



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Lifestyles for the Future <b>Grade Level(s):</b> Grade 10-12 <b>Units of Credit:</b> .5 <b>Classification:</b> Elective	<b>Length of Course:</b> 15 cycles <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 43 minutes <b>Total Instructional Time:</b> 64.5 hours
---	---

***Course Description***

This course is designed to help students develop the skills necessary to make daily decisions, and to successfully manage their lives. Students will explore a variety of areas of Family and Consumer Science including self-evaluation, family relationships and communication skills, parenting skills, personal financial literacy, housing decisions, consumer issues, and foods and nutrition.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Personality and Conflict Resolution Surveys Case Studies Hands-on Activities Vocabulary Collaborative Learning Activities Lecture, Demo, and Discussion with PowerPoint Internet Research Family Functions Activity Use of Resources Activity	Article Reviews with Constructed Response Graphic Organizers Interview Parents in Different Family Types Reading and Analyzing Children's Books Parenting Responsibilities Games TeacherTube and YouTube Video Clips Food Lab Preparation Opportunities Financial Document Samples Teacher-created Worksheets	Credit and Insurance Videos with Workbook Observing and Working with Children Budgeting / Meal Planning Practical Application of Information From National Endowments for Financial Educations Program (NEFE) Practicalmoneyskills.org Activities, Consumer Jungle, and Family Economics and Financial Education (FEFE) Program Activities
---	---	--

***Assessments***

Discussion Participation Journal Entries Teacher Observation Test and Quizzes Anecdotal Records Socratic Quizzes	Teaching Through Creative Play Assessment Individual Student Project Rubric Oral Presentation Parenting Job Application Public Service Announcement (PSA) About Credit, Budgeting, and Insurance	Article Review Rubric Planning Personal Budget Meal Plan Disease and Nutrition Research Reading Food Labels Brochure Rubric
---	--	--

## *Materials/Resources*

Text: *Guide to Good Food*, Glencoe/McGraw Hill, 2004

Teacher-prepared Outlines

Teacher-prepared Student Activity Books

Financial Education Programs: Jumpstart, National Endowment for Financial Education

Videos

iPad

Nearpod

Independent Living Websites

Children's Books

PowerPoints

Google Classroom

Internet Sources: Consumer Education Web Sites

**Adopted:** 10/2004

**Revised:** 5/15/2017

P:\MGDRBR\NEWCURR\Family Consumer Science\2017\Lifestyles for the Future\Planned Course Overview .doc

