production chemist food technician dietary assistant dietetic technician Four Year or Postgraduate Education Food scientist test kitchen home economist dietitian food technologist nutritionist

OBJECTIVE

Given effective instruction equipment and supplies the student in Foods and Nutrition II will successfully complete the following core competencies

Credit 1/2 unit

REC040129
TEX_22454
DEF_3336-0894

FOODS AND NUTRITION II

RESOURCES

TEXTS

Duyff et al Modern Meals Glencoe/McGraw Hill 1990

Kowtaluk and Kopan Food For Today Glencoe/McGraw Hill 1990

Largen and Bence Guide to Good Food Goodheart Willcox 1992

Medved The World of Food Prentice Hall 1990

Food Science and You Glencoe/McGraw Hill 1994

COMPUTER DISKS

The Learning Seed
- The Grocery Game
- Fast Food Micro Guide

VIDEOS

Trend
- The Food Guide Pyramid

Meridian
- Microwave Cooking
- Major Appliance Selection and Care
- Controlling Weight Sensibly
- Food Safety
- Kitchen Safety and Sanitation
- Herbs and Spices
- Setting the Table

Franklin Clay Films
- Meal Planning
- Measuring Common Kitchen Ingredients

Learning Seed
- Buying Meat
- Table Manners

Wilton
- Cake Decorating Easy as 1 2 3

Guidance Association
- Kitchen Measures

Holloway Productions
- Ethnic Cooking Series

Keebler
- Cooking With Mr Food

Fleischmann
- Yeast Education Programs

White Lily
- Baking Video

REC040130
TEX_22455
DEF_3336-0895

FOODS AND NUTRITION II

RESOURCES continued

VIDEOS continued

Interpretive Education
Selecting and Eating at Restaurants
Easy

National Dairy Council
Label Ease

Use
Better Homes and Gardens
Making Your Kitchen Store More
Cooking Made Microwave Easy

National Livestock and Meat Board
Cooking Today s Beef
Cooking Today s Pork
Around the World with Pork

Educational Dimensions
'Soups On Mmm Good
Breads Pasta and Pastry

Cambridge
The Food Guide Pyramid

Creative Educational Video
Careers in Nutrition

Career Aids
Kitchen Equipment

United Learning
Daily Food Choice for Healthy Living

Glencoe
Eating Disorders Anorexia Nervosa
and Bulimia

Karol Video
How to Survive in Your Kitchen

Educational Programs
Sauces Creamy Dreamy

Unknown Sources
Table Manners for Everyday

On Eating Disorders
Cathy Rigby

OTHER

NASCO
Kitchen Tools and Gadgets (game)
Measure Up (game)
Measurement (kit)
Home Economics Facts Chart
Beef Cut Identification (kit)

Trend
Food Guide Pyramid (bulletin board kit)

Nutrition Action Newsletter

UC Berkeley Wellness Newsletter

Special Diet Cookbooks (vegetarian diabetic sports children)

Clemson University Extension Service

Competency	Competency/Objective	SC CURRICULUM STANDARDS

REC040131
TEX_22456
DEF_3336-0896

Number		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58250100	A PLANNING AND SERVING SPECIAL MEALS			
58250101	Plan meals appropriate for individual needs according to the dietary guidelines	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58250101 1	Describe how to use the dietary guidelines to prevent disease and improve health			
58250101 2	Identify food needs for different stages of the life cycle (pregnant women infants children teens adults, and elderly)			
58250101 3	Plan meals for special diets (low calorie/weight control pregnancy children teen athletes low fat/cholesterol low sodium high fiber, etc)			
58250101 4	Prepare a food that follows the dietary guidelines (low fat/cholesterol low sodium low sugar and high starch and fiber)			
58250101 5	Describe the steps to take to develop a personal wellness plan			
58250102	Plan foods for special occasions	I Reading/Literature III Speaking IV Writing V Research		II Numerical and Algebraic Concepts and Operations V Measurement
58250102 1	Plan menu for a special occasion			
58250102 2	Budget for special occasions (Thanksgiving Christmas etc)			
58250102 3	Organize and prepare for a special occasion			
58250102 4	Identify tableware and linens			
58250102 5	State advantages and disadvantages of time management			
58250103	Develop an awareness of foods from around the world	I Reading/Literature III Speaking IV Writing V Research	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations
58250103 1	Discuss how food habits are influenced by cultural beliefs and values			
58250103 2	Collect and examine nutritional contents of recipes from other countries			

REC040132
TEX_22457
DEF_3336-0897

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58250103 3	Identify restaurants specializing in cultural foods			
58250103 4	Identify similar recipes from different countries and compare the ingredients and preparation techniques used			
58250200	**B PREPARING FOOD FOR CONSUMPTION**			
58250201	Prepare yeast breads	I Reading/Literature III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58250201 1	Describe the functions of yeast			
58250201 2	Describe the steps in making yeast dough			
58250201 3	Prepare a bread recipe using yeast			
58250202	Prepare eggs and dairy products	I Reading/Literature III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58250202 1	Make egg thickened salad dressings and sauces such as mayonnaise Thousand Island dressing or hollandaise			
58250202 2	Use eggs as a primary ingredient (souffle fondue or cheesecake)			
58250202 3	Select cheese based on use in food preparation			
58250202 4	Use cheese as a primary ingredient (quiches or omelets)			
58250203	Sele t purchase and prepare meat poultry or fish	I Reading/Literature III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58250203 1	Identify factors to consider in selecting meat poultry or fish			
58250203 2	Dis inguish between tender and less tender cuts			
58250203 3	List the classes of poultry			
58250203 4	Identify factors to consider in purchasing meat poultry or fish			
58250203 5	Describe proper cooking techniques for meat poultry or fish			
58250203 6	Prepare a dish using meat poultry or fish (casserole salad etc)			

