Family & Consumer Sciences Education
Middle School Home & Careers Curriculum

By: Christina Kavalos
Family & Consumer Sciences Educator
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INTRODUCTION

Family and Consumer Sciences (FACS) is a program designed to prepare students for everyday living. It provides them with the tools they need in order to apply academic knowledge to the real world. This course, Home & Careers, is designed for middle school students at REACH Academy and consists of several unit designed to accomplish this, including self awareness, clothing management, wellness, financial independence, consumer resources, character development, career development, and personal environment. The curriculum is designed to be student-centered and lessons are differentiated to accommodate all learners.

MISSION STATEMENTS

“The Academies of the Greenburgh North Castle Union Free School District are dedicated to assisting students develop the intellect, character, and skills required for ethical and productive lives in the global community of the 21st century”

“Our mission is to prepare individuals to be competent, confident, and caring in managing their personal, family, and career lives.” –NYSAFCSE Mission Statement
Family and Consumer Sciences at Greenburgh-North Castle UFSD is the first opportunity students receive to combine academic learning with real-life application. The program provides a creative, exciting, and meaningful learning atmosphere for all students. Allowing students to actively explore, inquire, discover, and experiment in their surroundings benefits all types of learners and creates a differentiated environment accommodating different needs and styles.

The standards of the Family and Consumer Sciences (FACS) Program relate heavily with standards in other content areas. This includes integration with language arts, math, science, and social studies. The methods and technology that are used to achieve the standards will be based on individual student needs within the curriculum and are modified to accommodate these individual student needs. The program will prepare students for their personal, family, and career lives.

In order to actively engage students, the FACS curriculum allows students to be creative and independent in as many areas as possible. Students are given the tools needed to complete a task and then given the freedom to complete that task in a way that works best for them. By giving students the opportunity to experiment with different methods, they will eventually understand the techniques that work best for them. This growth is used as a method of assessing student development throughout the year in a way that aligns with the differentiated learning environment of the school.

Offering FACS is an important first step in teaching core skills needed to develop students into devoted and responsible citizens within the school and community. The skills introduced to students will travel with them for the rest of their lives, enabling them to be more productive, educated members of society. With these valuable skills, students will become more confident in all aspects of their lives, from completing school work more efficiently to spending money more sensibly.
CURRICULUM GOALS & OBJECTIVES
HOME & CAREERS SKILLS

GOALS

By the end of this course, students will:

- Learn the importance of setting goals based on individual values.
- Learn the steps necessary to repair, create, and purchase clothing.
- Understand how to make healthy food choices.
- Know the best methods for managing personal resources and finances.
- Learn how to become a savvy consumer.
- Recognize the characteristics that make each individual unique.

OBJECTIVES

By the end of this course, students will:

- Create a visual representation, such as a collage, of one’s values and goals.
- Demonstrate the sewing skills needed to create or repair clothing.
- Evaluate eating habits, exercise, and lifestyles related to body fitness.
- Compare and contrast different financial planning methods.
- Demonstrate methods for making smart consumer choices.
- Evaluate the concept of self and develop positive self-improvement skills.
- Choose a potential career path based on personal interests and strengths.
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<td>HOME &amp; CAREERS SKILLS</td>
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<th>Self Awareness</th>
<th>5 weeks</th>
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<tbody>
<tr>
<td>Goal Setting</td>
<td></td>
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<tr>
<td>Values</td>
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<td>Priorities</td>
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<td>Being Responsible</td>
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<thead>
<tr>
<th>Financial &amp; Consumer Responsibility</th>
<th>8 weeks</th>
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<tbody>
<tr>
<td>Making &amp; Spending Money</td>
<td></td>
</tr>
<tr>
<td>Budgeting, Saving, &amp; Investing</td>
<td></td>
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<tr>
<td>Using Credit &amp; Debit Cards</td>
<td></td>
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<tr>
<td>Comparison Shopping</td>
<td></td>
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<tr>
<td>Identifying Resources</td>
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<table>
<thead>
<tr>
<th>Apparel Construction</th>
<th>9 weeks</th>
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<tbody>
<tr>
<td>Clothing Care &amp; Repair</td>
<td></td>
</tr>
<tr>
<td>Buying Appropriate Clothes</td>
<td></td>
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<tr>
<td>Sewing Techniques</td>
<td></td>
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<tr>
<td>Measuring Basics</td>
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<tr>
<th>Character Development</th>
<th>5 weeks</th>
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<tr>
<td>Qualities of Good Character</td>
<td></td>
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<tr>
<td>Coping &amp; Adjusting</td>
<td></td>
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<tr>
<td>Making Decisions</td>
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<tr>
<td>Staying on Task</td>
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<thead>
<tr>
<th>Health &amp; Wellness</th>
<th>8 weeks</th>
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<tbody>
<tr>
<td>My Plate</td>
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<tr>
<td>Making Good Food Choices</td>
<td></td>
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<tr>
<td>Reading a Recipe</td>
<td></td>
</tr>
<tr>
<td>Preparing a Balanced Meal</td>
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<tr>
<td>Food Labels</td>
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<table>
<thead>
<tr>
<th>Career Development</th>
<th>5 weeks</th>
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<tbody>
<tr>
<td>My Strengths</td>
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<tr>
<td>My Interests</td>
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<tr>
<td>My Hobbies</td>
<td></td>
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<tr>
<td>Academic Strengths</td>
<td></td>
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<tr>
<td>Career Zone</td>
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</tbody>
</table>
**Established Goals**

**NYS Standards Connections:**
- ✓ FACS Standard 3
- ✓ CDOS Standard 2
- ✓ CDOS Standard 3

**Common Core Standards:**
- ✓ Reading 4, 7
- ✓ Speaking & Listening 1, 3
- ✓ Writing 4, 5
- ✓ Language 1, 2, 3

**21st Century Process Skills:**
- ✓ Critical Thinking
- ✓ Creativity & Innovation
- ✓ Flexibility & Adaptability
- ✓ Productivity & Accountability
- ✓ Communication Skills

**Transfer**

*Students will be able to use their learning to...*

Evaluate the goals that they value and recognize that setting priorities and being responsible will help achieve those goals.

**Meaning**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will understand that...</strong></td>
<td><strong>Students will keep considering...</strong></td>
</tr>
<tr>
<td>❖ Their individual values may be completely different from those of others.</td>
<td>❖ Why is it important to be able to prioritize your values and goals?</td>
</tr>
<tr>
<td>❖ Identifying individual priorities can help ensure you meet your responsibilities.</td>
<td>❖ How can you use your short-term goals to achieve your long-term goals?</td>
</tr>
<tr>
<td>❖ Setting goals will make your priorities and responsibilities easier to identify.</td>
<td>❖ Why do different people value different things?</td>
</tr>
<tr>
<td>❖ How can you be more responsible?</td>
<td></td>
</tr>
</tbody>
</table>

**Acquisition of Knowledge and Skills**

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be skilled at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Key self-awareness vocabulary (Goals, Priorities, Values, Responsibilities)</td>
<td>❖ Identifying individual goals</td>
</tr>
<tr>
<td>❖ Setting goals helps you be responsible</td>
<td>❖ Recognizing their responsibilities</td>
</tr>
<tr>
<td>❖ Personal values shape individuals goals and priorities</td>
<td>❖ Differentiating between long- and short-term goals</td>
</tr>
</tbody>
</table>
### Self Awareness
#### Learning Activities and Assessments

**Diagnostic Assessment**

One of the follow will be used as a Diagnostic Assessment for this unit:

- Students will be asked a series of questions based on the unit rubric.
- Students will be given a questionnaire assessing their understanding of unit topics.
- Students will be given a pre-test with 5 questions relating to the unit.

