

GBCS Curriculum			GRADE: 8	SUBJECT: Family and Consumer Sciences				
Topic	Pacing (weeks )	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
		Currently not addressed	<p><b>All students will demonstrate skills necessary to function in family roles and relationships which are transferable to roles and responsibilities within the workplace and community.</b></p> <p>M1.1 Explore the relationship between family and community rights and responsibilities.</p>					
careers	1-2	Ch 45- Careers	M1.2 Explore career and family issues (e.g. balance of career and family responsibilities).	Families must balance both work and family and the responsibilities that each brings. How will my career choice impact my family?	I can identify how a job impacts other aspects of my life.	punctual career plan tasks career shadowing interests aptitudes apprenticeship	text book PowerPoint	Career presentations

communication	throughout the year	Cooking and group projects	M1.3 Demonstrate communication skills.	<p>People are constantly communicating with one another.</p> <p>How do I communicate my thoughts in a clear and concise manner?</p> <p>How can I be a better listener?</p>	<p>I can communicate and work through problems while working in a group or with a partner.</p> <p>I can communicate using verbal and nonverbal communication.</p> <p>I can use active listening and feedback to communicate the message was received.</p>	<p>Communication</p> <p>Verbal communication</p> <p>Nonverbal communication</p> <p>Body language</p> <p>Active listening</p> <p>Feedback</p> <p>Conflict</p> <p>Compromise</p>	<p>Kitchen work area</p> <p>sewing machines</p> <p>sewing projects</p>	<p>Group cooking projects and sewing projects that require use of community property.</p>
		Currently not addressed	M1.4 Identify relationships between individual, career, and family goals.					
		Currently not addressed	M1.5 Identify individual priorities and responsibilities.					
		Currently not addressed	M1.6 Analyze impact of changing life roles on interdependent relationships and how they influence management skills.					

		Currently not addressed	M1-7 Explore the relationship among family, work, and community roles.					
child development	2-3	Chapter 10-12 Physical, Intellectual, Emotional, Social Changes as infant, toddler, and preschooler	<b>All students will demonstrate characteristics of nurturing.</b> M2.1 Demonstrate an understanding of human development.	Humans require nurturing as a basic need.  What are the basic needs of a person?	I can identify the 4 areas of growth and development and give examples of activities the foster growth in each of those areas.	Physical change intellectual change emotional change social change babble reflexes parallel play cooperative play toilet learning self-dressing features	textbook Baby Think it Over dolls Child development movie	Child development project  Baby Think it Over dolls
		Currently not addressed	M2.2 Identify parenthood readiness factors (e.g., economic, health, emotional maturity, relationship responsibilities and career goals).					
wellness	1	Chapter 14 babysitting	M2.3 Identify skills necessary for nurturing self and others	Humans require nurturing as a basic need.  How can I contribute to the healthy growth and development of children that I am exposed to?	I can nurture a child by using the basic care and play techniques.	role model newborn infant toddler parallel play cooperative play	textbook Baby Think it Over dolls Child development movie children's toys	Child development project  Baby Think it over Dolls

		Currently not addressed	M2.4 Explain the relationship of a nurturing environment to individual/family growth and development.					
		Currently not addressed	M2.5 Explore the roles and responsibilities of nurturers, caregivers, and parents.					
		Currently not addressed	<b>All students will analyze factors that influence human development.</b> M3.1 Demonstrate the ability to influence your individual achievement.					
		Currently not addressed	M3.2 Differentiate between healthful behavior and high-risk behavior.					
		Currently not addressed	M3.3 Relate human needs to theories of human development.					
		Currently not addressed	M3.4-none					
		Currently not addressed	M3.5 Analyze relationships with peers and adults.					

human development	2-3	chapter 10-12 child development	M3.6 Identify factors influencing growth and development	<p>Many factors "make a person."</p> <p>Growth and development occur through heredity and environment.</p>	I can identify the factors within each area of growth and development.	Physical change intellectual change emotional change social change	textbook Baby Think it Over dolls Child development movie children's toys	ABC Book Baby Think it over Dolls
wellness	throughout the year  1-2	Cooking and group projects  Housing unit	M3.7 Formulate expectations of self and others.	<p>Self-concept correlates with accomplishments.</p> <p>Successful people set goals for themselves and have reasonable expectations of others.</p> <p>What do I need to accomplish?</p> <p>How am I going to accomplish my goal?</p> <p>What accomplishments have you achieved because of a belief in yourself?</p>	I can work together in a group and I can allocate work to group members.	goals expectations limitations inherited traits acquired traits	textbook kitchen work areas sewing machines	Group cooking projects.

