

GENERAL TEACHER INFORMATION

CURRICULUM FORMAT

The printed format of this curriculum includes the following sections under each topic:

1. Teacher Information (colored paper)
 - List of Activities
 - Required Supplies
 - Procedure Information and Instructions
 - Test Question Bank

2. Teacher Resources (white paper)
 - Student Activity Guides With Teacher Keys
 - Teacher and/or Student Aids for the Activities
 - Games
 - Visuals
 - Definitions
 - Career Posters
 - Student Instructions
 - Background Information
 - Career Information

Materials in the Teacher Resources section are in the same order as the activities listed on page 2 of each topic. All materials may be reproduced as needed to support the classroom activities. The Teacher Resources are printed on white paper, single-sided so the teacher can obtain quality reproductions. The Teacher Information sections have been printed on colored paper, back-to-back.

SCOPE AND SEQUENCE

Teachers will have to do some picking and choosing of activities since there are too many included to do them all. However, teachers will need to keep the activities of each unit within the time frame percentage given in the scope and sequence. (See Scope and Sequence tab.) These percentage numbers reflect the amount of time that is devoted to the Family and Consumer Sciences portion of the curriculum.

◆ T-L-C CORE ACTIVITIES LIST

A list of the basic CORE activities has been provided (see corresponding tab). These have been identified as the most important (CORE) activities and, therefore, should always be included in the activities selected. They are identified on the list of activities and in the procedure section with a ◆ symbol.

STANDARDS, OBJECTIVES, AND COMPETENCIES - NUMBERING SYSTEM

At the beginning of each topic, the CORE standard, the topic objective, and the CORE competencies have been identified. This information is provided to give the teacher a better understanding of how the components of the curriculum are tied together.

There are four (4) major components of this CORE curriculum: 1) Individual, 2) Family, 3) Technology, and 4) Careers. A standard was developed for each of these four (4) components which explained the importance and purpose for it being included. The standards are numbered using the SIS Course (and CIP Code) Number as the basic number, with two digits added to identify the specific standard. For example:

The SIS Course (and CIP Code) Number for the T-L-C Junior High/
Middle School Vocational CORE Curriculum is 20.0001.

Therefore the Standards are numbered accordingly:

Individual:	20.0001-01
Family:	20.0001-02
Technology:	20.0001-03
Careers:	20.0001-04

Usually, there is one standard identified to which the instructional materials in a topic are related, but in some topics, two standards are identified, if applicable.

The Topic Objective explains the instructional purpose and goal(s) for the materials in that topic. A list of all the topic objectives utilized throughout this curriculum are provided behind the "Topic Objectives" tab.

The Competencies (Independent Living Skills) are the specific skills the students will have achieved upon completion of the activities in a given topic. The competencies are numbered to reflect the standard they support. This is done by using the standard number and adding two more digits to identify the specific competency. For example:

The "Individual" Standard number is 20.0001-01.

Therefore, the competencies identified for that standard would be numbered accordingly:

- 20.0001-0101 = The first competency identified
- 20.0001-0102 = The second competency identified
- 20.0001-0103 = The third competency identified

The competency numbers are the numbers used in the test question banks so that all test questions are directly tied to a specific competency. A list of all the standards and competencies utilized throughout this curriculum are provided behind the "Standards and Competencies" tab.

TEST QUESTION BANKS

The test question banks are provided for teachers to evaluate the students in this class. It is recommended that testing be done at the end of each unit rather than by topics or by course, and that pretests and posttests be used. Whole course tests are quite restricted as to the number of test questions that can be used.

The test question banks, which include the teacher's key, are in the Teacher Information section of each topic. Again, there are more questions than a teacher could use, so the teacher will need to choose the questions he/she wishes to use.

The text questions are organized numerically so they match the competencies that have been identified at the beginning of each topic.

A computer disk which contains all of the test questions is available with this curriculum for the teacher to use to develop his/her evaluation instruments using the "copy and paste" procedure on the computer word processing program. (Refer to the computer program manual for specific directions for using the "copy and paste" procedure.) These disks are available for both IBM/compatibles and MacIntosh formats. They can be obtained by contacting:

Family and Consumer Sciences Specialist
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7853

Since this course is designed as an exploration of family and consumer sciences, it is recommended that grading be based largely on student participation.

ROUND-ROBIN METHOD OF INSTRUCTION

Many of the activities in this curriculum are conducive for use in a round-robin method of instruction since this maximizes use of equipment and space and allows the teacher more freedom and flexibility. It also allows the students to work in smaller groups and/or with their classroom families. Some of the areas of study with activities which can easily be used in a round-robin setting are identified on pages 5-7 along with directions for using a round-robin method of instruction.