REC040133
TEX_22458
DEF_3336-0898

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58250204	Prepare fruits and vegetables	I Reading/Literature III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58250204 1	Braise or broil fruits and vegetables			
58250204 2	Deep fry or saute fruits and vegetables			
58250204 3	P epare frozen fruits and vegetables			
58250204 4	Prepare salads			
58250204 5	Prepare garnishes			
58250205	Prepare desserts	I Reading/Literature III Speaking IV Writing	Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations V Measurement
58250205 1	Make chiffon or foam cake from recipe or mix			
58250205 2	Make cobbler			
58250205 3	Make meringue			
58250205 4	Make milk based desserts (ice cream trifle pudding or custard)			
58250300	**C ACTING RESPONSIBLY IN THE MARKET PLACE**			
58250301	Demonstrate appropriate choices when eating out	I Reading/Literature II Listening III Speaking	Area I Living Things (Biology) Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations
58250301 1	Evaluate fast foods for nutritional value			
58250301 2	Choose healthy foods from a restaurant menu			
58250301 3	Use appropriate consumer behavior while eating out (order proper manners check bill compute appropriate tip)			
58250302	Practice appropriate consumer decision making skills	I Reading/Literature II Listening III Speaking IV Writing	Area I Living Things (Biology) Area III Matter and Energy (Chemistry & Physics)	II Numerical and Algebraic Concepts and Operations
58250302 1	Identify factors affecting food supply and price (advertising processing marketing cost and store type)			
58250302 2	Identify sales techniques used by the food industry			

REC040134
TEX_22459
DEF_3336-0899

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58250302 3	Name food shopping strategies (saving money and getting proper nutrition)			
58250302 4	Use food labels to evaluate food items			
58250302 5	Prepare and compare homemade foods and convenience foods (taste cost time skill and nutrition)			
58250400	**D DEVELOPING AN AWARENESS OF EMPLOYMENT OPPORTUNITIES IN FOOD RELATED OCCUPATIONS**			
58250401	Identify employment opportunities in food related occupations	I Reading/Literature III Speaking IV Writing V Research		
58250401 1	Define terms and definitions			
58250401 2	Identify employment opportunities in apprentice/unskilled occupations			
58250401 3	Identify employment opportunities in professional and managerial occupations			
58250402	Identify factors affecting job advancement	I Reading/Literature III Speaking IV Writing		
58250402 1	Identify personality traits affecting job success			
58250402 2	List on the job habits that affect job success			

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

REC040135
TEX_22460
DEF_3336-0900

FOODS AND NUTRITION II

ACTIVITY/COURSE CODE. 5825

COURSE DESCRIPTION

Foods and Nutrition II is for the student who has demonstrated proficiency in level I and has a desire to pursue employment training in the Culinary Arts Managing and maximizing the food dollar and responsible consumer behavior ethnic and multicultural foods healthy meal planning selection and preparation basic preparation techniques and utensil and equipment use and care will be stressed during guided instruction independent study and laboratory experiences

RELATED CAREERS

High School Education Food laboratory aide dietary aide food product tester test kitchen food assembler quality control technician Postsecondary Education Food and drug inspector food production chemist food technician dietary assistant dietetic technician Four Year or Postgraduate Education Food scientist test kitchen home economist dietitian food technologist nutritionist

OBJECTIVE

Given effective instruction equipment and supplies the student in Foods and Nutrition II will successfully complete the following core competencies

Credit 1/2 unit

REC040136
TEX_22461
DEF_3336-0901

FOODS AND NUTRITION II
RESOURCES

TEXTS

Adventures in Food and Nutrition Student Activity Guide Glencoe/McGraw Hill

Adventures in Food and Nutrition Student Edition Glencoe/McGraw Hill

Discovering Food and Nutrition, Student Edition Glencoe/McGraw Hill 1997

Discovering Food and Nutrition Student Workbook Glencoe/McGraw Hill 1997

Duyff et al Modern Meals Glencoe/McGraw Hill 1990

Kowtaluk and Kopan Food For Today, Student Edition Glencoe/McGraw Hill 1997

Kowtaluk and Kopan Food For Today Student Workbook Glencoe/McGraw Hill 1997

Largen and Bence Guide to Good Food, Student Activity Guide Goodheart Willcox Company 1996

Largen and Bence Guide to Good Food Student Edition Goodheart Willcox Company 1996

Medved The World of Food Prentice Hall 1990

Food Science and You Glencoe/McGraw Hill 1994

COMPUTER DISKS

The Learning Seed
- The Grocery Game
- Fast Food Micro Guide

VIDEOS

Trend
- The Food Guide Pyramid

Meridian
- Microwave Cooking
- Major Appliance Selection and Care

Meridian
- Microwave Cooking
- Major Appliance Selection and Care
- Controlling Weight Sensibly
- Food Safety

Franklin Clay Films
- Meal Planning
- Measuring Common Kitchen Ingredients

Learning Seed
- Buying Meat
- Table Manners

Holloway Productions
- Scenic Cooking Series

Keebler
- Cooking With Mr Food

REC040137
TEX_22462
DEF_3336-0902

REC040138

TEX_22463

DEF_3336-0903

FOODS AND NUTRITION II
RESOURCES continued

Fleischmann
- Yeast Education Programs
- Kitchen Safety and Sanitation
- Herbs and Spices
- Setting the Table