family living		Cooking and group projects finance unit	All students will demonstrate responsible individual and family decision-making. M4.1 Identify internal and external factors that would enhance or impede the implementation of an individual plan of action.	My actions have an impact on others and other people's actions have an impact on me.  What can I do to be successful?  How will I react to other people's actions?	I can work with independently and cooperatively with a group and identify problems or set backs.	prioritize needs wants obstacles solution brainstorm collaboration	Kitchen work areas sewing project sewing machines textbooks	Group cooking projects  Sewing projects
			M.4.2-none					
		Currently not addressed	M4.3 Identify biases.					
			M 4.4-none					
			M 4.5-none					
		Currently not addressed	M4.6 Implement an individual plan of action.					
			M 4.7-none					
		Currently not addressed	M4.8 Analyze how biases, stereotypes, and prejudices can limit and interfere with ethical and responsible decision-making.					
		Currently not addressed	M4.9 Describe the relationship between personal priorities and ethical decisions.					
			M4.10-none					

family living	throughout the year	Cooking and group projects	All students will practice family, social, and civic responsibility. M5.1 Identify examples of social and civic responsibility.	We all live in one community that must share resources.  Being a contributing member of society is a citizen's responsibility.  How will I ensure everyone in my group as an equal opportunity to resources?	I can use community resources appropriately.	teamwork community resources responsibility social politics	Kitchen work area sewing machines sewing projects other shared supplies	Cooking and sewing projects
family living	throughout the year	Cooking and group projects	M5.2 Respect the social and cultural contributions of all individuals.	We are created equal and others' cultures are as valid as mine.  How can my group work together to utilize each person's contributions?  What can I do to encourage and promote diversity?	I understand different people have strengths and weaknesses and contribute differently to projects.	respect individual strengths weakness	Kitchen work area sewing machines sewing projects other shared supplies	Cooking and sewing projects
		Currently not addressed	M5.3 Identify legal responsibilities and rights of individuals and families.					

		Currently not addressed	M5.4 Identify opportunities for families to assume social and civic responsibilities.					
wellness	throughout the year	Cooking and group projects	All students will develop a plan for individual and family wellness. M6.1 Demonstrate individual responsibility for individual safety and the safety of others.	My actions impact of the safety of others.  How will my actions impact others?  Am I acting in a manner that promotes the safety of me and others?  What is meant by "healthy living?"	I can act appropriately to ensure the safety of myself and others.	emergency hazard abdominal thrust	textbook safety videos safety poster sewing machines sewing supplies	cooking and sewing projects
wellness	throughout the year	Cooking and group projects	M6.2 Demonstrate appropriate behavior for emergency situations.	Students must know how to respond in an emergency situation.  What do I do if something goes wrong?	I can respond to a situation in a calm and responsible manner.	emergency	textbook safety videos safety poster sewing machines sewing supplies	cooking and sewing projects practice safety drills
		Currently not addressed	M6.3 Identify individual responsibilities for good health as it relates to social, emotional, and physical effects.					
			M 6.4-none					

wellness	1	Nutrition	M6.5 Determine daily dietary needs of individuals at various stages of the life cycle.	All people have different dietary needs.  How do my nutritional needs change as I grow and develop?	I can develop a balanced diet for eating at different stages of the life cycle.	grain vegetable fruit dairy protein MyPlate calorie exercise empty calorie	MyPlate video Milk video Energy Balance video textbooks MyPlate website Eating disorder videos	MyPlate assessment Nutrition unit test
wellness	1	Chapter 19 Nutrition-making healthy food choices	M6.6 Demonstrate the ability to make nutritious choices in a food establishment.	All people have choices on the food we eat.  What is the best choice of food and drink when going out to eat?	I can identify healthy food choices when presented with options.	grain vegetable fruit dairy protein MyPlate calorie exercise empty calorie	MyPlate video Energy Balance video textbooks MyPlate website	MyPlate assessment
			M 6.7					
		Currently not addressed	M6.8 Recognize family violence, including physical, emotional and social.					
		Currently not addressed	M6.9 Identify community resources to protect self and others.					
			M 6.10					

