

DOCUMENT RESUME

ED 304 525

CE 052 021

TITLE Life Management Skills I: Task Analyses.
Competency-Based Education.

INSTITUTION Henrico County Public Schools, Glen Allen, VA.
Virginia Vocational Curriculum Center.

SPONS AGENCY Virginia State Dept. of Education, Richmond. Div. of
Vocational and Adult Education.

PUB DATE 88

NOTE 212p.; For a related document, see CE 052 022.

AVAILABLE FROM Virginia Vocational Curriculum and Resource Center,
2200 Mountain Road, Glen Allen, VA 23060-2208
(\$12.08).

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS *Behavioral Objectives; Clothing Instruction;
Competency Based Education; *Course Content;
Criterion Referenced Tests; *Family Life; Family Life
Education; Home Economics; Homemakers; *Homemaking
Skills; *Home Management; Money Management; Practical
Arts; Secondary Education; Sewing Instruction; *Task
Analysis

ABSTRACT

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education in the course, Life Management Skills I. Section I contains a validated task inventory for this course. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is provided. Nineteen content/concept areas are categorized under these major headings: wardrobe management, resource management, home management, food management, and family management. Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. These materials follow: a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 304525

LIFE MANAGEMENT SKILLS I:

TASK ANALYSES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent the official position or policy of ERIC.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

K. A. ...

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Commonwealth of Virginia
Department of Education
Vocational & Adult Education
Richmond, Virginia 23216

1988

BEST COPY AVAILABLE

COMPETENCY-BASED

CBET

EDUCATION

170252021

GUIDE APPLICATION

This guide has been prepared for use in developing and selecting instructional aids to implement the following competency-based program and course:

<u>Program</u>	<u>Course</u>
Consumer and Homemaking (CIP 20.0101)	Life Management Skills I (8230)

Because of the nonpaid occupational nature of this program, no specific career, occupational, or vocational application of consumer and homemaking competencies appears in this guide. The program and course described in this publication are not linked to specific or related job titles in the Dictionary of Occupational Titles.

For additional information regarding this program or course or other related offerings, please contact:

Home Economics Education Service
Virginia Department of Education
P.O. Box 6Q
Richmond, Virginia 23219

**LIFE MANAGEMENT SKILLS I
TASK ANALYSES**

Developed by

**Home Economics Education Service
Virginia Department of Education
Richmond, Virginia 23216**

Produced by

**Virginia Vocational Curriculum and Resource Center
Henrico County Public Schools
Department of Vocational and Community Education
Glen Allen, Virginia 23060**

1988

1

FOREWORD

Vocational education in Virginia has the responsibility of preparing students not only for successful paid employment, but for skilled, productive management of other aspects of their lives, as well. At a minimum, consumer and homemaking courses teach students the survival skills necessary for independent living.

Through competency-based education (CBE), students gain the preparation necessary to apply these skills both to their personal lives and to possible career choices. In addition, CBE enhances the articulation of students between vocational education and levels of education, so that interests aroused by basic courses can be pursued in advanced programs without unnecessary duplication.

This guide will serve to assist teachers and administrators in developing instructional materials that meet the needs of students and the community and comply with the Virginia CBE standards for vocational and adult education.

S. John Davis
Superintendent of Public Instruction

Lydia M. Bell, Director
Vocational Program Services
Virginia Department of Education

ACKNOWLEDGMENTS

Life Management Skills I Task Analyses is a result of the efforts of many home economics educators and state staff. Originally drafted as an instructional resource guide to support Consumer and Homemaking I, II, and III, the curriculum materials progressed through several revisions as the courses themselves underwent changes in design. These revisions, initiated by Carolyn Driver, former Associate Director of the Home Economics Service, and Lorna S. Bouldin, Supervisor, and drafted by Anne Ashby, home economics teacher, Daniel Morgan Middle School, Winchester, proved invaluable to this effort.

Life Management Skills I Task Analyses in its present form was developed by Dr. Julia Miller, Virginia State University. The final publication process was managed by Dr. Kay B. Brown, Supervisor of Curriculum Development, Virginia Department of Education. The guide was edited and produced by the Virginia Vocational Curriculum and Resource Center, administered by Henrico County Public Schools, Department of Vocational and Community Education:

Flora C. Armstrong, Center Director
Anita T. Cruikshank, Writer/Editor.

Sharron Glasscock, Associate Director
Home Economics Education
Virginia Department of Education

CONTENTS

	<u>Page</u>
INTRODUCTION I	
SECTION 1. TASK INVENTORY	
SECTION INTRODUCTION	3
CONTENT/CONCEPT AREA	5
<u>Wardrobe Management</u>	
Operating and Maintaining Sewing Equipment and Supplies	7
Maintaining and Repairing Clothing and Accessories	17
Implementing Consumer Decisions in Constructing and Purchasing Clothing and Accessories	27
<u>Resource Management</u>	
Managing Financial and Personal Resources	35
<u>Home Management</u>	
Meeting Housing Needs	45
Maintaining Housing Interiors, Furnishings, and Accessories	53
Maintaining Home Safety	67
<u>Food Management</u>	
Meeting Nutritional and Dietary Needs	77
Preparing to Cook and Serve Meals	85
Selecting and Purchasing Groceries	103
Preparing Fruits and Vegetables	123
Preparing Beverages	133
Preparing Breads and Cereals	145
Preparing Eggs and Dairy Products	155
Preparing Meat, Fish, and Poultry	163
Preparing Desserts and Snacks	169
Maintaining Cleanliness and Sanitation	181
<u>Family Management</u>	
Caring for Infants and Children	197
Managing Interpersonal Relationships	209
SECTION 2. PROGRAMS AND COURSES	
SECTION INTRODUCTION	219
PROGRAM DESCRIPTION (CONSUMER AND HOME MAKING)	221
COURSE DESCRIPTION (LIFE MANAGEMENT SKILLS I)	222
COURSE OUTLINE	223

INTRODUCTION

This task analyses guide is designed to be used in combination with the Home Economics Education Service Area Resource in order to implement competency-based education in the course, Life Management Skills I. The service area resource contains information that pertains to all programs within the Home Economics area; the sections of that publication are entitled Occupational Information, Student Organization (FHA), Classroom Management Systems, and Recording Systems. This task analyses guide contains the task inventory, program and course descriptions, and content outline for the specific course in Life Management Skills I. Detailed instructions for combined use of these two publications are contained within the service area resource.

Using the Task Analyses

Section 1 of the task analyses guide contains a validated task inventory for Life Management Skills I. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is included. Space is provided for the teacher to add instructional activities and aids that best fit the needs of the students enrolled.

Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. This is followed by a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. The course outline also indicates the applicable sections of other resources available through the Home Economics Education Service.

It is suggested that the Section 2 course content outline be reviewed initially in order that an instructional sequence may be determined. Instructional planning and implementation may then proceed through referral to the Section 1 task/competency sheet noted beside each instructional topic within the outline.

SECTION 1

TASK INVENTORY

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

Role-relevant competencies that include standards are identified and stated.

The competencies with standards will be identified through V-TECS, IDECC, and other appropriate research. Advisory Committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration, and/or industrial arts experiences which have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction takes place.

Instead of dealing with tasks to be performed in a paid occupation, Life Management Skills involves knowledge and skills necessary to function as an independent member of the community, concentrating instruction on strategies to meet basic needs of individuals and to enhance the quality of life. In place of published data identifying tasks/competencies in this area, it was necessary to rely on professional judgment as to what constitutes necessary achievements.

The standards in Life Management Skills may not reflect the same kind of precise measurement as in job-oriented vocational programs, because many tasks/competencies are linked to the uniqueness of the individual learner and her or his value system.

The task list contained in this task analyses guide is based on the following:

1. The review and selection of appropriate competency-based materials developed by other states and systems
2. Interviews with former students
3. Input from home economics and curriculum specialists

Based upon the information collected and reviewed from the available sources indicated, a task inventory was prepared.

The task analysis sheets in Section I are arranged by content/concept area. No attempt has been made to sequence the instruction, as the sequence is subject to local option. Information contained on each sheet is as follows:

1. The task/competency for a given content/concept area which provides orientation for students
2. Program and course application information
3. Performance and enabling objectives for instructional materials development
4. Criterion-referenced measures or test items used to determine successful attainment of each task/competency by the student

Because of the wide range of grade levels on which the course is taught, suggested instructional activity and aids are not included in the task inventory. A blank framework form is provided for each task/competency for the teacher's convenience in noting and organizing these materials and activities.

CONTENT/CONCEPT AREA

LIFE MANAGEMENT SKILLS I

TASKS/COMPETENCIES

1. Operating and Maintaining Sewing Equipment and Supplies
 2. Maintaining and Repairing Clothing and Accessories
 3. Implementing Consumer Decisions in Constructing and Purchasing Clothing and Accessories
 4. Managing Financial and Personal Resources
 5. Meeting Housing Needs
 6. Maintaining Housing Interiors, Furnishings, and Accessories
 7. Maintaining Home Safety
 8. Meeting Nutritional and Dietary Needs
 9. Preparing to Cook and Serve Meals
 10. Selecting and Purchasing Groceries
 11. Preparing Fruits and Vegetables
 12. Preparing Beverages
 13. Preparing Breads and Cereals
 14. Preparing Eggs and Dairy Products
 15. Preparing Meat, Fish, and Poultry
 16. Preparing Desserts and Snacks
 17. Maintaining Cleanliness and Sanitation
 18. Caring for Infants and Children
 19. Managing Interpersonal Relationships
-

CONTENT/CONCEPT AREA

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

TASKS/COMPETENCIES

- 1.1 Use small sewing equipment
- 1.2 Demonstrate basic sewing machine operations
- 1.3 Perform minor adjustments to sewing machine
- 1.4 Use various sewing machine attachments

CONTENT/CONCEPT

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

TASK/COMPETENCY

- 1.1 Use small sewing equipment

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

1.1

PERFORMANCE OBJECTIVE

- PI.1 Given worksheets and various items of small sewing equipment and supplies, use small sewing equipment and supplies to perform specified construction tasks according to directions provided. Results must be rated acceptable according to specifications given for the assigned task.

