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 LSC: App-4/13/14
 UWUCC: App-4/18/14
 Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Sally M. McCombie

Department Human Development and Environmental Studies

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Course FCSE 450 Teaching Vocational Family and Consumer Sciences

Received

JAN 27 2014

Liberal Studies

Please provide answers to these questions on the next page:

Received

APR 2 2014

1. Include the most recent syllabus for the Type II course.

Liberal Studies

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)	<i>Sally M. McCombie</i>	4-1-13
Department Chair	<i>Fredalene B. Bowen</i>	4-1-13
College Dean	<i>M T E L</i>	4.2.14
Director of Liberal Studies	<i>D A Puckett</i>	4/3/14
UWUCC Co-chair(s)	<i>Gail Sechrist</i>	4/8/14

TYPE II DEPARTMENT COMMITMENT

FCSE Program Coordinator: Dr. Sally M. McCombie

Department: Human Development &
Environmental Studies

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The "statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

In the Family and Consumer Sciences Education Program, FCSE 450 Teaching Vocational Family and Consumer Sciences is one of the two capstone and teaching methodology courses. The course emphasizes teaching in the K-12 classroom. FCSE 350 Teaching Family Life Education centers on teaching family life education in classrooms and community agencies. Both courses have been offered as writing intensive courses for over 13 years.

In addition to meeting IUP's Writing Intensive requirements, both courses are required and approved by the Pennsylvania Department of Education for a teaching certificate in *Family- Consumer Science K-12*. The courses also contain Key Assessment Ratings (KARS) which are employed for NCATE Accreditation.

The HDES Department Chairperson monitors any faculty teaching writing intensive courses, meets or exceeds all requirements, and follows the course syllabus and writing assignments.

The student outcomes for FCSE 450 Teaching Vocational Family and Consumer Sciences are assessed each year. The specific student outcomes that are writing intensive include:

- Five lesson plans aligned with Pennsylvania Academic Standards for Family and Consumer Sciences, one or more PA Academic Common Core Standard (s) and the National Standards for Family and Consumer Sciences (At least six pages per plan).
- A mock advisory committee paper (five-ten pages) describing a realistic group of people who could advocate and advise a school family and consumer sciences department.
- A group project which requires students to address a real societal need or problem. Each group creates a mock grant proposal to address this need. (four to six pages)
- Write a personal philosophy for teaching Family and Consumer Sciences. (one-two pages)

Feedback is given to students on a weekly basis. All submitted assignments are returned one week after submission in order to provide students with information regarding their strengths and weaknesses especially in analyzing and synthesizing information into lesson plans that are appropriate for the intended audiences. This also provides the student with information and guidance regarding conceptualizing, organizing and presenting written materials. It assures that students understand correct teaching mythologies and curriculum writing. Sixty-five percent of the course grade is based on writing assignments (exceeding the required 50%).

FCSE 450 Teaching Vocational Family and Consumer Sciences
DEPARTMENT OF HUMAN DEVELOPMENT AND ENVIRONMENTAL STUDIES
Spring Semester, 2014

INSTRUCTOR: Dr. Sally M. McCombie

OFFICE: 108 Ackerman Hall

Phone (724) 357-4412 E-mail - Sally.McCombie@iup.edu

OFFICE HOURS: **M** 6:00-8:00PM, **T** 5:30-6:30PM,
T 7:30-8:30PM & **W** 5:30-6:30

Course Description:

FCSE 450 Teaching Vocational Family and Consumer Sciences

Prerequisite: FCSE 350

Emphasis is on teaching vocational FCS in consumer/homemaking and occupational FCS programs. Federal legislation impacting on FCS is analyzed for use in program decisions. Emphasis is given to program development using performance based education model, development of individualized learning packets, vocational youth organizations, advisory committees, FCS and vocational education priorities, professional organizations, proposal development for funding, impacting on public policy, marketing family and consumer sciences, and development of personal philosophy of family and consumer sciences education.

