

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington**



**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION
Curriculum Guide**

Approved by the Board: April 9, 2003

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307

Table of Contents

Acknowledgments.....	4
Philosophy of Education.....	5
General Instructional Goals.....	6
Career and Life Skills Education Goals.....	8
Career and Life Skills Education.....	12
Career and Life Skills Education Mission Statement and Three Beliefs.....	14
Essential Academic Learning Requirements and Benchmarks.....	15
• Arts	
• Communication	
• Mathematics	
• Science	
• Writing	
History of Course Development.....	16
Program & Course Goals.....	17
Scope & Sequence.....	18
Evaluation/Assessment.....	28
Instructional Materials.....	29
Appendix: Leadership & Vocational Plan.....	30

ACKNOWLEDGMENTS

Board of Directors

Albert Talley, Sr., President
Lynn Desmarais
Marcie Maxwell
David Merrill
Joy Poff

Superintendent

Dr. Dolores J. Gibbons

Department of Instruction and Technology

Dr. Kathryn Fantasia, Assistant Superintendent of Instruction and Technology
Jay A. Leviton, Director, Career and Life Skills Education

Workforce Training & Transition Council Advisory Committee

Lynne Bupp Valley Medical Center	Karen Foss South Seattle Community College
Mike Dahl Renton Technical College	Gay Keisling Renton Technical College
Suzette Cook Renton Chamber of Commerce	Tom Murray Murray & Associates
Dan Flanagan Industry Consultant	Felix Serna Green River Community College

Curriculum Development Committee

Jay Leviton Director Renton School District	Judy Douglas Instructor
Minerva Current Instructor	Judith Gustafson Instructor

A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

GENERAL INSTRUCTIONAL GOALS

Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION GOALS

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills Education programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills Education instructors regarding the effective use of advisory committees.

RENTON SCHOOL DISTRICT NO.403
Renton, Washington

CAREER AND LIFE SKILLS EDUCATION

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participates in two countywide Tech Prep consortia with local community and technical colleges. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and exposure. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, and Black River High Schools. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Interior Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School District and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and at the Sartori Learning Center. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. These courses are as follows: Accounting 1-4, Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1,2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1,2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Web Site Development 1; and Recordkeeping. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Business programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Workbased Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1,2, Exploration of Travel and Tourism and Introduction to Travel and Tourism/Hospitality, and **Diversified Occupations Programs** provide

students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences**, **Internships**, **Job Shadows**, and **Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Health Careers/ Sciences and Athletic Trainer/Sports Medicine Programs** are reliant on clinical training stations and coordinated work experiences for students through local convalescent centers, nursing facilities, community hospitals health clubs and sports teams. This program is offered to all students in the Renton School District but operates only at Hazen High School.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math Departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; CADD 1-6; Computer Graphics 1-8; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1,2; Light Duty Mechanics and Related Careers 1,2; Materials Science and Technology 1,2; Construction Technology, Maintenance Technology 1,2; Power and Energy 1-2; Principles of Technology 1,2; Principles of Technology/Robotics 3,4; and Video Production 1,2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for the past several years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for vocational funding, the district has made the commitment to operate them in collaboratively with a related academic instructor. These **Applied Vocationally Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology; and Principles of Technology.

Renton School District has made a commitment to provide career and life skills training and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to allow several offerings, the district has entered into interdistrict cooperative agreements with surrounding districts to accept students on a space available basis. There are four such **special programs**: **Building Maintenance** operates at the Sartori Learning Center and the **Career Ladders/Community Classroom** is offered at Valley Medical Center. The **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School and **Health Careers** section is located at Hazen High School.

The District is also a partner in the Career and Life Skills/Special Education consortium of King County School Districts. The primary purpose of this participation is to make Career and Life Skills Education more accessible to persons with disabilities, provide additional inservice opportunities to all instructors and support to Career and Life Skills instructors as they provide applied learning opportunities to special needs students.