SELECTED ENABLING OBJECTIVES

- E1.1.1 Identify basic small sewing equipment and supplies.
- E1.1.2 List the criteria for selecting small equipment and supplies.
- E1.1.3 Identify the use of various items of small sewing equipment and supplies.
- E1.1.4 Explain proper care procedures and safety precautions for small equipment.

CRITERION-REFERENCED MEASURE

- CI.1 Construction tasks performed according to instructions; results rated acceptable according to specifications for assigned task.

SELECTED INSTRUCTIONAL ACTIVITIES

9

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

TASK/COMPETENCY

- 1.2 Demonstrate basic sewing machine operations

**-----Application-----
PROGRAM**

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills I (8230)

1.2

PERFORMANCE OBJECTIVE

- P1.2 Given stitching diagrams, thread, and bobbin, demonstrate basic sewing machine operations correctly and safely according to a checklist provided by the instructor.

SELECTED ENABLING OBJECTIVES

- E1.2.1 Identify safety rules for successful sewing.
- E1.2.2 Identify principal parts and functions of the sewing machine.
- E1.2.3 Demonstrate the procedure for setting up and threading the machine.
- E1.2.4 Demonstrate the procedure for winding the bobbin.
- E1.2.5 Stitch accurately along straight lines, curves, and corners.
- E1.2.6 Point out advantages of good sewing posture.

CRITERION-REFERENCED MEASURE

- C1.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

11

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

10

1.2

CONTENT/CONCEPT

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

TASK/COMPETENCY

- 1.3 Perform minor adjustments to sewing machine

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

1.3

PERFORMANCE OBJECTIVE

- P1.3 Given fabric, a sewing machine in need of adjustment, and necessary equipment and supplies, perform minor adjustments according to procedures stated in the machine manual. Results of adjustments must be rated acceptable according to written criteria provided by the instructor.

SELECTED ENABLING OBJECTIVES

- E1.3.1 Identify basic machine problems.
- E1.3.2 State basic care and safety procedures for the sewing machine.
- E1.3.3 Explain how to adjust tensions, pressure, stitch length, and type of stitch.
- E1.3.4 List steps for changing needle.

CRITERION-REFERENCED MEASURE

- C1.3 Adjustments made according to machine manual; results rated acceptable according to instructor-provided written criteria.

SELECTED INSTRUCTIONAL ACTIVITIES

13

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

1. OPERATING AND MAINTAINING
SEWING EQUIPMENT AND
SUPPLIES

TASK/COMPETENCY

- 1.4 Use various sewing machine
attachments

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

1.4

PERFORMANCE OBJECTIVE

- P1.4 Given sewing machine, attachments, fabric, and machine manual, use various attachments to perform construction tasks according to guidelines in the machine manual. Results must be rated acceptable according to criteria based on the guidelines.

SELECTED ENABLING OBJECTIVES

- E1.4.1 Identify use and purpose of various sewing machine attachments.
- E1.4.2 State procedures for placing attachments correctly on the machine.
- E1.4.3 Demonstrate use of various machine attachments on different fabrics.

CRITERION-REFERENCED MEASURE

- C1.4 Attachments used according to guidelines in machine manual; results rated acceptable according to criteria based on the guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

15

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

TASKS/COMPETENCIES

- 2.1 Identify techniques for caring for and cleaning clothing and accessories
- 2.2 Use appropriate techniques to care for clothing and accessories
- 2.3 Repair torn or damaged garments
- 2.4 Describe storage techniques for clothing and accessories

CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING
CLOTHING AND ACCESSORIES

TASK/COMPETENCY

- 2.1 Identify techniques for
caring for and cleaning
clothing and accessories

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

2.1

PERFORMANCE OBJECTIVE

- P2.1 Given an overview of clothing and accessory maintenance, identify with 90% accuracy the proper techniques for caring for and cleaning clothing and accessories made from both synthetic and natural materials.

SELECTED ENABLING OBJECTIVES

- E2.1.1 Explain the importance of care labels on garments.
- E2.1.2 Explain types of care and cleaning techniques for clothing and accessories.
- E2.1.3 List advantages and disadvantages of various care and cleaning techniques.
- E2.1.4 Identify various home care/cleaning aids and their uses.

CRITERION-REFERENCED MEASURE

- C2.1 Care and cleaning techniques for clothing and accessories identified with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

19

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

TASK/COMPETENCY

- 2.2 Use appropriate techniques to care for clothing and accessories

COURSE

Life Management Skills I (8230)

2.2

PERFORMANCE OBJECTIVE

- P2.2 Given guidelines related to clothing and accessory care techniques, items of clothing, and clothing care agents and equipment, use the appropriate techniques to care for the assigned clothing and accessories. Items cleaned must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

- E2.2.1 State situations in which drycleaning is preferable to machine or hand laundering.
- E2.2.2 Demonstrate proper stain removal techniques.
- E2.2.3 Demonstrate three methods of cleaning accessories.
- E2.2.4 Demonstrate steps in preparing garments for machine laundering.
- E2.2.5 Demonstrate hand laundering techniques.
- E2.2.6 Distinguish between ironing and pressing.
- E2.2.7 Iron or press a personal garment.

CRITERION-REFERENCED MEASURE

- C2.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

21

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

2/2 J

CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

TASK/COMPETENCY

- 2.3 Repair torn or damaged garments

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

2.3

PERFORMANCE OBJECTIVE

- P2.3 Given sewing equipment and supplies and a torn or damaged garment, repair the garment by first selecting the proper repair technique, then making the repair. The repair must be neatly made, and the garment must be usable after the repair is made.

SELECTED ENABLING OBJECTIVES

- E2.3.1 Explain the economic importance of being able to repair and alter personal clothing.
- E2.3.2 Describe various techniques used to make garment repairs.
- E2.3.3 Assess clothing damage and state whether the garment needs simple repair, professional repair, or should be discarded.

CRITERION-REFERENCED MEASURE

- C2.3 Proper technique used to repair garment; repair neatly made; garment usable after repair.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING
CLOTHING AND ACCESSORIES

TASK/COMPETENCY

- 2.4 Describe storage techniques
for clothing and accessories

**-----Application-----
PROGRAM**

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills I (8230)

2.4

PERFORMANCE OBJECTIVE

- P2.4 Given necessary references, describe the daily, weekly, and seasonal storage techniques for clothing and accessories to keep them ready to wear by completing an instructor-provided worksheet with 85% accuracy.

SELECTED ENABLING OBJECTIVES

- E2.4.1 Identify methods and procedures for keeping drawers and closets neat.
- E2.4.2 Explain ways to make the best use of storage space for daily and seasonal storage to prevent insect, moisture, or heat damage.
- E2.4.3 Identify various types of storage supplies and equipment used for different clothing and accessories.

CRITERION-REFERENCED MEASURE

- C2.4 Instructor-provided worksheet, 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING AND ACCESSORIES

TASKS/COMPETENCIES

- 3.1 Select pattern and fabric for garment construction
- 3.2 Prepare pattern and fabric for garment construction
- 3.3 Use appropriate construction techniques for selected operations

CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS
IN CONSTRUCTING AND PURCHASING
CLOTHING AND ACCESSORIES

TASK/COMPETENCY

- 3.1 Select pattern and fabric for
garment construction

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

3.1

PERFORMANCE OBJECTIVE

- P3.1 Given information related to figure types, clothing design, and fabrics, select a pattern and fabric for garment construction. Pattern and fabric must be appropriate for sewing skills and the design must be appropriate for personal figure type as evaluated by the instructor.

SELECTED ENABLING OBJECTIVES

- E3.1.1 Match terms and definitions associated with pattern and fabric selection.
- E3.1.2 Identify the most desirable clothing designs for various figure types.
- E3.1.3 Match types of lines to the correct effects/descriptions.
- E3.1.4 Outline optical illusion techniques and effects.
- E3.1.5 Explain four ways to test fabric before purchase.
- E3.1.6 Distinguish between information found on front and back of pattern envelopes.
- E3.1.7 Determine pattern type and size.

CRITERION-REFERENCED MEASURE

- C3.1 Pattern and fabric for garment construction selected, appropriate for sewing skills and personal figure type.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS
IN CONSTRUCTING AND PURCHASING
CLOTHING AND ACCESSORIES

TASK/COMPETENCY

- 3.2 Prepare pattern and fabric for
garment construction

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

3.2

PERFORMANCE OBJECTIVE

- P3.2 Given specifications and all necessary equipment and supplies, prepare pattern and fabric for garment construction, using basic sewing techniques for a simple garment. Performance must include preparing pattern for layout, preparing fabric for cutting, pinning pattern to fabric, cutting garment pieces, and making pattern markings, and all operations must be rated acceptable according to specifications provided.

SELECTED ENABLING OBJECTIVES

- E3.2.1 Match terms associated with basic sewing techniques to the correct definitions.
- E3.2.2 Explain three types of information contained on pattern guidesheets.
- E3.2.3 Match pattern markings to their correct uses.
- E3.2.4 Outline step-by-step procedures for the following:
- a. Prepare pattern for layout.
 - b. Prepare fabric for cutting.
 - c. Pin pattern to fabric.
 - d. Cut garment pieces.
 - e. Make pattern markings.

CRITERION-REFERENCED MEASURE

- C3.2 Pattern and fabric prepared for garment construction according to specifications provided.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

3.2

CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS
IN CONSTRUCTING AND PURCHASING
CLOTHING AND ACCESSORIES

TASK/COMPETENCY

- 3.3 Use appropriate construction techniques for selected operations

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

3.3

PERFORMANCE OBJECTIVE

- P3.3 Given necessary resources, patterns, fabric, supplies, and equipment, use appropriate construction techniques for the following selected operations: seams and seam finishes; darts, facings, and clean finishings; zippers; waistbands; fasteners; and hems. Performance of each operation must be judged acceptable according to procedures and methods specified by the instructor.

SELECTED ENABLING OBJECTIVES

- E3.3.1 Define and identify examples of plain seam, french seam, flat-felled seam, and other types of seam.
- E3.3.2 Explain the advantages and purposes of each type of seam.
- E3.3.3 Identify various seam finishes.
- E3.3.4 List the purpose of each type of seam finishing technique.
- E3.3.5 Outline step-by-step procedures for the following:
- a. Stitch and press different types of darts.
 - b. Attach facings to garments.
 - c. Clean-finish facing edge.
 - d. Apply zippers.
 - e. Apply waistbands.
 - f. Attach fasteners.
 - g. Hem garments.