		Currently not addressed	All students will examine demographic changes and their impact on society and the family. M7.1 Describe current demographic trends and their consequences.					
		Currently not addressed	M7.2 Identify impact of demographic trends on individual and family environment.					
		Currently not addressed	M7.3 Examine changes within the family in historical perspective.					
consum erism	1  1	Chapter 21- Grocery shopping chapter 10- Money management	All students will practice responsible consumer and producer behavior, rights, and responsibilities. M8.1 Describe the relationship between a responsible producer and consumer.	As a consumer, I can affect the marketplace by the purchases (or lack of purchases) that I make. What will my criteria be for making wise purchasing decisions?	I can explain why certain items may cost more or less to the consumer.  I can use tested guidelines for making shopping decisions.	generic products unit price daily values UPC consumer comparison shopping	textbook grocery store	Shopping excursion

consum erism	1  1  1	Grocery shopping Money management Housing unit	M8.2 Examine how individual priorities and achievement goals affect consumer decisions.	My job and income will affect the consumer decisions I make.  How will my education and career affect my purchasing power?	I can explain why I would purchase a certain product over another based on my income and lifestyle.	generic products unit price daily values UPC consumer apartment single family home condominium mobile home	textbook grocery store	Shopping excursion
			M 8.3					
consum erism	through- out the year	Cooking and group projects grocery shopping money management	M8.4 Conserve individual and community resources	Community resources are available for all members of the community.  How can resources be used to best meet the needs of all members including myself?	I understand I have limited amount of time and supplies that must be shared with other people.  How can we maximize our resources?	generic products unit price daily values UPC consumer budget income fixed expenses flexible expenses	textbook grocery store	Shopping excursion group cooking projects
		Currently not addressed	All students will assess the effects of technology on the family. M9.1 Determine the use of technology to solve given problems.					

		Currently not addressed	M9.2 Analyze the impact of technology on the individual					
		Currently not addressed	M9.3 Evaluate the economic costs of new technology and its impact on communication.					
		Currently not addressed	All students will demonstrate the use of community resources to solve individual and family issues. M10.1 Analyze interrelationships between individuals, families, and communities.					
		Currently not addressed	M10.2 Explain how resources change over the life cycles.					

consume rism	through- out the year	Cooking and group projects	M10.3 Demonstrate responsible use of community resources.	Using resources wisely is a responsibility of each individual.  Resources are shared by all members of a community.  What is my responsibility for conserving resources for the future?  How can I best use my time and materials to allow everyone in my group fair access?	I understand I have limited amount of time and supplies that must be shared with other people.	conserve renewable resources recycle fair ecosystem	Kitchen work areas sewing project sewing machines	Group cooking projects  Individual sewing project
consume rism	through- out the year	Cooking and group projects	M10.4 Identify existing resources and creative ideas for resource development.	Communities have resources, but also the potential for new resources and new uses for those resources.  What are the current resources? What is the best use for those resources?  What resources do we need?	I can be creative and open to new ideas regarding resource use.	conserve renewable resources recycle fair ecosystem	Kitchen work areas sewing project sewing machines	Group cooking projects  Individual sewing project

GBCS Curriculum			GRADE: 7	SUBJECT: Life Skills for 7th Graders				
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Family	1 week	Chapter 2- Understanding Your Family	<p><b>All students will demonstrate skills necessary to function in family roles and relationships which are transferable to roles and responsibilities within the workplace and community.</b></p> <p>M1.1 Explore the relationship between family and community rights and responsibilities.</p>	<p>While we may be individuals, our actions, thoughts, and values have an impact on family, friends, and community.</p> <p>How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?</p>	I can identify roles and responsibilities filled by family members.	family role responsibility socialization functional family dysfunctional family	textbook	chapter 2 quiz
		Currently not addressed	M1.2 Explore career and family issues (e.g. balance of career and family responsibilities).					
communication	1-2 weeks  throughout the year	Chapter 4 - Communicating with others  Practiced through cooking and group projects	M1.3 Demonstrate communication skills.	<p>There are several methods of communicating simultaneously.</p> <p>What are those methods and how can a student use them to his/her advantage?</p>	<p>I can communicate and work through problems while working in a group or with a partner.</p> <p>I can communicate using verbal and nonverbal communication.</p> <p>I can use active listening and feedback to communicate the message was received.</p>	Communication Verbal communication Nonverbal communication Body language Active listening Feedback Conflict Compromise	textbook	<p>Group cooking projects and sewing projects that require use of community property.</p> <p>Chapter 4 quiz</p>
		Currently not addressed	M1.4 Identify relationships between individual, career, and family goals.					