RENTON SCHOOL DISTRICT NO. 403

CAREER AND LIFE SKILLS EDUCATION

MISSION STATEMENT

The mission of career and life skills education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCE EDUCATION
Washington State Essential Academic Learning Requirements

MIDDLE SCHOOL FAMILY & CONSUMER SCIENCE EDUCATION						
This Career and Life Skills class supports the Washington State Essential Academic Learning Requirements.	ART	COMMUNICATIONS	MATHEMATICS	SCIENCE	WRITING	READING
COURSE OBJECTIVES:						
Unit 1: Family Relations and Personal Enrichment	*	*			*	*
Unit 2: Nutrition/Foods	*	*	*	*		*
Unit 3: Sewing	*	*	*			*
Unit 4: Childcare/Babysitting		*			*	*
Unit 5: Career Education		*			*	*
Suggested Activities		*				*

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION
History**

The Middle School Family and Consumer Science Education curriculum development committee was established in the Spring of 1977. Previous to this, there had not been a formally adopted district-wide curriculum. The committee met weekly until the end of the year and developed six units of study patterned after the State of Washington Family and Consumer Science Secondary Career and Life Skills Program.

Work resumed in the fall of 1977. The committee was revised to include Leone Bourgeois, Dimmitt Middle School teacher and Joanne Primavera, Vocational Director at Renton Vocational Technical Institute. They replaced Mary Yanogimachi and Les Kovach respectively.

The committee continued to work on the objectives, evaluation and other curriculum guide components during the fall and winter months. The committee completed its work in the spring of 1978 with the exception of additional supplemental instructional materials, which may be evaluated and recommended in the future.

The curriculum was reviewed by the Citizens' Advisory Committee for Instruction in May 1976. The suggestions of the Committee were incorporated into the guide.

During the 1984-85 school year a new committee began revising the curriculum to accommodate the middle school move to the trimester as well as divide the current curriculum into two courses--Home and Family Life I and Family Life II. Each course has been organized on the basis of a twelve week trimester.

Revision began again with the 1996-97 school year for the purpose of updating curriculum to bring it into line with the Family and Consumer Science curriculum; with state mandated essential learnings in reading, writing, communication, mathematics, physical education and health and the arts where applicable and wherever feasible; with district secondary vocational education guides and objectives; and with current middle school directives. Cindy Weeks, Nelson Middle School, Judy Douglas, McKnight Middle School, and Jay Leviton, Career and Life Skills Director, initiated the review.

Currently, there are required Family and Consumer Science quarter classes at all three of the middle schools. Some schools offer these classes only at the 6th grade level, and some middle schools offer quarter or semester Family and Consumer Science classes to 7th and/or 8th grade.

During the 2001-2002 school year the Middle School committee was reformed. The group energies were focused on updating curriculum and program activities with District instructional goals and State identified standards. Five units of instruction were developed that support previous strategies and expand program offerings in all three middle schools.

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION
Program Goals**

The Renton School District Middle School Family and Consumer Science Education Program will:

1. Increase student interest and awareness in basic food skills, nutritional meal planning, and healthy eating patterns.
2. Develop in students a better understanding of themselves, their families and their relationships to friends and others.
3. Increase student understanding of the needs and abilities of children and develop the student's sense of concern and responsibility regarding the care of children.
4. Develop student competency in sewing techniques.
5. Increase student awareness to wisely choose goods and services.
6. Increase student knowledge about home safety practices.
7. Explore career opportunities, responsibilities, and expectations as applicable to all aspects of Family and Consumer Science Education.

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION
Scope and Sequence**

Curriculum units covered at the middle school level shall include sections from three (3) or more of the following units:

- I. Family Relations and Personal Enrichment**
- II. Nutrition/Foods**
- III. Sewing**
- IV. Childcare/Baby-sitting**
- V. Career Education**

Curriculum units may be taught in any sequence and may be taught as integrated curriculum with each other or with curriculum from other disciplines within a students' day.

Consumer Education is an integral part of each unit and should not stand alone as a separate entity.

Curriculum units are designed to be taught during:

- a stand-alone quarter length class, or
- a pre-requisite quarter class at one grade level leading to the next grade level of learning, or
- as a semester course delving into each of the units in depth.

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION**

Unit I: Family Relations and Personal Enrichment

During this unit, students will be introduced to the following concepts and will have a basic understanding of how this information relates to their current success and to their goals as a successful adult.