CRITERION-REFERENCED MEASURE

- C3.3 Appropriate construction techniques used for selected operations, judged acceptable according to procedures and methods specified by instructor.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

TASKS/COMPETENCIES

- 4.1 Recall facts about consumerism
- 4.2 Demonstrate consumer decision-making skills
- 4.3 Prepare an individual or family budget
- 4.4 Use time management techniques

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND
PERSONAL RESOURCES

TASK/COMPETENCY

- 4.1 Recall facts about consumerism

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

4.1

PERFORMANCE OBJECTIVE

- P4.1 Given charts, magazines, newspapers, and other basic information, recall facts about consumerism and consumer resources by completing with 85% accuracy worksheets provided by the instructor.

SELECTED ENABLING OBJECTIVES

- E4.1.1 Describe how producers and consumers, supply and demand, profit and competition, and governmental regulations and policies affect the economy and consumer decisions.
- E4.1.2 Identify consumer rights and responsibilities.
- E4.1.3 Explain the correct procedure for making a consumer complaint.
- E4.1.4 Compare and contrast various types of resources (community agencies, newspapers, magazines, etc.) available to consumers.
- E4.1.5 Analyze the influence of personal values, goals, and standards on consumer decisions.

CRITERION-REFERENCED MEASURE

- C4.1 Instructor-provided worksheets, 85% accuracy.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND
PERSONAL RESOURCES

TASK/COMPETENCY

4.2 Demonstrate consumer decision-
making skills

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

4.2

PERFORMANCE OBJECTIVE

P4.2 Given case studies, instructions, and resources on consumerism and decision making, demonstrate consumer decision-making skills by completing activity sheets accompanying the case studies according to the instructions provided.

SELECTED ENABLING OBJECTIVES

- E4.2.1 Define concepts related to decision making.
- E4.2.2 List steps in the decision-making process.
- E4.2.3 Explain the importance of making rational consumer decisions.
- E4.2.4 Identify principles of decision making and management and describe their influences on consumer decisions.
- E4.2.5 Identify specific steps that can be taken in making an individual or family consumer decision.

CRITERION-REFERENCED MEASURE

C4.2 Case study activity sheets completed according to instructions.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

TASK/COMPETENCY

- 4.3 Prepare an individual or family budget

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

4.3

PERFORMANCE OBJECTIVE

- P4.3 Given a case study of an individual or family, prepare a budget for a specified period to fit the situation described. The budget must meet all identified needs, account for but not exceed total income, and provide for savings.

SELECTED ENABLING OBJECTIVES

- E4.3.1 Identify sources of present and additional income.
- E4.3.2 Demonstrate how to total all money and determine the income for a given period of time.
- E4.3.3 Explain the purposes of making a budget.
- E4.3.4 Give examples of personal or family financial goals.
- E4.3.5 List individual or family financial resources.
- E4.3.6 Distinguish between fixed and variable expenses.
- E4.3.7 Explain how to budget for variable expenses.

CRITERION-REFERENCED MEASURE

- C4.3 Individual or family budget prepared that meets all identified needs, accounts for but does not exceed total income, and provides for savings.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND
PERSONAL RESOURCES

TASK/COMPETENCY

- 4.4 Use time management techniques

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

4.4

PERFORMANCE OBJECTIVE

- P4.4 Given a description of work to be done and demands on individuals available to do the work, use time management techniques to make a time schedule to complete the work described. The schedule must be usable and show evidence of one or more time management techniques.

SELECTED ENABLING OBJECTIVES

- E4.4.1 Explain the importance of time management.
- E4.4.2 Identify factors that affect use of time.
- E4.4.3 Identify constraints on the management of time.
- E4.4.4 Compare and contrast general approaches to facilitating time management (time sense, biological patterns, rest and sleep practices).
- E4.4.5 Analyze specific techniques used to aid in time management (work simplification, dovetailing, motion management, etc.).
- E4.4.6 Outline a plan for effective use of leisure time.
- E4.4.7 Develop a personal time schedule based on sound time management practices.

CRITERION-REFERENCED MEASURE

- C4.4 Usable time schedule showing evidence of one or more time management techniques.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

44

CONTENT/CONCEPT AREA

5. MEETING HOUSING NEEDS

TASKS/COMPETENCIES

- 5.1 Identify personal and family housing needs
- 5.2 Design personal and family living space
- 5.3 Plan a program of home conservation

CONTENT/CONCEPT

5. MEETING HOUSING NEEDS

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

TASK/COMPETENCY

5.1 Identify personal and family housing needs

COURSE

Life Management Skills I (8230)

5.1

PERFORMANCE OBJECTIVE

P5.1 Given appropriate resource materials and topic guidelines, identify personal and family housing needs by writing a 200-word theme according to title, format, content, and procedures specified by the instructor.

SELECTED ENABLING OBJECTIVES

- E5.1.1 Describe the physical, social, and psychological needs that affect housing choices.
- E5.1.2 Compare and contrast the relationship between lifestyle and housing choices.
- E5.1.3 Identify the major types of housing styles and construction.
- E5.1.4 Compare the advantages and disadvantages of different types of housing.

CRITERION-REFERENCED MEASURE

C5.1 Written 200-word theme prepared according to instructor specifications.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

5. MEETING HOUSING NEEDS

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

5.2 Design personal and family living space

COURSE

Life Management Skills I (8230)

5.2

PERFORMANCE OBJECTIVE

P5.2 Given identified functional needs and a case situation requiring living space design, design personal and family living space that fits the situation provided. Plans must be developed according to teacher-prepared guidelines and rated acceptable according to criteria based on those guidelines.

SELECTED ENABLING OBJECTIVES

- E5.2.1 Identify principles of art and design.
- E5.2.2 Explain the use of scale for floor plans.
- E5.2.3 Determine the utility of a floor plan in relation to family needs.
- E5.2.4 Determine circulation patterns within a home.
- E5.2.5 Determine activities within identified spaces of a home.
- E5.2.6 Identify concepts of furniture arrangement.
- E5.2.7 Judge the appropriateness of living areas according to family needs, location, size, and furniture arrangements.

CRITERION-REFERENCED MEASURE

- C5.2 Personal and family living space plans developed according to guidelines provided, rated acceptable according to criteria based on those guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

5. MEETING HOUSING NEEDS

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

5.3 Plan a program of home conservation

COURSE

Life Management Skills I (8230)

5.3

PERFORMANCE OBJECTIVE

P5.3 Given needed materials on conservation and energy management and a family lifestyle case study, plan a program of home conservation. Plan must be rated acceptable according to an instructor-prepared checklist based on the materials provided.

SELECTED ENABLING OBJECTIVES

- E5.3.1 List ways energy is wasted in the home.
- E5.3.2 Explain various energy conservation techniques.
- E5.3.3 Give examples of personal and family energy conservation techniques used in the home.
- E5.3.4 Evaluate the energy efficiency of a home according to its site, insulation, construction, and placement of structure and rooms.
- E5.3.5 Identify the advantages and disadvantages of solar and wind energy in the home.
- E5.3.6 Identify items that can be recycled.
- E5.3.7 Apply energy conservation techniques in the school laboratories.

CRITERION-REFERENCED MEASURE

C5.3 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

5.3

CONTENT/CONCEPT AREA

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

TASKS/COMPETENCIES

- 6.1 Identify cleaning, storage, and care techniques for various housing needs
- 6.2 Make a bed
- 6.3 Clean fabrics
- 6.4 Demonstrate floor care techniques
- 6.5 Clean carpet
- 6.6 Design a floral arrangement

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS,
FURNISHINGS, AND ACCESSORIES

TASK/COMPETENCY

- 6.1 Identify cleaning, storage, and care techniques for various housing needs

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

6.1

PERFORMANCE OBJECTIVE

- P6.1 Given a list of housing areas and items, identify cleaning, storage, and care techniques for various housing needs by stating how each area or item should be maintained on a daily, weekly, monthly, and/or seasonal basis. Identification must be consistent with guidelines previously discussed in class.

SELECTED ENABLING OBJECTIVES

- E6.1.1 Identify areas within the home that require daily, weekly, monthly, and seasonal cleaning, storage, and care techniques.
- E6.1.2 Analyze personal values related to frequency of cleaning, storage, and care for the home.
- E6.1.3 Develop a plan with specific tasks for family members related to cleaning, storage, and care of housing interiors, furnishings, and accessories.
- E6.1.4 Compare the difficulty in cleaning, storing, and caring for different items within the home.

CRITERION-REFERENCED MEASURE

- C6.1 Identification of cleaning, storage, and care techniques for various housing needs, consistent with previously discussed guidelines.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS,
FURNISHINGS, AND ACCESSORIES

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

- 6.2 Make a bed

COURSE

Life Management Skills I (8230)

6.2

PERFORMANCE OBJECTIVE

- P6.2 Given access to bed and needed supplies, make the bed. The covers and sheets must be free of wrinkles, covers centered lengthwise, and sheets and blankets securely tucked in at the foot of the bed.

SELECTED ENABLING OBJECTIVES

- E6.2.1 Identify bed linens, including mattress pad, bottom and top sheets, blankets, quilts, pillow, and pillow cases.
- E6.2.2 Demonstrate making of mitered corners.
- E6.2.3 Identify standard sizes of sheets, blankets, pillowcases, and bedspreads.
- E6.2.4 Explain care and laundering procedures for different types of bed linens.

CRITERION-REFERENCED MEASURE

- C6.2 Bed made, with covers and sheets free of wrinkles, covers centered lengthwise, and sheets and blankets securely tucked in at foot of bed.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS,
FURNISHINGS, AND ACCESSORIES

TASK/COMPETENCY

- 6.3 Clean fabrics

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

6.3

PERFORMANCE OBJECTIVE

- P6.3 Given charts on textile fabric care, sample fabrics, cleaning solutions, and supplies, clean fabrics used for housing interiors, furnishings, and accessories according to chart instructions. Fabrics must retain their original colors and be free of spots and stains.