Personal Development	1-2 weeks	Chapter 1- Becoming Independent	M1.5 Identify individual priorities and responsibilities.	A developmental task of adolescence is to become independent  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I can identify ways to show responsibility at home and school.	independence responsibilities citizenship adolescence developmental task	textbook A/V materials	chapter 1 quiz
		Currently not addressed	M1.6 Analyze impact of changing life roles on interdependent relationships and how they influence management skills.					
		Currently not addressed	M1-7 Explore the relationship among family, work, and community roles.					
Personal Development	2 weeks	Chapter 1 - Physical, Intellectual, Emotional, Social Changes as an Adolescent	<b>All students will demonstrate characteristics of nurturing.</b> M2.1 Demonstrate an understanding of human development.	Adolescence is part of the human life cycle.  What should a student's expectations be of his/her journey through adolescence?	I can identify personal responsibilities  I can identify the main ways adolescences change.  I can identify steps toward becoming independent.  I can identify the 4 areas of growth and development and give examples of activities the foster growth in each of those areas.	adolescence physical change intellectual change emotional change social change responsibility independence emotions	textbook A/V materials	chapter 1 quiz
		Currently not addressed	M2.2 Identify parenthood readiness factors (e.g., economic, health, emotional maturity, relationship responsibilities and career goals).					

Personal Development	2 weeks	chapter 1- Your Personality, Growing and Changing, and Becoming Independent	M2.3 Identify skills necessary for nurturing self and others	A healthy person will have a healthy self-esteem.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I can identify suggestions for improving self-esteem	adolescence physical change intellectual change emotional change social change responsibility independence emotions	textbook A/V materials	chapter 1 quiz
Personal Development	1 week	chapter 1- Your Personality	M2.4 Explain the relationship of a nurturing environment to individual/family growth and development.	A person is shaped by both heredity and environment.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I can explain how heredity and environment affect personality development	personality traits heredity environment acquired traits inherited traits	textbook	chapter 1 quiz
		Currently not addressed	M2.5 Explore the roles and responsibilities of nurturers, caregivers, and parents.					
Personal Development	1 week	chapter 1- Your Personality	<b>All students will analyze factors that influence human development.</b> M3.1 Demonstrate the ability to influence your individual achievement.	An individual can empower themselves to achieve their potential through the choices and attitudes.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I can formulate ways to enhance my personality.  I can list ways to influence individual achievement.	self-concept self-esteem self-confidence attitudes optimist pessimist	textbook A/V materials	chapter 1 quiz
Friends	1 week	Chapter 3- Peers and Peer Pressure	M3.2 Differentiate between healthful behavior and high-risk behavior.	Individuals need to know that their actions and behaviors have consequences.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I can choose healthy behaviors.	peers clique conformity bullying peer pressure	textbook A/V materials	chapter 3 quiz

		Currently not addressed	M3.3 Relate human needs to theories of human development.					
			M3.4-none					
Personal Development	1 week	Chapter 2- Family Relationship	M3.5 Analyze relationships with peers and adults.	It is healthy to maintain relationships with members of all age levels.	I can explain how to maintain healthy relationships with family members.	relationships acquaintances peers loyalty cliques bullying	textbook A/V materials	chapter 2 and 3 quiz
Friends	1 week	Chapter 3- Developing Friendships and Peers		How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I can identify reasons a friendship may end.  I can describe how to strengthen a friendship.			
Personal Development	1-2 weeks	Chapter 1- Your Personality Growing and Changing	M3.6 Identify factors influencing growth and development	Many factors "make a person."  What inherited traits and what acquired traits do you value and hold to?	I can identify inherited and acquired traits that influence change during adolescence.	adolescence physical change intellectual change emotional change social change responsibility independence emotions personality heredity environment acquired self-concept attitude	textbook A/V materials	chapter 1 quiz
	throughout the year	Addressed through groups projects such as cooking and sewing	M3.7 Formulate expectations of self and others.	Self-concept correlates with accomplishments.  What accomplishments have you achieved because of a belief in yourself?	I can list expectations for myself and others so we can work cohesively as a group.	self-concept expectations	textbook cooking supplies sewing supplies	Group cooking projects.
Management	1-2 weeks	chapter 5- Your Values and Goals, Your Resources, Management and Decision Making	<b>All students will demonstrate responsible individual and family decision-making.</b> M4.1 Identify internal and external factors that would enhance or impede the implementation of an individual plan of action.	An individual's values and goals will affect their outcome.  What role can a life plan have in managing your daily life and planning for the future?	I can explain how my values and goals affect my plan of action.	values character ethics goals priorities standards	textbook	chapter 5 quiz