Interpretive Education
- Selecting and Eating at Restaurants

National Livestock and Meat Board
- Cooking Today s Beef
- Cooking Today s Pork
- Around the World with Pork

Educational Dimensions
- Soup s On Mmm Good
- Breads Pasta and Pastry

Wilton
- Cake Decorating Easy As 1 2 3

Guidance Association
- Kitchen Measures

White Lily
- Baking Video

OTHER

NASCO
- Kitchen Tools and Gadgets (game)
- Measure Up (game)
- Measurement (kit)
- Home Economics Facts Chart
- Beef Cut Identification (kit)

Cambridge
- The Food Guide Pyramid

Creative Educational Video
- Careers in Nutrition

Career Aids
- Kitchen Equipment

United Learning
- Daily Food Choice for Healthy Living

Glencoe
- Eating Disorders Anorexia Nervosa and Bulimia

Karol Video
- How to Survive in Your Kitchen

Trend
- Food Guide Pyramid (bulletin board kit)

Nutrition Action Newsletter

UC Berkeley Wellness Newsletter

Special Diet Cookbooks (vegetarian diabetic sports children)

Clemson University Extension Service

Educational Programs
- Sauces Creamy Dreamy Easy

Unknown Sources
- Table Manners for Everyday Use

On Eating Disorders

Cathy Rigby

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58250100	**A PLANNING AND SERVING SPECIAL MEALS**																								
58250101	Plan meals appropriate for individual needs according to the dietary guidelines	X		X			X			X	X	X	X	X		X				X			X		
58250101 1	Describe how to use the dietary guidelines to prevent disease and improve health																								
58250101 2	Identify food needs for different stages of the life cycle (pregnant women infants children teens adults and elderly)																								
58250101 3	Plan meals for special diets (low calorie/weight control pregnancy children teen athletes low fat/cholesterol low sodium high fiber etc)																								
58250101 4	Prepare a food that follows the dietary guidelines (low fat/cholesterol low sodium low sugar and high starch and fiber)																								
58250101 5	Describe the steps to take to develop a personal wellness plan																								
58250102	Plan foods for special occasions	X		X						X	X	X	X		X					X		X			
58250102 1	Plan menu for a special occasion																								
58250102 2	Budget for special occasions (Thanksgiving Christmas, etc)																								
58250102 3	Organize and prepare for a special occasion																								
58250102 4	Identify tableware and linens																								
58250102 5	State advantages and disadvantages of time management																								
58250103	Develop an awareness of foods from around the world		X								X		X			X				X			X		
58250103 1	Discuss how food habits are influenced by cultural beliefs and values																								
58250103 2	Collect and examine nutritional contents of recipes from other countries																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT–Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA–Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF–Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC040139
TEX_22464
DEF_3336-0904

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58250103 3	Identify restaurants specializing in cultural foods																								
58250103 4	Identify similar recipes from different countries and compare the ingredients and preparation techniques used																								
58250200	**B PREPARING FOOD FOR CONSUMPTION**																								
58250201	Prepare yeast breads	X									X					X				X		X			
58250201 1	Describe the functions of yeast																								
58250201 2	Describe the steps in making yeast dough																								
58250201 3	Prepare a bread recipe using yeast																								
58250202	Prepare eggs and dairy products	X	X								X					X				X		X			
58250202 1	Make egg thickened salad dressings and sauces such as mayonnaise Thousand Island dressing or hollandaise																								
58250202 2	Use eggs as a primary ingredient (souffle fondue or cheesecake)																								
58250202 3	Select cheese based on use in food preparation																								
58250202 4	Use cheese as a primary ingredient (quiches or omelets)																								
58250203	Select purchase and prepare meat poultry or fish	X									X					X				X		X			
58250203 1	Identify factors to consider in selecting meat poultry or fish																								
58250203 2	Distinguish between tender and less tender cuts																								
58250203 3	List the classes of poultry																								
58250203 4	Identify factors to consider in purchasing meat poultry or fish																								
58250203 5	Describe proper cooking techniques for meat poultry or fish																								
58250203 6	Prepare a dish using meat poultry or fish (casserole salad etc)																								
58250204	Prepare fruits and vegetables	X		X							X					X				X		X			

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA–Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ–Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF–Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040140
TEX_22465
DEF_3336-0905

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58250204 1	Braise or broil fruits and vegetables																								
58250204 2	Deep fry or saute fruits and vegetables																								
58250204 3	Prepare frozen fruits and vegetables																								
58250204 4	Prepare salads																								
58250204 5	Prepare garnishes																								
58250205	Prepare desserts	X									X					X				X		X			
58250205 1	Make chiffon or foam cake from recipe or mix																								
58250205 2	Make cobbler																								
58250205 3	Make meringue																								
58250205 4	Make milk based desserts (ice cream trifle pudding or custard)																								
58250300	**C ACTING RESPONSIBLY IN THE MARKET PLACE**																								
58250301	Demonstrate appropriate choices when eating out						X			X	X	X	X		X					X			X		
58250301 1	Evaluate fast foods for nutritional value																								
58250301 2	Choose healthy foods from a restaurant menu																								
58250301 3	Use appropriate consumer behavior while eating out (order proper manners check bill compute appropriate tip)																								
58250302	Practice appropriate consumer decision making skills	X					X			X	X	X	X	X	X					X			X		
58250302 1	Identify factors affecting food supply and price (advertising processing marketing cost and store type)																								
58250302 2	Identify sales techniques used by the food industry																								
58250302 3	Name food shopping strategies (saving money and getting proper nutrition)																								
58250302 4	Use food labels to evaluate food items																								
58250302 5	Prepare and compare homemade foods and																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A–Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT–Interpersonal
- R–Resources
- T Technology
- S–Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040141
TEX_22466
DEF_3336-0906