Course Participants:

Required for all Family and Consumer Sciences Education majors.

Course Objectives:

Upon completion of this course, students will be able to:

Explain priorities and requirements for vocational FCS as mandated in federal and state legislation and regulations and use these in making decisions about family and consumer sciences programs

Explain the scope of FCS and the relationship of consumer/homemaking education and occupational FCS

Utilize the performance-based and standards-based education for curriculum planning, development, evaluation, and updating

Become familiar with activities of a vocational youth organizations such as FCCLA.

Organize and plan for an advisory committee

Explore community-based organizations and suggest ways to develop and implement teen parent and community outreach programs

Develop grant proposals on guidelines for vocational funds

Become familiar with the utilization of vocational education and legislative networks to impact on public policy

Market the FCS program

Develop and present a cooperative learning lesson plan

Develop an assigned topic lesson plan

Develop a lesson plan for K-3 grade levels

Develop and present a demonstration lesson plan

Write a personal philosophy of FCS education

Attend a local school board meeting

Prepare a curriculum file

Student Outcomes Matrix for FCSE

College Conceptual Framework Standard	INTASC Standard	Discipline Specific Standard/ Program Objective	Course Objective	Course Assessment Measuring Objective*
	Principles 1,8,9,10	I.A,	1	Lesson Plan- Assigned topic
	Principles 1,8,9,10	I.A,	2	Lesson Plan- Assigned topic
	Principles 2,3,4,5,6,7,10	I.D,II.A,II.B,II.D	3	Lesson Plan- Assigned topic
	Principles 1,2,3,8,9,10	I.A,I.D, III.A	4	Lesson Plan- Assigned topic
	Principles 8,9,10	I.B,III.D	5	Advisory Committee Paper
	Principles 8,9,10	I.B,III.D	6	Grant Project
	Principles 2,3,4,5,6,8,9,10	I.B,I.F, III.A	7	Grant Project

References:

- Gentzler, Y. (2005). **A New Teacher's Guide to Best Practices**. Corwin Press.
- Hitch, E. J. & Youatt, J. P. (2002). **Communicating Family and Consumer Sciences: A Guidebook for Professionals**. Tinley Park, Illinois: Goodheart-Willcox.
- Wong, H.K. & Wong, R.T. (2004). **The First Days of School: How to be an Effective Teacher**. Mountain View, CA: Harry T. Wong Publications.

Course Requirements:

Attendance Policy

Attendance will be taken on a daily basis. One absence (3 class hours) is permitted without point deduction. For other absences, 25 points per day will be taken off total number of points. **You must call my office either the evening before or the morning of class if you will be absent (724-357-4412). Failure to do so will result in an additional deduction of 10 points per absence.** Class activities will be conducted that will make it possible for those present to earn additional points toward their final grade. These activities cannot be made up.

Assignments (Tentative Due Dates)

Prepare a bulletin board or display

*Create a mock advisory committee (Draft due – Feb. 5 - final due Feb. 19)

*Develop one lesson on an assigned topic (Draft due Feb 12 and final due Feb. 26)

Plan and execute a cooperative learning lesson (Mar. 5)

Develop a lesson for K-3 grade levels (March 12)

Outline a grant idea -group project (March 26)

*Write a personal philosophy of family and consumer sciences education (Draft due- April 2 and final due April 16)

Develop and present a demonstration (April 9- Lesson Plan Due)

Develop a lesson on a topic of your choice on the PDE -SAS Lesson plan template (April 23)

Develop a curriculum file (April 16)

Attend a local school board meeting (before April 30)

*These assignments allow for drafts before actual grading.

All assignments are due on or before their due date. Assignments will be accepted for **1 week** (2 class periods) after their due date, but graded with a 10% reduction of points (based on total possible points for that assignment).