**Formative Assessment**

Students will:

- Create a kite that identifies one long-term goal and three short-term goals that can help them achieve the long-term goal.
- Look through a list of Values and select which are important to them.
- Create a collage that expresses the things that are valuable to them.
- Read several situations and prioritize the tasks that need to be accomplished.
- Create a list of 10 activities important to them and rate them based on priority.
- Read scenario cards and make a responsible decision.
- Breakdown an individual goal to determine the values, priorities, and responsibilities that relate to it.

**Self-Assessment**

Students will:

- Self-assess and evaluate their Goals Pamphlet project using a rubric
- Complete an exit card at the end of the unit

**Summative Assessment**

- Create a pamphlet that illustrates one goal, why it is valuable, 3 priorities needed to achieve that goal, and 3 areas where they must be responsible in order to achieve that goal.
- Students will be asked a series of questions based on the unit rubric.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Learning Activity/Product</th>
<th>Criteria to Assess</th>
<th>Type of Assessment</th>
</tr>
</thead>
</table>
| Evaluate the goals that they value and recognize that setting priorities and being responsible will help achieve those goals | Create a pamphlet that illustrates the relationship between a goal, values, priorities and responsibility | -Includes all required elements  
-Organized and neat  
-Labeled correctly  
-Rubric | Performance Assessment |
| Differentiate between short- and long-term goals | Create a kite where the main part illustrates one long-term goal and the tail illustrates 3 short-term goals leading to the long-term goal | -Includes all required elements  
-Appearance is attractive and organized  
-Makes connections to concept learned | Performance Assessment |
| Individual values may be completely different from those of others | Create a collage that illustrates your individual values and compare it to your classmates | -Appearance is attractive  
-All images are relevant | Performance Assessment |
<table>
<thead>
<tr>
<th><strong>Unit Goals</strong></th>
<th><strong>Exemplary (4)</strong></th>
<th><strong>Proficient (3)</strong></th>
<th><strong>Progressing (2)</strong></th>
<th><strong>Beginning (1)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Comprehension</td>
<td>Demonstrate clear understanding of all vocabulary terms. Can give detailed definitions and examples of all terms.</td>
<td>Demonstrates basic understanding of all vocabulary terms. Can give definitions and examples of 80% of the terms.</td>
<td>Can identify what each vocabulary term means, but has difficulty remembering the definitions and is unable to give examples of half the terms.</td>
<td>Is unable to identify, define, or give examples of the vocabulary terms.</td>
</tr>
<tr>
<td>Evaluate Goals</td>
<td>Has a clear understand of what a goal is and is able to identify at least 4 individual goals. Examples are specific and realistic.</td>
<td>Has a basic understanding of what a goal is, but is only able to identify 2-3 individual goals. Examples are specific and realistic.</td>
<td>Has trouble understanding what a goal is and can only give one example. Example may or may not be specific and realistic.</td>
<td>Does not understand what a goal is and cannot give any examples.</td>
</tr>
<tr>
<td>Differentiate between Short- and Long-Term Goals</td>
<td>Can easily distinguish between short- and long-term goals. Can give specific examples of short-term goals that aid in the achievement of a long-term goal.</td>
<td>Is able to distinguish short- and long-term goals when given examples. Can given examples of goals and then determine if they are short- or long-term goals.</td>
<td>Is able to distinguish short- and long-term when given examples. Cannot give examples.</td>
<td>Unable to distinguish between short- and long-term goals. Cannot give any examples.</td>
</tr>
<tr>
<td>Identify Individual Values</td>
<td>Can identify 4 individual values and justify why those values are important to them. Understands that individual values vary from person to person.</td>
<td>Can identify 2-3 individual values and justify why those values are important to them. Recognizes that values vary from person to person, but may not understand why.</td>
<td>Can only identify and justify 1 value important to them. Does not understand or recognize why values vary from person to person.</td>
<td>Cannot identify or justify any values important to them. Does not recognize that values vary from person to person.</td>
</tr>
<tr>
<td>Arrange Individual Priorities</td>
<td>Understands the concept of prioritizing. Can demonstrate and justify this ability by prioritizing goals and values in order of importance to them.</td>
<td>Understands the concept of prioritizing. Can demonstrate this ability by prioritizing goals and values, but cannot justify this order.</td>
<td>Understands the concept of prioritizing, but can only demonstrate this ability by prioritizing activities important to them, not their goals and values.</td>
<td>Does not understand and cannot demonstrate the concept of prioritizing.</td>
</tr>
<tr>
<td>Recognize Individual Responsibilities</td>
<td>Able to identify 4 individual responsibilities and assess how important each responsibility is. Can also recognize 6 steps to being more responsible.</td>
<td>Able to identify 2-3 individual responsibilities and assess how important each responsibility is. Can recognize at least 4 steps to being more responsible.</td>
<td>Able to identify 1 individual responsibility. Can recognize 2-3 steps to being more responsible.</td>
<td>Unable to identify any individual responsibility. Cannot recognize any steps to being more responsible.</td>
</tr>
<tr>
<td>Evaluate the Values, Priorities, and Responsibilities that Relate to Individual Goals</td>
<td>Able to identify one goal and express why this goal has value. Can identify 3 priorities needed to achieve that goal and 3 areas where one must be responsible in order to achieve that goal.</td>
<td>Able to identify one goal and express why this goal has value. Can identify 1-2 priorities and 1-2 areas for responsibility to achieve that goal.</td>
<td>Able to identify one goal and express why this goal has value. Cannot identify any priorities or areas for responsibility.</td>
<td>Unable to identify any goals.</td>
</tr>
<tr>
<td>Community Participation</td>
<td>Actively engages in all community activities. Has not refused to participate and puts effort into activities.</td>
<td>Actively engages in all community activities. Has refused 2-3 times to participate.</td>
<td>Only engages in community activities 50% of the time. Puts moderate effort when participating.</td>
<td>Refuses to engage in community activities.</td>
</tr>
</tbody>
</table>
### Established Goals

<table>
<thead>
<tr>
<th>NYS Standards Connections:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ FACS Standard 2</td>
<td>✓ CDOS Standard 2</td>
</tr>
<tr>
<td>✓ FACS Standard 3</td>
<td>✓ CDOS Standard 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core Standards:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Reading 4, 7</td>
<td>✓ Speaking &amp; Listening 1, 3</td>
</tr>
<tr>
<td>✓ Writing 4, 5</td>
<td>✓ Language 1, 2, 3</td>
</tr>
<tr>
<td>✓ Mathematics 1, 4, 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Process Skills:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Creativity &amp; Innovation</td>
<td>✓ Problem Solving</td>
</tr>
<tr>
<td>✓ Critical Thinking</td>
<td>✓ Communication Skills</td>
</tr>
<tr>
<td>✓ Problem Solving</td>
<td>✓ Flexibility &amp; Adaptability</td>
</tr>
<tr>
<td>✓ Communication Skills</td>
<td>✓ Initiative &amp; Self Direction</td>
</tr>
</tbody>
</table>

### Transfer

*Students will be able to use their learning to...*

Apply sewing skills and knowledge to select, repair, and care for clothing.

