

Denver Public Schools
Department of Curriculum and Instructional Services
2003/2004
COURSE SYLLABUS

- I. General Course Information** Code
7387 ELA-E MS
- Course Title:** Life Management 7
- Department:** CTE **Sub-Dept:** Consumer & Family **Credit Area:** Electives
- Grade Level:** 7 **Duration:** Varies 6-18 weeks **Credits/Sem.:** 5
- Graduation Info:** This course (#7387) is applicable toward the graduation requirement for Elective (gen.)
- Prerequisite:** none
- Fees, Materials, etc.:** Optional
- Note:** Related Courses: Life Management 6, 8

II. Course Description

Life Management 7 is an introduction or continuation of Consumer and Family Studies that will include many of the following topics and skills, depending on facilities, amount of time allocated per period, and number of weeks. Recognizing the school situation, choose items from this list of major topics: Technology, Communication, Consumer Applications, Interpersonal and Intrapersonal Relations, Career Development, and Life Skills. Interpretation of each topic is different for each grade level. This course will include many hands on learning activities.

III. District Standards in Consumer and Family Studies/ Learning Objectives/ DPS Standards

STANDARD 1: The student will integrate multiple life roles and responsibilities in family, work, and community settings.

In order to meet the standard, students will be able to:

- 1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
- 1.2 Demonstrate transferable employability skills in community and workplace settings.

STANDARD 2: The student will evaluate management practices related to the human, economic, and environmental resources.

In order to meet the standard, students will be able to:

- 2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 2.3 Analyze policies that support consumer rights and responsibilities.

STANDARD 3: The student will integrate knowledge, skills, and practices required for informed consumer decision making.

In order to meet the standard, students will be able to:

- 3.4 Analyze resource consumption for conservation and waste management practices.

STANDARD 4: The student will integrate knowledge, skills, and practices required for interaction with children and for careers in early childhood education and services.

In order to meet the standard, students will be able to:

- 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- 4.4 Demonstrate a safe and healthy learning environment for children.

STANDARD 5: The student will evaluate the significance of family and its impact on the well-being of individuals and society.

In order to meet the standard, students will be able to:

- 5.1 Analyze the impact of family as a system on individuals and society.
- 5.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

STANDARD 6: The student will integrate knowledge, skills, and practices required in food production and services.

In order to meet the standard, students will be able to:

- 6.2 Demonstrate food safety and sanitation procedures.

STANDARD 7: The student will integrate knowledge, skills, and practices required in food science, dietetics, and nutrition, and apply these skills, knowledge, and practices to personal and home use.

In order to meet the standard, students will be able to:

- 7.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 7.4 Use basic concepts of nutrition.
- 7.5 Demonstrate use of current technology in food product development and marketing.
- 7.6 Demonstrate food science, dietetics, and nutrition management principles and concepts.

STANDARD 8: The student will integrate knowledge, skills, and practices required in hospitality, tourism, and recreation.

In order to meet the standard, students will be able to:

- 8.2 Demonstrate procedures applied to safety, security, and environmental issues.

STANDARD 10: The student will analyze factors that impact human growth and development.

In order to meet the standard, students will be able to:

- 10.2 Analyze conditions that influence human growth and development.
- 10.3 Analyze strategies that promote growth and development across the life span.

STANDARD 11: The student will demonstrate respectful and caring relationships in the family, workplace, and community.

In order to meet the standard, students will be able to:

- 11.1 Analyze functions and expectations of various types of relationships.
- 11.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.
- 11.3 Demonstrate communications skills that contribute to positive relationships.
- 11.4 Evaluate effective conflict prevention and management techniques.
- 11.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 11.6 Demonstrate standards that guide behavior in interpersonal relationships.

STANDARD 12: The student will demonstrate nutrition and wellness practices that enhance individual and family well being.

In order to meet the standard, students will be able to:

- 12.1 Analyze factors that influence nutrition and wellness practices across the life span.

- 12.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 12.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 12.4 Evaluate factors that affect food safety, from production through consumption.

STANDARD 14: The student will integrate knowledge, skills, and practices required in textiles and apparel for personal use and career.