CAREER INFORMATION IDEAS

To add interest and provide emphasis on the career exploration aspect of this curriculum, the teacher might consider selecting a "Career of the Day" and spotlight one career per class day. Or, the teacher might prefer to have each student pick one career for a brief oral report to share with the class as the teacher chooses. The students could use the student activity guide on page 7.26 to prepare their reports and could include them in their "Independent Ideas" Handbooks.

THE “INDEPENDENT IDEAS” HANDBOOK

Since one of the major thrusts of this curriculum is to help the students develop their independence through positive, healthy experiences, the idea of an “independent Ideas” Handbook was conceived as a means for the student to collect and keep information and materials together that they could use for reference in their own personal pursuit of independence. The handbooks can be started early in the curriculum, and the teacher can decide which activities he/she wishes to be included and tailor the contents accordingly. It can also serve as an excellent public relations mechanism to reflect the depth and diversity of the course content.

STUDENT PACKETS

Student packets for round-robin and/or individualized activities should be compiled prior to the beginning of each new unit. It is important to have enough student packets to facilitate student participation and involvement. Placing the information found in the student packets within plastic sheet covers or laminating them will prolong the life of the packets.

EQUIPMENT LIST

A list of the equipment required for this curriculum is provided under the tab by that name. However, the equipment needs will vary due to differences in time allotted for the T-L-C CORE curriculum. This list is for the optimum scope and sequence of 12 weeks. Also included are some items that can be used to enhance the activities in the units.

DISKS FOR STUDENT ACTIVITY GUIDES

A computer disk which contains all of the student activity guides is available with this curriculum for the teacher to customize according to the content used. The disks can be used with the “copy and paste” procedure on the computer word processing program. (Refer to the computer program manual for specific directions for using “copy and paste” procedure.) These disks are available for both IBM/compatibles and MacIntosh formats. They can be obtained by contacting:

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ROUND-ROBIN DIRECTIONS

1. Divide the students into groups according to the number of activities through which they will rotate.
2. Give each group a color or name so they can follow the rotation cycle.

In the round-robin example given on this page, each activity usually takes one day, thus the scheduling method. This example is designed for rotation up to six (6) activities, with up to six (6) groups rotating through the activities. The same method can be used for three (3) groups rotating through three (3) activities that are two-day activities.

ROUND-ROBIN SCHEDULING CHART

	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6
DAY 1	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 5
DAY 2	GROUP 6	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
DAY 3	GROUP 6	GROUP 6	GROUP 1	GROUP 2	GROUP 3	GROUP 4
DAY 4	GROUP 4	GROUP 5	GROUP 6	GROUP 1	GROUP 2	GROUP 3
DAY 5	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 1	GROUP 2
DAY 6	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 1

ROUND-ROBIN RECOMMENDATIONS

UNIT I: INDEPENDENT LIVING SKILLS

Basically, the activities in this unit are not particularly conducive to the round-robin method of instruction. However, if desired, these activities could be used:

NUMBER OF DAYS: 2 or 3	ACTIVITIES:	"Independent Ideas" Handbook Contents Positive vs. Negative Aspects of Independence Communication Scrambled Words
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NUMBER OF DAYS: 3	ACTIVITIES	My Friendship Mirror Magical Manners Picture Puzzle Perfect Personality Pie
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UNIT II: FAMILIES

NUMBER OF DAYS: 1	ACTIVITIES	Sharing Phrases Communication Puzzles Family Council Family Traditions
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UNIT III: CHILD CARE

NUMBER OF DAYS: 1 or 2	ACTIVITIES	Story Preparation Hand Puppets Matching Game Welcome Activity Craft Project Finger Play Snack Preparation
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UNIT IV: TEXTILES TECHNOLOGY

NUMBER OF DAYS: 6	ACTIVITIES	Crazy Stitching Textiles Equipment Bookmark Table Pad Windsock Textiles Care and Consumerism Activities
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UNIT V: FOODS AND NUTRITION

NUMBER OF DAYS: 5	ACTIVITIES	Food Preparation Terms Fruit Salad Lab Reading a Recipe Food Labels Food Labels Lab Food Measurements Lab
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UNIT V: FOODS AND NUTRITION - RESTAURANT SIMULATION

NUMBER OF DAYS: 2	ACTIVITIES	Dishwashing/Public Relations Lunch Break Cashier's Activity Tablesetting Activity Menu Design Activity Food Server Activity
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