### Meaning

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand that...</strong></td>
<td><strong>Students will keep considering...</strong></td>
</tr>
<tr>
<td>Measuring correctly is very important in creating a sewing project.</td>
<td>How can you use sewing knowledge to identify the quality of clothing?</td>
</tr>
<tr>
<td>Reading a care label can mean the difference between properly caring for a piece of clothing or damaging it.</td>
<td>Why is it important to know how to read a clothing label?</td>
</tr>
<tr>
<td>Being able to identify good quality clothing can make care and maintenance easier.</td>
<td>Why is it very important to know how to measure when creating a sewing project?</td>
</tr>
</tbody>
</table>

### Acquisition of Knowledge and Skills

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be skilled at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key apparel and sewing terminology</td>
<td>Constructing a hand sewing project</td>
</tr>
<tr>
<td>The proper use of three basic stitches</td>
<td>Measuring materials for sewing project</td>
</tr>
<tr>
<td>How to choose quality clothing</td>
<td>Identifying proper clothing care by reading a clothing label</td>
</tr>
<tr>
<td></td>
<td>Evaluating clothing to determine quality</td>
</tr>
</tbody>
</table>
# Apparel Construction

## Learning Activities and Assessments

### Diagnostic Assessment

One of the follow will be used as a Diagnostic Assessment for this unit:

- Students will be asked a series of questions based on the unit rubric.
- Students will be given a questionnaire assessing their understanding of unit topics.
- Students will be given a pre-test with 5 questions relating to the unit.

### Formative Assessment

Students will:

- Look at pictures of laundering mishaps to determine what went wrong.
- Look at clothing care labels to determine proper care.
- Determine what makes a piece of clothing good quality.
- Practice threading a needle.
- Practice the backstitch, running stitch, and blanket stitch.
- Practice correct measuring techniques.
- Sew a button onto sample fabric.

### Self-Assessment

Students will:

- Self-assess and evaluate their Stuffed Hand-Sewing project using a rubric
- Complete an exit card at the end of the unit

### Summative Assessment

- Create a stuffed hand-sewing project.
- Students will be asked a series of questions based on the unit rubric.

### Goal Learning Activity/Product Criteria to Assess Type of Assessment

<table>
<thead>
<tr>
<th>Goal</th>
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</tr>
</thead>
</table>
| Apply sewing skills and knowledge to select, repair, and care for clothing | Create a hand-sewing project | -Correct use of sewing techniques  
-Product is neat and well-crafted  
-Rubric | Performance Assessment |
| Proper use of three basic stitches | Practice stitches on scrap fabric | -Stitches are neat and consistent  
-Stitches are evenly spaced | Performance Assessment |
| Identify proper clothing care | Read care labels from different clothing items and identify proper care | -Correctly identify care label symbols  
-Justify method of laundering based on care label | Performance Assessment |
<table>
<thead>
<tr>
<th>Unit Goals</th>
<th>Exemplary (4)</th>
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<td>Is unable to identify, define, or give examples of the vocabulary terms.</td>
</tr>
<tr>
<td>Evaluate Clothing Labels to Determine Proper Care</td>
<td>Can locate a care label on a piece of clothing and understand what the symbols mean. Is able to identify 3 laundering mishaps.</td>
<td>Can locate a care label on a piece of clothing and identify the symbols. Is able to identify 1-2 laundering mishaps.</td>
<td>Can locate a care label on a piece of clothing but cannot understand or identify the symbols. Can identify 1 laundering mishap.</td>
<td>Cannot locate a care label on a piece of clothing or identify the symbols. Cannot identify any laundering mishaps.</td>
</tr>
<tr>
<td>Evaluate Clothing Quality</td>
<td>Is able to determine if a piece of clothing is well constructed or poorly constructed by examining seams, fabric quality, and cut.</td>
<td>Is able to examine clothing construction by looking at seams, fabric quality, and cut, and decide basic quality.</td>
<td>Is able to examine clothing construction by looking at seams, fabric quality, and cut, but cannot decide level of quality.</td>
<td>Is unsure how to examine clothing quality and cannot determine level of quality.</td>
</tr>
<tr>
<td>Demonstrate Proper Measuring Techniques</td>
<td>Can properly use a ruler to measure different materials accurately. Is able to mark materials properly.</td>
<td>Can properly use a ruler to measure materials accurately. May not be able to mark materials correctly.</td>
<td>Understands how to use a ruler, but has trouble measuring and marking correctly.</td>
<td>Does not understand how to use a ruler and cannot use one to measure materials correctly.</td>
</tr>
<tr>
<td>Demonstrate Proper Use of Stitches</td>
<td>Has a clear understanding of how to correctly use three stitches. Can demonstrate the use of each stitch and decide when each stitch should be used.</td>
<td>Has a clear understanding of how to correctly use three stitches. Can demonstrate the use of each stitch.</td>
<td>Can identify the use of 1-2 stitches, but has trouble demonstrating each use.</td>
<td>Cannot identify or demonstrate any stitches. Cannot determine when each stitch should be used.</td>
</tr>
<tr>
<td>Apply Sewing Techniques to Create a Stuffed Sewing Project</td>
<td>Is able to correctly cut materials for project. Uses correct stitches in a uniform manner to create a neat looking final project. Project shows creativity.</td>
<td>Is able to correctly cut materials for project. Uses correct stitches.</td>
<td>Can cut materials for project and use correct stitches, but cuts and stitches are not neat and little creativity is used.</td>
<td>Cannot cut out materials for project or use any stitches correctly. No effort is shown.</td>
</tr>
<tr>
<td>Community Participation</td>
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<td>✓ Mathematics 1, 4, 5</td>
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<table>
<thead>
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<th>21st Century Process Skills:</th>
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<tbody>
<tr>
<td>✓ Collaboration</td>
<td>✓ Problem Solving</td>
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<td>✓ Critical Thinking</td>
<td>✓ Communication Skills</td>
</tr>
<tr>
<td></td>
<td>✓ Flexibility &amp; Adaptability</td>
</tr>
<tr>
<td></td>
<td>✓ Initiative &amp; Self Direction</td>
</tr>
</tbody>
</table>

### Transfer

*Students will be able to use their learning to...*

Apply nutrition knowledge to identify meals that are healthy and balanced based on My Plate guidelines and food labels.

### Meaning

#### Understandings

*Students will understand that...*

- Using My Plate as a guide will help you make better food choices.
- Understanding the information on a food label is key to making better food choices.
- There are several parts to a recipe that are always present.

#### Essential Questions

*Students will keep considering...*

- How can you use My Plate to eat a more balanced diet?
- Why is it important to understand information on a food label?
- Why is it very important to measure accurately when preparing a recipe?