COURSE SPECIFICATIONS FOR FOODS AND NUTRITION II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	convenience foods (taste cost time skill and nutrition)																								
58250400	**D DEVELOPING AN AWARENESS OF EMPLOYMENT OPPORTUNITIES IN FOOD RELATED OCCUPATIONS**																								
58250401	Identify employment opportunities in food related occupations									X		X	X		X					X			X		
58250401 1	Define terms and definitions																								
58250401 2	Identify employment opportunities in apprentice/unskilled occupations																								
58250401 3	Identify employment opportunities in professional and managerial occupations																								
58250402	Identify factors affecting job advancement									X		X			X					X			X		
58250402 1	Identify personality traits affecting job success																								
58250402 2	List on the job habits that affect job success																								

Revision date 07/98

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF–Information
- IT–Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE–Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC040142
TEX_22467
DEF_3336-0907

HOUSING AND HOME FURNISHINGS 1

ACTIVITY/COURSE CODE. 5830

COURSE DESCRIPTION

Housing and Home Furnishings I is designed to help students understand housing needs and develop knowledge and skills which will enable them to make housing decisions in the future The role of the home in creating a favorable climate for family living is stressed Housing styles home furnishings and equipment and the principles of interior design will be studied and analyzed

RELATED CAREERS

High School Education. Color consultant showroom assistant interior design aide furnishings sales associate janitor/cleaner housekeeping aide host/hostess Postsecondary Education Display designer interior design assistant photo stylist furnishings buyer drapery/upholstery estimator energy auditor housekeeping instructor Four Year or Postgraduate Education Furniture designer interior designer set designer furnishings sales manager equipment specialist custodial services manager home restoration supervisor

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Home Furnishing I will successfully complete the following core competencies

Credit 1/2 unit

REC040143
TEX_22468
DEF_3336-0908

HOUSING AND HOME FURNISHINGS I

RESOURCES

TEXTS

Sherwood Homes Today and Tomorrow Glencoe/McGraw Hill Book Co 1990

Lewis Housing Decisions Goodheart Willcox 1990

VIDEOS

Learning Seed
- Furniture A Buyer s Guide
- Design for Living
- Eye for Design

Hunter Douglas Duette Window Fashions
- Discovering the Well Dressed Window

OTHER

Learning Seed
- What Everyone Should Know About Fabrics

REC040144
TEX_22469
DEF_3336-0909

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58300100	A EVALUATING HOUSING			
58300101	Analyze environmental technological structural and design factors that have an effect on housing trends	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 2 Interactions Area II Earth and Space Systems (Environmental Science) Strand 2 Interactions	
58300101 1	Define housing housing design and housing structure			
58300101 2	Identify housing choices (types) available in most communities			
58300101 3	Recognize different styles of housing			
58300101 4	Identify and describe the major characteristics of materials commonly used in housing structures			
58300102	Analyze cultural social economic and political factors that influence housing trends	I Reading/Literature III Speaking IV Writing V Research	Area II Earth and Space Systems (Environmental Science) Strand 3 Change	I Number and Numeration Systems
58300102 1	Interpret the following terms housing trends and environmental factors			
58300102 2	Identify environmental factors that can affect housing trends (past and current)			
58300102 3	Compare previous and current housing trends in the local community			
58300102 4	Describe factors that may influence housing trends in the future			
58300103	Describe community/neighborhood services that influence community and consumer choices	I Reading/Literature III Speaking IV Writing V Research		
58300103 1	Clarify the concepts of neighborhood and community			
58300103 2	Identify the characteristics of neighborhoods			

REC040145
TEX_22470
DEF_3336-0910

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58300103 3	Define and identify community service			
58300103 4	Acknowledge intangible elements within a community that affect housing choices			
58300200	**B SELECTING HOUSING**			
58300201	Identify characteristics of households that influence housing choices	I Reading/Literature III Speaking IV Writing V Research		
58300201 1	Analyze how household composition (family life cycle stage) influences housing alternatives			
58300201 2	Identify physical and mental conditions of household members that may influence housing choices			
58300201 3	Describe how housing preferences change with the life cycle			
58300202	Compare housing alternatives	I Reading/Literature III Speaking IV Writing V Research		IV Geometry and Spatial Sense B Use technology whenever appropriate to explore concepts and applications of geometry
58300202 1	Identify housing alternatives on the current market			
58300202 2	Identify factors that influence housing choices available			
58300202 3	List advantages and disadvantages of home ownership and renting housing			
58300203	Demonstrate knowledge of housing costs and methods of financing housing	I Reading/Literature III Speaking IV Writing V Research		III Patterns Relationships and Functions B Model real world phenomena with a variety of functions using technology whenever appropriate
58300203 1	Understand how supply and demand for housing affects the costs of housing			

