

DENVER PUBLIC SCHOOLS

CAREER AND TECHNOLOGY

CURRICULUM PACING AND PLANNING

SYLLABUS For: Life Management 6

Course: CTE 7386

Standards	Objectives	1-6 wks or 1-4 wka	7-12 wks <block>	13-18 wks or 5-9 wka.
<p><u>STANDARD 1:</u> The student will integrate multiple life roles and responsibilities in family, work, and community settings.</p> <p>1.2 Demonstrate transferable employability skills in community and workplace settings.</p> <p><u>STANDARD 2:</u> The student will evaluate management practices related to the human, economic, and environmental resources.</p> <p>2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources.</p> <p><u>STANDARD 4:</u> The student will integrate knowledge, skills, and practices required for interaction with children and for careers in early childhood education and services.</p> <p>4.3 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.</p> <p>4.4 Demonstrate a safe and healthy learning environment for children.</p>	<ul style="list-style-type: none"> ◆ Practice communication, teamwork, and leadership skills. (1.2) ◆ List potential career choices related to Consumer and Family Studies. (1.2) ◆ Identify and practice work ethics and professionalism in their class. (1.2) ◆ Discuss job seeking and job keeping skills. (1.2) ◆ Practice management, planning, and organizational skills working on group and individual projects or labs in the classroom. (2.1) ◆ Distinguish between wants and needs. (2.1) ◆ Practice decision making and problem solving skills. (2.1) ◆ Prepare a list of behaviors that conserve, reuse, and recycle resources to maintain the environment. (2.2) ◆ Identify various ways to play with young children of different ages. (4.3) 			

<p><u>STANDARD 6:</u> The student will integrate knowledge, skills, and practices required in food production and services.</p> <p>6.2 Demonstrate food safety and sanitation procedures.</p> <p>6.3 Demonstrate selecting, using, and maintaining food production equipment.</p> <p><u>STANDARD 7:</u> 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.</p> <p>7.2 Apply risk management procedures to food safety, food testing, and sanitation.</p> <p>7.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.</p> <p>7.4 Use basic concepts of nutrition.</p> <p>7.6 Demonstrate food science, dietetics, and nutrition management principles and concepts.</p> <p><u>STANDARD 10:</u> The student will analyze factors that impact human growth and development.</p> <p>10.2 Analyze conditions that influence human growth and development.</p> <p>10.3 Analyze strategies that promote growth and</p>	<ul style="list-style-type: none"> ◆ Discuss safety rules and safe toys for babysitting young children. (4.4) ◆ Demonstrate ability to use standard cleaning materials to clean and sanitize a kitchen. (6.2) ◆ Practice safety procedures in use, cleaning, and storage of kitchen equipment. (6.3) ◆ Construct a list of safety rules for the kitchen. (6.3) ◆ Demonstrate good personal hygiene/health procedures. (7.2) ◆ Read and interpret Nutrition Facts Label. (7.3) ◆ Identify the Food Pyramid as the basic way to choose a healthy diet. (7.3) ◆ Discuss nutrient requirements across the life span, especially issues that impact early adolescence. (7.3) ◆ Discuss the concept: What we eat now affects health later in life. (7.4) ◆ Comparison test various convenience foods against self-prepared counterparts. (7.6) ◆ Identify uniqueness of the individual. (10.2) ◆ Identify basic factors affecting personality development. 			
--	--	--	--	--

<p>development across the life span.</p> <p><u>STANDARD 11:</u> The student will demonstrate respectful and caring relationships in the family, workplace, and community.</p> <p>11.1 Analyze functions and expectations of various types of relationships.</p> <p>11.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.</p> <p>11.4 Evaluate effective conflict prevention and management techniques.</p> <p>11.5 Demonstrate teamwork and leadership skill in the family, workplace, and community.</p> <p><u>STANDARD 12:</u> The student will demonstrate nutrition and wellness practices that enhance individual and family well-being.</p> <p>12.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</p> <p>12.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>12.4 Evaluate factors that affect food safety, from production through consumption.</p>	<p>(10.2)</p> <ul style="list-style-type: none"> ◆ Demonstrate respect for self and others. (10.2) ◆ Use improved communication skills for interacting with people of all ages. (10.3) ◆ Determine factors that contribute to healthy and unhealthy (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 non-violent responses to harassment. (11.4) ◆ Demonstrate positive attitudes, teamwork, cooperation, and self-discipline when working with others in class. (11.5) ◆ Work respectfully and cooperatively in groups. (11.5) ◆ Identify wellness habits that should be started or avoided now, in early adolescence, to maximize adult health and wellness, including possible 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) 			
--	--	--	--	--

<p><u>STANDARD 14:</u> The student will integrate knowledge, skills, and practices required in textiles and apparel. for personal use or career.</p> <p>14.2 Evaluate fiber and textile materials.</p> <p>14.4 Demonstrate skills needed to produce, alter, or repair textile products in apparel.</p>	<ul style="list-style-type: none"> ◆ Discuss prevention of food borne illness. (12.4) ◆ Summarize correct laundry procedures for various fabrics. (14.2) ◆ Practice safety procedures in use, cleaning, and storage of sewing tools, sewing machines, and sergers. (14.4) ◆ Demonstrate listening skills, problem solving, and decision making through production of hands-on sewing projects. (14.4) ◆ Demonstrate listening skills, problem solving, and decision making through production of hands-on sewing projects. (14.4) ◆ Use basic sewing skills for basic clothing repair and as leisure-time activity. (14.4) 			
--	--	--	--	--