Assignments turned in more than one week late will not be accepted.

All lesson plans must be typed.

Lesson plans and presentations will be graded according to the criteria presented in class.

All lesson plans must have FCS-related topics.

All lesson plans must address a Pennsylvania FCS Standard (s), a FCS National Standard and a PA Academic Standard in Reading, Writing OR Math. You must list the standards on your lesson plans.

In order to complete course requirements, all assignments must be done. Failure to complete any assignment(s) will result in a total letter grade reduction on your final course grade.

Evaluation

The final grade calculations will be made according to the following formula:

Bulletin board/Display	50 possible points
Grant proposal	50 possible points
Curriculum file	50 possible points
Cooperative learning lesson	150 possible points
Elementary grade lesson	100 possible points
Assigned topic lesson	150 possible points
Chosen topic lesson-SAS	100 possible points
Demo (Final exam)	200 possible points
Philosophy	50 possible points
Advisory Committee	50 possible points
Board Meeting	50 possible points

1000 possible points

The final grade calculation will be based on a 10% spread of total available points, i.e.

<u>Final Grade</u>	<u>Total Points</u>
A	900-1000
B	800-899
C	700-799
D	600-699
F	Below 600

Keep in mind that this is a Writing-Intensive Course. Throughout this course, you should use all course assignments to improve your writing skills.

Final Exam: Tuesday, May 7 7:15pm – 9:15pm

Bulletin Board Assignment

You are required to create a bulletin board **that promotes FCS** using one of the boards in the classroom or a display using the display case in the hallway. You will choose a date and sign-up on a schedule that will be circulated in class. Your bulletin board must be up by the sign-up date. It will remain there until the instructor evaluates it. The evaluation sheet is included with this packet. You should complete the top information and submit it to the instructor on the day you put your bulletin board up. **DO NOT TAKE DOWN YOUR BULLETIN BOARD UNTIL IT IS GRADED. Commercial bulletin boards are not acceptable.** This project is worth 50 points.

Grant Proposal –Instructions are included in this packet. This is a group project.

Advisory Committee Assignment

You will create a mock advisory committee. Thinking of your hometown, make a list of people who may serve on a high school family and consumer sciences committee. After each person's name, give a **detailed** description of his/her area of expertise. Include a **rationale** as to why you think this person could help the FCS program. (See attached Writing Rubric)

Curriculum File

You are to begin a curriculum file. This project consists of a portable file box containing folder of various categories. Folders may contain teaching materials distributed in FCSE 350, FCSE 450 or from any other source including other courses. This curriculum file is a work in progress. It will be incomplete when you turn it in to be graded. The individual file folders should be marked with topics. Not all file folders need to contain materials. Examples of topics:

- Child Development
- Family Relations
- Nutrition
- Foods
- Housing
- Resource Management
- Fashion
- Teaching Techniques
- FCCLA
- Cooperative Learning
- Balancing Work and Family
- Consumerism
- Unit Plan
- PA Academic Standards

Cooperative Learning Lesson

You must create a lesson that incorporates a cooperative learning activity according to the information given in class. You will present the activity **ONLY and your classmates will actually do the activity**. You will not teach the entire lesson. You should provide copies (for your classmates) of any handouts you would use and a written summary explaining your activity. The lesson plan is worth 100 points and the execution of the activity is worth 50 points.

Elementary Grades Lesson

You will create a lesson plan geared to a primary grade level (K-3). This lesson must be on a FCS-related topic. This lesson will not be presented in class but you will be asked to verbally summarize the lesson for your classmates. Remember to include the PA Academic Standards.

Assigned Topic Lesson

You will be given a topic for a lesson plan. This lesson must include a Prezi presentation that you will show in class. You must keep the topic assigned to you. (100 possible points for lesson plan and 50 possible points for presentation)

Chosen Topic Lesson

You must write a lesson plan on a topic of your choice on the Standards Aligned System (SAS) lesson plan template. This lesson will not be presented in class but you will be asked to verbally summarize the lesson for your classmates.