Objectives - The intent of instruction is that students will:

1. Demonstrate good listening skills
2. Define effective communication
3. Explain why and when reading for content is expected
4. Understand the importance of individual, team, and group cooperation through work and class activities
5. Recognize healthy living choices
6. Demonstrate when and how to say “No”
7. Define and give an example of a win/win situation
8. Explain the steps for problem solving and identify when they are needed
9. Define positive self image and give examples of how to encourage themselves and others
10. Define the differences in communication with families/friends
11. Give examples of appropriate communication with colleagues/employers
12. Demonstrate presentation skills appropriate to their grade level

Content:

- Life Skills-listening
 1. Effective communication
 2. Reading for content
- Decision Making-learning when and how to say “No”
 1. Win/win situations
 2. Problem solving
- Positive Self Image-presentation skills
 1. Appreciation of self and others
 2. Acknowledgment of similarities and differences
- Communications-listening
 1. Letter writing
 2. Family/friends/colleagues/employers

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION**

Unit II: Nutrition/Foods

During this unit, students will be introduced to the following concepts and will have a basic understanding of how this information relates to their current eating habits and to their success as an adult on their own.

Objectives - The intent of instruction is that students will:

1. Explain how the food pyramid is used to determine good eating habits
2. List why the use of too many fats and fatty foods are detrimental to their health
3. List snacks that are appropriate and healthful
4. Describe the pitfalls of dieting
5. Demonstrate healthful selections when eating away from home
6. Pass a test of common kitchen measurements, abbreviations, and equivalents
7. Describe how labeling affects purchasing
8. Describe the purpose of UPC's on products
9. Differentiate between pull dated and spoilage of foods
10. Interpret nutrition labeling as it applies to their daily requirements for nutrition
11. Demonstrate proper table setting and manners
12. List the basic concerns with food safety and contamination
13. Define the appropriate safety procedures for use while in the kitchen
14. Demonstrate proper use of cleaners
15. Illustrate and explain the relationship between nutrition and exercise
16. Determine the ideal and the real nutritional needs of their body
17. Construct a plan for life-long eating and health habits

Content:

- Nutrition-food pyramid
 1. Fats
 2. Snacks
 3. Dieting
 4. Eating away from home
- Measurements, abbreviations, equivalents
- Shopping/consumer purchases-labeling
 1. UPC's
 2. Pull dates
 3. Nutrition labeling
 4. Ingredient labels
 5. Types of advertising
- Manners and table setting
- Safety-kitchen
 1. Food equipment
 2. Cleaners

- Food Unit--suggestions
Cookies, microwave, breads, vegetables / fruits, main dishes, non-meat items
(vegetarian), egg cookery

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION**

Unit III: Sewing

During this unit, students will be introduced to the following concepts and will have a basic understanding of how this information relates to their successful completion of a project and to independent living.

Objectives - The intent of instruction is that students will:

1. Complete a project prior to leaving the course
2. Demonstrate proper equipment use and safety
3. List a minimum of four (4) safety rules
4. Demonstrate basic hand sewing techniques
5. Demonstrate mending skills
6. Examine ways of lengthening the life of a garment
7. List the proper ways to care for clothing
8. Demonstrate proper laundry use at home
9. Explain how to iron properly
10. Interpret hang tags/labels for garment care
11. Complete a sampler of hand sewing skills
12. Demonstrate sequencing in following directions
13. Show cooperative learning in the use of the room and supplies
14. Include proper reading and interpreting of directions and measurements as appropriate to their project

Content:

- Equipment use and safety-
 1. Machines
 2. Irons
 3. Washers/Dryers
 4. Scissors/Cutters
- Clothing Care-
 1. Laundry
 2. Ironing
 3. Mending
- Hand sewing/Mending skills-
 1. Sewers Knots (beginning and ending)
 2. Hems/Buttons
 3. Running / Outline stitches/Overcast/Hidden/Embroidery Stitches
- Project completion
 1. Sequencing
 2. Cooperative learning
 3. Direction following
 4. Follow through/completion/commitment

5. Reading and interpreting directions
6. Measurements

- Project suggestions-
Crafts, pillows, shorts, sweatshirts, sweat pants, kites,
wind sox, banners, flags

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION**

Unit IV: Childcare/Baby-sitting

During this unit, students will be introduced the following concepts and will have a basic understanding of how this information relates to their current success as a baby-sitter and to their goals as a successful parent.