### Acquisition of Knowledge and Skills

#### Students will know...

- Key nutrition and food science terms
- My Plate
- How to prepare a meal using a recipe.
- The importance of reading a food label
- The different parts of a recipe

#### Students will be skilled at...

- Evaluating the parts of a food label
- Identifying the parts of My Plate
- Preparing a meal using a recipe
- Distinguishing between healthy and unhealthy food choices
## Health and Wellness
### Learning Activities and Assessments

<table>
<thead>
<tr>
<th><strong>Diagnostic Assessment</strong></th>
<th>One of the follow will be used as a Diagnostic Assessment for this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>❖ Students will be asked a series of questions based on the unit rubric.</td>
</tr>
<tr>
<td></td>
<td>❖ Students will be given a questionnaire assessing their understanding of unit topics.</td>
</tr>
<tr>
<td></td>
<td>❖ Students will be given a pre-test with 5 questions relating to the unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Formative Assessment</strong></th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>❖ Create and decorate a balanced meal based on My Plate using a paper plate and food cutouts.</td>
</tr>
<tr>
<td></td>
<td>❖ Look at food labels from different product.</td>
</tr>
<tr>
<td></td>
<td>❖ Locate specific facts on a food label.</td>
</tr>
<tr>
<td></td>
<td>❖ Measure out the amount of sugar in various food items.</td>
</tr>
<tr>
<td></td>
<td>❖ Identify the different parts of a recipe.</td>
</tr>
<tr>
<td></td>
<td>❖ Practice measuring ingredients.</td>
</tr>
<tr>
<td></td>
<td>❖ Prepare a meal using a recipe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Self-Assessment</strong></th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>❖ Self-assess and justify their determination of healthy and unhealthy meals based on My Plate</td>
</tr>
<tr>
<td></td>
<td>❖ Complete an exit card at the end of the unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summative Assessment</strong></th>
<th>Students will be asked a series of questions based on the unit rubric.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>Learning Activity/Product</strong></th>
<th><strong>Criteria to Assess</strong></th>
<th><strong>Type of Assessment</strong></th>
</tr>
</thead>
</table>
| Apply nutrition knowledge to identify a recipe that is healthy and balanced based on My Plate and food labels | Evaluate several recipes and decide if they are healthy or unhealthy based on My Plate and food labels | -Accurately differentiate healthy & unhealthy recipes  
-Correctly decipher food labels  
-Justify choices | Performance Assessment |
| Evaluate the parts of a food label | Compare and contrast different food labels while looking for specific facts | -Correctly locate specific facts on the label  
-Explain why different foods have different nutritional labels | Performance Assessment |
| Identify the parts of My Plate | Create and decorate a balanced meal based on My Plate using a paper plate and food cutouts | -Matches My Plate  
-Appearance is neat & organized  
-Explain why it is balanced | Performance Assessment |
<table>
<thead>
<tr>
<th>Health and Wellness Unit Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Goals</strong></td>
</tr>
<tr>
<td>Vocabulary Comprehension</td>
</tr>
<tr>
<td>Identify Parts of My Plate</td>
</tr>
<tr>
<td>Distinguish between healthy and unhealthy foods</td>
</tr>
<tr>
<td>Read a Recipe</td>
</tr>
<tr>
<td>Understand Food Labels</td>
</tr>
<tr>
<td>Use My Plate and Food Labels to Categorize a Recipe as Healthy or Unhealthy</td>
</tr>
<tr>
<td>Community Participation</td>
</tr>
</tbody>
</table>
### Established Goals

<table>
<thead>
<tr>
<th>NYS Standards Connections:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ FACS Standard 3</td>
<td>✓ CDOS Standard 2</td>
<td>✓ CDOS Standard 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core Standards:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Reading 4, 7</td>
<td>✓ Speaking &amp; Listening 1, 3</td>
<td>✓ Mathematics 1, 4, 5</td>
</tr>
<tr>
<td>✓ Writing 4, 5</td>
<td>✓ Language 1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Process Skills:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Problem Solving</td>
<td>✓ Initiative &amp; Self Direction</td>
</tr>
<tr>
<td>✓ Critical Thinking</td>
<td>✓ Communication Skills</td>
</tr>
<tr>
<td></td>
<td>✓ Leadership &amp; Responsibility</td>
</tr>
</tbody>
</table>

### Transfer

**Students will be able to use their learning to...**

Evaluate different sources of income and understand ways to efficiently spend, save, and budget that income.

### Meaning

**Students will understand that...**

- There are many ways to earn money.
- Knowing how to spend money wisely is very important.
- There are many resources available to help you if you are having a problem with a product or service.
- Knowing how to comparison shop can save you a lot of money.

**Students will keep considering...**

- Why are a person’s personal finances important?
- Why is it important to understand that what you earn and what you take home are not always the same?
- How can you create a budget?
- How can comparison shopping save you money?

### Acquisition of Knowledge and Skills

**Students will know...**

- Different ways to make and spend money
- How to create a budget
- The proper use of credit and debit cards
- The importance of comparison shopping
- Consumer resources available to them

**Students will be skilled at...**

- Identifying sources of income
- Creating a budget
- Differentiating between impulse shopping and comparison shopping
- Recognizing the structure of a budget
## Financial and Consumer Responsibility

### Learning Activities and Assessments

#### Diagnostic Assessment

One of the follow will be used as a Diagnostic Assessment for this unit:

- Students will be asked a series of questions based on the unit rubric.
- Students will be given a questionnaire assessing their understanding of unit topics.
- Students will be given a pre-test with 5 questions relating to the unit.

#### Formative Assessment

Students will:

- Discover different ways to earn and spend money by completing the Finance Packet.
- Practice filling out a deposit slip for a checking or savings account.
- Practice writing checks.
- Create a budget.
- Determine the actual cost of using credit.
- Identify common marketing gimmicks.
- Research different consumer advocacy agencies.

#### Self-Assessment

Students will:

- Self-assess and justify their scenario based budget
- Complete an exit card at the end of the unit

#### Summative Assessment

- Create a basic budget based on a fictional scenario.
- Conduct a comparison shopping exercise.
- Students will be asked a series of questions based on the unit rubric.

### Goal Learning Activity/Product Criteria to Assess Type of Assessment

<table>
<thead>
<tr>
<th>Goal</th>
<th>Learning Activity/Product</th>
<th>Criteria to Assess</th>
<th>Type of Assessment</th>
</tr>
</thead>
</table>
| Evaluate different sources of income and understand ways to efficiently spend, save, and budget that income | Create a basic budget for a given scenario that includes specific income, expenses, and hardships | -Budget is accurate based on scenario given  
-Budget mimics guide given  
-Justification for choices is made | Performance Assessment |
| Determine proper use of credit and debit cards | Complete worksheets that illustrate the difference between credit and debit | -Accurate assessment of credit and debit use  
-Understood the difference between credit and debit | Performance Assessment |
| Understand the importance of comparison shopping | Complete a grocery store comparison shopping exercise where the price of specific items are compared | -Correctly identified prices of items at two stores  
-Followed process  
-Prices match for all students | Performance Assessment |
### Financial and Consumer Responsibility Unit Rubric

