

Technical Committee Report and Curriculum Guide

for

Family and Consumer Sciences Education

TECHNOLOGY, LIFE AND CAREERS

Grade 6 & 7

IBEDS 72206



**Idaho Division of
Professional-Technical
Education**

*This report was prepared by the
Idaho Division of Professional-Technical Education
Boise, Idaho*

*Revised June 2004
PTE No. 342*

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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry personnel and educators. For development of the Technology, Life and Careers curriculum, where employability of students who complete this course is not a direct expected outcome, the committee members were teachers, counselors, and administrators, all who have had direct experience in the classroom. The original framework was developed by a committee of professional-technical education personnel. A second committee was then formed to write, review and revise the task list. This report was prepared upon completion of the committees' assignments. The list of tasks and competencies prepared by committee members reflects the knowledge and skills currently recommended for middle school students. Students who complete this experience will be well prepared to complete a recommended student learning plan for their high school experience.

Indicators are grouped according to competencies that all students will need and will apply to all Career Clusters. These competencies are used as the basis for instruction. Teachers in professional-technical and family and consumer sciences education are encouraged to plan and teach with other exploratory area teachers as well as core area teachers whenever those partnerships can be arranged. The ideal situation would be for an exploratory team to have an opportunity to meet and plan for this experience on a regular basis. The final decision for the teaching of this experience will rest with the individual schools.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall competencies, tasks and indicators. The committee members prepared material in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that this program meets the minimum standards for operation. Advisory committees should be used by schools offering this program to reflect local school and community needs. Middle school/junior high personnel should also meet regularly with the local high school professional-technical education teachers and counselors so that students are informed about Career Clusters and professional-technical/family and consumer sciences programs at the high school.

ACKNOWLEDGMENTS

Thanks to the following individuals for their contributions in editing and revision:

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The following people gave of their time, energy, and expertise in the development of this guide as part of their graduate studies in Family and Consumer Sciences at Idaho State University:

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Acknowledgement is given to the original curriculum committee:

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TECHNOLOGY, LIFE AND CAREERS

Course Description

This introductory course concentrates on classroom exploration of a wide variety of career options. Areas of study include: career interests, the world of work, human relations, health and safety, the impact of technology and process skills. Students will deal with situations and issues relating to self, family, workplace, community and world. Knowledge and skills gained will help students expand life management skills to increase confidence and satisfaction at home, at school and in the community. This experience introduces students to knowledge, basic skills and attitudes needed for any occupation and is an introduction to professional-technical education.

IMPORTANT INFORMATION

Delivery of the Technology, Life and Careers Curriculum

It is recommended that where possible teachers collaborate and/or team teach this curriculum. An active hands-on atmosphere where technology is used is the ideal setting for this experience. Work-based experiences such as job shadowing, career fairs and service learning would enhance this experience.

Teacher Qualifications

One teacher on the team of teachers providing instruction of this experience should be endorsed in Family and Consumer Sciences, Business Education or Technology Education. Other teachers on the team would be those who enjoy an active hands-on environment. It is highly recommended that teachers have some industry experience, such as an internship, to gain knowledge about career opportunities in a variety of occupations.

Length and Level of the Course

This experience is designed for the 6th and 7th grade. The length of this experience will vary with the activities and resources delivered by the team, generally one year in length.

Recommended Resources – There is not a recommended textbook for TLC. It is suggested that instructors use a wide variety of resource materials including videos, software, newspapers, magazines, simulations, journals, etc. Guest speakers representing many areas of business and industry will enhance course delivery.

Technology, Life and Careers Activity/ Resource Guide, available for downloading from the Idaho Division of Professional-Technical Education <http://www.pte.state.id.us>

The Real Game, a Career Simulation Game for Middle School, grades 7-8. www.realgame.com

Exploring Career Pathways website – www.uidaho.edu/pathways

Idaho Career Information System – (208) 334-3705; www.idahocis.org/home.htm

PROGRAM TITLE: Technology, Life and CareersIBEDS CODE NUMBER: 72206

I. MAJOR CONCEPTS/CONTENT:

The purpose of this course is to introduce students to a wide variety of occupations in all career pathways. The content includes, but is not limited to the basic knowledge, skills, and attitudes for success in all occupations. Students will explore career interests, the world of work, human relations skills, health and safety issues, technology and process skills.

II. WORK-BASED LEARNING ACTIVITIES:

It is recommended that students have an opportunity to observe or volunteer in a variety of work settings.

III. SPECIAL NOTES:

Students who complete this course are better prepared to develop a four-year parent-approved student learning plan. Student organization membership and activities are a highly recommended part of this course.