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Exploring Self-concept by identifying the four parts and applying it personally</p> <ul style="list-style-type: none"> <li>• Nature/Personal Identity</li> <li>• Talents and Skills</li> <li>• Self-esteem</li> <li>• Personal Identity (as perceived by others)</li> </ul> <p>Nature and Nurture and how they contribute to our self-concept</p> <p>Assessing Personality</p> <p>Determining and Evaluating Workplace Personality</p> <p>Decision-making and Goal Setting: How to effectively make decisions and set goals</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• relate current abilities, strengths, and weaknesses to future ability to live independently.</li> <li>• assess personality traits in daily life and in the workplace.</li> <li>• demonstrate ability to use practical reasoning to solve problems.</li> </ul> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.C Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>11.2.12.F Assess the relationship of family functions to human developmental stages.</p> <p>11.2.12.H Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Functions of the Family                      Responsibilities and Roles of Family Members                      Family Life-cycle                      Circle of Communication                      Verbal and Non-verbal Communication                      Active Listening                      I-statements vs. You-statements                      Conflict Resolution                      Role of Compromise</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• identify types of families.</li> <li>• explain functions of the family members and family life-cycle stages.</li> <li>• demonstrate active listening and the use of I-messages.</li> <li>• demonstrate knowledge of the conflict resolution process.</li> </ul> <p>Balancing Family, Work, and Community Responsibility</p> <p><b>11.2.12.B</b> Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.</p> <p><b>11.2.12.C</b> Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p><b>11.2.12.F</b> Assess the relationship of family functions to human developmental stages.</p> <p><b>11.2.12.H</b> Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Optimum Physical, Intellectual, Social, Emotional, and Moral Environments in Which a Child Should Be Raised</p> <ul style="list-style-type: none"> <li>• Stages of Child Development</li> <li>• Areas of Human Development</li> <li>• Parental Responsibilities</li> <li>• Daily Care of Young Children</li> <li>• Parenting Styles</li> <li>• Discipline and Guidance</li> <li>• Early Childhood Literacy</li> <li>• Observing and Working With Children</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• analyze current research on child development theories.</li> <li>• describe, compare, and contrast parenting styles.</li> <li>• discuss developmental milestones in each stage of child development.</li> <li>• discriminate positive practices for raising an emotionally, socially, physically, and intellectually-healthy child.</li> <li>• evaluate options for daily child care for working parents.</li> <li>• complete the RealCare Baby Simulation successfully.</li> </ul> <p>Child Development</p> <p><b>11.4.12.A</b> Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research).</p> <p><b>11.4.12.B</b> Analyze current issues in health and safety affecting children at each stage of child development.</p> <p><b>11.4.12.C</b> Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).</p> <p><b>11.4.12.D</b> Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p><b>11.4.12.E</b> Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Financial Literacy Vocabulary</p> <p>Balancing a Checkbook</p> <p>Internet Banking</p> <p>Understanding Paycheck Deductions</p> <p>Taxes and IRS Reporting</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate financial literacy skills.</li> <li>• define finance-related vocabulary concerning income, credit, insurance, investing, taxes, and reporting.</li> <li>• balance a checkbook and maintain records via Internet banking options.</li> </ul> <p>Financial and Resource Management</p> <p>11.1.12.B Analyze the management of financial resources across the lifespan.</p> <p>11.1.12.C Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.E Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Creating a Budget	The student will be able to recognize how his/her behavior as a consumer, with all his/her rights and responsibilities, affects the global environment both physically and financially.
The Positives and Negatives of Using Credit.	
Types of Insurance	Financial and Resource Management
How Insurance Works	<b>11.1.12.A</b> Evaluate the impact of family resource management on the global community.
The Investment Pyramid	<b>11.1.12.B</b> Analyze the management of financial resources across the lifespan.
Reduce, Reuse and Recycle	<b>11.1.12.C</b> Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).
Consumer Rights and Responsibilities	<b>11.1.12.D</b> Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process
Selecting Appropriate Consumer Goods to Reflect a Budget	<b>11.1.12.E</b> Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).
Housing Decisions: Buying vs. Renting	
Mortgages and Leases	<b>11.1.12.F</b> Compare and contrast the selection of goods and services by applying effective consumer strategies.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Connection Between Nutrition and Disease Across the Lifespan</p> <p>Current Food Safety Issues</p> <p>Current Energy Needs Based on Body Type and Energy Level</p> <p>My Plate Nutritional Recommendations</p> <p>Planning and Budgeting for Weekly Menus</p> <p>Compare and Contrast Meals Prepared at Home vs. Fast Food and Restaurant-prepared</p> <p>Basic Food Preparation Skills</p> <p>Basic Food Preparation Tools</p>	<p>The student will be able to interpret current research on diet, disease, and nutrition, the safety of our food supply, metabolism, and technology, and apply it to their own health across the lifespan.</p> <p>Financial and Resource Management</p> <p><b>11.1.12.D</b> Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p><b>11.1.12.F</b> Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>Food Science and Nutrition</p> <p><b>11.3.12.A</b> Analyze how food engineering and technology trends will influence the food supply.</p> <p><b>11.3.12.B</b> Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p><b>11.3.12.C</b> Evaluate sources of food and nutrition information.</p> <p><b>11.3.12.D</b> Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p><b>11.3.12.F</b> Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p>