REC040146
TEX_22471
DEF_3336-0911

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58300203 2	Identify local resources for the process of choosing and financing housing			
58300203 3	Identify costs associated with housing (owner ship and rental)			
58300203 4	Determine monthly housing allowance based on a specific income			
58300203 5	Define legal and financial terms relevant to the acquisition of housing			
58300203 6	Compare moving costs			
58300300	**C EVALUATING STRUCTURAL ASPECTS OF HOUSING**			
58300301	Evaluate floor plan	I Reading/Literature IV Writing		V Measurement A Estimate construct and use measurement for descriptions and comparisons B Choose appropriate techniques units and tools to measure quantities C Choose appropriate techniques for approximating the perimeter area or volume of irregular geometric figures or models F Connect measurement to other aspects of mathematics and to other disciplines
58300301 1	Define furnishing and equipment			
58300301 2	Identify factors that determine the kind quality and quantity of furnishings needed by a house hold			
58300301 3	Identify information needed to make decisions when selecting furnishings			
58300301 4	Analyze furnishings for safety features			

REC040147
TEX_22472
DEF_3336-0912

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58300301 5	Identify factors that determine the kind of equipment needed by a household			
58300301 6	Interpret blueprint symbols			
58300301 7	Evaluate safety			
58300301 8	Evaluate energy efficiency			
58300302	Utilize the principles and elements of design	I Reading/Literature		V Measurement B Choose appropriate techniques units and tools to measure quantities
58300302 1	Identify the principles of design			
58300302 2	Identify the elements of design			
58300302 3	Identify the kinds of spaces typically included in housing			
58300302 4	Utilize the elements and principles of design in room decorating			
58300302 5	Identify information needed to make decisions when arranging furnishings			
58300302 6	Arrange home furnishings to serve family needs and create aesthetically pleasing interiors			
58300302 7	Use color schemes to create an aesthetically pleasing interior			
58300303	Select landscaping for housing style	IV Writing	Area II Earth and Space Systems (Environmental Science) Strand 2 Interactions Strand 3 Change	V Measurement A Estimate construct and use measurement for descriptions and comparisons
58300303 1	Evaluate site			
58300303 2	Analyze usable space			
58300303 3	Develop a landscape design			

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

REC040148
TEX_22473
DEF_3336-0913

HOUSING AND HOME FURNISHINGS I

ACTIVITY/COURSE CODE. 5830

COURSE DESCRIPTION

Housing and Home Furnishings I is designed to help students understand housing needs and develop knowledge and skills which will enable them to make housing decisions in the future The role of the home in creating a favorable climate for family living is stressed Housing styles home furnishings and equipment and the principles of interior design will be studied and analyzed

RELATED CAREERS

High School Education Color consultant showroom assistant interior design aide furnishings sales associate janitor/cleaner housekeeping aide host/hostess Postsecondary Education Display designer interior design assistant photo stylist furnishings buyer drapery/upholstery estimator energy auditor housekeeping instructor Four Year or Postgraduate Education Furniture designer interior designer set designer furnishings sales manager equipment specialist custodial services manager home restoration supervisor

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Home Furnishings I will successfully complete the following core competencies

Credit 1/2 unit

REC040149
TEX_22474
DEF_3336-0914

HOUSING AND HOME FURNISHINGS I

RESOURCES

TEXTS

Lewis Housing Decisions Goodheart Willcox 1990

Sherwood Homes Today and Tomorrow Student Edition Glencoe/McGraw Hill Book Co 1997

Sherwood Homes Today and Tomorrow Student Workbook Glencoe/McGraw Hill Book Co 1997

VIDEOS

Learning Seed
- Furniture A Buyer s Guide
- Design for Living
- Eye for Design

Hunter Douglas Duette Window Fashions
- Discovering the Well Dressed Window

OTHER

Learning Seed
- What Everyone Should Know About Fabrics

REC040150
TEX_22475
DEF_3336-0915

COURSE SPECIFICATIONS FOR HOUSING AND HOME FURNISHINGS I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58300100	**A EVALUATING HOUSING**																								
58300101	Analyze environmental technological structural and design factors that have an effect on housing trends										X	X								X					
58300101 1	Define housing housing design and housing structure																								
58300101 2	Identify housing choices (types) available in most communities																								
58300101 3	Recognize different styles of housing																								
58300101 4	Identify and describe the major characteristics of materials commonly used in housing structures																								
58300102	Analyze cultural social economic and political factors that influence housing trends	X									X	X								X					
58300102 1	Interpret the following terms housing trends and environmental factors																								
58300102 2	Identify environmental factors that can affect housing trends (past and current)																								
58300102 3	Compare previous and current housing trends in the local community																								
58300102 4	Describe factors that may influence housing trends in the future																								
58300103	Describe community/neighborhood services that influence community and consumer choices										X	X									X				
58300103 1	Clarify the concepts of neighborhood and community																								
58300103 2	Identify the characteristics of neighborhoods																								
58300103 3	Define and identify community service																								
58300103 4	Acknowledge intangible elements within a community that affect housing choices																								
58300200	**B SELECTING HOUSING**																								

CURRICULUM FRAMEWORKS
M--Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR--School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI--Parental Involvement