IV. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

- 01 Explore Career Interests
- 02 Explore the World of Work
- 03 Explore Human Relations Skills
- 04 Explore Health and Safety
- 05 Explore Technology
- 06 Explore Process Skills

<p style="text-align: center;">SUGGESTED SCOPE AND SEQUENCE Technology, Life, and Careers (90 hours)</p>

Careers

1/3 of coursework time

1. Explore Career Interests
 1. Identify Career Interests
 2. Gather Career Information
 3. Develop a Career Exploration Plan

2. Explore the World of Work
 1. Examine Work Related to Individuals and Society
 2. Explain How Businesses Operate
 3. Practice the Characteristics of Valued Workers
 4. Practice the Job Application Process

Life

1/3 of coursework time

3. Explore Human Relations Skills
 1. Practice Communication Skills
 2. Practice Relationship Skills
 3. Practice Teamwork

4. Explore Health and Safety
 1. Examine Personal Health and Wellness
 2. Examine Personal and Workplace Safety

Technology

1/3 of coursework time

5. Explore Technology
 1. Examine the Implications of Technology
 2. Describe Technology as a System
 3. Perform Computer Technology Skills
 4. Explore the Use of Technology Applications

6. Explore Process Skills
 1. Demonstrate Decision-Making Skills
 2. Demonstrate Problem-Solving Processes
 3. Practice the Effective Use of Resources
 4. Practice Goal Setting
 5. Develop Leadership Skills

CURRICULUM FRAMEWORK
Technology, Life and Careers
Middle School

1. Content Standard: EXPLORE CAREER INTERESTS

1.01 Competency: IDENTIFY CAREER INTERESTS

PERFORMANCE INDICATORS:

1. Define job, occupation and career
2. Describe work attitude and readiness
3. Explore interests, strengths, and aptitudes related to career choices
4. Describe personal needs and wants related to career decisions
5. Describe work environment preferences
6. Identify factors that influence career choices

1.02 Competency: GATHER CAREER INFORMATION

PERFORMANCE INDICATORS:

1. Identify sources of career information
2. Describe employment trends
3. Identify high and low demand occupations in Idaho/U.S.
4. Explain reasons for changing occupational demand
5. Explore requirements of workers in variety of occupations
6. Describe skills and requirements of entrepreneurs

1.03 Competency: DEVELOP A CAREER EXPLORATION PLAN

PERFORMANCE INDICATORS:

1. Identify short and long-term career goals
2. Explore high school courses and programs
3. Explore extracurricular activities related to career choice
4. Identify work experience activities
5. Explore education and training after high school

2. **Content Standard: EXPLORE THE WORLD OF WORK**

2.01 Competency: EXAMINE WORK RELATED TO INDIVIDUALS AND SOCIETY

PERFORMANCE INDICATORS:

1. Define work
2. Explain reason that people work
3. Describe work ethics
4. Describe the contributions of workers to society
5. Compare various work environments
6. Explain financial independence and dependence
7. Describe cultural and gender diversity
8. Explain how change relates to the world of work

2.02 Competency: EXPLAIN HOW BUSINESSES OPERATE

PERFORMANCE INDICATORS:

1. Explain the free enterprise system and generation of capital
2. Describe business organization
3. Describe the production process
4. Explain the marketing process
5. Explain continuous improvement
6. Describe functions of business in a global society

2.03 Competency: PRACTICE THE CHARACTERISTICS OF VALUED WORKERS

PERFORMANCE INDICATORS:

1. Identify characteristics desired by employers
2. Describe leadership skills
3. Explain roles in the workplace
4. Describe appropriate workplace appearance
5. Explain workplace attitude and behavior
6. Practice traits required to keep a job
7. Practice initiative and organizational skills
8. Identify responsibilities at home, school and community
9. Explain the importance of balancing work and personal life
10. Explain transferable skills

2.04 Competency: PRACTICE THE JOB APPLICATION PROCESS

PERFORMANCE INDICATORS:

1. Describe the job application process
2. Explain information requested on a job application
3. Practice the job application process
4. Identify ways to handle rejection

3. **Content Standard: EXPLORE HUMAN RELATIONS SKILLS**

3.01 Competency: PRACTICE COMMUNICATION SKILLS

PERFORMANCE INDICATORS:

1. Identify methods of communication
2. Practice listening skills
3. Explain formal and informal speech
4. Describe ways to organize information
5. Describe ways to adapt information to audience and purpose
6. Demonstrate communication techniques
7. Practice introductory technical reading and writing

3.02 Competency: PRACTICE RELATIONSHIP SKILLS

PERFORMANCE INDICATORS:

1. Describe types of relationships
2. Explain the effects of heredity and environment on relationships
3. Explain the effects of self-concept on relationships
4. Describe the role of family on relationships and responsibility
5. Explain the importance of understanding different cultures
6. Describe ways of building, maintaining and ending relationships
7. Demonstrate social skills through interaction with others
8. Practice strategies to strengthen family life
9. Develop relationships with children, the elderly and those with special needs
10. Practice citizenship through involvement in community and global issues