In order to meet the standard, students will be able to:

- 14.2 Evaluate fiber and textile materials.
- 14.4 Demonstrate skills needed to produce, alter, or repair textile products in apparel.

Denver Public Schools Academic Standards

Reading and Writing

Standard 1: Students write and speak for a variety of purposes and audiences.

- Using a full range of strategies to comprehend, (1.1) make connections, (1.2) adjust reading strategies for a variety of purposes, (1.3) use word recognition skills, strategies, and resources, (1.4) use information from their reading to increase vocabulary and language usage.

Standard 2: Students write and speak for a variety of purposes and audiences.

- Writing and speaking in the content areas, using the technical vocabulary of the subject accurately.
- Write and speak for a variety of purposes.
- Write and speak to peers, teachers, and the community.

Standard 3: Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Standard 4: Students apply thinking skills.

Standard 5: Students read to locate, evaluate, and select relevant information from a variety of sources for use in writing and speaking.

Standard 7: Students use appropriate technologies to extend comprehension and communication.

Mathematics

Standard 1: Number sense - Students use the relationships among fractions, decimals, and percents, including the concepts of ratios and proportions, in problem-solving situations.

Standard 2: Data analysis – Students formulate hypothesis, draw conclusions, and make convincing arguments based on data analysis.

Standard 5: Measurement – Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

Standard 6: Computation – Students link concepts and procedures as they develop and use computational techniques, including estimation.

Standard 7: Technology – Students use appropriate technologies to manipulate or process mathematical data.

Science

Standard 1: Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

Standard 3: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment

Standard 5: Students know and understand interrelationships among science, technology, and human activity.

History

Standard 2: Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.

IV. Course Outline

A. Technology

1. Safety, use and care of equipment
 - a. General classroom behavioral expectations
 - b. Kitchen safety; equipment use and care
 - c. Sewing safety; equipment use and care
 - d. Babysitting safety
- ◆ Practice management, planning, and organizational skills working on group and individual projects in the classroom. (2.1)
- ◆ Identify safety rules and safe toys and equipment for babysitting young children. (4.4)
- ◆ Discuss latest food preparation technology and equipment. (7.5)
- ◆ Demonstrate understanding of safety and care of equipment in the home, school, and community. (8.2)
- ◆ Identify safe practices and safe use of equipment for working in a kitchen. (12.4)
- ◆ Practice safety procedures in use, cleaning, and storage of sewing tools, sewing machines, and sergers. (14.4)
- ◆ Demonstrate the ability to use the latest sewing machine technology for sewing. (14.4)

B. Communication

1. Reading/writing
 - a. Recipe reading and food preparation
 - b. Interpretation of food and clothing labels
 - c. Reading for following basic sewing project directions
 - d. Reading, writing, vocabulary skills for completing content related tasks
2. Listening/speaking
 - a. Communication skills for group work
 - b. Class discussion skills
 - c. Active listening skills for behavior management
- ◆ Practice communication, team work and leadership skills. (1.2)
- ◆ Read and interpret Nutrition Facts Label. (7.3)
- ◆ Use improved communication skills for interacting with people of all ages. (10.3)
- ◆ Demonstrate effective listening, feedback techniques, and barriers to communication. (11.3)
- ◆ Demonstrate positive attitudes, teamwork, cooperation, and self-discipline when working with others in class. (11.5)
- ◆ Demonstrate ability to read basic recipes and perform basic food preparation techniques. (12.3)
- ◆ Identify basic types of fibers and fabrics through reading labels in clothing. (14.2)
- ◆ Demonstrate listening skills, problem solving, and decision making through production of hands-on sewing projects. (14.4)

C. Consumer Applications

1. Consumer rights and responsibilities
 2. Shopping skills
 3. Energy conservation
- ◆ Discuss ways the media markets products to adolescents. (2.1)
 - ◆ Practice decision making and problem solving skills. (2.1)
 - ◆ Implement wise decisions about purchasing and maintaining clothing. (2.1)
 - ◆ Discuss consumer rights and responsibilities. (2.3)
 - ◆ Explore strategies and practices to conserve energy and reduce waste. (3.4)
 - ◆ Identify and interpret information on the Nutrition Facts Label (7.4)
 - ◆ Comparison test various convenience foods against self-prepared counterparts. (7.6)