SELECTED ENABLING OBJECTIVES

- E6.3.1 Explain stain removal techniques.
- E6.3.2 Determine frequent types of spots and stains on various housing interiors, furnishings, and accessories.
- E6.3.3 Explain ways to protect fabrics from spots and stains.
- E6.3.4 Compare advantages and disadvantages of various fabric cleaning solutions and techniques.

CRITERION-REFERENCED MEASURE

- C6.3 Household fabrics cleaned according to chart provided, to retain original colors and free of spots and stains.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS,
FURNISHINGS, AND ACCESSORIES

TASK/COMPETENCY

- 6.4 Demonstrate floor care techniques

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

6.4

PERFORMANCE OBJECTIVE

- P6.4 Given background information and methods, demonstrate floor care techniques for daily, weekly, and seasonal care so that floors are free from visible surface soil or damage to original floor finish. Demonstration must be rated acceptable according to a checklist developed by the instructor.

SELECTED ENABLING OBJECTIVES

- E6.4.1 Explain daily, weekly, and seasonal care of floors.
- E6.4.2 Compare care techniques needed for tile and wood floors.
- E6.4.3 Explain floor care procedures.
- E6.4.4 Identify equipment needed for floor care.
- E6.4.5 Identify products used for care of tile and wood floors.

CRITERION-REFERENCED MEASURE

- C6.4 Floors free from visible surface soil or damage to finish; demonstration rated acceptable according to instructor-prepared checklist.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS,
FURNISHINGS, AND ACCESSORIES

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

TASK/COMPETENCY

- 6.5 Clean carpet

COURSE

Life Management Skills I (8230)

6.5

PERFORMANCE OBJECTIVE

- P6.5 Given information on carpet and rug care and necessary equipment and supplies, clean carpet so that it is free of all spots and visible soil. Any cleaning solutions must be used according to manufacturer's instructions, and all safety precautions must be observed.

SELECTED ENABLING OBJECTIVES

- E6.5.1 Demonstrate procedures for vacuuming carpets and area rugs.
- E6.5.2 Select appropriate methods of shampooing carpets, according to carpet composition and condition.
- E6.5.3 Explain how to remove spots from carpet.

CRITERION-REFERENCED MEASURE

- C6.5 Carpet free of all spots and visible soil; cleaning solutions used according to manufacturer's directions; safety precautions observed.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS,
FURNISHINGS, AND ACCESSORIES

TASK/COMPETENCY

- 6.6 Design a floral arrangement

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

6.6

PERFORMANCE OBJECTIVE

- P6.6 Given guidelines on floral design, foliage, flowers, and all necessary supplies, design a floral arrangement, to be rated acceptable according to an instructor-prepared checklist based on the guidelines provided.

SELECTED ENABLING OBJECTIVES

- E6.6.1 Determine function of floral arrangement and where it will be used.
E6.6.2 Identify basic floral arrangement designs.
E6.6.3 Select appropriate containers and supplies for design.

CRITERION-REFERENCED MEASURE

- C6.6 Instructor-prepared checklist, all items rated acceptable.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

7. MAINTAINING HOME SAFETY

TASKS/COMPETENCIES

- 7.1 Identify safety precautions to prevent injury in the home
- 7.2 Equip a first aid kit for the home
- 7.3 Demonstrate first aid procedures for minor injuries
- 7.4 Demonstrate procedures to obtain emergency aid

CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

**-----Application-----
PROGRAM**

CONSUMER AND HOMEMAKING

TASK/COMPETENCY7.1 Identify safety precautions
to prevent injury in the home**COURSE**

Life Management Skills I (3230)

7.1

PERFORMANCE OBJECTIVE

P7.1 Given a list of common home hazards, identify safety precautions to prevent injury in the home resulting from the hazards listed. Identifications must be 100% accurate based on a prepared summary of safety measures given to the class.

SELECTED ENABLING OBJECTIVES

- E7.1.1 Identify common accidents that occur within the home.
- E7.1.2 Describe how to monitor a home for safety hazards.
- E7.1.3 Outline safety precautions to prevent injuries in the home.

CRITERION-REFERENCED MEASURE

- C7.1 Home safety precautions identified with 100% accuracy.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY7.2 Equip a first aid kit for
the home**COURSE**

Life Management Skills I (8230)

7.2

PERFORMANCE OBJECTIVE

P7.2 Given a container and access to a supply of first aid items, equip a first aid kit for the home, to be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

- E7.2.1 List items that should be included in a first aid kit.
- E7.2.2 Explain the purpose of each item in a first aid kit.
- E7.2.3 Collect materials for a first aid kit.

CRITERION-REFERENCED MEASURE

C7.2 First aid kit for the home, rated acceptable according to instructor-provided checklist.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

TASK/COMPETENCY

- 7.3 Demonstrate first aid procedures for minor injuries

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

7.3

PERFORMANCE OBJECTIVE

- P7.3 Given demonstrations and information on treatment of minor injuries, demonstrate first aid for simulated minor injuries according to American Red Cross instructions.

SELECTED ENABLING OBJECTIVES

- E7.3.1 Identify sources of information on proper first aid procedures.
- E7.3.2 List supplies needed for standard first aid procedures.
- E7.3.3 Explain the importance of first aid for minor injuries.
- E7.3.4 Collect materials for first aid treatment of a specific minor injury.

CRITERION-REFERENCED MEASURE

- C7.3 First aid for minor injuries demonstrated according to American Red Cross instructions.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY7.4 Demonstrate procedures to
obtain emergency aid**COURSE**

Life Management Skills I (8230)

7.4

PERFORMANCE OBJECTIVE

P7.4 Given basic information and a case study that describes the need for emergency care, demonstrate with 100% accuracy the procedure to obtain emergency aid.

SELECTED ENABLING OBJECTIVES

- E7.4.1 Define emergency aid.
- E7.4.2 Identify illnesses/accidents for which one could administer emergency aid within the home.
- E7.4.3 List common symptoms of illnesses for which one should call for immediate aid.
- E7.4.4 Point out specific procedures to take to ensure quick access to emergency aid.

CRITERION-REFERENCED MEASURE

- C7.4 Procedure to obtain emergency aid demonstrated with 100% accuracy.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

8. MEETING NUTRITIONAL AND DIETARY NEEDS

TASKS/COMPETENCIES

- 8.1 Identify nutrients and their functions
- 8.2 Relate nutrition, food habits, and exercise to health
- 8.3 Select nutritious foods for home and restaurant meals

CONTENT/CONCEPT

8. MEETING NUTRITIONAL AND
DIETARY NEEDS

TASK/COMPETENCY

- 8.1 Identify nutrients and their
functions

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

8.1

PERFORMANCE OBJECTIVE

- PO.1 Given a list of foods, food group chart, and other necessary references, identify the key nutrients present in each food and indicate how each nutrient functions in the body by completing a written quiz with 85% accuracy.

SELECTED ENABLING OBJECTIVES

- E8.1.1 Define nutrient, vitamin, protein, fats, carbohydrate, mineral, water, calorie, and RDA.
- E8.1.2 Identify common food sources for vitamins, protein, fat, carbohydrate, mineral, and water nutrients.
- E8.1.3 Identify and describe the functions of various nutrients.
- E8.1.4 Distinguish between natural and synthetic nutrients.
- E8.1.5 Name the basic food groups and give examples of foods found in each group.
- E8.1.6 Identify nutrients found in each food group.
- E8.1.7 Determine the recommended daily dietary nutrient allowances for adults, children, teenagers, infants, and pregnant and lactating women.
- E8.1.8 Compare the nutrients found in selected frozen, canned, dried, instant, and fresh foods.
- E8.1.9 Identify nutrients found in various "junk" foods.
- E8.1.10 Explain how some nutrients are lost or added in the processing of food.

CRITERION-REFERENCED MEASURE

- C8.1 Instructor-provided written quiz, 85% accuracy.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

8. MEETING NUTRITIONAL AND DIETARY NEEDS

TASK/COMPETENCY

- 8.2 Relate nutrition, food habits, and exercise to health

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

8.2

PERFORMANCE OBJECTIVE

- P8.2 Given necessary references, relate nutrition, food habits, and exercise to health by identifying on a checklist examples of foods, food habits, and exercises that promote good health in individuals of various ages. Identifications must be 90% accurate.

SELECTED ENABLING OBJECTIVES

- E8.2.1 Explain how proper nutrition promotes good health.
- E8.2.2 Define nutrition, deficiency, anemia, supplement, malnourishment, folic acid, laxative, energy, lactose intolerance, and fiber.
- E8.2.3 Compare and contrast health problems associated with improper eating and/or exercise, including adipose, diabetes, anorexia nervosa, bulimaresia, bulimia, bulimia nervosa, hypertension, cirrhosis, obesity, rickets, pellagra, and scurvy
- E8.2.4 Describe improper eating habits commonly practiced by teenagers.
- E8.2.5 List common signs of good and poor health.
- E8.2.6 Identify and practice various types of exercises useful in promoting good health.
- E8.2.7 Evaluate the value of claims of proper "health" foods and supplements.

CRITERION-REFERENCED MEASURE

- C8.2 Instructor-provided checklist completed with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

31

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

3. MEETING NUTRITIONAL AND DIETARY NEEDS

TASK/COMPETENCY

- 8.3 Select nutritious foods for home and restaurant meals

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

8.3

PERFORMANCE OBJECTIVE

- P8.3 Given food models, restaurant menus, and necessary references, select nutritious foods for home and restaurant meals. Selections must meet nutritional criteria outlined by the instructor.

SELECTED ENABLING OBJECTIVES

- E8.3.1 Differentiate between nutritious and non-nutritious home-prepared meals.
- E8.3.2 Compare the nutritional value of foods selected from restaurant menus.
- E8.3.3 Plan meals for home or restaurant preparation to meet the nutritional needs of individuals of various ages and conditions.