3.03 Competency: PRACTICE TEAMWORK

PERFORMANCE INDICATORS:

1. Define teams and teamwork
2. Describe types of teams
3. Explain methods of forming teams
4. Explain the benefits of working in teams
5. Identify characteristics of successful teams
6. Describe roles and responsibilities of team members
7. Identify causes of conflict
8. Describe conflict resolution techniques

4. **Content Standard: EXPLORE HEALTH AND SAFETY**

4.01 Competency: EXAMINE PERSONAL HEALTH AND WELLNESS

PERFORMANCE INDICATORS:

1. Explain the benefits of personal wellness
2. Identify factors that affect personal health and wellness
3. Describe the effects of substance abuse on personal health
4. Describe the effects of crisis events
5. Describe ways to manage the stress of daily living
6. Compare and select foods that support a healthy lifestyle
7. Explore community resources for personal health and wellness
8. Describe the effects of personal health and wellness in the workplace
9. Develop a personal wellness program

4.02 Competency: EXAMINE PERSONAL AND WORKPLACE SAFETY

PERFORMANCE INDICATORS:

1. Identify factors that affect safety in the workplace
2. Describe the importance of personal hygiene and cleanliness
3. Explain appropriate apparel for work tasks
4. Describe the effects of substance abuse to safety
5. Explain safe operating procedures for tools and equipment
6. Describe storage/disposal of hazardous substances
7. Explain emergency procedures for common injuries
8. Explain sexual harassment
9. Explain procedures to follow in a hostile environment
10. Practice self-protection at home and away from home
11. Practice personal safety and wellness

5. **Content Standard: EXPLORE TECHNOLOGY**

5.01 Competency: EXAMINE THE IMPLICATIONS OF TECHNOLOGY

PERFORMANCE INDICATORS:

1. Define technology
2. Describe the continuum of technology
3. Explain positive and negative impacts of technology
4. Explore social and ethical impacts of technology
5. Explain criteria for selection and use of technology
6. Explore high tech careers
7. Explore alternative energy sources

5.02 Competency: DESCRIBE TECHNOLOGY AS A SYSTEM

PERFORMANCE INDICATORS:

1. Define system
2. Describe components of the system model
3. Identify types of technology systems
4. Describe how the system model applies to the workplace

5.03 Competency: PERFORM COMPUTER TECHNOLOGY SKILLS

PERFORMANCE INDICATORS:

1. Identify parts of a computer and describe their functions
2. Define hardware and software
3. Demonstrate keyboarding skills
4. Practice word/data processing tasks
5. Practice graphics tasks
6. Practice presentation technology
7. Explore Internet functions

5.04 Competency: EXPLORE THE USE OF TECHNOLOGY APPLICATIONS

PERFORMANCE INDICATORS:

1. Describe communication technology devices
2. Explain environmental technology
3. Describe geophysical technology devices
4. Explore medical technology devices
5. Explain biotechnology devices
6. Explore uses of virtual reality

6. Content Standard: EXPLORE PROCESS SKILLS

6.01 Competency: DEMONSTRATE DECISION-MAKING SKILLS

PERFORMANCE INDICATORS:

1. Explain decision-making
2. Describe levels and types of decisions
3. Explain how needs, wants, values and goals impact decision making

6.02 Competency: DEMONSTRATE PROBLEM-SOLVING PROCESSES

PERFORMANCE INDICATORS:

1. Explain the connection of human needs to problem solving
2. Describe steps in problem solving
3. Identify resources used to solve problems
4. Describe methods used to select appropriate resources
5. Explain the difference between problem, strategy and solution
6. Explain function, performance and safety as standards of evaluation
7. Practice using problem-solving process

6.03 Competency: PRACTICE THE EFFECTIVE USE OF RESOURCES

PERFORMANCE INDICATORS:

1. Identify physical and psychological needs and wants
2. Identify ways to use available resources
3. Explore ways to conserve resources and protect the environment
4. Practice responsibility for personal possessions and shared space
5. Practice responsible consumer decisions
6. Manage money through the budgeting process and financial services
7. Explore responsible uses of credit
8. Practice decision-making to make wise use of resources

6.04 Competency: PRACTICE GOAL SETTING

PERFORMANCE INDICATORS:

1. Explain short and long-term goals
2. Describe the importance of setting goals
3. Explain the relationship of standards to goals
4. Explain management skills related to achieving goals
5. Explain choices and consequences
6. Develop an action plan for a goal
7. Implement action plan to achieve a goal

6.05 Competency: DEVELOP LEADERSHIP SKILLS

PERFORMANCE INDICATORS:

1. Identify leadership attributes
2. Describe leadership styles
3. Practice leadership roles
4. Develop school and community leadership opportunities

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