Demonstration Lesson

You must create (100 points) and present (100 points) a demonstration (both will be graded). If you need a microwave and/or hot plate, the instructor will provide them. You must provide all other materials. If you choose to do a foods demo, you may want to do only a portion of a process. For example, kneading bread dough, you may want to have the dough all prepared ready to illustrate the kneading process. Some other examples may be:

Threading a sewing machine

Backstitching

Sewing on a button

Pattern layout

Preparing a simple food product

Making a craft project

Creative napkin folding

Use and care of a small appliance

*Note that none of these examples requires writing but rather an actual skill. "How to Write a Check" would not be accepted as a demo topic.

Philosophy

You must write your personal FCS educational philosophy according to instructions given in class. Your philosophy must be submitted on paper and also placed on your electronic portfolio. **(See attached Writing Rubric)**

School Board Meeting

You must attend a school board meeting. You must turn in the agenda and a one-page written report about the meeting unless it is one that I attend with you. In that case, you need not turn in anything to me.

Optional Activity

It has become a tradition that the students in FCSE 450 share lesson plans with their classmates. One or two people usually take responsibility for collecting the lesson plans (electronic) and putting them on a CD. This is a voluntary project and only those who participate receive a CD. Another option that has been used is to place the lesson plans on Moodle. This is a student project conducted without the professor's involvement. It is not a requirement of this course.

DEMONSTRATION EVALUATION

Student teacher _____ Date _____

Demonstration title _____

Objective (s) _____

Areas for Evaluation Excellent Good Fair Poor Comments

I. Demonstrator: A. Appearance, neatness, posture, poise					
B. Voice: Clear, pleasant, good diction					
C. Personality: Enthusiastic, creates interest, lack of objectionable mannerism					
II. Demonstration preparation: Organization- necessary equipment and supplies on hand, visibility					
III. Presentation: A. Intro motivates and objectives communicated					
B. Procedures: Smooth and orderly					
C. Knowledge of subject matter					
D. Commentary (interesting, fluent, appropriate)					
E. Student interaction (questions, discussion, participation)					
F. Summary					
IV. Results A. Suitable to age group					
B. Appropriate standards set					
C. Important points emphasized					
D. Objectives reached					

Additional Comments:

Cooperating Teacher's Signature

FCSE 450 TEACHING VOCATIONAL FAMILY & CONSUMER SCIENCES
EVALUATION OF LESSON PLAN

Student teacher _____ Date _____

Lesson Title _____

Areas for Evaluation Excellent Good -1 Fair -5 Poor -10 Comments

1. Format is consistent with IUP FCS lesson plan style					
2. Introduction is written in verbatim and is interesting					
3. All materials needed are listed					
4. All references are listed					
5. Content is detailed, sequential and adequate for achievement of objectives					
6. Oral questions are included					
7. Types of activities are varied					
8. A summary or review of learnings is included					
9. Evaluation (written, oral, etc. is part of learning process)					
10. Objectives contain conditions, performance, and criteria					

Additional Comments:

10 points will be deducted if you do not address a PA Family and Consumer Sciences Standard, a FCS National Standard, and a PA Academic Standard in Reading, Writing OR Math.

FCSE 450 Teaching Vocational Family & Consumer Sciences

This is a group project worth 50 possible points. All members of the group will receive the same grade. Except for typing the assignment, class time will be used to work on this project.

Outline A Grant Idea for Program Improvement in a Junior or Senior High School.

Include:

Statement of Needs/Funding Justification

Objectives

Activities with Timeline

Due date: _____

Grading Criteria

-----Grant proposal is presented in a professional manner. Material is proofread. Sentence construction, grammar, and general presentation have been carefully presented. (10) (See attached Writing Rubric.)