Objectives - The intent of instruction is that students will:

1. List appropriate items to include in a baby-sitters kit
2. Discuss and/or learn games and books for children
3. Define age appropriate expectations for children under the age of seven (7)
4. Discuss and prepare foods appropriate for specific ages
5. List five (5) things that a parent is looking for in a responsible sitter
6. List five (5) things that a sitter should expect from responsible parents
7. List seven (7) expectations that a sitter of middle school age should have prior to and during sitting
8. Outline appropriate expectations for children under the age of seven when left alone with a sitter
9. Have a basic understanding of first aid and CPR as required for a sitter
10. Create a list of emergency phone numbers to carry with them when sitting
11. Develop a check list of home safety concerns to use when sitting

Content:

- Age appropriate activities for children-
 1. Baby-sitting kits
 2. Games
 3. Books
 4. Expectations
 5. Foods
- Job Descriptions-for parent
 1. For sitter
 2. Resume' writing
- Age appropriate expectations for sitter and for child
- First aid / CPR
- Home Safety

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION**

Unit V: Career Education

During this unit, students will be introduced to the following concepts and relate them to workplace applications and careers.

Objectives:

1. Explore relevant careers as appropriate for student age levels.
2. Explore job careers through guest speakers.
3. Understand employee job responsibilities.
4. Increase proficiency in use of community resources (i.e. phone book, newspaper)
5. Present a short oral presentation to the class.

Content:

- Job exploration
- Become familiar with careers appropriate to their age level
- Job skills-listening
 1. Effective communication
 2. Reading for content
- Interview awareness and skills-grooming
 1. Appearance
 2. Language
 3. Preparedness
- Time management

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION**

Suggested Activities:

Family Relations and Personal Enrichment:

6th grade

Positive Mental Attitude Calendars
Picture Me
I Think, I Am
How to Make Friends
Bag of Tricks (Friendship & Family Attributes)
Self Esteem Booster

7th/8th grade

Positive Adjective signs
Unique Me
Say "NO"
Positive Mental Attitude Coupon Book
T-shirts about positive self-esteem
Communication Skills & Anger Management
Me Books

Childcare/Baby-sitting:

6th grade

Parental Interview
Check List
Puppets/Toys
Safety

7th/8th grade

Positive Communication & Guidance
CPR/1st Aid
Foods
Alphabet sentence books
Games

Nutrition/foods:

6th grade

Food Pyramid
Snacks
Table setting/Manners
Measurements/abbreviations/equivalents

Foods –

- Breakfast
- Lunch/Dinner
- Snacks/Deserts
- Equipment

7th/8th grade

- Dieting/Eating Away From Home
- Measurements/abbreviations/equivalents
- Equipment
- Foods-
 - Breakfast
 - Lunch/Dinner
 - Snacks/Desserts
- Consumerism/purchasing/Labeling
- Product comparisons

Recipe Categories:

- Yeast Dough or mini-pizzas
- Quick Breads (muffins, scones, coffee cake, biscuits)
- Cookies (Drop or Refrigerated)
- Soups/Casseroles
- Egg Cookery
- Fresh Fruits & Vegetables
- Beverages
- Multi-Cultural Dishes

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION
Evaluation**

Evaluation is an integral part of the education process and each instructor has been schooled in a variety of evaluation techniques. The following criteria are applicable in the total evaluation of student progress. Instructors are encouraged to incorporate as many ways as possible during the length of the course.

Possible means of evaluation may include:

- Observation of the student while working in the lab
- Achievement on worksheets, assignments, tests, and quizzes
- Individual performance in labs, discussions, small and large group activities
- Problem solving
- Demonstrations
- Self-evaluations
- Project completion
- Organization
- Individual and/or group oral and written presentations
- Computer applications as appropriate
- Portfolios

**MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE EDUCATION
Instructional Materials**

Texts:

Today's Teen
Young Living
Discovering Foods

Supplemental Texts:

Changes: Becoming The Best You Can Be (Quest)
The Great Vitamin Mystery (Dairy Council)
Step By Step Sewing
Great Food Fights

Supplemental Materials:

Multicultural Food Transparencies (Asian, Latin, Mediterranean, Vegetarian)

Videos:

Assorted Topics from Washington Dairy Council
Kitchen Safety – Assorted Topics
Nutritional Pyramid
Careers w/o College
Taking Science From School 2 Work Through Family and Consumer Science
Assorted Nutrition and Nutrients
Peer Pressure