CRITERION-REFERENCED MEASURE

- C8.3 Home and restaurant food selections meeting nutritional criteria provided by the instructor.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

9. PREPARING TO COOK AND SERVE MEALS

TASKS/COMPETENCIES

- 9.1 Identify kitchen utensils and tools
- 9.2 Use standard and metric systems to measure and weigh ingredients
- 9.3 Convert (increase/decrease) recipes
- 9.4 Demonstrate use and care of selected small appliances
- 9.5 Develop meal plans and service for various occasions
- 9.6 Set a table
- 9.7 Make a grocery list and estimate cost
- 9.8 Practice proper hygiene and safety precautions when preparing and serving meals

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

- 9.1 Identify kitchen utensils and tools

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

9.1

PERFORMANCE OBJECTIVE

- P9.1 Given assignment sheets and pictures or a display, identify kitchen utensils and tools with 100% accuracy.

SELECTED ENABLING OBJECTIVES

- E9.1.1 Differentiate among the utensils and tools used in preparing specific foods.
- E9.1.2 Describe the uses of different types of kitchen utensils and tools.
- E9.1.3 Identify utensils and tools used for range top and oven cooking of specific foods.
- E9.1.4 Explain safety precautions associated with the use of various utensils and tools.

CRITERION-REFERENCED MEASURE

- C9.1 Kitchen utensils and tools identified with 100% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

87

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

- 9.2 Use standard and metric systems to measure and weigh ingredients

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

9.2

PERFORMANCE OBJECTIVE

- P9.2 Given proper measuring utensils, use standard and metric systems to measure and weigh ingredients. Results must be 100% accurate and procedure must be judged acceptable according to a checklist provided by the instructor.

SELECTED ENABLING OBJECTIVES

- E9.2.1 Identify common equivalents and abbreviations used in food preparation.
- E9.2.2 List principles of weighing and measuring.
- E9.2.3 Outline correct procedures for measuring or weighing various ingredients.
- E9.2.4 Identify ingredients that are marked or sold in predetermined weights and measurements.
- E9.2.5 Convert measurements from standard to metric and from metric to standard.
- E9.2.6 Measure ingredients, using metric weights and measurements.

CRITERION-REFERENCED MEASURE

- C9.2 Ingredients measured and weighed with 100% accuracy; procedure judged acceptable according to instructor-provided checklist.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

- 9.3 Convert (increase/decrease) recipes

**-----Application-----
PROGRAM**

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills I (8230)

9.3

PERFORMANCE OBJECTIVE

- P9.3 Given a standardized recipe, convert (increase/decrease) the recipe measurements to produce less than one-half and double the quantity of the original. Units of measurements must be converted with 100% accuracy.

SELECTED ENABLING OBJECTIVES

- E9.3.1 Identify common abbreviations, equivalents, and units of measurement used in recipes and food preparation.
- E9.3.2 Demonstrate mathematical operations used to increase and decrease a recipe.
- E9.3.3 Convert a recipe to increase the product.
- E9.3.4 Convert a recipe to decrease the product.

CRITERION-REFERENCED MEASURE

- C9.3 Recipe converted with 100% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

- 9.4 Demonstrate use and care of selected small appliances

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

9.4

PERFORMANCE OBJECTIVE

- P9.4 Given manufacturer's guide or information sheets, demonstrate the use and care of selected small appliances in the laboratory. All safety precautions must be observed. Performance must be rated acceptable according to an instructor-prepared checklist based on manufacturers' guides or information sheets.

SELECTED ENABLING OBJECTIVES

- E9.4.1 Identify all small appliances used in the laboratory.
- E9.4.2 Explain the use of each small appliance found in the laboratory.
- E9.4.3 Explain instructions and safety precautions stated in the manufacturers' guides or owners' manuals for various small appliances.
- E9.4.4 Demonstrate proper cleaning procedures for various small appliances.

CRITERION-REFERENCED MEASURE

- C9.+ Instructor-prepared checklist, all items rated acceptable; all safety precautions observed.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

9.5 Develop meal plans and service for various occasions

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

9.5

PERFORMANCE OBJECTIVE

P9.5 Given a list of various occasions, develop plans for meals and service appropriate for the occasions by completing instructor-prepared worksheets according to written guidelines.

SELECTED ENABLING OBJECTIVES

- E9.5.1 Identify types of meal service.
- E9.5.2 Identify meals appropriate for various occasions.
- E9.5.3 Select meal service needed for specific menus.
- E9.5.4 Select meal service for various occasions.
- E9.5.5 Demonstrate selected types of meal service.

CRITERION-REFERENCED MEASURE

C9.5 Instructor-prepared worksheets completed according to written guidelines.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

- 9.6 Set a table

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

9.6

PERFORMANCE OBJECTIVE

- P9.6 Given a menu, table covering, and other table appointments, set a table for a meal. Performance must be rated acceptable according to an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

- E9.6.1 Identify various styles of formal/informal table settings.
- E9.6.2 Explain the importance of proper placement of flatware, glassware, and dinnerware.
- E9.6.3 Describe the uses of various table appointments.
- E9.6.4 Describe accessory items used to setting a table.
- E9.6.5 Explain guidelines for centerpiece selection.
- E9.6.6 Plan table settings for various occasions.

CRITERION-REFERENCED MEASURE

- C9.6 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

97

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

- 9.7 Make a grocery list and estimate cost

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

9.7

PERFORMANCE OBJECTIVE

- P9.7 Given a menu, a grocery list form, and access to items already on hand, make a grocery list for the menu and estimate the cost of the items listed. The list must include all items needed in the proper categories and in amounts needed, and cost must be estimated within 5% of actual cost.

SELECTED ENABLING OBJECTIVES

- E9.7.1 Identify categories of a grocery list.
- E9.7.2 List advantages of using a market list.
- E9.7.3 Identify comparison shopping information.
- E9.7.4 Make an inventory of food items on hand.
- E9.7.5 Estimate cost of various food items from newspaper advertisements.

CRITERION-REFERENCED MEASURE

- C9.7 Complete grocery list with items in proper amounts and categories; cost estimated within 5% of actual cost.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

- 9.8 Practice proper hygiene and safety precautions when preparing and serving meals

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

9.8

PERFORMANCE OBJECTIVE

- P9.8 Given an overview of hygiene and safety measures, practice proper hygiene and safety precautions when preparing and serving meals. Performance must be rated acceptable according to an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

- E9.8.1 Outline terms and definitions related to sanitation and safety associated with meal preparation and service.
- E9.8.2 Describe hygienic practices that should be followed in meal preparation and service.
- E9.8.3 List guidelines for preventing accidents during meal preparation and service.
- E9.8.4 Explain methods of controlling insects and rodents in areas where food is prepared and served.
- E9.8.5 Evaluate laboratory and home kitchens for improper hygienic practices and safety hazards.

CRITERION-REFERENCED MEASURE

- C9.8 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

10. SELECTING AND PURCHASING GROCERIES

TASKS/COMPETENCIES

- 10.1 Determine best buys
- 10.2 Select breads and cereals for purchase
- 10.3 Select canned and frozen foods for purchase
- 10.4 Select convenience and packaged foods for purchase
- 10.5 Select dairy products for purchase
- 10.6 Select meat, fish, and poultry products for purchase
- 10.7 Select fresh fruits and vegetables for purchase
- 10.8 Select condiments and seasonings for purchase
- 10.9 Select non-food items for purchase

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

TASK/COMPETENCY

10.1 Determine best buys

COURSE

Life Management Skills I (3230)

10.1

PERFORMANCE OBJECTIVE

P10.1 Given priced food items, food labels, and information on unit pricing, determine best buy for each item by comparing prices according to weight and volume. Determinations must be 85% accurate according to unit pricing information provided.

SELECTED ENABLING OBJECTIVES

- E10.1.1 Explain how to use unit pricing information.
- E10.1.2 Determine weight or volume of collected labels.
- E10.1.3 Compare label information for the same food item, using a "no-frills" brand, a store brand, and a popular name brand.
- E10.1.4 Describe the limitations of purchasing by cost alone.
- E10.1.5 Identify criteria other than cost used by consumers when purchasing food items.

CRITERION-REFERENCED MEASURE

C10.1 Determination of best buy in selected food items, 85% accuracy according to unit pricing information.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

TASK/COMPETENCY

10.2 Select breads and cereals
for purchase

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

10.2

PERFORMANCE OBJECTIVE

P10.2 Given a market order indicating consumer-preferred bread and cereal characteristics, a food budget, and access to a variety of items, select breads and cereals for purchase. Selections must be consistent with indicated preferences, amount must not exceed planned consumption prior to product expiration date, products must represent the best value per ounce or gram based on ingredients and quality desired, and total money spent must not exceed the budget provided.

SELECTED ENABLING OBJECTIVES

- E10.2.1 Define durum wheat, gluten, pasta, kernel, processed, enriched, and presweetened.
- E10.2.2 List types of breads, cereals, pasta, and rice and describe characteristics of each type.
- E10.2.3 Describe advantages and disadvantages of fresh baked, brown and serve, refrigerated, frozen, and packaged bread products.
- E10.2.4 Determine consumer group's needs, preferences, and priorities.
- E10.2.5 Estimate number of servings of bread and cereal that will be consumed before the next shopping period.
- E10.2.6 Read and interpret product labels.
- E10.2.7 Compare brands with comparable ingredients for best price per ounce or gram.
- E10.2.8 Determine expiration dates on selected packages.
- E10.2.9 Determine amount required based on specified number of servings and servings per package.
- E10.2.10 Prepare a list of guidelines for buying bread and cereals.

CRITERION-REFERENCED MEASURE

- C10.2 Bread and cereal selections consistent with consumer-preferred characteristics; amount not to exceed planned consumption before expiration date; products to represent best value per ounce or gram based on ingredients and quality desired; and total money spent not to exceed budget.

SELECTED INSTRUCTIONAL ACTIVITIES

107

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

TASK/COMPETENCY

- 10.3 Select canned and frozen foods for purchase

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

10.3

PERFORMANCE OBJECTIVE

- P10.3 Given access to a specified family/consumer group and food items, select canned and frozen foods for purchase. Selections must be consistent with consumer-preferred characteristics, must show no evidence of spoilage, and must represent the best value per ounce or gram based on ingredients and quality desired.

