

IDAHO FAMILY AND CONSUMER SCIENCES EDUCATION



**Idaho Division of
Professional-Technical
Education**

YOUNG LIVING

Technical Report

**Technical Committee Report
and Curriculum Guide**

Grade 8

ISEE Code 722060

June, 2011

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INTRODUCTION

The Young Living curriculum framework was developed by a team comprised of Idaho Professional Technical Education staff and a committee of selected Idaho middle school teachers. The curriculum team developed the Young Living framework from the National Standards for Family and Consumer Sciences Education, the previous Idaho Young Living guide, Idaho recommended texts, other states' curricula and a review of literature pertaining to curriculum content.

This statewide curriculum reflects the knowledge and skills recommended for 8th grade students. Students completing the Young Living course are better prepared for the challenges of living and working in today's society. The competency-based curriculum framework format provides a means for monitoring student progress and generating student profiles. The student profile is a cumulative record of progress and provides documentation of competence. The competencies in this course have been aligned to the Idaho state achievement standards for Health, Language Arts, Math and Social Studies.

The Young Living statewide curriculum framework is intended to be the fundamental guide to schools for program content. Schools offering Family and Consumer Sciences education should have an advisory committee to consider local and community needs.

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YOUNG LIVING

COURSE DESCRIPTION

Young Living is a course designed to be offered to young adolescents. The emphasis of the course will be to develop knowledge and skills in the areas of personal development, careers, clothing, family relationships, personal finances, personal living space, foods and wellness. FCCLA activities should be integrated into this course.

IMPORTANT INFORMATION

Delivery of the Young Living Curriculum

The setting for the delivery of the Young Living course of study should be in a laboratory setting that is appropriate for a variety of active hands-on experiences. Full-class participation is emphasized with teamwork as well as individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take action for the well-being of self and others in the home, workplace, community and world.

Teacher Qualifications

The teacher of this course must be certified with an endorsement in Family and Consumer Sciences education. It is highly recommended that teachers have recent industry experience or an internship experience to gain knowledge about career opportunities in family and consumer sciences occupations.

Length and Level of the Course

This is a one or two semester course, preferably at the 8th grade level, however this course can be adapted to a nine week course as well. 80% of the standards listed must be included in any length of this course.

Recommended Resources:

Young Living Activity / Resources Guide, 2011

Materials from the SDE curricular materials list for Family and Consumer Sciences

FCCLA Materials

Career Clusters

This course is recommended for all students because the course content helps students develop essential life and relationship skills necessary for living and working in a diverse, global society. Occupational areas related to the Young Living curriculum are included in the Human Services and Education Career Clusters. Examples include education, child and family services, law and community service.

CURRICULUM FRAMEWORK

PROGRAM AREAS: Family & Consumer Sciences Education

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June 2011

PROGRAM TITLE: Young Living (one or two semesters) ISEE 77206

IDAHO CODE NUMBER: FC0030

I. MAJOR CONCEPTS/CONTENT:

The purpose of this course is to meet the unique needs of middle school students. Young Living is an exploratory course that covers the comprehensive content of Family and Consumer Sciences Education. The Young Living curriculum has been aligned with the Idaho Achievement Standards.

II. WORK-BASED LEARNING ACTIVITIES:

It is recommended that students have an opportunity to observe or volunteer in a variety of work settings depending on the available opportunities.

III. FAMILY AND CONSUMER SCIENCES EDUCATION NATIONAL STANDARDS:

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

- 1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.
- 2.0 Evaluate management practices related to the human, economic, and environmental resources.
- 6.0 Evaluate the significance of family and its impact on the well being of individuals and society.
- 12.0 Analyze factors that impact human growth and development.
- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.
- 15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

IV. Young Living Content Standards:

1.0 EXAMINE FACTORS THAT AFFECT PERSONAL DEVELOPMENT

2.0 EXAMINE THE COMPONENTS OF CARING FOR OTHERS

3.0 DEVELOP CONSUMER AND RESOURCE MANAGEMENT SKILLS

4.0 DEVELOP SKILLS TO ENHANCE HOME AND ENVIRONMENT

5.0 DEVELOP NUTRITION, FITNESS AND FOOD PREPARATION SKILLS

6.0 PRACTICE APPAREL AND DESIGN SKILLS

<p>SUGGESTED SCOPE AND SEQUENCE *</p> <p>Young Living</p>

*Suggested times are for semester schedules; please adjust for alternative schedules