REC040151
TEX_22476
DEF_3336-0916

COURSE SPECIFICATIONS FOR HOUSING AND HOME FURNISHINGS I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58300201	Identify characteristics of households that influence housing choices	X									X	X								X					
58300201 1	Analyze how household composition (family life cycle stage) influences housing alternatives																								
58300201 2	Identify physical and mental conditions of household members that may influence housing choices																								
58300201 3	Describe how housing preferences change with the life cycle																								
58300202	Compare housing alternatives	X								X	X	X									X				
58300202 1	Identify housing alternatives on the current market																								
58300202 2	Identify factors that influence housing choices available																								
58300202 3	List advantages and disadvantages of home ownership and renting housing																								
58300203	Demonstrate knowledge of housing costs and methods of financing housing	X								X	X	X									X				
58300203 1	Understand how supply and demand for housing affects the costs of housing																								
58300203 2	Identify local resources for the process of choosing and financing housing																								
58300203 3	Identify costs associated with housing (ownership and rental)																								
58300203 4	Determine monthly housing allowance based on a specific income																								
58300203 5	Define legal and financial terms relevant to the acquisition of housing																								
58300203 6	Compare moving costs																								
58300300	**C EVALUATING STRUCTURAL ASPECTS OF HOUSING**																								
58300301	Evaluate floor plan	X									X	X								X					

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
  MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040152
TEX_22477
DEF_3336-0917

COURSE SPECIFICATIONS FOR HOUSING AND HOME FURNISHINGS I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58300301 1	Define furnishing and equipment																								
58300301 2	Identify factors that determine the kind quality and quantity of furnishings needed by a house hold																								
58300301 3	Identify information needed to make decisions when selecting furnishings																								
58300301 4	Analyze furnishings for safety features																								
58300301 5	Identify factors that determine the kind of equipment needed by a household																								
58300301 6	Interpret blueprint symbols																								
58300301 7	Evaluate safety																								
58300301 8	Evaluate energy efficiency																								
58300302	Utilize the principles and elements of design	X		X							X	X								X					
58300302 1	Identify the principles of design																								
58300302 2	Identify the elements of design																								
58300302 3	Identify the kinds of spaces typically included in housing																								
58300302 4	Utilize the elements and principles of design in room decorating																								
58300302 5	Identify information needed to make decisions when arranging furnishings																								
58300302 6	Arrange home furnishings to serve family needs and create aesthetically pleasing interiors																								
58300302 7	Use color schemes to create an aesthetically pleasing interior																								
58300303	Select landscaping for housing style	X		X						X	X	X								X					
58300303 1	Evaluate site																								
58300303 2	Analyze usable space																								
58300303 3	Develop a landscape design																								

Revision date 07/98

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS--Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT--Interpersonal
- R Resources
- T Technology
- S--Systems

FCS 157

NATIONAL GOALS
- SR--School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040153
TEX_22478
DEF_3336-0918

COURSE SPECIFICATIONS FOR HOUSING AND HOME FURNISHINGS I

The STUDENT will be able to

CURRICULUM FRAMEWORKS
- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT--Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040154
TEX_22479
DEF_3336-0919

HOUSING AND HOME FURNISHINGS 2

ACTIVITY/COURSE CODE: 5831

COURSE DESCRIPTION

Housing and Home Furnishings II is an activity oriented course for students who have demonstrated proficiency in level I Independent learning experiences will involve students in vital housing related tasks such as house plan evaluation housing selection financial aspects of housing furnishings and equipping and decorating the home

RELATED CAREERS

High School Education. Color consultant showroom assistant interior design aide furnishings sales associate janitor/cleaner housekeeping aide host/hostess Postsecondary Education Display designer interior design assistant photo stylist furnishings buyer drapery/upholstery estimator energy auditor housekeeping instructor Four Year or Postgraduate Education Furniture designer interior designer set designer furnishings sales manager equipment specialist custodial services manager home restoration supervisor

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Home Furnishing II will successfully complete the following core competencies

Prerequisite Housing and Home Furnishings I

Credit 1/2 unit

REC040155
TEX_22480
DEF_3336-0920

HOUSING AND HOME FURNISHINGS II

RESOURCES

TEXTS

Sherwood Homes Today and Tomorrow Glencoe/McGraw Hill Book Co 1990

Lewis Housing Decisions Goodheart Willcox 1990

VIDEOS

Learning Seed
- Furniture A Buyer s Guide
- Design for Living
- Eye for Design

Hunter Douglas Duette Window Fashions
- Discovering the Well Dressed Window

OTHER

Learning Seed
- What Everyone Should Know About Fabrics

REC040156
TEX_22481
DEF_3336-0921

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58310100	A USING DESIGN FUNDAMENTALS			
58310101	Identify taste and life style		Area IV Applications Strand 2 Interactions	
58310101 1	Apply principles of design			
58310101 2	Use elements of design			
58310102	Select surface area coverings			V Measurement A Estimate construct and use measurement for descriptions and comparisons
58310102 1	Select appropriate floor coverings for rooms with specified use			
58310102 2	Select appropriate wall treatments			
58310102 3	Compare options for ceiling designs			
58310102 4	Calculate coverage needs and costs of surface treatments			
58310103	Select lighting			V Measurement B Choose appropriate techniques units and tools to measure quantities
58310103 1	Identify various light sources and purposes			
58310103 2	Evaluate lighting in the home			
58310104	Select window treatments			V Measurement B Choose appropriate techniques units and tools to measure quantities
58310104 1	Identify types/parts of windows			
58310104 2	Identify window treatments			
58310104 3	Evaluate windows and window treatments for energy efficiency			
58310105	Select accessories			V Measurement B Choose appropriate techniques units and tools to measure quantities
58310105 1	Identify types of accessories			