SELECTED ENABLING OBJECTIVES

- E10.3.1 Explain how food cans are "sized."
- E10.3.2 Compare the advantages and disadvantages of canned and frozen goods.
- E10.3.3 Identify the need for air-tight packaging (i.e., to prevent freezer burn and discoloration).
- E10.3.4 Determine consumer preference as to sugar content, sodium content, caloric content, variety or brand of product, and type of packaging.
- E10.3.5 Interpret labels to determine desired characteristics.
- E10.3.6 Compare canned brands for amount of liquid versus solid fruit or vegetable and relate to price charged.
- E10.3.7 Determine size of cans and frozen foods that will provide the most servings at least cost for the specified number of persons to be served.
- E10.3.8 Examine containers and packages for damage.
- E10.3.9 Calculate the servings/cost ratio of fresh and canned products of the same quality.
- E10.3.10 List guidelines for storing canned and frozen foods selected.

CRITERION-REFERENCED MEASURE

- C10.3 Canned and frozen foods selections consistent with consumer-preferred characteristics, showing no evidence of spoilage, and representing best value per ounce or gram based on ingredients and quality desired.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

TASK/COMPETENCY

- 10.4 Select convenience and
packaged foods for purchase

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

10.4

PERFORMANCE OBJECTIVE

- P10.4 Given a specified consumer group, money, and access to a grocery store, select convenience and packaged foods for purchase. Selections must be consistent with characteristics preferred by the consumer group, containers must show no evidence of damage or food spoilage, and products must represent the best value according to consumers' preference.

SELECTED ENABLING OBJECTIVES

- E10.4.1 Identify and describe convenience foods, including mixes; canned and frozen produce; frozen dinners; ready-to-eat cereal; instant soups, beverages, and cereals; bakery products; and delicatessen products.
- E10.4.2 Explain the need for air-tight packaging to preserve freshness.
- E10.4.3 Identify and describe dietary controls which may need to be considered in making convenience food purchases, including sugar content, sodium content, nutritional value, preservatives, food additives, expiration date, intended use of the product, and preparation time.
- E10.4.4 Determine consumer preferences as to variety or brand, calorie content, nutritional value, presence of food additive and preservatives, expiration date, intended use of the product, and preparation time.
- E10.4.5 Explain how to examine convenience and packaged food labels for desired characteristics.
- E10.4.6 Compare the cost, quality, and weight of convenience and packaged foods.
- E10.4.7 Determine the number and size of servings of selected convenience and packaged items.
- E10.4.8 Check cans, containers, or packaging for signs of damage or food spoilage.
- E10.4.9 Purchase selected convenience foods.

CRITERION-REFERENCED MEASURE

- C10.4 Convenience and packaged food selections consistent with characteristics preferred by consumer group; no evidence of package damage or food spoilage; representative of best value according to consumers' preference.

SELECTED INSTRUCTIONAL ACTIVITIES

111

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

111
10:6

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

TASK/COMPETENCY

10.5 Select dairy products for
purchase

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

10.5

PERFORMANCE OBJECTIVE

P10.5 Given a market order and access to grocery items, select dairy products for purchase. Selections must be of sufficient quantity and quality to meet the market list, must be marked with the latest expiration date available, and must be the most economical of comparable quality brands.

SELECTED ENABLING OBJECTIVES

- E10.5.1 Identify different kinds of milk and appropriate uses for each kind, including homogenized whole milk, skim or low-fat milk, non-fat dry milk, chocolate milk, buttermilk, yogurt, evaporated milk, and sweetened condensed milk.
- E10.5.2 Define the following terms as used for butter or margarine: sweet, unsalted, whipped, liquid, hydrogenated, and partially hydrogenated.
- E10.5.3 Define fresh cheese, natural (ripened) cheese, cheddar, processed cheese, swiss, parmesan, mozzarella, cottage cheese, and cream cheese.
- E10.5.4 Compare the cost of one variety of cheese in differently packaged forms, such as sliced and individually wrapped, grated, snack package, 6-ounce, 12-ounce, and 1-pound packages.
- E10.5.5 Describe and give an example of the following frozen desserts: iced sherbet, milk sherbet, French ice cream, ice milk, mousse, and parfait.
- E10.5.6 Prepare a list of guidelines for selecting and purchasing dairy products.

CRITERION-REFERENCED MEASURE

C10.5 Dairy product selections of sufficient quantity and quality to meet market list, marked with latest expiration date available, and most economical of comparable quality brands.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

TASK/COMPETENCY

- 10.6 Select meat, fish, and
poultry products for
purchase

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

10.6

PERFORMANCE OBJECTIVE

- P10.6 Given a list of consumer-preferred characteristics and access to various types and forms of meat, fish, and poultry, select meat, fish, and poultry products for purchase. Selections must be consistent with consumer preferences, must fall within government standard grade ratings, and must be enclosed in clean, damage-free packaging.

SELECTED ENABLING OBJECTIVES

- E10.6.1 Identify kinds, cuts, grades, and forms of meat products.
- E10.6.2 Identify the kinds and forms of fish and seafood products.
- E10.6.3 Identify the kinds, classes, and forms of poultry and poultry products.
- E10.6.4 Identify game meats.
- E10.6.5 List nutrients found in various meat, fish, and poultry products.
- E10.6.6 Prepare guidelines for the purchase of meat, fish, and poultry.

CRITERION-REFERENCED MEASURE

- C10.6 Meat, fish, and poultry products selected, consistent with characteristics preferred by consumer group, within government standard grade ratings, and enclosed in clean, damage-free packaging.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

TASK/COMPETENCY

- 10.7 Select fresh fruits and
vegetables for purchase

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

10.7

PERFORMANCE OBJECTIVE

- P10.7 Given a market order and access to grocery store, select fresh fruits and vegetables for purchase. Selections must be fresh (free of bruises, wilting, shrinking, dullness, and blemishes) and the price paid must be the most economical to obtain desired quality and quantity.

SELECTED ENABLING OBJECTIVES

- E10.7.1 Classify fresh fruits according to nutritive value.
- E10.7.2 Classify fresh vegetables according to root, stem, leaf, flower, fruit, and seed.
- E10.7.3 List guidelines for selecting good quality fruits and vegetables, including considerations such as color, shape, texture, size, weight, and aroma.
- E10.7.4 Compare price and quality of available fresh fruits and vegetables both in and out of season.

CRITERION-REFERENCED MEASURE

- C10.7 Fresh fruit and vegetable selections meeting criteria for freshness and most economical to obtain desired quality and quantity.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

TASK/COMPETENCY

10.8 Select condiments and
seasonings for purchase

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

10.8

PERFORMANCE OBJECTIVE

P10.8 Given a market order and access to food items, select condiments and seasonings for purchase. Selections must be the most economical of comparable brands, and spices must have strong aroma.

SELECTED ENABLING OBJECTIVES

- E10.8.1 Define herbs, spices, blends, and aroma.
- E10.8.2 List examples of herbs, spices, and blends.
- E10.8.3 State uses for selected herbs, spices, and blends.
- E10.8.4 Identify the main spices or seasonings used in selected international dishes (e.g., pizza, shish kebabs, and sukiyaki).
- E10.8.5 Prepare guidelines for selecting and purchasing seasonings and spices.
- E10.8.6 Determine the kinds of spices and seasonings needed for a market order.
- E10.8.7 Determine the amount of spices or seasonings to purchase.
- E10.8.8 Compare brand content and prices.

CRITERION-REFERENCED MEASURE

C10.8 Condiments and seasonings selected that are the most economical of comparable brands; spices with strong aroma.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. SELECTING AND PURCHASING
GROCERIES

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

- 10.9 Select non-food items for
purchase

COURSE

Life Management Skills I (8230)

10.9

PERFORMANCE OBJECTIVE

- P10.9 Given a market order and access to a grocery store, select assigned non-food items for purchase. Selections must be rated acceptable according to criteria provided by the instructor.

SELECTED ENABLING OBJECTIVES

- E10.9.1 List non-food items commonly used within the home that may be purchased at the grocery store.
- E10.9.2 Compare price lists of non-food items at three different stores.
- E10.9.3 Compare the advantages and disadvantages of popular name brands and store brands of the same non-food items.
- E10.9.4 Compile a market order of needed non-food items according to weekly or monthly food budget.

CRITERION-REFERENCED MEASURE

- C10.9 Non-food items selected, rated acceptable according to criteria provided by the instructor.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

11. PREPARING FRUITS AND VEGETABLES

TASKS/COMPETENCIES

- 11.1 Identify and compare methods of preparing fruits and vegetables
- 11.2 Prepare garnishes
- 11.3 Prepare salads, using fruits and vegetables
- 11.4 Prepare fruits and vegetables by steaming, simmering, and microwaving

CONTENT/CONCEPT

11. PREPARING FRUITS AND
VEGETABLES

TASK/COMPETENCY

- 11.1 Identify and compare
methods of preparing
fruits and vegetables

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

11.1

PERFORMANCE OBJECTIVE

- P11.1 Given an overview of fruit and vegetable preparation, identify with 90% accuracy methods of preparing fruits and vegetables and compare by stating the advantages and disadvantages of each method identified, according to guidelines provided in class.

SELECTED ENABLING OBJECTIVES

- E11.1.1 List ways of cooking fruits and vegetables and advantages of each.
- E11.1.2 Identify techniques for preparing fruits and vegetables for cooking.
- E11.1.3 Identify the varieties of fruits and vegetables available in multiple forms, i.e., fresh, frozen, canned, dried.
- E11.1.4 Identify criteria for well cooked fruits and vegetables.

CRITERION-REFERENCED MEASURE

- C11.1 Methods of preparing fruits and vegetables and advantages and disadvantages of each method stated with 90% accuracy according to guidelines provided.

SELECTED INSTRUCTIONAL ACTIVITIES

125

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

1
11.1

CONTENT/CONCEPT

11. PREPARING FRUITS AND
VEGETABLES

TASK/COMPETENCY

11.2 Prepare garnishes

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

11.2

PERFORMANCE OBJECTIVE

P11.2 Given appropriate fruits and vegetables, prepare garnishes for a minimum of five dishes: a salad, a fruit, a vegetable, a meat, and a dessert. Results must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

- E11.2.1 Define garnish.
- E11.2.2 Identify suitable garnishes for various types of foods.
- E11.2.3 List ten fruits or vegetables that can be used for garnishes.
- E11.2.4 Explain the function and nutritional value of garnishes.