1. Examine Factors that Affect Personal Development (15-20%)

- 1.01 Individual differences and learning styles
- 1.02 Stress Management
- 1.03 Personality, self-concept and attitude
- 1.04 Decision-making strategies and personal goals
- 1.05 Healthy Relationships and friendships
- 1.06 Importance of the family and strengthening family relationships
- 1.07 Life changes
- 1.08 Communication in personal and family life
- 1.09 Conflict resolution techniques
- 1.10 Personal Appearance
- 1.11 Careers in Personal Development

2. Examine the Components of Caring for Others (10-15%)

- 2.01 Care-giving
- 2.02 Stages of Children
- 2.03 Safety guidelines for care-giving
- 2.04. Careers in Caring for Others

3. Develop Consumer and Resource Management Skills (15-20%)

- 3.01 Money Management Skills
- 3.02 Making wise consumer choices
- 3.03 Problem solving and decision making process
- 3.04 Careers in Consumer and Resource Management

4. Develop Skills to Enhance Home and Environment (10-15%)

- 4.01 Home and Personal Environment
- 4.02 Manage and enhance personal living space
- 4.03 Home and Personal Safety
- 4.04 Preserve environment and conserve resources
- 4.05 Community pride
- 4.06 Careers in Home and Environment

5. Develop Nutrition, Fitness and Food Preparation Skills (15-20%)

- 5.01 Exploring Cultural effects on Food Choices
- 5.02 Explain guidelines for promoting good health
- 5.03 Food Safety and Sanitation
- 5.04 Kitchen Safety
- 5.05 Kitchen Management
- 5.06 Meal Management
- 5.07 Food Preparation
- 5.08 Careers in Nutrition, Fitness and Food Preparation

6. Practice Apparel and Design Skills (10-15%)

- 6.01 Clothing Selection
- 6.02 Purchasing Clothing
- 6.03 Clothing Care
- 6.04 Sewing Lab Safety
- 6.05 Sewing skills
- 6.06 Mending Clothing
- 6.07 Careers in Apparel and Design

CURRICULUM FRAMEWORK YOUNG LIVING

1.0 Content Standard: EXAMINE FACTORS THAT AFFECT PERSONAL DEVELOPMENT

1.01 Competency: EXPLORE INDIVIDUAL DIFFERENCES and LEARNING STYLES

PERFORMANCE INDICATORS:

1. Explain how all people are similar and different
2. Explain the influence of heredity
3. Explain acquired characteristics
4. Describe the ways that people learn

1.02 Competency: EXPLORE STRESS MANAGEMENT

PERFORMANCE INDICATORS:

1. Identify what stress is
2. Explore the causes of stress
3. Describe ways to manage stress

1.03 Competency: EXPLORE PERSONALITY, SELF CONCEPT AND ATTITUDE

PERFORMANCE INDICATORS:

1. Define personality
2. Explain how personality develops
3. Explain self-concept
4. Describe qualities that build a positive self-concept
5. Explain constructive criticism
6. Define attitude
7. Describe the importance of a positive attitude
8. Describe the influence of values on actions
9. Explain the importance of responsible actions
10. Explain the benefits of good health and grooming
11. Describe how to care for skin, hair, nails, teeth, and feet

1.04 Competency: DEVELOP SKILLS FOR RESPONSIBLE DECISION-MAKING AND ACHIEVING PERSONAL GOALS

PERFORMANCE INDICATORS:

1. Differentiate between routine and major decisions
2. Explain the decision-making process
3. Describe factors to consider in making responsible decisions
4. Distinguish between short-term and long-term goals
5. Identify resources that can help to achieve goals
6. Describe steps to achieve goals
7. Develop a plan to achieve a personal goal

1.05 Competency: EXPLAIN THE COMPONENTS OF HEALTHY RELATIONSHIPS AND FRIENDSHIPS

PERFORMANCE INDICATORS:

1. Explain the importance of relationships
2. Identify skills needed to develop healthy relationships
3. Practice ways to develop healthy relationships
4. Explain the meaning of friendship
5. Describe the qualities of a friend

6. Explain reasons why friendships change
7. Explain the influences that peers have on each other
8. Differentiate between positive and negative influences of peer pressure
9. Practice ways to handle peer pressure

1.06 Competency: DESCRIBE THE IMPORTANCE OF THE FAMILY AND STRENGTHENING FAMILY RELATIONSHIPS

PERFORMANCE INDICATORS:

1. Describe the types of family structures
2. Explain the function of the family as a basic unit of society
3. Explain the importance of family, culture and traditions
4. Explore healthy long-term relationships/marriages
5. Describe techniques for improving family relationships
6. Explain the importance of positive communication
7. Develop a plan for activities that strengthen the family

1.07 Competency: DEVELOP STRATEGIES FOR DEALING WITH LIFE CHANGES

PERFORMANCE INDICATORS:

1. Explain changes that occur throughout family life stages
2. Describe ways to adapt to changes
3. Explain techniques to deal with stressful situations

1.08 Competency: EXPLAIN THE IMPORTANCE OF COMMUNICATION IN PERSONAL AND FAMILY LIFE

PERFORMANCE INDICATORS:

1. Identify skills that promote positive communication
2. Describe verbal communication
3. Demonstrate non-verbal communication
4. Practice positive communication skills

1.09 Competency: EXPLORE CONFLICT RESOLUTION TECHNIQUES

PERFORMANCE INDICATORS:

1. Identify reasons why conflict occurs
2. Describe ways to prevent conflicts
3. Explain how conflicts can be resolved
4. Practice peer mediation techniques

1.10 Competency: INVESTIGATE CAREER OPTIONS RELATED TO FAMILIES AND PERSONAL DEVELOPMENT

PERFORMANCE INDICATORS:

1. Identify considerations for selecting a career
2. Explain the process of career research
3. Describe ways to prepare for a future career

2.0 Content Standard: EXAMINE THE COMPONENTS OF CARING FOR OTHERS

2.01 Competency: EXAMINE THE RESPONSIBILITIES OF CARING FOR CHILDREN PERFORMANCE INDICATORS:

1. Describe the commitment involved in caring for children
2. Identify the physical, intellectual, emotional, and social needs of children
3. Explain the parenting skills necessary to interact positively with children

2.02 Competency: RECOGNIZE THE DEVELOPMENTAL STAGES OF CHILDREN PERFORMANCE INDICATORS:

1. Describe different areas of human development
2. List the developmental stages of an infant
3. Name the developmental tasks of a toddler
4. Describe the developmental accomplishments of a preschooler
5. Explain how infants, toddlers, and preschoolers learn through play
6. Describe different play activities
7. Create play activities

2.03 Competency: IDENTIFY SAFETY GUIDELINES FOR CARING FOR OTHERS PERFORMANCE INDICATORS:

1. Identify ways to make a home safe for infants and young children
2. Describe how to prevent common accidents
3. Investigate resources for children's safety
4. Explain how to prepare for babysitting
5. Describe how to care for infants, toddlers, and preschoolers
6. Identify skills to care for the elderly
7. List accommodations necessary to care for individuals with special needs

2.04 Competency: INVESTIGATE CAREER OPTIONS RELATED TO CARING FOR OTHERS PERFORMANCE INDICATORS:

1. Identify considerations for selecting a career
2. Explain the process of career research
3. Describe ways to prepare for a future career

3.0 Content Standard: DEVELOP CONSUMER AND RESOURCE MANAGEMENT SKILLS

3.01 Competency: PRACTICE WISE MONEY MANAGEMENT SKILLS

PERFORMANCE INDICATORS:

1. Identify sources of income and expenses
2. Develop a plan for spending and saving money
3. Discuss the benefits and costs of using credit

3.02 Competency: EXPLORE WISE CONSUMER CHOICES

PERFORMANCE INDICATORS:

1. Identify how peers influence buying decisions
2. Describe ways in which advertising influences buying decisions
3. Evaluate advertising messages
4. Identify the rights and responsibilities of a consumer
5. Demonstrate how to make an exchange or receive a refund
6. Compare products based on their quality and price

3.03 Competency: DEVELOP PROBLEM SOLVING AND DECISION MAKING SKILLS

PERFORMANCE INDICATORS:

1. Explain the decision-making process
2. Describe factors to consider in making responsible consumer decisions
3. Distinguish between wants and needs
4. Identify resources for consumer complaints
6. Explore positive and negatives of purchasing goods Online

3.04 Competency: : INVESTIGATE CAREER OPTIONS RELATED TO CONSUMER AND RESOURCE MANAGEMENT

PERFORMANCE INDICATORS:

1. Identify considerations for selecting a career
2. Explain the process of career research
3. Describe ways to prepare for a future career

4.0 Content Standard: DEVELOP SKILLS TO ENHANCE HOME AND ENVIRONMENT

4.01 Competency: EXPLAIN THE IMPORTANCE OF THE HOME AND PERSONAL ENVIRONMENT

PERFORMANCE INDICATORS:

1. Describe the basic needs that a home provides
2. Identify ways to organize a home's living space
3. Determine positive considerations to use when sharing living space

4.02 Competency: MANAGE AND ENHANCE PERSONAL LIVING SPACE

PERFORMANCE INDICATORS:

1. Discuss the advantages of a clean and safe home
2. Determine how to organize and manage cleaning tasks
3. Analyze traffic patterns in a living space
4. List the elements of interior home design
5. Draw a new floor plan
6. Create a new look for a living space

4.03 Competency: DEVELOP SKILLS FOR HOME AND PERSONAL SAFETY

PERFORMANCE INDICATORS:

1. List common accidents that happen in the home
2. Describe ways to make a home safe
1. Describe actions that affect personal safety
2. Identify ways to avoid risky behavior at home and in the community
3. Determine methods to prevent violence and maintain personal safety

4.04 Competency: EXAMINE ACTIONS TO PRESERVE THE ENVIRONMENT AND CONSERVE RESOURCES

PERFORMANCE INDICATORS:

1. Identify natural resources in the environment
2. Describe ways to conserve natural resources
3. List ways to use energy wisely

4.05 Competency: PRATICE SKILLS TO IMPROVE COMMUNITY PRIDE

PERFORMANCE INDICATORS:

1. Identify a project to improve the community environment
2. Develop plans to reduce, reuse, and recycle
3. Implement a community improvement plan

4.06 Competency: : INVESTIGATE CAREER OPTIONS RELATED TO HOME AND THE ENVIRONMENT

PERFORMANCE INDICATORS:

1. Identify considerations for selecting a career
2. Explain the process of career research
3. Describe ways to prepare for a future career

5.0 CONTENT STANDARD: DEVELOP NUTRITION, FITNESS AND FOOD PREPARATION SKILLS

5.01 Competency: EXPLORE CULTURAL EFFECTS ON FOOD CHOICES

PERFORMANCE INDICATORS:

1. List factors that influence food choices
2. Explain the difference between hunger and appetite
3. Examine global hunger issues

5.02 Competency: EXPLAIN GUIDELINES IN PROMOTING GOOD HEALTH

PERFORMANCE INDICATORS:

1. Describe how food affects the way people feel
2. List the six nutrient groups that a body needs
3. Explain the function of nutrients
4. Determine the types of foods that are sources of nutrients
5. Identify food groups and serving sizes according to the dietary guidelines
6. Explain why fitness is important
7. Describe how exercise helps maintain fitness
8. Describe ways to maintain a healthy weight
9. Explain health services and information available in the community

5.03 Competency: DEMONSTRATE PROPER FOOD SAFETY AND SANITATION PRACTICES

PERFORMANCE INDICATORS:

1. Identify sources of food contamination
2. Explain how to handle food safely
3. Describe ways to keep the kitchen sanitary

5.04 Competency: DEMONSTRATE PERSONAL SAFETY IN THE KITCHEN

PERFORMANCE INDICATORS:

1. Identify causes of common kitchen accidents
2. Describe ways to prevent accidents in the kitchen
3. Explain ways of extinguishing kitchen fires

5.05 Competency: PRACTICE KITCHEN MANAGEMENT

PERFORMANCE INDICATORS:

1. Demonstrate the proper use of kitchen tools
2. Demonstrate how to use the microwave safely
3. Demonstrate how to operate kitchen appliances
4. Identify different recipe formats
5. Define abbreviations and preparation terms used in recipes
6. Demonstrate how to measure dry and liquid ingredients

5.06 Competency: EXAMINE FACTORS THAT AFFECT MEAL MANAGEMENT

PERFORMANCE INDICATORS:

1. Describe how to plan balanced meals
2. Explain the importance of variety in meal planning
3. Determine available resources for meal preparation
6. Develop a menu for a balanced meal
7. Describe healthy snack choices
8. Demonstrate table settings

9. Identify appropriate table manners

5.07 Competency: EXPLORE FOOD PREPARATION

PERFORMANCE INDICATORS:

1. Explain the importance of planning ahead before shopping
2. Describe how to make wise food purchases
3. Determine proper food storage methods
4. Discuss how to work as a team in the school foods lab
5. Prepare a work plan
6. Follow a work plan in the foods lab
7. Demonstrate ways to prepare fruit and vegetables
8. Identify different types of salads
9. Explain how to prepare baked products
10. Demonstrate how to cook pasta and rice
11. Incorporate dairy foods into a healthy diet
12. Identify how to prepare meat, poultry, fish, beans, and eggs

5.08 Competency: INVESTIGATE CAREER OPTIONS RELATED TO NUTRITION, FITNESS AND FOOD PREPARATION

PERFORMANCE INDICATORS:

1. Identify considerations for selecting a career
2. Explain the process of career research
3. Describe ways to prepare for a future career

6.0 Content Standard: PRACTICE APPAREL AND DESIGN SKILLS

6.01 Competency: SELECT CLOTHING TO ENHANCE PERSONAL APPEARANCE

PERFORMANCE INDICATORS:

1. Describe how clothing affects a person's appearance
2. Explain how to select clothing
3. Identify appropriate clothing styles and fit

6.02 Competency: DEVELOP CLOTHING PURCHASING SKILLS

PERFORMANCE INDICATORS:

1. Assess wardrobe needs
2. Evaluate quality in clothing
3. List ways to maximize the dollar value from clothing purchases
4. Examine Online clothing purchasing

6.03 Competency: EXPLAIN TECHNIQUES FOR PROPER CLOTHING CARE

PERFORMANCE INDICATORS:

1. Interpret clothing labels
2. Describe how to remove spots and stains from clothing
3. Identify techniques for washing, drying, and ironing clothes
4. Explain how to store clothes properly

6.04 Competency: PRACTICE SAFETY IN THE SEWING LAB

PERFORMANCE INDICATORS:

1. Describe safety methods used in a sewing lab
2. Explain how to use and care for small sewing equipment
3. Describe how to operate a sewing machine

6.05 Competency: PRACTICE SEWING SKILLS

PERFORMANCE INDICATORS:

1. Demonstrate how to properly use a scissors
2. Demonstrate how to hand stitch
3. Demonstrate how to operate a sewing machine
4. Discuss the selection of a sewing project
5. Select fabric for a sewing project
6. Prepare fabric for a sewing project
7. Follow sewing instructions by reading a pattern
8. Stitch straight and curved seams and turn corners
9. Finish seams

6.06 Competency: DEVELOP SKILLS TO REPAIR AND MAINTAIN CLOTHING

PERFORMANCE INDICATORS:

1. Practice hand-sewing techniques
2. Demonstrate way to repair clothing
 - a. hemming
 - b. sewing on a button
 - c. patching
3. Demonstrate how to iron clothing

6.07 Competency: INVESTIGATE CAREER OPTIONS RELATED TO APPAREL AND DESIGN
PERFORMANCE INDICATORS:

1. Identify considerations for selecting a career
2. Explain the process of career research
3. Describe ways to prepare for a future career

[Activity and Resource Guide](#)