-----Grant idea is realistic and feasible. (10)

-----Grant idea reflects a current need in Family and Consumer Science programs. (10)

-----Group worked cooperatively, with all members sharing responsibility. (10)

-----Grant idea is unique and innovative. (10)

BULLETIN BOARD OR DISPLAY EVALUATION

Student teacher _____ Date _____

Title of bulletin board _____

Objective of bulletin board _____

Areas for Evaluation Excellent Good Fair Poor Comments
 5 pts 4 pts 3 pts 0 pts

Areas for Evaluation	Excellent 5 pts	Good 4 pts	Fair 3 pts	Poor 0 pts	Comments
Definite center of interest					
Attracts attention					
Harmonious colors					
Clear, neat lettering					
Unity of thought					
Good proportions					
Objective is achieved					
Timely, topic under study					
Aids teaching					
Motivates further learning					

Additional Comments: 5 = Target

3-4= Satisfactory

0=Unsatisfactory

Total points:

50- Target

30-49=Satisfactory

0-29=Unsatisfactory

Writing Rubric for Grant Project and Advisory Committee Assignments

Component	Excellent	Good	In Progress
Structure	<p>Variety of sentences in correct order.</p> <p>Paragraphs are made up of several sentences.</p> <p>Transitions between sentences and paragraphs are smooth and logical.</p>	<p>Simple, related sentences in correct order.</p> <p>Paragraphs structure is evident.</p> <p>Most of the transitions between sentences and paragraphs are smooth and logical.</p>	<p>Lacks simple sentence structure.</p> <p>No paragraphs structure or unrelated sentences in same paragraph.</p> <p>Sentences and paragraphs are unrelated causing the reader confusion.</p>
Organization	<p>Information is clearly stated, complete, organized and understandable.</p> <p>Content is significant; concepts are in order.</p>	<p>Organization of the material is evident to the reader.</p> <p>Most of the content is significant with a few unimportant or irrelevant ideas.</p>	<p>Logic in organization of information is insufficient.</p> <p>Content is trivial with concepts that are not logical.</p>
Grammar and Mechanics	<p>No grammatical errors.</p> <p>Capitalization, punctuation and spelling are correct.</p> <p>Contains a variety of levels of appropriate vocabulary.</p>	<p>Contains few grammatical errors.</p> <p>Capitalization, punctuation and spelling are correct in most cases.</p> <p>Vocabulary is appropriate to information.</p>	<p>Contains numerous grammatical errors.</p> <p>Capitalization, punctuation and spelling are incorrect in many cases.</p> <p>Inappropriate or incomprehensive vocabulary.</p>

Academic Standards for Family and Consumer Sciences



Pennsylvania Department of Education

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XXXII. INTRODUCTION

This document includes Academic Standards for Family and Consumer Sciences at four grade levels (third, sixth, ninth and twelfth) with the emphasis on what students will know and be able to do in the following areas:

- ◇ 11.1. Financial and Resource Management
- ◇ 11.2. Balancing Family, Work, and Community Responsibility
- ◇ 11.3. Food Science and Nutrition
- ◇ 11.4. Child Development.

The focus of the Academic Standards for Family and Consumer Sciences education is the individual, the family and the community. The economic, social and political well-being of our state depends on the well-being of Pennsylvania's families. The family is responsible for nurturing its members. Family experiences, to a great extent, determine who a person is and what a person becomes. Family and Consumer Sciences, working with Pennsylvania's families, supports the development of the knowledge and skills that students need as family members both now and in the future. The 21st Century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life.

Family and Consumer Sciences is a discipline composed of strong subject matter concentrations with a commitment to integration. Concepts form a framework for learning based on these tenets:

- Families are the fundamental unit of society.
- A life-span approach to individual and family development contributes to creating lifelong learners.
- Meeting individual and family needs inside and outside the home are shared responsibilities.
- Individual, family and community well-being is strengthened through an awareness of diversity.
- The use of diverse modes of inquiry strengthens intellectual development.
- The content learning in Family and Consumer Sciences classes enhances the mastery of academic standards.
- Standards-based learning within Family and Consumer Sciences classrooms can best be demonstrated through performance based assessment.

