LODI UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY  
SUGGESTED OUTLINE

I. **Course Title:** Life Management I (formerly Creative Living)

II. **Department/Subject Area:** FACE (Family and Consumer Education)

III. **Length of Course/Credit Value:** 10 credits = 1 year

IV. **Grade Level(s):** 9-10

V. **Is this an Honors course?** No

VI. **Is this an Internet-based course?** No  **If so, who is provider?** N/A

VII. **Is this course modeled after a UC-approved course from another district?** No  **If so, which school/district?** N/A

VIII. **Recommended Pathway:** Comprehensive Core, All Pathways

IX. **Brief course description:** This class will help students build confidence in managing “real life lessons.” Areas of study are: friends and family relationships, foods and nutrition, child development, fashion, interior design, consumer education, and FHA-HERO. Integrated are activities that will help students develop leadership and career skills.

X. **Course goals and/or major student outcomes:** Course goals will give students the opportunity to:

A. Acquire the skills needed to understand self and others and become a productive member of society.
B. Learn the skills necessary to become successful in their personal lives and careers.
C. Learn that meeting the needs of children is not easy, and that adults and others have an important role in helping children grow, learn and develop into positive individuals.
D. Consider attitudes about food, the nutritional and other needs food provides, the many influences on food choices, and the way eating habits will affect them now and in the future.
E. Understand quality of clothing construction.
F. Understand how construction skills prepare them for a variety of careers in the fashion industry.
G. Explore ways to organize and create an aesthetically pleasing living environment.
H. Learn the skills in decision-making to make wise consumer purchases.
I. Learn skills that directly transfer into the workplace.
J. Develop strong leadership skills.

XI. Course Objectives: Students will understand:
A. The contributions of the family to the development of individuals.
B. Positive relationships are built on feelings of self-worth, effective communication, common values and goals and responsible behavior.
C. The stages of child growth and development from infancy through adolescence and the value of providing children with developmentally appropriate activities.
D. Students will be able to identify and explain proper use of kitchen equipment.
E. Students will practice safe food and kitchen work habits.
F. Students will understand the principles of nutrition and their relationship to good health.
G. Students will understand and apply the principles of food preparation.
H. Students will be able to identify and describe proper use of sewing equipment.
I. Students will develop basic skills for buying, constructing, and altering apparel and/or household textile items.
J. Students will construct a sewing project.
K. Students will understand how the elements and principles of design are used to create an aesthetically pleasing living environment.
L. Students will understand the theory and use of color in living environments.
M. Students will complete design projects that showcases design elements and principles learned.
N. Students will identify and define values and goals related to consumerism.
O. Students will understand the process for making wise consumer decisions.
P. Students will understand the concepts and skills needed for teamwork, leadership, and citizenship to succeed in their personal, family, career, and community.
Q. Students will explore careers related to each of the Family and Consumer Education content areas.

XII. Course Outline:
A. Personal Relationships
1. Understanding self and others
2. Relationships and the family
3. Friendships
B. Child Development
1. Stages of development
2. Guidance, learning, and play of children
3. Keeping children healthy and safe
C. Foods and Nutrition
1. Kitchen safety and sanitation

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2. Kitchen equipment
3. Measurement
4. Food preparation
5. Nutrition and health

D. Fashions
1. Sewing tools and equipment
2. Reading and understanding instructions
3. Basic apparel/project construction

E. Interior Design
1. Elements and principles of design
2. Fundamentals of color

F. Consumer Education
1. Values, goals, needs, and wants
2. Understand how to compare and evaluate goods and services

G. FHA-HERO
1. Career exploration
2. FHA-HERO

XIII. Texts and Supplemental Instructional Materials: (Please supply ISBN #’s for all texts.)

Title: Creative Living Skills  Author: Couch, Felstehausen, Clark
Publisher: McGraw Hill/Glencoe  Date of Publication: 2006
Board approval date: Pending  ISBN #: 0-07-861581-X

Title: Skills for Living  Author: Frances Baynor Parnell
Publisher: Goodheart-Willcox  Date of Publication: 2008
Board approval date: Pending  ISBN #: 978-1-59070-668-8

XIV. Key Assignments:
A. Personal Relationships
1. Chapter 8, Getting Along with Others, Creative Living, “It’s a Secret,” p. 89
2. Relationship Inventory
3. Qualities of Positive Relationships activity

B. Child Development
1. Milestones of development - group activity sheet
2. Evaluate video clips of inappropriate discipline of children
3. Role play of various parenting styles
4. Safety survey for a child-safe home
5. Accident prevention for all stages of development
6. Storytelling strategies
7. Preparation of healthy, kid friendly meals & snacks
8. Discuss types of play
9. Activities
   a. Evaluate age appropriate toys for children
   b. Planning appropriate learning activities for children

C. Foods and Nutrition
1. Hand washing activity: glo-germ kit
2. Demonstrate correct dish washing techniques
3. Preventing kitchen accidents - role play
4. Identify equipment and use activities
5. Measurement:
   a. Demonstrate and supply simple measuring techniques of food
   b. Preparation
6. Various nutritious food labs
7. Research food pyramid using mypyramid.gov
8. Individual food log and analysis using mypyramid.gov

D. Fashions
1. Identify sewing equipment and tools
2. Reading a ruler
3. Reading and understanding instructions
4. Safety and sewing machine skills
5. Basic sewing project(s): pillow, apron, tote bag, pillow case

E. Interior Design
1. Identify elements and principles of design
2. Various projects using elements and principles of design
3. Fundamentals of color: color wheel and color schemes
4. Room design project applying elements and principles of design

F. Consumer Education
1. Analysis of factors which influence consumer decisions
   a. “Agree & Disagree” statements (Unit 8, Module 1)
   b. Transparency master: factors that influence consumer decisions (Unit 8, Module 2)
2. Evaluate labels, seals, and warranties
3. Analysis of advertising techniques
4. Product comparisons: toys, food, garments, etc.

G. FHA-HERO
1. Brainstorm career options for each content area
2. Family and consumer education career exploration: research, produce culminating projects and present
3. Explain FHA-HERO and it’s purpose
4. Opportunities and benefits of FHA-HERO
XV. Instructional Methods or Strategies:
A. Lecture/discussion
B. Labs and evaluations
C. Individual projects
D. Cooperative learning projects
E. Textbook literacy activities

XVI. Assessment Methods and/or Tools:
A. Product and project evaluations
B. Tests and quizzes
C. Written assessments
D. Teacher evaluations
E. Student demonstration of skills
Middle school exploratory
☑ Meets high school graduation requirement credits
☑ Elective course credit
☐ No credit
☐ Alignment with state standards (attach documentation)

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Procedures
1) Review with Principal
2) Site department head
3) Department heads from two other sites
4) Curriculum Coordinator
5) Administrative Director, Curriculum
6) Assistant Superintendent, Secondary
7) Curriculum Council
8) Board of Education

Date submitted
2-21-08

Curriculum Council approval date

Board approval date
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