REC040157
TEX_22482
DEF_3336-0922

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58310105 2	Arrange accessories for various effects in a room			
58310106	Select major appliances		Area III Matter and Energy (Chemistry & Physics) Strand 2 Interactions Area IV Applications Strand 2 Interactions	VI Probability and Statistics B Use simulations to estimate probabilities from real world situations using technology whenever appropriate
58310106 1	Define terms used when referring to appliances			
58310106 2	List guidelines for buying major appliances			
58310106 3	Evaluate the use and functions of selected home appliances			
58310106 4	Identify safety precautions to follow in using appliances			
58310106 5	Clean and store household equipment			
58310106 6	Select service personnel			
58310200	**B SELECTING FURNITURE**			
58310201	Identify furniture styles and periods	I Reading/Literature V Research		
58310201 1	Identify styles and periods of furniture			
58310201 2	Identify furniture trends of the past present and future			
58310202	Evaluate the quality of furniture			III Patterns Relationships and Functions B Model real world phenomena with a variety of functions using technology whenever appropriate
58310202 1	Identify ways to pay for furniture			
58310202 2	Apply effective techniques for furniture placement			
58310202 3	Determine care and maintenance procedures			
58310300	**C SELECTING APPROPRIATE TABLE APPOINTMENTS, TABLE LINENS CENTER PIECES AND HOUSEHOLD LINENS**			

REC040158
TEX_22483
DEF_3336-0923

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58310301	Coordinate table appointments	III Speaking IV Writing		
58310301 1	Differentiate between the classification of tableware/linen			
58310301 2	Identify differences in quality of tableware			
58310301 3	Identify ways tableware is offered for purchase			
58310301 4	Point out advantages and/or disadvantages of each way of buying tableware			
58310301 5	Describe care needed for tableware/linen			
58310400	**D IDENTIFYING CAREERS IN HOUSING AND HOME FURNISHINGS**			
58310401	List careers in housing and home furnishings	I Reading/Literature III Speaking IV Writing V Research		III Patterns Relationships and Functions B Model real world phenomena with a variety of functions using technology whenever appropriate
58310401 1	Identify skills needed for each career			
58310401 2	Evaluate potential as a wage earner in a particular career			

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

REC040159
TEX_22484
DEF_3336-0924

HOUSING AND HOME FURNISHINGS II

ACTIVITY/COURSE CODE. 5831

COURSE DESCRIPTION

Housing and Home Furnishings II is an activity oriented course for students who have demonstrated proficiency in Level I Independent learning experiences will involve students in vital housing related tasks such as house plan evaluation housing selection financial aspects of housing furnishings and equipping and decorating the home

RELATED CAREERS

High School Education Color consultant showroom assistant interior design aide furnishings sales associate janitor/cleaner housekeeping aide host/hostess Postsecondary Education Display designer interior design assistant photo stylist furnishings buyer drapery/upholstery estimator energy auditor housekeeping instructor Four Year or Postgraduate Education Furniture designer interior designer set designer furnishings sales manager equipment specialist custodial services manager home restoration supervisor

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Home Furnishings II will successfully complete the following core competencies

Prerequisite Housing and Home Furnishings I

Credit 1/2 unit

REC040160
TEX_22485
DEF_3336-0925

HOUSING AND HOME FURNISHINGS II

RESOURCES

TEXTS

Lewis Housing Decisions Goodheart Willcox 1990

Sherwood Homes Today and Tomorrow, Student Edition Glencoe/McGraw Hill Book Co 1997

Sherwood Homes Today and Tomorrow Student Workbook Glencoe/McGraw Hill Book Co 1997

VIDEOS

Learning Seed
- Furniture A Buyer s Guide
- Design for Living
- Eye for Design

Hunter Douglas Duette Window Fashions
- Discovering the Well Dressed Window

OTHER

Learning Seed
- What Everyone Should Know About Fabrics

REC040161
TEX_22486
DEF_3336-0926

COURSE SPECIFICATIONS FOR HOUSING AND HOME FURNISHINGS II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58310100	**A USING DESIGN FUNDAMENTALS**																								
58310101	Identify taste and life style			X						X	X									X					
58310101 1	Apply principles of design																								
58310101 2	Use elements of design																								
58310102	Select surface area coverings			X																	X	X			
58310102 1	Select appropriate floor coverings for rooms with specified use																								
58310102 2	Select appropriate wall treatments																								
58310102 3	Compare options for ceiling designs																								
58310102 4	Calculate coverage needs and costs of surface treatments																								
58310103	Select lighting	X		X							X	X	X		X						X	X			
58310103 1	Identify various light sources and purposes																								
58310103 2	Evaluate lighting in the home																								
58310104	Select window treatments	X		X							X	X	X		X						X	X			
58310104 1	Identify types/parts of windows																								
58310104 2	Identify window treatments																								
58310104 3	Evaluate windows and window treatments for energy efficiency																								
58310105	Select accessories	X		X							X				X							X			
58310105 1	Identify types of accessories																								
58310105 2	Arrange accessories for various effects in a room																								
58310106	Select major appliances	X		X							X	X	X		X						X	X			
58310106 1	Define terms used when referring to appliances																								
58310106 2	List guidelines for buying major appliances																								
58310106 3	Evaluate the use and functions of selected home appliances																								
58310106 4	Identify safety precautions to follow in using appliances																								
58310106 5	Clean and store household equipment																								
58310106 6	Select service personnel																								

MATRIX KEY

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A Visual & Performing Arts
- SC Science
- LA–Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

SC CHAMBER/SCANS SKILLS
- PQ Personal Qualities
- TS Think ng Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC040162
TEX_22487
DEF_3336-0927

