## LAYING THE FOUNDATION:

*Students will understand the importance of building foundational life literacy skills.*

<table>
<thead>
<tr>
<th>Main Content:</th>
<th>Unit Objectives:</th>
<th>Lesson number:</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Self Esteem, Self-Concept and Personal Values** | --Who am I?  
--What is important to me?  
--Accepting who I am |                |          |
| **Making sound decisions**           | --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**          | --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**    | --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** | --Appreciating diversity  
--The problem with Hollywood (plastic people)  
--Body changes and body care  
--Basic genetics and body shape (i.e. recessive/dominant genes) |                |          |

## RELATIONSHIPS:

*Students will demonstrate relationship skills and understanding at school, in the community and at home.*

<table>
<thead>
<tr>
<th>Main Content:</th>
<th>Unit Objectives:</th>
<th>Lesson number:</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Family**    | --Importance of a Family  
--Role of family in personal development  
--Learning from family members  
--Extended family interactions and purpose |                |          |
| Responsible and supportive family members | --What is support?  
--What does love mean?  
--How do I show respect  
--What does commitment mean? |  |
| Meeting the needs of children | --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 | --Appreciation/respect for older family members  
--Respect for special populations |  |
| Friendship | --Building trust in peers  
--Getting along with people who aren’t like me (bullying prevention)  
--Handling peer pressure  
--What does it mean to be a friend? |  |
| Being a good community citizen | --What is a community?  
--Volunteering  
--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 | --What is leadership?  
--Role of leaders  
--What is team work?  
--Role of team players  
--Working FOR others  
--Working WITH others |  |
| Management | --Time Management  
--Organizing Self  
--Life management (i.e. doing things now instead of putting them off)  
--The importance of meeting deadlines |  |
| Needs vs Wants | --Setting personal goals (review of previous unit)  
--Making decisions (review of previous unit)  
--The value of money |  |
## DEVELOPING LIFE LITERACY—QUALITY MIDDLE LEVEL PROGRAMS (June, 2016)

### Basics of Finances
- Working towards a purchase
- Personal habits to save money
- 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:
*Students will practice personal management and management of possessions to promote safe environments.*

| Managing Personal Living Space | Organizing possessions
|分享空间与他人 | Sharing spaces with others
|分享拥有物 | Sharing possessions
| Respecting Other Spaces | Boundaries
|尊重你的空间界限 | Respecting your space boundaries
| Personal Safety | Avoiding unsafe environments
|尊重不安全的物理环境 | Recognizing unsafe physical environments
| | Fire prevention plans

### NUTRITION, WELLNESS and FOOD PREPARATION:
*Students will demonstrate foundational nutrition, wellness and food preparation knowledge and skills to enhance their well-being.*

| Healthy Food Choices | Nutrient basics and food groups
| | Dietary considerations (i.e. special diets, obesity, reproductive considerations)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise and sleep</td>
<td>--Physical needs to promote health --Role of exercise --Sleep and health --Purpose of rest</td>
</tr>
<tr>
<td>Wellness</td>
<td>--Living well balanced life (can relate to time management) --Emotional, mental and physical health connection</td>
</tr>
<tr>
<td>Selecting healthy foods</td>
<td>--Processed vs non-processed --Using fresh (i.e. local sourcing) --Natural vs artificial --USDA food guidelines (i.e. My Plate) --Making healthy choices</td>
</tr>
<tr>
<td>Food Preparation—Cooking healthy</td>
<td>--Cooking from scratch (non-processed ingredients) --“Clean Food” --Seasonal eating --</td>
</tr>
<tr>
<td>Food Preparation—Sanitation and kitchen safety</td>
<td>--Kitchen floorplan (i.e. school and at home) --Basic safety concerns (i.e. pets, pests)</td>
</tr>
<tr>
<td>Food Preparation—Developing safe food preparation habits</td>
<td>--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)</td>
</tr>
<tr>
<td>Food Preparation—Lab procedures</td>
<td>--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</td>
</tr>
</tbody>
</table>
### Technical Math
- 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:

#### Students will build occupational and technical reading skills through understanding of textiles and design.

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

| Production lab procedures | --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) |

*Students will demonstrate foundational knowledge and skills for success in career and work.*

| Personal interests | --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 | --Introduction to career clusters  
| --Bureau of Labor Statistics (www.onetonline.org)  
| --Career planning grades 8-13+ |

| Introduction to FCS Careers | --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 | --Introduction of specific career clusters knowledge and skills  
| --Foundational technical knowledge and skill development |