			M.4.2-none					
Commu	1 week	Chapter 4-avoiding barriers to good communication	M4.3 Identify biases.	Accepting individuality can lead to good communication.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I will be able to explain how communication skills can help resolve conflict.	critic stereotype prejudices racism conflicts	textbook	chapter 1 quiz
			M 4.4-none					
			M 4.5-none					
Managi ng Your Life	1-2 weeks	chapter 5-Youv Values and Goals, Your Resources, Management and Decision Making	M4.6 Implement an individual plan of action.	An individual's values and goals will affect their outcome.  What role can a life plan have in managing your daily life and planning for the future?	I will be able to implement an individual plan of action successfully.	values character ethics goals priorities standards	textbook	chapter 5 quiz
Commu	1 week	Chapter 4-avoiding barriers to good communication	M4.8 Analyze how biases, stereotypes, and prejudices can limit and interfere with ethical and responsible decision-making.	Prejudice is a hindrance to one's productivity.  How can I live as a prejudice-free individual?	I will be able to explain how biases can limit communication.	stereotype racism prejudice manners	textbook	chapter 4 quiz
Managi ng Your Life	1-2 weeks	Currently not addressed	M4.9 Describe the relationship between personal priorities and ethical decisions.	An individual's priorities and ethics may be in conflict.  What role can a life plan have in managing your daily life and planning for the future?	I will be able to demonstrate my character and ethics through my behavior.	values character ethics goals priorities standards	textbook	chapter 5 quiz
		Currently not addressed	M4.10-none					

Managing Your Life	1 week thought the semester	Chapter 5- Managing your resources  cooking/sewing projects	<b>All students will practice family, social, and civic responsibility.</b> M5.1 Identify examples of social and civic responsibility.	Being a contributing member of society is a citizen's responsibility.  What service learning projects can students participate in?  How will I ensure everyone in my group as an equal opportunity to resources?	I can use community resources appropriately.	management resource recycling human resources nonhuman resources	textbook  classroom supplies	chapter 5 quiz participation in school recycle program
Managing Your Life	1 week	Chapter 5- Managing your resources	M5.2 Respect the social and cultural contributions of all individuals.	We are a nation of differing ethnic groups.  What can I do to encourage and promote diversity?	I can identify strengths and weaknesses that contribute differently to projects.	diversity ethnicity	textbook  classroom supplies	Cooking and sewing projects  group/teamwork
		Currently not addressed	M5.3 Identify legal responsibilities and rights of individuals and families.					
		Currently not addressed	M5.4 Identify opportunities for families to assume social and civic responsibilities.					
wellness	through-out the year	Cooking and group projects	All students will develop a plan for individual and family wellness. M6.1 Demonstrate individual responsibility for individual safety and the safety of others.	My actions impact of the safety of others.  How will my actions impact others?  Am I acting in a manner that promotes the safety of me and others?  What is meant by "healthy	I can act appropriately to ensure the safety of myself and others.	emergency hazard abdominal thrust	textbook safety videos safety poster sewing machines sewing supplies	cooking and sewing projects
wellness	through-out the year	Cooking and group projects	M6.2 Demonstrate appropriate behavior for emergency situations.	Students must know how to respond in an emergency situation.  What do I do if something goes wrong?	I can respond to a situation in a calm and responsible manner.	emergency	textbook safety videos safety poster sewing machines sewing supplies	cooking and sewing projects practice safety drills