D. Interpersonal and Intrapersonal Relationships

1. Respect for self and others
 - a. Manners
 - b. Citizenship
 - c. Social skill development; maturity
 2. Individual and team participation in class
 3. Family relationships
 4. Peer relationships
 - a. Peer pressure
 - b. Cultural diversity
 - c. Conflict Resolution
 5. Relating to young children
- ◆ Identify various ways to play with young children of different ages. (4.3)
 - ◆ Identify ways to be a responsible family member. (5.1)
 - ◆ Identify ways to improve relationships within the family. (5.1)
 - ◆ Discuss the meaning of cultural diversity and the advantages of diversity in our society. (5.2)
 - ◆ Demonstrate respect for self and others. (10.2)
 - ◆ Determine factors that contribute to healthy and unhealthy relationships. (11.1)
 - ◆ Demonstrate understanding of etiquette and manners. (11.2)
 - ◆ Demonstrate ability to begin to analyze, evaluate, draw conclusions, and make informed decisions when dealing with conflict situations. (11.4)
 - ◆ Identify how peoples' similarities and differences affect conflict prevention and management. (11.4)
 - ◆ Recognize effective, nonviolent responses to harassment. (11.4)
 - ◆ Demonstrate positive attitudes, teamwork, cooperation, and self-discipline when working with others in class. (11.5)
 - ◆ Practice ethical behavior in the classroom, family, and community. (11.6)
 - ◆ Demonstrate cooperative attitude when working in groups in the classroom. (11.6)

E. Career Development

1. Getting a job
 2. Success on the job
- ◆ List potential career choices (and choices for young teen employment). (1.2)
 - ◆ Discuss job seeking and job keeping skills. (1.2)
 - ◆ Identify and practice work ethics and professionalism in class. (1.2)
 - ◆ Practice employability skills as they relate to jobs and careers. (1.2)
 - ◆ Describe importance of pleasant attitude as an employee. (1.2)

F. Life Skills

1. Health and wellness
 - a. Choosing a healthy diet
 - b. Exercise and weight control
 - c. Kitchen sanitation and food safety
 - d. Drug and alcohol abuse prevention
 2. Cooking skills
 - a. Recipe terms and measuring skills
 - b. Basic food preparation techniques
 3. Clothing Skills
 - a. Self-expression
 - d. Clothing care
 - c. Basic sewing skills
 4. Organizing and cleaning your living space
- ◆ Explore goals for life-long learning and leisure opportunities. (1.1)
 - ◆ Implement healthy choices relative to recreation. (2.1)
 - ◆ Demonstrate the ability to use standard cleaning materials to clean and sanitize the kitchen. (6.2)
 - ◆ Practice and discuss sanitation and safe food handling in class. (6.2)
 - ◆ Discuss nutrient requirements across the life span, especially issues that impact early adolescence. (7.3)
 - ◆ Define the word “diet” and discuss special needs diets (i.e. weight control and eating disorders). (7.3)
 - ◆ Use Food Pyramid to assess and plan healthy diets. (7.4)
 - ◆ Identify dietary link to health issues; heart disease, diabetes, cancer. (7.4)
 - ◆ Identify the role of peer pressure in developing beneficial nutrition and wellness practices. (12.1)
 - ◆ Identify wellness habits that should be started or avoided now, in early adolescence, to maximize adult health and wellness, including discussions of fitness, drugs, alcohol, personal safety, hygiene, and eating disorders. (12.2)
 - ◆ Demonstrate the ability to read basic recipes and perform basic food preparation techniques. (12.3)
 - ◆ Summarize correct laundry procedures for various fabrics. (14.2)
 - ◆ Demonstrate a high level of proficiency in fine motor skills through completion of sewing tasks. (14.4)
 - ◆ Demonstrate basic sewing skills used for basic clothing repair and maintenance. (14.4)
 - ◆ Use basic sewing skills to learn activities to use in leisure time. (14.4)