CRITERION-REFERENCED MEASURE

C11.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

127

11.2

CONTENT/CONCEPT

11. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

- 11.3 Prepare salads, using fruits and vegetables

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

11.3

PERFORMANCE OBJECTIVE

- P11.3 Given a recipe and access to ingredients and equipment, prepare a salad, using fresh fruits or vegetables. The ingredients must be cut large enough to retain their identity, must be well drained, and must retain their original color.

SELECTED ENABLING OBJECTIVES

- E11.3.1 Identify kinds of salads (tossed, main dish, accompaniment, and fruit salad).
- E11.3.2 Explain need for variety in salad making.
- E11.3.3 Identify types and forms of vegetables used in salads.
- E11.3.4 Identify types and forms of fruits used in salads.
- E11.3.5 Outline procedure for preparing fruits and vegetables for salads.
- E11.3.6 Identify appropriate accompaniments for salads.
- E11.3.7 Explain serving techniques for all types of salads.

CRITERION-REFERENCED MEASURE

- C11.3 Fruit or vegetable salad prepared with ingredients well drained and retaining their identity and original color.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

1.0 :
11.3 -

CONTENT/CONCEPT

11. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

- 11.4 Prepare fruits and vegetables by steaming, simmering, and microwaving

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

11.4

PERFORMANCE OBJECTIVE

- P11.4 Given fruits and vegetables and access to equipment, prepare fruits and vegetables by steaming, simmering, and microwaving. Fruits and vegetables must be crisp in texture, not mushy, and must retain their original cut, shape, and color.

SELECTED ENABLING OBJECTIVES

- E11.4.1 Compare methods of steaming and simmering on top of the stove and microwaving fruits and vegetables.
- E11.4.2 Compare and contrast fresh, frozen, and canned fruits and vegetables steamed and simmered on top of stove and steamed and simmered by microwave.
- E11.4.3 Explain how steaming, simmering, and microwaving can preserve the natural shape, color, and nutritive value of fruits and vegetables.

CRITERION-REFERENCED MEASURE

- C11.4 Fruits and vegetables steamed, simmered, and microwaved, crisp in texture, not mushy, and retaining their original cut, shape, and color.

SELECTED INSTRUCTIONAL ACTIVITIES

131

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

12. PREPARING BEVERAGES

TASKS/COMPETENCIES

- 12.1 Make coffee and tea
- 12.2 Prepare a hot milk beverage
- 12.3 Prepare ice cream beverages (malts and milkshakes)
- 12.4 Prepare punch
- 12.5 Prepare beverage powders and frozen juices

CONTENT/CONCEPT

12. PREPARING BEVERAGES

TASK/COMPETENCY

12.1 Make coffee and tea

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

12.1

PERFORMANCE OBJECTIVE

- P12.1 Given the principles and methods of preparation, make coffee and tea according to instructions provided. Both beverages must be clear, mild, and free from grounds/leaves, and have a good flavor with no bitter taste.

SELECTED ENABLING OBJECTIVES

- E12.1.1 Identify operational procedures for each type of coffee maker.
- E12.1.2 Identify different types of coffee and tea.
- E12.1.3 Identify methods of storage for ground coffee and tea leaves.
- E12.1.4 Describe well brewed coffee and tea.
- E12.1.5 Explain two methods of brewing tea.
- E12.1.6 Explain proper service of coffee and tea.

CRITERION-REFERENCED MEASURE

- C12.1 Coffee and tea prepared according to instructions; clear, mild, free from grounds/leaves, and a good flavor with no bitter taste.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

12. PREPARING BEVERAGES

Application
PROGRAM

CONSUMER AND HOME MAKING

TASK/COMPETENCY

12.2 Prepare a hot milk beverage

COURSE

Life Management Skills I (8230)

12.2

PERFORMANCE OBJECTIVE

- P12.2 Given a recipe, ingredients, and necessary utensils and equipment, prepare a hot milk beverage according to the recipe. The beverage must not be scorched, must be thoroughly blended with no lumps or undissolved particles, must be hot but not scalding, and must be free of "skin."

SELECTED ENABLING OBJECTIVES

- E12.2.1 Describe two methods of making hot milk beverages.
- E12.2.2 Demonstrate accurate measurements of ingredients.
- E12.2.3 Identify milk cookery principles.

CRITERION-REFERENCED MEASURE

- C12.2 Hot milk beverage prepared according to recipe; not scorched, thoroughly blended with no lumps or undissolved particles, hot but not scalding, and free of "skin."

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

12. PREPARING BEVERAGES

TASK/COMPETENCY12.3 Prepare ice cream beverages
(malts and milkshakes)**-----Application-----
PROGRAM**

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills I (8230)

12.3

PERFORMANCE OBJECTIVE

P12.3 Given a recipe, ingredients, and access to utensils and equipment, prepare an ice cream beverage (malt or milkshake) according to the recipe. The beverage must be well blended, cold, firm, and not runny.

SELECTED ENABLING OBJECTIVES

- E12.3.1 Identify equipment used to make milkshakes.
- E12.3.2 Describe safety precautions to follow when using an electric appliance.
- E12.3.3 Identify various types of milk products suitable for use in ice cream beverages.
- E12.3.4 Explain serving techniques for milkshakes.

CRITERION-REFERENCED MEASURE

C12.3 Ice cream beverage prepared according to recipe; well blended, cold, firm and not runny.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

12. PREPARING BEVERAGES

TASK/COMPETENCY

12.4 Prepare punch

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

12.4

PERFORMANCE OBJECTIVE

P12.4 Given a recipe, ingredients, and access to utensils and equipment, prepare punch according to the recipe. The ingredients must be evenly combined, garnished, and very cold.

SELECTED ENABLING OBJECTIVES

- E12.4.1 Identify a variety of punches.
- E12.4.2 List types of ingredients used in punch recipes.
- E12.4.3 Identify methods of garnishing punch.

CRITERION-REFERENCED MEASURE

C12.4 Punch prepared according to recipe; ingredients evenly combined, garnished, and very cold.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

12. PREPARING BEVERAGES

TASK/COMPETENCY12.5 Prepare beverage powders
and frozen juices**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

12.5

PERFORMANCE OBJECTIVE

P12.5 Given beverage powder, frozen juice, and other ingredients, prepare beverages according to manufacturer's instructions.

SELECTED ENABLING OBJECTIVES

- E12.5.1 Demonstrate procedure for blending liquids and powders.
- E12.5.2 Identify types of frozen juice.
- E12.5.3 Explain proper serving techniques for beverages.

CRITERION-REFERENCED MEASURE

- C12.5 Beverage powders and frozen juices prepared according to manufacturer's instructions.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

13. PREPARING BREADS AND CEREALS

TASKS/COMPETENCIES

- 13.1 Prepare french toast
- 13.2 Prepare quick breads
- 13.3 Prepare pizza
- 13.4 Prepare sandwiches

CONTENT/CONCEPT

13. PREPARING BREADS AND CEREALS

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

13.1 Prepare french toast

COURSE

Life Management Skills I (8230)

13.1

PERFORMANCE OBJECTIVE

- P13.1 Given a recipe and necessary ingredients, prepare french toast according to the recipe. The toast must be a light golden brown on both sides.

SELECTED ENABLING OBJECTIVES

- E13.1.1 Identify types of toast, including french toast, waffled french toast, oven toast, broiler toast, melba toast, toast cups, and cinnamon toast.
- E13.1.2 Select ingredients used to prepare french toast.
- E13.1.3 Determine the nutrient value of french toast.
- E13.1.4 Identify desirable characteristics of french toast.

CRITERION-REFERENCED MEASURE

- C13.1 French toast prepared according to recipe; light golden brown on both sides.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING BREADS AND CEREALS

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

13.2 Prepare quick breads

COURSE

Life Management Skills I (8230)

13.2

PERFORMANCE OBJECTIVE

P13.2 Given a variety of recipes and ingredients, prepare a selected quick bread according to the recipe. Results must be rated acceptable according to an instructor-provided checklist for the type of quick bread selected.

SELECTED ENABLING OBJECTIVES

- E13.2.1 Match terms associated with quick breads to the correct definitions.
- E13.2.2 Identify types of quick breads and their primary ingredients.
- E13.2.3 Explain methods of making quick breads.
- E13.2.4 List desirable characteristics of various types of quick breads.
- E13.2.5 Outline a step-by-step mixing procedure for a specific quick bread.

CRITERION-REFERENCED MEASURE

- C13.2 Selected quick bread prepared according to recipe, rated acceptable according to instructor-provided checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

13.2

CONTENT/CONCEPT

13. PREPARING BREADS AND CEREALS

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

13.3 Prepare pizza

COURSE

Life Management Skills I (8230)

13.3

PERFORMANCE OBJECTIVE

- P13.3 Given a recipe and ingredients, prepare a pizza according to the recipe. Pizza must have a lightly browned, firm crust, and any cheese used must be melted but not burned.

SELECTED ENABLING OBJECTIVES

- E13.3.1 Explain the step-by-step procedure for preparing pizza crust.
- E13.3.2 Identify desirable characteristics of pizza.
- E13.3.3 Demonstrate steps for preparing pizza.
- E13.3.4 Identify various ways to prepare pizza.

CRITERION-REFERENCED MEASURE

- C13.3 Pizza prepared according to recipe, with lightly browned, firm crust and melted, not burned cheese.

SELECTED INSTRUCTIONAL ACTIVITIES

151

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

151

13.3

CONTENT/CONCEPT

13. PREPARING BREAD AND CEREALS

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

13.4 Prepare sandwiches

COURSE

Life Management Skills I (8230)

13.4

PERFORMANCE OBJECTIVE

P13.4 Given a standard recipe and necessary ingredients, prepare a cold, toasted, open-face, or grilled sandwich, resulting in a standardized product. Performance must be rated acceptable by the instructor, using a checklist for the type of sandwich prepared.