<table>
<thead>
<tr>
<th>Unit Goals</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Progressing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Comprehension</strong></td>
<td>Demonstrate clear understanding of all vocabulary terms. Can give detailed definitions and examples of all terms.</td>
<td>Demonstrates basic understanding of all vocabulary terms. Can give definitions and examples of 80% of the terms.</td>
<td>Can identify what each vocabulary term means, but has difficulty remembering the definitions and is unable to give examples of half the terms.</td>
<td>Is unable to identify, define, or give examples of the vocabulary terms.</td>
</tr>
<tr>
<td><strong>Identify Sources of Income and Types of Expenses</strong></td>
<td>Able to identify 3 sources of income. Can differentiate between fixed and variable expenses, and can give 2 examples of each.</td>
<td>Able to identify 1-2 sources of income. Can differentiate between fixed and variable expenses and can give 1 example of each.</td>
<td>Able to identify 1 source of income. Understands there is a difference between fixed and variable expenses but cannot give any examples.</td>
<td>Cannot identify any sources of income. Does not understand what fixed and variable expenses are.</td>
</tr>
<tr>
<td><strong>Create a Budget</strong></td>
<td>Understands what a budget is used for and can recognize the basic structure. Able to create a budget for various situations with little/no guidance.</td>
<td>Understands what a budget is used for and can recognize the basic structure. Able to create a budget for various situations with guidance.</td>
<td>Understands what a budget is used for but cannot recognize the basic structure.</td>
<td>Does not understand what a budget is for and cannot recognize or create one.</td>
</tr>
<tr>
<td><strong>Differentiate Credit and Debit Use</strong></td>
<td>Can explain the difference between a credit and debit card. Able to defend the use of each in different scenarios.</td>
<td>Understands the difference between a credit and debit card. Able to identify which type of card should be used in different scenarios.</td>
<td>Understands the difference between a credit and debit card.</td>
<td>Cannot understand the difference between a debit and credit card.</td>
</tr>
<tr>
<td><strong>Understand How to Comparison Shop</strong></td>
<td>Has a clear understanding of the importance of comparison shopping. Can list 3 examples of situations when comparison shopping is important.</td>
<td>Has a clear understanding of the importance of comparison shopping. Can list 1-2 examples of situations when comparison shopping is important.</td>
<td>Recognizes that comparison shopping is important when making purchases.</td>
<td>Does not understand why comparison shopping is important.</td>
</tr>
<tr>
<td><strong>Identify Consumer Resources</strong></td>
<td>Able to explain what consumer agencies are and how they can help consumers. Able to identify 2 consumer agencies.</td>
<td>Able to define what consumer agencies are and give 1 example.</td>
<td>Able to define what consumer agencies are.</td>
<td>Cannot explain or define what consumer agencies are or how they can help consumers.</td>
</tr>
<tr>
<td><strong>Community Participation</strong></td>
<td>Actively engages in all community activities. Has not refused to participate and puts effort into activities.</td>
<td>Actively engages in all community activities. Has refused 2-3 times to participate.</td>
<td>Only engages in community activities 50% of the time. Puts moderate effort when participating.</td>
<td>Refuses to engage in community activities.</td>
</tr>
</tbody>
</table>
# Character Development

## Established Goals

### NYS Standards Connections:
- ✓ FACS Standard 1
- ✓ CDOS Standard 1
- ✓ CDOS Standard 3

### Common Core Standards:
- ✓ Reading 4, 7
- ✓ Speaking & Listening 1, 3
- ✓ Writing 4, 5
- ✓ Language 1, 2, 3

### 21st Century Process Skills:
- ✓ Leadership & Responsibility
- ✓ Initiative & Self Direction
- ✓ Critical Thinking
- ✓ Communication Skills
- ✓ Flexibility & Adaptability

## Transfer

*Students will be able to use their learning to...*

Apply appropriate coping strategies based on individual character traits to manage different stressors that can impact one's life.

## Meaning

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand that...</strong></td>
<td><strong>Students will keep considering...</strong></td>
</tr>
<tr>
<td>✓ There is a difference between good and bad character traits.</td>
<td>✓ Why is it important to be able to distinguish between positive and negative character traits?</td>
</tr>
<tr>
<td>✓ Knowing how to deal with stress can positively impact your life.</td>
<td>✓ How can you use coping strategies to help reduce stress?</td>
</tr>
<tr>
<td>✓ Being able to stay on task can improve your performance in every aspect of your life.</td>
<td>✓ Why is it important to be able to stay on task?</td>
</tr>
<tr>
<td></td>
<td>✓ How can making bad decisions affect your life?</td>
</tr>
</tbody>
</table>

## Acquisition of Knowledge and Skills

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be skilled at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Qualities of good character</td>
<td>✓ Categorizing characteristics people have into positive and negative</td>
</tr>
<tr>
<td>✓ Different methods for coping with stress</td>
<td>✓ Evaluating different stressful situations and determining proper coping methods</td>
</tr>
<tr>
<td>✓ Different strategies for making decisions</td>
<td>✓ Creating a plan to help them stay on task</td>
</tr>
<tr>
<td>✓ How to stay on task</td>
<td></td>
</tr>
</tbody>
</table>
Character Development
Learning Activities and Assessments

Diagnostic Assessment

One of the follow will be used as a Diagnostic Assessment for this unit:

- Students will be asked a series of questions based on the unit rubric.
- Students will be given a questionnaire assessing their understanding of unit topics.
- Students will be given a pre-test with 5 questions relating to the unit.

Formative Assessment

Students will:

- Review examples of people with good character and discuss why each is true.
- Look through magazines to identify pictures of people with good character.
- Categorize different scenarios as having positive or negative stressors.
- List ten activities that can cause positive stress and ten that can cause negative stress.
- Identify stressful events or situations that affect them.
- Discuss ways to cope with stress and list eight techniques that may be helpful.
- Read several scenarios and decide which show the person considering factors involved in the decision or those who are haphazard, or without a plan.
- List five decisions they have directly or indirectly been involved in during the past week.
- Look over examples of people who are having trouble staying on task.
- Come up with specific ideas for helping themselves stay on task.

Self-Assessment

Students will:

- Self-assess and justify their poster project
- Complete an exit card at the end of the unit

Summative Assessment

- Create a poster that illustrates four different coping methods they can use in stressful situations.
- Students will be asked a series of questions based on the unit rubric.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Learning Activity/Product</th>
<th>Criteria to Assess</th>
<th>Type of Assessment</th>
</tr>
</thead>
</table>
| Apply appropriate coping strategies based on individual character traits | Create a poster that illustrates four different coping methods they can use in stressful situations | -Accurately describes 4 coping methods  
-Creative, neat & organized  
-Unique to individual | Performance Assessment |
| Evaluate different stressful situations and determining proper coping methods | Read several scenarios and determine coping method for each | -Convincing argument  
-Justified decisions | Performance Assessment |
| Understand there is a difference between good and bad character traits | Review examples of people with good/bad character and discuss each | -Logical determinations  
-Careful consideration of each example | Performance Assessment |
<table>
<thead>
<tr>
<th>Character Development Unit Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Goals</strong></td>
</tr>
<tr>
<td><strong>Vocabulary Comprehension</strong></td>
</tr>
<tr>
<td><strong>Differentiate Positive and Negative Character Traits</strong></td>
</tr>
<tr>
<td><strong>Describe Different Coping Methods</strong></td>
</tr>
<tr>
<td><strong>Evaluate Different Strategies for Making Decisions</strong></td>
</tr>
<tr>
<td><strong>Identify Ways to Stay on Task</strong></td>
</tr>
<tr>
<td><strong>Identify Coping Strategies that Work for You</strong></td>
</tr>
<tr>
<td><strong>Community Participation</strong></td>
</tr>
</tbody>
</table>
## Career Development

<table>
<thead>
<tr>
<th>Established Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NYS Standards Connections:</strong></td>
</tr>
<tr>
<td>✔ FACS Standard 3</td>
</tr>
<tr>
<td>✔ CDOS Standard 1</td>
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<td><strong>Common Core Standards:</strong></td>
</tr>
<tr>
<td>✔ Reading 4, 7</td>
</tr>
<tr>
<td>✔ Writing 4, 5</td>
</tr>
<tr>
<td><strong>21st Century Process Skills:</strong></td>
</tr>
<tr>
<td>✔ Leadership &amp; Responsibility</td>
</tr>
<tr>
<td>✔ Critical Thinking</td>
</tr>
</tbody>
</table>

### Transfer

Students will be able to use their learning to...