COURSE SPECIFICATIONS FOR HOUSING AND HOME FURNISHINGS II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
58310200	**B SELECTING FURNITURE**																								
58310201	Identify furniture styles and periods			X							X	X	X								X		X		
58310201 1	Identify styles and periods of furniture																								
58310201 2	Identify furniture trends of the past present and future																								
58310202	Evaluate the quality of furniture	X		X							X	X	X		X						X		X		
58310202 1	Identify ways to pay for furniture																								
58310202 2	Apply effective techniques for furniture placement																								
58310202 3	Determine care and maintenance procedures																								
58310300	**C SELECTING APPROPRIATE TABLE APPOINTMENTS, TABLE LINENS, CENTER PIECES AND HOUSEHOLD LINENS**																								
58310301	Coordinate table appointments			X						X	X	X	X		X	X	X				X		X		
58310301 1	Differentiate between the classification of tableware/linen																								
58310301 2	Identify differences in quality of tableware																								
58310301 3	Identify ways tableware is offered for purchase																								
58310301 4	Point out advantages and/or disadvantages of each way of buying tableware																								
58310301 5	Describe care needed for tableware/linen																								
58310400	**D IDENTIFYING CAREERS IN HOUSING AND HOME FURNISHINGS**																								
58310401	List careers in housing and home furnishings	X		X						X	X	X	X			X				X	X		X		
58310401 1	Identify skills needed for each career																								
58310401 2	Evaluate potential as a wage earner in a particular career																								

Revision date 07/98

CURRICULUM FRAMEWORKS
M--Math
FL Foreign Language
A--Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS
PQ--Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS
SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040163
TEX_22488
DEF_3336-0928

COURSE SPECIFICATIONS FOR HOUSING AND HOME FURNISHINGS II

The STUDENT will be able to

CURRICULUM FRAMEWORKS
- M Math
- FL–Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS
- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS
- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI–Parental Involvement

REC040164
TEX_22489
DEF_3336-0929

HUMAN SEXUALITY 1

ACTIVITY/COURSE CODE. 5834

COURSE DESCRIPTION

Human Sexuality I provides male and female students with accurate information about their own sexuality and personal feelings about sexual growth and development Emphasis is given to developing knowledge and understanding of the physical and emotional maturation process and the human reproductive system The goal of this course is to enable each student to form a well defined self image and develop an awareness of individual values strengths and limitations

OBJECTIVE

Given effective instruction and relevant learning experiences the student in Human Sexuality I will successfully complete the following core competencies

Credit 1/2 unit

REC040165

TEX_22490

DEF_3336-0930

HUMAN SEXUALITY I

RESOURCES

TEXTS

Meeks Heit
Education for Sexuality and HIV/AIDS
Comprehensive School Health Education

Merki Education in Sexuality Glencoe/McGraw Hill

Eugene Oregon
Health Skills for Life Curriculum Series

VIDEOS

March of Dimes

Someday I Might Be a Parent
Healthier Babies The Genetic Era
Rockabye
Woman Child
Journey to Birth
Special Delivery

SCETV

Film Series (see catalog)

Sources Unknown

The Ryan White Story
Who Am I Now?
How Can I Tell If I m Really in Love
Miracle of Life

HUMAN SEXUALITY I

REC040166
TEX_22491
DEF_3336-0931

RESOURCES continued

Sources Unknown continued

Sex Lies and the Truth
Generation at Risk
Ultrasound Eyewitness to the Earliest Days
The Perfect Baby
Finding My Way
Safe Choices
HIV/AIDS Education Works Methods for Teaching About HIV/AIDS
Teen Dads Rights Responsibilities and Joys

OTHER

Hubbard Scientific Charts Models and Transparencies
(Conception to Birth and Reproductive System)

NASCO
"Empathy Belly

Pennington Publishing (Bridgeport CT)
Cooks Video Cooking Library Series

Alfred Knopf Publishers (NY)
Julia Child The Way to Cook Series

Alwhit Productions (Burbank CA)
Cookbook Video

USDA
Food Safety Is No Mystery

REC040167
TEX_22492
DEF_3336-0932

HUMAN SEXUALITY I

RESOURCES continued

Meridian
- Microwave Cooking
- Major Appliance Selection Care
- Controlling Weight Sensibly
- Food Safety
- Kitchen Safety and Sanitation
- Herbs and Spices
- Setting the Table

REC040168
TEX_22493
DEF_3336-0933

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58340100	A DEMONSTRATING AN UNDERSTANDING OF HUMAN DEVELOPMENTAL CHANGES THAT DIRECTLY ESTABLISH ONE S SEXUALITY			
58340101	Show comprehension of adolescent growth patterns	I Reading/Literature III Speaking	Area I Living Things (Biology) Strand 1 Characteristics	
58340101 1	Define relevant terminology pubescence puberty pubescent adolescence adolescent and emotion(s)			
58340101 2	Identify physical developmental changes that characterize early and later adolescence			
58340101 3	Describe social experiences characteristic of the adolescent stage of development			
58340101 4	Identify emotions initially felt and experienced during adolescent experiences			
58340101 5	Name and describe the function(s) of the endocrine glands			
58340102	Show comprehension of the relationship between growth pattern changes and developmental tasks	I Reading/Literature II Listening III Speaking IV Writing	Area I Living Things (Biology) Strand 1 Characteristics Strand 2 Interactions	
58340102 1	Identify activities that promote the accomplishment of specific developmental tasks			
58340102 2	Summarize and categorize the developmental changes of early and late adolescence			
58340102 3	Identify developmental tasks associated with adolescent growth and development			
58340102 4	Relate the terms sexuality and sex role identification to the developmental task concept			

REC040169

TEX_22494

DEF_3336-0934