Learners in Family and Consumer Sciences nurture themselves and others, taking increased responsibility for improving their quality of living.

The Academic Standards for Family and Consumer Sciences are written to empower individuals and families to manage the challenges of living and working in a diverse, global society. These Academic Standards address the functioning of families and their interrelationships with work, community and society. The focus is on the reoccurring, practical problems of individuals and families. An integrative approach is used to help individuals and families identify, create and evaluate goals and alternative solutions to significant problems of everyday life. Students are taught to take responsibility for the consequences of their actions. Comprehensive classroom experiences allow students to develop the knowledge and skills needed in making choices to meet their personal, family and work responsibilities.

A glossary is included to assist the reader in understanding terminology contained in the standards.

11.1. Financial and Resource Management

11.1.3. GRADE 3	11.1.6. GRADE 6	11.1.9. GRADE 9	11.1.12. GRADE 12
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Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . .

<p>A. Identify money denominations, services and material resources available as trade-offs within the home, school and community.</p> <p>B. Define the components of a spending plan (e.g., income, expenses, savings).</p> <p>C. Explain the need for shelter for the purpose of safety, warmth and comfort.</p> <p>D. Explain consumer rights and responsibilities.</p> <ul style="list-style-type: none"> • To be safe • To be informed • To be heard • To choose • To redress 	<p>A. Justify the decision to use or not use resources based on scarcity.</p> <p>B. Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.</p> <p>C. Describe the adaptability to meet basic human needs of the different types of housing available (e.g., single home, apartment, mobile home, shelter, recreational vehicle, public housing).</p> <p>D. Analyze information in care instructions, safety precautions and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities.</p>	<p>A. Analyze current conservation practices and their effect on future renewable and non-renewable resources.</p> <ul style="list-style-type: none"> • Refuse • Reduce • Reuse • Recycle <p>B. Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).</p> <p>C. Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).</p> <p>D. Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).</p>	<p>A. Evaluate the impact of family resource management on the global community.</p> <p>B. Analyze the management of financial resources across the lifespan.</p> <p>C. Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>D. Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p>
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<p>E. Explain the relationship between work and income.</p> <p>F. Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home technology, health care, transportation, services).</p> <p>G. Identify the services that communities provide for individuals and families.</p>	<p>E. Explain the principles of child labor laws and the opportunity cost of working by evaluating the advantages and disadvantages of holding a job while a teenager.</p> <p>F. Explain practices to maintain and/or repair consumer goods and services.</p> <p>G. Identify the public and nonpublic services that are available to serve families within the community.</p>	<p>E. Compare the influences of income and fringe benefits to make decisions about work.</p> <p>F. Evaluate different strategies to obtain consumer goods and services.</p> <p>G. Analyze how public, nonpublic and for-profit service providers serve the family.</p>	<p>E. Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).</p> <p>F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>G. Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p>
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11.2. Balancing Family, Work and Community Responsibility

11.2.3. GRADE 3	11.2.6. GRADE 6	11.2.9. GRADE 9	11.2.12. GRADE 12
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Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .

<p>A. Examine consequences of family, work or career decisions.</p> <p>B. Identify the importance of routines and schedules while differentiating between short and long term goals.</p> <p>C. Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower.</p> <p>D. Explain the importance of organizing space for efficiency and a sense of comfort (e.g., desk space, classroom space).</p>	<p>A. Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.</p> <p>B. Deduce the importance of time management skills (e.g. home, school, recreational activities).</p> <p>C. Classify the components of effective teamwork and leadership.</p> <p>D. Identify the concepts and principles used in planning space for activities.</p>	<p>A. Solve dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> • Identify situation • Identify reliable information • List choices and examine the consequences of each • Develop a plan of action • Draw conclusions • Reflect on decisions <p>B. Know FCCLA action planning procedure and how to apply it to family, work and community decisions.</p> <p>C. Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>D. Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p>	<p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>D. Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p>
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<p>E. Analyze the effectiveness of technology used for school and home in accomplishing the work of the family (e.g., security, entertainment, communication, education).</p> <p>F. Explain daily activities that fulfill family functions in meeting responsibilities (e.g., economic, emotional support, childcare and guidance, housekeeping, maintaining kinship, providing recreation).</p> <p>G. Identify the life stages by identifying their developmental task (e.g., infant, pre-schooler, school age, teen-age, adult, senior citizen).</p> <p>H. Identify how to resolve conflict using interpersonal communications skills.</p> <ul style="list-style-type: none"> • Speaking and listening • I messages • Active listening • Checking for understanding • Following directions • Empathy • Feedback 	<p>E. Describe the role of technology within a community in maintaining a safe and healthy living environment (e.g., safety, hospitals, waste treatment, water quality, schools).</p> <p>F. Compare and contrast how different cultures meet family responsibilities within differing configurations (e.g., new parent, just married, single adult living alone, "empty nest", retired, senior citizen).</p> <p>G. Identify the characteristics of the stages of the family life cycle (e.g., beginning, expanding, developing, launching, middle years, retirement, variations).</p> <p>H. Describe positive and negative interactions within patterns of interpersonal communications.</p> <ul style="list-style-type: none"> • Placating • Blaming • Distracting • Intellectualizing • Asserting 	<p>E. Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p> <p>F. Contrast past and present family functions and predict their probable impact on the future of the family.</p> <p>G. Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>H. Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p>	<p>E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.</p> <p>F. Assess the relationship of family functions to human developmental stages.</p> <p>G. Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p> <p>H. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p>
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11.3. Food Science and Nutrition

11.3.3. GRADE 3	11.3.6. GRADE 6	11.3.9. GRADE 9	11.3.12. GRADE 12
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Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .

<p>A. Know the production steps that a food travels from the farm to the consumer.</p> <p>B. Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage).</p> <p>C. Explain the importance of eating a varied diet in maintaining health.</p> <p>D. Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body.</p> <p>E. Define energy-yielding nutrients and calories.</p>	<p>A. Demonstrate knowledge of techniques used to evaluate food in various forms (e.g., canned, frozen, dried, irradiated).</p> <p>B. Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>C. Analyze factors that effect food choices.</p> <p>D. Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p>E. Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.</p>	<p>A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p>C. Analyze the impact of food addictions and eating disorders on health.</p> <p>D. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>E. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.</p>	<p>A. Analyze how food engineering and technology trends will influence the food supply.</p> <p>B. Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).</p> <p>C. Evaluate sources of food and nutrition information.</p> <p>D. Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>E. Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p>
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F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).

G. Classify foods according to senses (e.g., taste, touch, smell, mouth feel, sight, sound).

F. Analyze basic food preparation techniques and food-handling procedures.

G. Describe the physical, biological, and chemical changes that take place in food preparation.

F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).

G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

F. 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.

G. Analyze the relevance of scientific principles to food processing, preparation and packaging.

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11.4. Child Development

11.4.3. GRADE 3	11.4.6. GRADE 6	11.4.9. GRADE 9	11.4.12. GRADE 12
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Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .

<p>A. Identify characteristics in each stage of child development.</p> <ul style="list-style-type: none"> • Infancy/BIRTH TO 1 YEAR • Early childhood/1 TO 6 YEARS • Middle childhood/6 TO 9 YEARS • Late childhood/NINE – 13 YEARS • Adolescence/13 – 18 YEARS <p>B. Identify health and safety needs for children at each stage of child development.</p> <p>C. Identify the characteristics of a learning environment.</p> <p>D. Identify community resources provided for children.</p>	<p>A. Compare and contrast child development guided practices according to the stage of child development.</p> <p>B. Identify ways to keep children healthy and safe at each stage of child development.</p> <p>C. Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, preschool).</p> <p>D. Identify child-care provider considerations.</p> <p>E. Identify characteristics of quality</p>	<p>A. Analyze physical, intellectual and social/emotional development in relation to theories of child development.</p> <p>B. Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>C. Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>D. Analyze the roles, responsibilities and opportunity for family involvement in schools.</p>	<p>A. 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. Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>C. Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>D. Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p>
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<p>E. Explain how the home and community help a person learn to read, write and compute.</p>	<p>literature for children and other literacy enhancing activities.</p>	<p>E. Explain how storytelling, story reading and writing enhance literacy development in children.</p>	<p>E. Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.</p>
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XXXIII. GLOSSARY

Aesthetics:	Appreciation of and responsive to beauty.
CDC:	Center for Disease Control
Child-care provider considerations:	Criteria to use in evaluating child care facilities. These include well-trained and highly motivated staff, pleasant sanitary surroundings, variety in toys and supplies, ratio of staff to children.
Child development stage:	An age range with similar growth characteristics: infancy, early childhood, middle childhood, late childhood, adolescence.
Consumer responsibilities:	The need to interpret information in care instructions, safety precautions and proper use of consumable goods as a user of goods and services.
Consumer rights:	The guarantee to be safe, the right to be informed, to be heard, to choose consumer education and to redress as a user of goods and services.
Dietary guidelines:	A set of seven recommendations developed by the United States Department of Agriculture and Health and Human Services to help healthy people over age two know what to eat to stay healthy.
Developmental tasks:	Changes in the thinking and behavior of individuals over time.
Empathy:	The action of understanding another's thoughts, feelings and behaviors.
EPA:	Environmental Protection Agency

FCCLA Action planning procedure: The decision making process endorsed by the Family, Career and Community Leaders of America, involving five steps:

1. Identify concerns - brainstorm and evaluate, narrow choices to workable ideas.
2. Set your goals - write what you want to accomplish as an achievable objective.
3. Form a plan - who, what, when, where and how.
4. Act - carry out the plan.
5. Follow up - determine if your goal was met and create an improvement plan.

FDA: Food and Drug Administration

**Family, Career and:
Community Leaders
Of America:**

Vocational student organization sponsored by Family and Consumer sciences' classrooms.

Food guide pyramid:

A visual tool used to help people plan healthy diets according to the Dietary Guidelines for America.

Guided practices:

Interaction with a child based on age appropriate developmental principles.

I message:

A statement containing three parts:

1. The situation
2. How it makes the speaker feel
3. What will happen if it continues.

Kinship:

Relationships or relatives.

Leadership skills:

The ability to:

- Use resources
- Delegate authority
- Communicate effectively
- Assess composition of group
- Determine and rank goals
- Evaluate consequences.

Microbial contamination:	Most common food contaminants causing foodborne illnesses.
Nutrient:	A basic component of food that nourishes the body.
Opportunity cost:	The tangible and non-tangible trade-off necessary to procure a good or service or to take an action.
Practical reasoning:	A decision making process unique because of its emphasis on relationships and involving six steps: <ol style="list-style-type: none">1. Identify situation to be solved2. Identify reliable information3. List choices and examine consequences4. Develop plan of action5. Draw conclusions6. Reflect on decisions.
Redress:	To set right or remedy.
Toxic chemical:	Contaminants found in natural, environmental and pesticide residue forms that are poisonous to the body.
Scarcity:	The lack of provisions for the support of life.
Team work skills:	The ability to: <ul style="list-style-type: none">• Collaborate• Cooperate• Set community goals• Reach consensus.
Trade-off:	Exchange of goods, services or monies.
USDA:	United States Department of Agriculture