Evaluate personal interests, hobbies, and skills to identify possible career paths.

### Meaning

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand that...</strong></td>
<td><strong>Students will keep considering...</strong></td>
</tr>
<tr>
<td>✔ Selecting a career path should relate to the things you are personally interested in.</td>
<td>✔ Why is it important to choose a career path that relates to your personal strengths and interests?</td>
</tr>
<tr>
<td>✔ Identifying your strengths is key to determining which career choices are best suited for you.</td>
<td>✔ How can you use your hobbies as a guide to select careers to investigate further?</td>
</tr>
<tr>
<td>✔ Knowing how to use Career Zone will make it easier to research potential career options.</td>
<td>✔ Why should you use Career Zone to build a portfolio?</td>
</tr>
</tbody>
</table>

### Acquisition of Knowledge and Skills

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be skilled at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ How their strengths, interests, and hobbies relate to career choices</td>
<td>✔ Identifying their personal interests and hobbies</td>
</tr>
<tr>
<td>✔ How to tie their academic strengths to a career</td>
<td>✔ Comparing their strengths and interests to careers that utilize those strengths and interests</td>
</tr>
<tr>
<td>✔ The different functions of Career Zone</td>
<td>✔ Creating a portfolio on Career Zone</td>
</tr>
</tbody>
</table>

21 Kavalos
Career Preparation
Learning Activities and Assessments

Diagnostic Assessment
One of the follow will be used as a Diagnostic Assessment for this unit:

- Students will be asked a series of questions based on the unit rubric
- Students will be given a questionnaire assessing their understanding of unit topics
- Students will be given a pre-test with 5 questions relating to the unit

Formative Assessment
Students will:

- Create a list of things they do well.
- Read a list of possible interests and select any that are appealing to them.
- Identify two careers that relate directly to one of their personal interests.
- Explore ways hobbies make life more pleasurable and meaningful.
- Identify your hobbies to reveal two potential careers.
- Determine what their academic strengths are and identify two related careers.
- Complete a Career Zone interest survey.
- Explore the six careers they have uncovered during this unit.

Self-Assessment
Students will:

- Self-assess and justify their Career Project
- Complete an exit card at the end of the unit

Summative Assessment

- Create a brochure, Power Point, or poster that illustrates two careers that relate to your interests, hobbies, or academic strengths.
- Students will be asked a series of questions based on the unit rubric.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Learning Activity/Product</th>
<th>Criteria to Assess</th>
<th>Type of Assessment</th>
</tr>
</thead>
</table>
| Evaluate personal interests, hobbies, and skills to identify possible career paths | Create a visual that illustrates two careers that relate to your interests, hobbies, or academic strengths | - Visually organized, neat, and coherent  
- Relevant content  
- Personalized | Performance Assessment |
| Identify personal interests and hobbies | Read a list of possible interests and hobbies and choose any that are appealing to you | - Selections can be justified  
- Selections are insightful and unique | Performance Assessment |
| Identify potential career options based on interests | Complete a Career Zone interest survey | - Survey is completed accurately  
- Results are informative and unique and can be used to research potential careers | Performance Assessment |
### Career Development Unit Rubric

<table>
<thead>
<tr>
<th>Unit Goals</th>
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<tr>
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<td>Demonstrates basic understanding of all vocabulary terms. Can give definitions and examples of 80% of the terms.</td>
<td>Can identify what each vocabulary term means, but has difficulty remembering the definitions and is unable to give examples of half the terms.</td>
<td>Is unable to identify, define, or give examples of the vocabulary terms.</td>
</tr>
<tr>
<td><strong>Identify Personal Interests and Hobbies</strong></td>
<td>Able to identify and describe 2 interests and 2 hobbies that they enjoy. Can explain why these interests and hobbies are important in deciding a career path.</td>
<td>Able to identify and describe 1 interest and 1 hobby that they enjoy. Can understand that these are important in deciding a career path.</td>
<td>Understands that individual interests and hobbies are important in determining a career path.</td>
<td>Cannot identify any interests or hobbies and cannot understand why they are important.</td>
</tr>
<tr>
<td><strong>Identify Careers that Relate to Personal Interests and Hobbies</strong></td>
<td>Can examine interests and hobbies to reveal 4 possible careers (2 relating to interests, 2 relating to hobbies).</td>
<td>Can identify individual interests and hobbies and use those results to identify 4 related careers.</td>
<td>Able to identify individual interests and hobbies and can think of 1 career that relates.</td>
<td>Cannot identify any interests or hobbies or determine a related career.</td>
</tr>
<tr>
<td><strong>Determine Academic Strengths</strong></td>
<td>Has a clear understanding of the importance of tying academic strengths to career options. Can identify 2 academic strengths.</td>
<td>Understands of the importance of tying academic strengths to career options. Can identify 1 academic strength.</td>
<td>Can identify 1 academic strength.</td>
<td>Unable to identify any academic strengths or understand the importance of tying this to career options.</td>
</tr>
<tr>
<td><strong>Complete an Interest/Career Survey</strong></td>
<td>Able to complete an entire interest/career survey. Can review the results and identify 2 careers that overlap with the careers already explored.</td>
<td>Able to complete an entire interest/career survey. Can review results and come up with one related career.</td>
<td>Able to complete an interest/career survey.</td>
<td>Unable to complete interest/career survey.</td>
</tr>
<tr>
<td><strong>Explore six careers that relate to personal interests, hobbies, and strengths</strong></td>
<td>Able to identify and research 6 careers. Can assess the results to select 2 careers to conduct more research on to complete final project.</td>
<td>Able to identify and research 6 careers. Can assess the results to select 1 careers to conduct more research on to complete final project.</td>
<td>Able to identify and research 2 careers.</td>
<td>Unable to identify or research any careers or complete final project.</td>
</tr>
<tr>
<td><strong>Community Participation</strong></td>
<td>Actively engages in all community activities. Has not refused to participate and puts effort into activities.</td>
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<td>Only engages in community activities 50% of the time. Puts moderate effort when participating.</td>
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The model illustrates the skills deemed essential in preparing students for their future roles as citizens and workers. It integrates the 21st century skills framework outlined by the Partnership for 21st Century Skills (www.21stcenturyskills.org) and process areas identified in the National Standards for Family and Consumer Sciences Education (http://www.doe.in.gov/octe/facs/ProcessFramework.html).
<table>
<thead>
<tr>
<th>21st Century Process Skills</th>
<th>Student Outcomes</th>
</tr>
</thead>
</table>
| **Thinking & Problem Solving Skills** | • Explore a topic/problem and generate a list of ideas about it.  
• Identify trends within a topic/problem and predict possible outcomes.  
• Apply existing knowledge to create new and original ideas, products, or processes.  
• Elaborate on information/ideas by adding details, examples, or other relevant information.  
• Adapt original beliefs and thoughts about a topic/problem in order to discuss other perspectives. |
| **Creativity & Innovation (CI)** |  |
| **Critical Thinking & Problem Solving (CT/PS)** | • Identify and clearly define a topic/problem.  
• Ask significant questions to investigate a topic/problem.  
• Use sound reasoning and a variety of perspectives to examine the topic/problem.  
• Plan and manage activities efficiently to complete a task or project.  
• Analyze and evaluate information in order to answer questions, ask new questions, draw conclusions and solve problems. |
| **Information & Communication Skills** |  |
| **Information & Media Literacy (IML)** | • Access and collect information efficiently and effectively from a variety of reliable sources.  
• Select and evaluate information relevant to the topic being studied.  
• Synthesize information critically and accurately by identifying and making connections among components important to the topic/problem.  
• Summarize information in a coherent manner.  
• Organize information into a logical sequence so it flows smoothly from beginning to end.  
• Produce a product that clearly conveys a message or influences others. |
| **Communication Skills (CS)** | • Articulate thoughts and ideas clearly and effectively to an intended audience using a variety of appropriate media or formats.  
• Use appropriate verbal and nonverbal language to clearly convey information or message to intended audience.  
• Listen attentively and respectfully to others by focusing on the speaker and providing feedback. |
| **Digital & Technology Literacy (TL)** | • Use digital technology tools correctly, while understanding the ethical and legal issues surrounding the access and use of information.  
• Select and use different technology tools and applications effectively and productively.  
• Use digital technology as a tool to research, organize, communicate and evaluate information. |
### Leadership & Collaboration Skills

