

DEVELOPING LIFE LITERACY—QUALITY MIDDLE LEVEL PROGRAMS (June, 2016)

Main Content:	Unit Objectives:	Lesson number:	Comments
LAYING THE FOUNDATION:			
<i>Students will understand the importance of building foundational life literacy skills.</i>			
Self Esteem, Self-Concept and Personal Values	<ul style="list-style-type: none"> --Who am I? --What is important to me? --Accepting who I am 		
Making sound decisions	<ul style="list-style-type: none"> --What is goal setting, decision making and critical thinking? --How do I use them to set a foundation for my life? --Setting priorities --Life planning --Making wise personal decisions --Consequences of poor decisions 		
Solving my own problems	<ul style="list-style-type: none"> --How can I work to solve my own problems? --Communication modes --Solving conflicts --Using I statements --How to say “no” --When to ask others for help 		
Developing personal etiquette	<ul style="list-style-type: none"> --How can I live in today’s society politely? --Personal control --Controlling emotions --Cell phone etiquette --Technology considerations --Digital ethics 		
Body Image, Personal Appearance, Grooming	<ul style="list-style-type: none"> --Appreciating diversity --The problem with Hollywood (plastic people) --Body changes and body care --Basic genetics and body shape (i.e. recessive/dominate genes) 		
RELATIONSHIPS:			
<i>Students will demonstrate relationship skills and understanding at school, in the community and at home.</i>			
Family	<ul style="list-style-type: none"> --Importance of a Family --Role of family in personal development --Learning from family members --Extended family interactions and purpose 		

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Responsible and supportive family members	<ul style="list-style-type: none"> --What is support? --What does love mean? --How do I show respect --What does commitment mean? 		
Meeting the needs of children	<ul style="list-style-type: none"> --Needs from birth to age 6 --Providing care --Age appropriate and safe activities and toys (i.e. role of play) --Food for children (i.e. safety issues, nutritional needs, meal/snack placement) --Safety guidelines for children --Setting rules --Positive guidance vs punishment 		
Appreciating others	<ul style="list-style-type: none"> --Appreciation/respect for older family members --Respect for special populations 		
Friendship	<ul style="list-style-type: none"> --Building trust in peers --Getting along with people who are aren't like me (bullying prevention) --Handling peer pressure --What does it mean to be a friend? 		
Being a good community citizen	<ul style="list-style-type: none"> --What is a community? --Volunteerism --Doing for others attitude 		
PERSONAL RESOURCE MANAGEMENT:			
Students will develop foundational personal management, consumer and personal finance skills to meet personal goals.			
Leadership and Cooperative Learning	<ul style="list-style-type: none"> --What is leadership? --Role of leaders --What is team work? --Role of team players --Working FOR others --Working WITH others 		
Management	<ul style="list-style-type: none"> --Time Management --Organizing Self --Life management (i.e. doing things now instead of putting them off) --The importance of meeting deadlines 		
Needs vs Wants	<ul style="list-style-type: none"> --Setting personal goals (review of previous unit) --Making decisions (review of previous unit) --The value of money 		

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	--Working towards a purchase --Personal habits to save money		
Basics of Finances	--Role of a bank --Getting to know your banker --Responsible money management --Account etiquette --Giving --Charitable giving		
Basic Consumerism	--Basic understanding of advertising --Avoiding identify theft --Credit vs Cash		
Wise Consumer Practices— Clothing and Apparel	--Reading and following care labels --Repair techniques --Cleaning and storage --Saving money through basic maintenance (lasts longer) --Role of Donations --Recycle vs Upcycle		
Wise Consumer Practices— Environmental Impact of Choices	--Where does items come from (sourcing?) --Buying local has community benefit --Reduce, Reuse, Repurpose (non-textiles focus) --Buying recycled products		
HEALTHY LIVING ENVIRONMENT:			
<i>Students will practice personal management and management of possessions to promote safe environments.</i>			
Managing Personal Living Space	--Organizing possessions --Sharing spaces with others --Sharing possessions		
Respecting Other Spaces	--Boundaries --Respecting your space boundaries		
Personal Safety	--Avoiding unsafe environments --Recognizing unsafe physical environments --Fire prevention plans		
NUTRITION, WELLNESS and FOOD PREPARATION:			
<i>Students will demonstrate foundational nutrition, wellness and food preparation knowledge and skills to enhance their well-being.</i>			
Healthy Food Choices	--Nutrient basics and food groups --Dietary considerations (i.e. special diets, obesity, reproductive considerations)		