		Currently not addressed	M6.3 Identify individual responsibilities for good health as it relates to social, emotional, and physical effects.					
		Currently not addressed	M 6.4-none					
		Currently not addressed	M6.5 Determine daily dietary needs of individuals at various stages of the life cycle.					
		Currently not addressed	M6.6 Demonstrate the ability to make nutritious choices in a food establishment.					
			M 6.7					
Family	1 weeks	Chapter 2- Families face change	M6.8 Recognize family violence, including physical, emotional and social.	Family crisis will change family dynamics.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I will be able to recognize physical, emotional, and social violence within a family.	crisis grief abuse violence hot line support groups	textbook	chapter 2 quiz
Family	1 weeks	Chapter 2- Families face change	M6.9 Identify community resources to protect self and others.	Family crisis will change family dynamics.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I will be able to identify resources within my community to protect myself and others.	crisis grief abuse violence hot line support groups	textbook	chapter 2 quiz
			M 6.10					
		Currently not addressed	<b>All students will examine demographic changes and their impact on society and the family.</b> M7.1 Describe current demographic trends and their consequences.					

		Currently not addressed	M7.2 Identify impact of demographic trends on individual and family environment.					
		Currently not addressed	M7.3 Examine changes within the family in historical perspective.					
		Currently not addressed	<b>All students will practice responsible consumer and producer behavior, rights, and responsibilities.</b> M8.1 Describe the relationship between a responsible producer and consumer.					
		Currently not addressed	M8.2 Examine how individual priorities and achievement goals affect consumer decisions.					
			M 8.3					
Managing Your Life	1 week throughout the semester	Chapter 5- Managing your resources  cooking/sewing projects	M8.4 Conserve individual and community resources	Community resources are available for all members of the community.  How can resources be used to best meet the needs of all members including myself?	I understand I have limited amount of time and supplies that must be shared with other people.	management resource recycling	cooking and sewing supplies classroom supplies	Group cooking projects  Individual sewing project
		Currently not addressed	<b>All students will assess the effects of technology on the family.</b> M9.1 Determine the use of technology to solve given problems.					
		Currently not addressed	M9.2 Analyze the impact of technology on the individual					
		Currently not addressed	M9.3 Evaluate the economic costs of new technology and its impact on communication.					

Family	1 week	Chapter 2- Understanding your Family	<b>All students will demonstrate the use of community resources to solve individual and family issues.</b> M10.1 Analyze interrelationships between individuals, families, and communities.	There is an interdependent relationship between individuals, families, and communities.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I will be able to explain how members of a community depend on each other.	family role responsibility socialization functional family dysfunctional family culture	textbook	chapter 2 quiz
Family	1 week	Chapter 2- Families face change	M10.2 Explain how resources change over the life cycles.	Families are consistently faced with change.  How can understanding yourself in relation to your surroundings and others help you to become the person you want to be?	I will be able to list resources that are available during the different life cycles.	family life cycle crisis empty nest grief shelter	textbook	chapter 2 quiz
consumerism	through-out the year	Cooking and group projects	M10.3 Demonstrate responsible use of community resources.	Using resources wisely is a responsibility of each individual.  Resources are shared by all members of a community.  What is my responsibility for conserving resources for the future?  How can I best use my time and materials to allow everyone in my group fair access?	I understand I have limited amount of time and supplies that must be shared with other people.	conserve renewable resources recycle fair ecosystem	Kitchen work areas sewing project sewing machines	Group cooking projects  Individual sewing project
		Currently not addressed	M10.4 Identify existing resources and creative ideas for resource development.					

GBCS Curriculum			GRADE: 6	SUBJECT: Life Skills for 6th Graders				
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
		Currently not addressed	All students will demonstrate skills necessary to function in family roles and relationships which are transferable to roles and responsibilities within the workplace and community. M1.1 Explore the relationship between family and community rights and responsibilities.					
		Currently not addressed	M1.2 Explore career and family issues (e.g. balance of career and family responsibilities).					
communication	throughout the marking period	Practice safety during sewing and cook	M1.3 Demonstrate communication skills.	People are constantly communicating with one another.  How do I communicate my thoughts in a clear and concise manner?  How can I be a better listener?	I can communicate and work through problems while working in a group or with a partner.	teamwork active listening feedback clear communication open communication	classroom supplies cooking supplies sewing supplies	Group cooking projects and sewing projects that require use of community property.
		Currently not addressed	M1.4 Identify relationships between individual, career, and family goals.					
		Currently not addressed	M1.5 Identify individual priorities and responsibilities.					
		Currently not addressed	M1.6 Analyze impact of changing life roles on interdependent relationships and how they influence management skills.					
		Currently not addressed	M1-7 Explore the relationship among family, work, and community roles.					