#### Leadership & Responsibility (LR)
- Guide and encourage others to work towards a common goal.
- Exhibit integrity and ethical behavior.
- Act responsibly with the interests of the larger group in mind.
- Demonstrate ability to negotiate and delegate responsibilities among a group.

#### Collaboration (C)
- Demonstrate ability to work productively within a diverse group of individuals and within a team.
- Accept and carry out shared responsibility for collaborative work.
- Exercise flexibility and willingness to compromise with others to accomplish a common goal.

#### Social & Cross-Cultural Skills (SC)
- Demonstrate ability to communicate and cooperate with a diverse group of individuals.
- Manage conflicts appropriately when they arise within a group.
- Respect cultural differences within a group that offer differing perspectives on a topic.

### Career & Life Management Skills

#### Flexibility & Adaptability (FA)
- Adjust to changes and different situations without difficulty.
- Adapt readily to a variety of roles and responsibilities.
- Incorporate feedback and criticism to improve a task/project.

#### Initiative & Self Direction (ISD)
- Monitor one's own thinking and learning.
- Explore and expand new learning opportunities to gain expertise.
- Manage and complete tasks without direction from others.
- Set and accomplish short-term and long-term goals.

#### Productivity & Accountability (PA)
- Set and meet high standards for delivering quality work.
- Manage and use time and resources efficiently.
- Demonstrate diligence and positive work ethic in a professional manner.
- Reflect and evaluate work against a set of established criteria.
STANDARD 1: PERSONAL HEALTH & FITNESS

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

1.1 Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.

1.2 Apply principles of food safety and sanitation.

1.3 Recognize the mental, social, and emotional aspects of good health.

1.4 Apply decision-making process to dilemmas related to personal health.

STANDARD 2: SAFE & HEALTHY ENVIRONMENT

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

2.1 Demonstrate the principles of safe and healthy childcare.

2.2 Know the basics of managing a safe and healthy home.

2.3 Use age-appropriate techniques to select and maintain clothing.

STANDARD 3: RESOURCE MANAGEMENT

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

3.1 Understand how the family can provide for the economic, physical, and emotional needs of its members.

3.2 Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.

3.3 Are able to budget their time and money.

3.4 Understand how working contributes to a quality living environment.

3.5 Identify their own abilities and interests as possible guides to career choice.
STANDARD 1: PERSONAL HEALTH & FITNESS

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

1.1 Apply knowledge of food choices and menus to plan a balanced diet, use new technologies to plan and prepare nutritious meals for a variety of dietary needs.

1.2 Adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle.

1.3 Identify ways to meet basic needs of all family members.

1.4 Take reasoned action toward reaching personal health goals.

STANDARD 2: SAFE & HEALTHY ENVIRONMENT

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

2.1 Understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child.

2.2 Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.

2.3 Understand essential requirements for selecting and maintaining a home.

2.4 Apply basic rules of health and safety to a variety of home and work place situations.

STANDARD 3: RESOURCE MANAGEMENT

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

3.1 Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.

3.2 Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.

3.3 Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.

3.4 Understand the concept of entrepreneurship, as it exists in today's economy.

3.5 Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
1. CAREER, COMMUNITY, AND FAMILY CONNECTIONS

1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.
   1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
   1.2 Demonstrate transferable and employability skills in community and workplace settings.
   1.3 Analyze the reciprocal impact of individual and family participation in community activities.

2. CONSUMER AND FAMILY RESOURCES

2.0 Evaluate management practices related to the human, economic, and environmental resources.
   2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health, recreation, and transportation.
   2.2 Analyze the relationship of the environment to family and consumer resources.
   2.3 Analyze policies that support consumer rights and responsibilities.
   2.4 Evaluate the impact of technology on individual and family resources.
   2.5 Analyze interrelationship between the economic system and consumer actions.
   2.6 Demonstrate management of financial resources to meet the goals of individuals & families across life span.

3. CONSUMER SERVICES

3.0 Integrate knowledge, skills, and practices required for careers in consumer services.
   3.1 Analyze career paths within consumer service industries.
   3.2 Analyze factors that impact consumer advocacy.
   3.3 Analyze factors in developing a long-term financial management plan.
   3.4 Analyze resource consumption for conservation and waste management practices.
   3.5 Demonstrate skills need for product development, testing, and presentation.

4. EARLY CHILDHOOD, EDUCATION, AND SERVICES

4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
   4.1 Analyze career paths within early childhood, education and services.
   4.2 Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services.
   4.3 Demonstrate integration of curriculum & instruction to meet children’s developmental needs & interests.
   4.4 Demonstrate a safe and healthy learning environment for children.
   4.5 Demonstrate techniques for positive collaborative relationships with children.
   4.6 Demonstrate professional practices and standards related to working with children.
5. FACILITIES MANAGEMENT AND MAINTENANCE
5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

5.1 Analyze career paths within facilities management and maintenance areas.
5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.
5.3 Demonstrate sanitation procedures for a clean and safe environment.
5.4 Apply hazardous materials and waste management procedures.
5.5 Demonstrate a work environment that provides safety and security.
5.6 Demonstrate appropriate laundering processes.
5.7 Demonstrate facilities management functions.

6. FAMILY
6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.

6.1 Analyze the impact of family as a system on individuals and society.
6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

7. FAMILY AND COMMUNITY SERVICES
7.0 Integrate knowledge, skills, and practices required for careers in family and community services.

7.1 Analyze career paths within family and community services.
7.2 Analyze factors related to providing family and community services.
7.3 Demonstrate professional behaviors, skills, & knowledge in providing family & community services.
7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.
7.5 Identify services for individuals and families with a variety of disadvantaging conditions.

8. FOOD PRODUCTION AND SERVICES
8.0 Integrate knowledge, skills, and practices required for careers in food production and services.

8.1 Analyze career paths within the food production and food services industries.
8.2 Demonstrate food safety and sanitation procedures.
8.3 Demonstrate selecting, using, and maintaining food production equipment.
8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.
8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.
8.6 Demonstrate implementation of food service management functions.
8.7 Demonstrate the concept of internal and external customer service.
9. FOOD SCIENCE, DIETETICS, AND NUTRITION
9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

9.1 Analyze career paths within the food science, dietetics, and nutrition industries.
9.2 Apply risk management procedures to food safety, food testing, and sanitation.
9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
9.4 Demonstrate basic concepts of nutritional therapy.
9.5 Demonstrate use of current technology in food product development and marketing.
9.6 Demonstrate food science, dietetic, and nutrition management principles and practices.