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	<ul style="list-style-type: none"> -- Calories in/Calories out (i.e. weight control basics) --Reading a food label --Avoiding risky behaviors (i.e. alcohol, tobacco) 		
Exercise and sleep	<ul style="list-style-type: none"> --Physical needs to promote health --Role of exercise --Sleep and health --Purpose of rest 		
Wellness	<ul style="list-style-type: none"> --Living well balanced life (can relate to time management) --Emotional, mental and physical health connection 		
Selecting healthy foods	<ul style="list-style-type: none"> --Processed vs non-processed --Using fresh (i.e. local sourcing) --Natural vs artificial --USDA food guidelines (i.e. My Plate) --Making healthy choices 		
Food Preparation—Cooking healthy	<ul style="list-style-type: none"> --Cooking from scratch (non-processed ingredients) --“Clean Food” --Seasonal eating -- 		
Food Preparation—Sanitation and kitchen safety	<ul style="list-style-type: none"> --Kitchen floorplan (i.e. school and at home) --Basic safety concerns (i.e. pets, pests) 		
Food Preparation—Developing safe food preparation habits	<ul style="list-style-type: none"> --Avoiding injury --Watching out for safety of others --Workplace sanitation habits (i.e. sanitize space, aprons, clean utensils) --Personal sanitation habits (i.e. handwashing, hair restraint, closed toed shoes, no fingernails/polish, clothing close to body) 		
Food Preparation--Lab procedures	<ul style="list-style-type: none"> --Workspace assignment --Lab management policies (i.e. how to get ingredients, how to leave the lab space, where to place soiled towels) --Following directions --Technical reading (i.e. recipe reading, lab planning sheets, equipment use) --Grocery shopping planning 		

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	--Technical math (i.e. recipe manipulation, equivalents, serving size modifications, label calculations)		
Food Preparation— Basic kitchen equipment and use	--Measurement basics --Tools and usage --Equipment safety training (e.g. those related to food labs)		
Teamwork	--Work sharing		
	--Dove tailing		
	--Working within time restraints		
DESIGN AND TEXTILES:			
<i>Students will build occupational and technical reading skills through understanding of textiles and design.</i>			
Entrepreneurship Basics	--Pricing --Personal attributes --Basic understanding of businesses --Chain shops vs local shop --What it means to be the boss and be in charge		
Textiles in the world	--Sourcing/Where clothing comes from --Production process --U.S. vs imported goods --Branding		
Basic design	--Body shape and apparel selection --Color wheel --Wardrobe needs		
Safety in the production lab	--Respecting the machine (i.e. sewing, serger, embroidery) --Purpose and use of irons --Using pins and other equipment safely --Preventing burns		
Basic production and equipment	--Machine function --Tools and usage (e.g. those related to lab) --How to thread --Technical Reading (i.e. pattern reading, appropriate equipment usage, textile characteristics and care) --Technical Math (i.e. measurements, pattern fitting, sizing)		

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Production lab procedures	<ul style="list-style-type: none"> --Workspace assignment --Lab management policies (i.e. how to set up and leave the lab space, how to ask for help) --Following directions --Production project to fit skill of student and fits time allotment 		
COLLEGE AND CAREER AWARENESS: (optional)			
<i>Students will demonstrate foundational knowledge and skills for success in career and work.</i>			
Personal interests	<ul style="list-style-type: none"> --Personal interests, aptitudes, and abilities. --Investigate alignment of personal traits to careers --Work traits (trading time/skill for month) --Work benefits (e.g. paycheck, identity, enjoyment, social) 		
Career awareness and investigation	<ul style="list-style-type: none"> --Introduction to career clusters --Bureau of Labor Statistics (www.onetonline.org) --Career planning grades 8-13+ 		
Introduction to FCS Careers	<ul style="list-style-type: none"> --Alignment of FCS to career clusters --Connectivity to the helping professions --How FCS is foundational career readiness for all careers --How FCS is supportive to human services careers 		
Career cluster knowledge and skills	<ul style="list-style-type: none"> --Introduction of specific career clusters knowledge and skills --Foundational technical knowledge and skill development 		