		Currently not addressed	<b>All students will demonstrate characteristics of nurturing.</b> M2.1 Demonstrate an understanding of human development.					
		Currently not addressed	M2.2 Identify parenthood readiness factors (e.g., economic, health, emotional maturity, relationship responsibilities and career goals).					
nutrition	1 week	Currently not addressed	M2.3 Identify skills necessary for nurturing self and others	Humans require nurturing as a basic need.  How can I care for myself to develop to my highest potential?	I can list ways to live a healthy lifestyle that leads to a more fulfilling life.	nurture nutrition health	nutrition website A/V materials	nutrition quiz
		Currently not addressed	M2.4 Explain the relationship of a nurturing environment to individual/family growth and development.					
		Currently not addressed	M2.5 Explore the roles and responsibilities of nurturers, caregivers, and parents.					
sewing	3 weeks	practice during sewing	<b>All students will analyze factors that influence human development.</b> M3.1 Demonstrate the ability to influence your individual achievement.	Successful people set goals for themselves and have reasonable expectations of themselves and others.  How will I accomplish my goals?  What accomplishments have you I achieved because of a belief in myself?	I will be able to make good decisions that will lead to a completed sewing project.	goals expectations limitations	sewing materials	sewing project
		Currently not addressed	M3.2 Differentiate between healthful behavior and high-risk behavior.					
		Currently not addressed	M3.3 Relate human needs to theories of human development.					

			M3.4-none					
		Currently not addressed	M3.5 Analyze relationships with peers and adults.					
		Currently not addressed	M3.6 Identify factors influencing growth and development					
cooking	2 weeks	Practice safety during sewing and cook	M3.7 Formulate expectations of self and others.	Self-concept correlates with accomplishments.  Successful people set goals for themselves and have reasonable expectations of themselves and others.  How will I accomplish my goals?  What accomplishments have you I achieved because of a belief in myself?	I can work together in a group and I can allocate work to group members.	goals expectations limitations self-concept	cooking materials	Group cooking projects.
safety cooperation	5 weeks	Practice safety during sewing and cook	All students will demonstrate responsible individual and family decision-making. M4.1 Identify internal and external factors that would enhance or impede the implementation of an individual plan of action.	My actions have an impact on others and other people's actions have an impact on me.  What can I do to be successful?  How will I react to other people's actions?	I can work independently and cooperatively with a group and identify problems or set backs.	prioritize needs wants obstacles solution brainstorm collaboration	Kitchen work areas sewing project sewing machines textbooks	Group cooking projects  Sewing projects
			M.4.2-none					
		Currently not addressed	M4.3 Identify biases.					
			M 4.4-none					
			M 4.5-none					

cooking and sewing	5 weeks	Practice safety during sewing and cook	M4.6 Implement an individual plan of action.	My actions have an impact on others and other people's actions have an impact on me.  What can I do to be successful?	I will be able to implement a plan of action to complete the steps of my sewing project.	prioritize needs wants obstacles solution brainstorm collaboration	Kitchen work areas sewing project sewing machines textbooks	Group cooking projects  Sewing projects
		Currently not addressed	M4.8 Analyze how biases, stereotypes, and prejudices can limit and interfere with ethical and responsible decision-making.					
		Currently not addressed	M4.9 Describe the relationship between personal priorities and ethical decisions.					
			M4.10-none					
		Practice safety during sewing and cook	<b>All students will practice family, social, and civic responsibility.</b> M5.1 Identify examples of social and civic responsibility.	We all live in one community that must share resources.  Being a contributing member of society is a citizen's responsibility.  How will I ensure everyone in my group as an equal opportunity to resources?	I can use community resources wisely.	teamwork community resources share	cooking supplies sewing supplies	Cooking and sewing projects
cooking and sewing	throughout the marking period	Practice safety during sewing and cook	M5.2 Respect the social and cultural contributions of all individuals.	We are created equal and others' cultures are as valid as mine.  How can my group work together to utilize each person's contributions?  What can I do to encourage and promote diversity?	I understand different people have strengths and weaknesses and contribute differently to projects.	sewing line grainline end dot notches foot control/pedal bobbin winder needle pin shears	cooking supplies sewing supplies	Cooking and sewing projects
		Currently not addressed	M5.3 Identify legal responsibilities and rights of individuals and families.					