10. HOSPITALITY, TOURISM, AND RECREATION
10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

10.1 Analyze career paths within the hospitality, tourism, and recreation industries.
10.2 Demonstrate procedures applied to safety, security, and environmental issues.
10.3 Apply concepts of service to meet customer expectations.
10.4 Demonstrate practices and skills involved in lodging occupations.
10.5 Demonstrate practices and skills for travel related services.
10.6 Demonstrate management of recreation, leisure, and other programs and events.

11. HOUSING, INTERIORS AND FURNISHINGS
11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, & furnishings.

11.1 Analyze career paths within the housing, interiors, and furnishings industry.
11.2 Evaluate housing decisions in relation to available resources and options.
11.3 Evaluate the use of housing and interior furnishing and products in meeting specific design needs.
11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
11.5 Analyze influences on architectural and furniture design and development.
11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
11.7 Demonstrate design ideas through visual presentation.
11.8 Demonstrate general procedures for business profitability and career success.

12. HUMAN DEVELOPMENT
12.0 Analyze factors that impact human growth and development.

12.1 Analyze principles of human growth and development across the life span.
12.2 Analyze conditions that influence human growth and development
12.3 Analyze strategies that promote growth and development across the life span.
13. INTERPERSONAL RELATIONSHIPS
13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

13.1 Analyze functions and expectations of various types of relationships.
13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.
13.3 Demonstrate communication skills that contribute to positive relationships.
13.4 Evaluate effective conflict prevention and management techniques.
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
13.6 Demonstrate standards that guide behavior in interpersonal relationships.

14. NUTRITION AND WELLNESS
14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

14.1 Analyze factors that influence nutrition and wellness practices across the life span.
14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
14.4 Evaluate factors that affect food safety, from production through consumption.
14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.

15. PARENTING
15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

15.1 Analyze roles and responsibilities of parenting.
15.2 Evaluate parenting practices that maximize human growth and development.
15.3 Evaluate external support systems that provide services for parents.
15.4 Analyze physical and emotional factors related to beginning the parenting process.

16. TEXTILES AND APPAREL
16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.

16.1 Analyze career paths within the textiles and apparel design industry.
16.2 Evaluate fiber and textiles materials.
16.3 Demonstrate apparel and textiles design skills.
16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
16.5 Evaluate elements of textiles and apparel merchandising.
16.6 Evaluate the components of customer service.
16.7 Demonstrate general operational procedures required for business profitability and career success.
LEARNING STANDARDS
CAREER DEVELOPMENT & OCCUPATIONAL STUDIES (CDOS)

CDOS Intermediate or Middle School Level

Standard 1: Career Development
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

1.1 Continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

1.2 Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.

1.3 Understand the relationship of personal interests, skills, and abilities to successful employment.

1.4 Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.

1.5 Understand the relationship of personal choices to future career decisions.

Standard 2: Integrated Learning
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

2.1 Apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities.

2.2 Solve problems that call for applying academic knowledge and skills.

2.3 Use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques.

Standard 3a: Universal Foundation Skills
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. There are eight (8) foundation skills that need to be taught at the secondary level for individuals to succeed in school, life, and work beyond high school.

Basic Skills: Students listen to, read, and analyze the ideas of others; acquire and use information from a variety of sources; apply mathematical operations to solve problems orally and in writing.

Thinking Skills: Students evaluate facts, solve advanced problems, and make decisions using logic and reasoning skills.

Personal Qualities: Students demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.

Interpersonal Skills: Students demonstrate the ability to work with others, present facts that support arguments, listen to differing points of view, and engage in shared decision-making.

Technology: Students select and use appropriate technology to complete a task.

Managing Information: Students select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).

Managing Resources: Students understand the financial, human and material resources needed to accomplish tasks and activities.

Systems: Students understand the process of evaluating and modifying systems within an organization.
Learning Standards for Career Development and Occupational Studies

CDOS Commencement or High School Level


Standard 1: Career Development

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

1.1 Complete the development of a career plan that would permit eventual entry into a career option of their choosing.

1.2 Apply decision-making skills in the selection of a career option of strong personal interest.

1.3 Analyze skills and abilities required in a career option and relate them to their own skills and abilities.

Standard 2: Integrated Learning

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

2.1 Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.

2.2 Use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g. sign language, pictures, videos, reports, and technology).

2.3 Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. There are eight (8) foundation skills that need to be taught at the secondary level for individuals to succeed in school, life, and work beyond high school.

Basic Skills: Students use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.

Thinking Skills: Students demonstrate the ability to organize and process information and apply skills in new ways.

Personal Qualities: Students demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

Interpersonal Skills: Students communicate effectively and help others to learn a new skill.

Technology: Students apply their knowledge of technology to identify and solve problems.

Managing Information: Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.

Managing Resources: Students allocate resources to complete a task.

Systems: Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.
Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

They use technology and digital media strategically and capably.
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.

Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

**College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**
R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**
R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**
R7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**
R10. Read and comprehend complex literary and informational texts independently and proficiently.
College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
W1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
**Presentation of Knowledge and Ideas**
SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**
L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**
L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**
L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Reference:** Common Core State Standards at [www.corestandards.org](http://www.corestandards.org)
The Common Core in Mathematics: Habits of Mind

Family and Consumer Sciences educators have a long history of supporting students’ mathematics competency by offering students opportunities to apply mathematics to real-world problems that individuals and families encounter at home, in school, in the community, and in the workplace. These important math-in-FACS experiences will continue even as our schools move toward implementation of the Common Core State Standards in Mathematics. For example, a FACS learning experience requiring the application of mathematics to a financial management problem is not only relevant, but crucial, in this economy and so like many other math-in-FACS applications will continue to have a place in our classrooms. However these applications may not align directly with the expected grade-specific mathematics content required by the Common Core, so we face the challenge of showing how FACS instruction supports the new math standards.

It is suggested that FACS educators and their CTE colleagues have a new role to play in increasing their students’ mathematics competency. The Common Core State Standards for Mathematics include “Standards for Mathematical Practices” which are habits of mind that mathematically proficient students demonstrate. FACS classrooms are natural environments for the development and practice of these habits. Rather than trying to shoehorn specific math content into our classrooms, we should concentrate instead on the Standards for Mathematical Practices:

- Standard 1: Make sense of problems and persevere in solving them
- Standard 2: Reason abstractly and quantitatively
- Standard 3: Construct viable arguments and critique the reasoning of others
- Standard 4: Model with mathematics
- Standard 5: Use appropriate tools strategically
- Standard 6: Attend to precision
- Standard 7: Look for and make use of structure
- Standard 8: Look for and express regularity in repeated reasoning

For more information on the Common Core Standards for Mathematics, including the Standards for Mathematical Practice, see http://www.p12.nysed.gov/ciai/mst/math/standards/ and http://engageny.org/

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Standards for Mathematical Practices

MP1: Make sense of problems and persevere in solving them

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MP2: Reason abstractly and quantitatively

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

MP3: Construct viable arguments and critique the reasoning of others

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MP4: Model with mathematics

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results
in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**MP5: Use appropriate tools strategically**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MP6: Attend to precision**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MP7: Look for and make use of structure**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.

**MP8: Look for and express regularity in repeated reasoning**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
REFERENCES