		Currently not addressed	M5.4 Identify opportunities for families to assume social and civic responsibilities.					
safety sanitation	throughout marking period	Practice safety during sewing and cook	<b>All students will develop a plan for individual and family wellness.</b> M6.1 Demonstrate individual responsibility for individual safety and the safety of others.	My actions impact of the safety of others.  How will my actions impact others?  Am I acting in a manner that promotes the safety of me and others?  What is meant by "healthy living?"	I can act appropriately to ensure the safety of myself and others.	emergency hazard	A/V material textbook cooking area	cooking and sewing projects
safety sanitation	throughout marking period	Practice safety during sewing and cook	M6.2 Demonstrate appropriate behavior for emergency situations.	Students must know how to respond in an emergency situation.  What do I do if something goes wrong?	I can respond to a situation in a calm and responsible manner.	emergency	A/V material textbook cooking area	cooking and sewing projects
nutrition/ physical fitness	1 weeks	Nutrition-My Plate	M6.3 Identify individual responsibilities for good health as it relates to social, emotional, and physical effects.	All people have choices on the food we eat.  What is the best choice of food and drink when going out to eat?	I will be able to identify healthy food choices in each food group to best meet the physical needs of my body.	grain vegetable fruit dairy protein MyPlate calorie exercise empty calorie physical fitness	textbook MyPlate website textbook	My Plate assessment

		Currently not addressed	M 6.4-none					
		Currently not addressed	M6.5 Determine daily dietary needs of individuals at various stages of the life cycle.					
nutrition	1 weeks	Nutrition-My Plate	M6.6 Demonstrate the ability to make nutritious choices in a food establishment.	All people have choices on the food we eat.  What is the best choice of food and drink when going out to eat?	I can identify healthy food choices when presented with options.	grain vegetable fruit dairy protein MyPlate calorie exercise empty calorie	textbook MyPlate website textbook	My Plate assessment

		Currently not addressed	M 6.7					
		Currently not addressed	M6.8 Recognize family violence, including physical, emotional and social.					
		Currently not addressed	M6.9 Identify community resources to protect self and others.					
			M 6.10					
		Currently not addressed	<b>All students will examine demographic changes and their impact on society and the family.</b> M7.1 Describe current demographic trends and their consequences.					
		Currently not addressed	M7.2 Identify impact of demographic trends on individual and family environment.					
		Currently not addressed	M7.3 Examine changes within the family in historical perspective.					
		Currently not addressed	<b>All students will practice responsible consumer and producer behavior, rights, and responsibilities.</b> M8.1 Describe the relationship between a responsible producer and consumer.					
		Currently not addressed	M8.2 Examine how individual priorities and achievement goals affect consumer decisions.					
			M 8.3					

cooking and sewing	throughout the marking period	Practice safety during sewing and cook	M8.4 Conserve individual and community resources	Resources are shared by all members of a community.  How can I best use my time and materials to allow everyone in my group fair access?	I will use the limited amount of time and supplies that must be shared with other people to make sure that everyone has enough.	sewing line grainline end dot notches foot control/pedal bobbin winder needle needle pin shears	cooking supplies sewing supplies	Group cooking projects  Individual sewing project  recycle program
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		Currently not addressed	<b>All students will assess the effects of technology on the family.</b> M9.1 Determine the use of technology to solve given problems.					
		Currently not addressed	M9.2 Analyze the impact of technology on the individual					
		Currently not addressed	M9.3 Evaluate the economic costs of new technology and its impact on communication.					
		Currently not addressed	<b>All students will demonstrate the use of community resources to solve individual and family issues.</b> M10.1 Analyze interrelationships between individuals, families, and communities.					
		Currently not addressed	M10.2 Explain how resources change over the life cycles.					
cooking and sewing	throughout the marking period	Practice safety during sewing and cook	M10.3 Demonstrate responsible use of community resources.	Using resources wisely is a responsibility of each individual.  Resources are shared by all members of a community.  What is my responsibility for conserving resources for the future?  How can I best use my time and materials to allow everyone in my group fair access?	I will use the limited amount of time and supplies that must be shared with other people to make sure that everyone has enough.	sewing line grainline end dot notches foot control/pedal bobbin winder needle needle pin shears	cooking supplies sewing supplies	Group cooking projects  Individual sewing project  recycle program
		Currently not addressed	M10.4 Identify existing resources and create ideas for resource development.					