SELECTED ENABLING OBJECTIVES

- E13.4.1 Identify various kinds of hot, cold, open-face, and grilled sandwiches.
- E13.4.2 List examples of appropriate sandwich fillings for each type.
- E13.4.3 Explain proper sandwich storage.
- E13.4.4 Demonstrate preparation and proper storage of selected sandwich fillings.
- E13.4.5 Identify types of breads used for sandwiches.

CRITERION-REFERENCED MEASURE

- C13.4 Standardized cold, toasted, open-face, or grilled sandwich; performance rated acceptable according to instructor-provided checklist for type of sandwich prepared.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

13.4

13.4

CONTENT/CONCEPT AREA

14. PREPARING EGGS AND DAIRY PRODUCTS

TASKS/COMPETENCIES

- 14.1 Prepare eggs and omelets
- 14.2 Prepare milk-based dishes and sauces
- 14.3 Prepare dips

CONTENT/CONCEPT

14. PREPARING EGGS AND DAIRY PRODUCTS

TASK/COMPETENCY

14.1 Prepare eggs and omelets

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

14.1

PERFORMANCE OBJECTIVE

P14.1 Given principles and methods of egg cookery, equipment, supplies, and necessary ingredients, prepare eggs and omelets. The eggs should be bright and clear, tender, and have a pleasing flavor. Performance must be rated acceptable according to an instructor-provided checklist for the cooking method selected.

SELECTED ENABLING OBJECTIVES

- E14.1.1 Explain how eggs are labeled and graded.
- E14.1.2 Identify nutritional value of eggs and egg dishes.
- E14.1.3 Define omelet/omelette.
- E14.1.4 Identify methods of cooking eggs and omelets.
- E14.1.5 Identify desirable characteristics of eggs and omelets prepared according to different procedures.
- E14.1.6 Demonstrate serving techniques for eggs and omelets.

CRITERION-REFERENCED MEASURE

- C14.1 Eggs and omelets prepared; eggs bright and clear, tender, with pleasing flavor; performance rated acceptable according to instructor-provided checklist for selected cooking method.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

140

14.1

CONTENT/CONCEPT

14. PREPARING EGGS AND DAIRY PRODUCTS

TASK/COMPETENCY

- 14.2 Prepare milk-based dishes and sauces

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

14.2

PERFORMANCE OBJECTIVE

- P14.2 Given recipes, equipment, supplies, and necessary ingredients, prepare a milk-based dish and sauce according to recipes selected. Final products must be smooth and free of lumps, have a rich, creamy texture, and have a consistency appropriate for their use.

SELECTED ENABLING OBJECTIVES

- E14.2.1 Define milk-based dish and white sauce.
- E14.2.2 Explain white sauce preparation techniques.
- E14.2.3 Identify various uses of milk-based dishes and a basic sauce recipe (e.g., cream soup, chowder).
- E14.2.4 Identify the desirable qualities of good milk-based dishes and sauces.

CRITERION-REFERENCED MEASURE

- C14.2 Milk-based dish and sauce prepared according to recipes; resulting products smooth and free of lumps, with rich, creamy texture and consistency appropriate for intended use.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

106

14.2

CONTENT/CONCEPT

14. PREPARING EGGS AND DAIRY PRODUCTS

TASK/COMPETENCY

- 14.3 Prepare dips

**-----Application-----
PROGRAM**

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills I (8230)

14.3

PERFORMANCE OBJECTIVE

- P14.3 Given a recipe and ingredients, prepare a dip according to the recipe. Product must be creamy and well blended throughout and have a consistency that will not drip or run.

SELECTED ENABLING OBJECTIVES

- E14.3.1 Identify types of dips.
- E14.3.2 Identify different types of dairy products used to prepare dips.
- E14.3.3 Describe or demonstrate how dips are served and give examples of appropriate occasions for their use.

CRITERION-REFERENCED MEASURE

- C14.3 Dip prepared according to recipe; product creamy and well blended and of consistency that does not drip or run.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

120
14.3

CONTENT/CONCEPT AREA

15. PREPARING MEAT, FISH, AND POULTRY

TASKS/COMPETENCIES

- 15.1 Identify methods of preparing meat, fish, or poultry
- 15.2 Deep fry or pan fry meat

CONTENT/CONCEPT

15. PREPARING MEAT, FISH, AND
POULTRY

TASK/COMPETENCY

15.1 Identify methods of preparing
meat, fish, or poultry

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3200)

15.1

PERFORMANCE OBJECTIVE

P15.1 Given necessary resources, guidelines, and a list of different types and cuts, identify methods of preparing each cut or type of fish, meat, or poultry. Identification must be 85% accurate according to guidelines provided.

SELECTED ENABLING OBJECTIVES

- E15.1.1 Describe cooking methods used for preparing meats.
- E15.1.2 Describe cooking methods used for preparing fish.
- E15.1.3 Describe cooking methods used for preparing poultry.
- E15.1.4 Explain microwave cookery of meat, poultry, or fish.
- E15.1.5 Describe dry heat, moist heat, and frying methods, including broiling, pan broiling, roasting, braising, simmering, pan frying, and deep-fat frying.

CRITERION-REFERENCED MEASURE

C15.1 Methods of cooking meat, fish, or poultry identified with 85% accuracy according to guidelines provided.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

15. PREPARING MEAT, FISH, AND
POULTRY

TASK/COMPETENCY

15.2 Deep fry or pan fry meat,
fish, or poultry

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

LIFE MANAGEMENT SKILLS I (3230)

15.2

PERFORMANCE OBJECTIVE

P15.2 Given instructions and all necessary ingredients, supplies and equipment, deep fry or pan fry a piece of meat, fish, or poultry according to instructions. The resulting product must be evenly browned, well done, free of grease, and easy to cut.

SELECTED ENABLING OBJECTIVES

- E15.2.1 Identify cuts or types of meats, fish, and poultry suitable for deep-fat and pan frying.
- E15.2.2 Explain or demonstrate how to prepare meat, fish, or poultry for frying.
- E15.2.3 Outline deep-fat and pan-frying procedures.
- E15.2.4 Explain how to test for doneness.
- E15.2.5 List and follow applicable safety rules.

CRITERION-REFERENCED MEASURE

C15.2 Piece of meat, fish, or poultry deep-fat or pan-fried according to instructions; evenly browned, well done, free of grease, and easy to cut.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

150

15.2

CONTENT/CONCEPT AREA

16. PREPARING DESSERTS AND SNACKS

TASKS/COMPETENCIES

- 16.1 Identify and prepare nutritious snacks
- 16.2 Prepare a cake
- 16.3 Frost a cake
- 16.4 Prepare puddings and custards
- 16.5 Prepare cookies

CONTENT/CONCEPT

16. PREPARING DESSERTS AND
SNACKS

TASK/COMPETENCY

16.1 Identify and prepare
nutritious snacks

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

16.1

PERFORMANCE OBJECTIVE

P16.1 Given recipes, identify with 100% accuracy a recipe for a nutritious snack and prepare according to the recipe.

SELECTED ENABLING OBJECTIVES

- E16.1.1 Define nutritious snack.
- E16.1.2 Identify basic food requirements for teenagers (P8.1).
- E16.1.3 Compile a list of nutritious snacks.
- E16.1.4 Identify snacks to avoid and explain their lack of value.
- E16.1.5 Prepare a nutritious snack.

CRITERION-REFERENCED MEASURE

C16.1 Recipe for nutritious snack identified with 100% accuracy; snack prepared according to recipe.

SELECTED INSTRUCTIONAL ACTIVITIES

171

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

16. PREPARING DESSERTS AND
SNACKS

TASK/COMPETENCY

16.2 Prepare a cake

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

16.2

PERFORMANCE OBJECTIVE

P16.2 Given a recipe and necessary ingredients, prepare a cake according to the recipe. The cake must be symmetrical in shape, with a slightly rounded top; the crust must be thin; the crumb must be even and fine in grain; and the texture must be moist and tender.

SELECTED ENABLING OBJECTIVES

- E16.2.1 Identify characteristics of various types of cakes.
- E16.2.2 Explain preparation procedures for butter-type cakes.
- E16.2.3 Explain preparation procedures for foam-type cakes.
- E16.2.4 Identify the advantages and disadvantages of using packaged cake mixes.
- E16.2.5 Identify bakeware used for cakes.
- E16.2.6 Identify qualities of a good cake.
- E16.2.7 Demonstrate how to store cakes properly.
- E16.2.8 Demonstrate microwave cake baking.

CRITERION-REFERENCED MEASURE

C16.2 Cake prepared according to recipe; symmetrical in shape, with slightly rounded top; thin crust; even and fine-grained crumb; moist and tender texture.

SELECTED INSTRUCTIONAL ACTIVITIES

173

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

183

16.2

CONTENT/CONCEPT

16. PREPARING DESSERTS AND
SNACKS

TASK/COMPETENCY

16.3 Frost a cake

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

16.3

PERFORMANCE OBJECTIVE

P16.3 Given tools and equipment, a cake, and prepared frostings, frost a cake. Frosting must be applied so it is level and smooth; frosted cake must have straight sides and a flat top; and frosting must not be spread too thickly.

SELECTED ENABLING OBJECTIVES

- E16.3.1 Identify ingredients for preparing cooked and uncooked frostings.
- E16.3.2 Explain or demonstrate preparation of cooked and uncooked frostings.
- E16.3.3 Identify qualities of good frostings.
- E16.3.4 Prepare a cake for frosting.
- E16.3.5 Explain procedure for frosting a layer cake.
- E16.3.6 Explain procedure for frosting the sides and top of a cake.

CRITERION-REFERENCED MEASURE

C16.3 Cake frosting applied so it is level and smooth; frosted cake has straight sides and a flat top; and frosting is not spread too thickly.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

16. PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

16.4 Prepare puddings and custards

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

16.4

PERFORMANCE OBJECTIVE

P16.4 Given a recipe, a mold, and necessary ingredients, prepare a molded pudding or custard according to the recipe. Product must be velvety smooth throughout and must be delicate, yet firm enough to hold the shape of a mold when turned from it.

SELECTED ENABLING OBJECTIVES

- E16.4.1 Identify the differences between puddings and custards.
- E16.4.2 Explain step-by-step preparation procedures for puddings and custards.
- E16.4.3 Identify equipment needed to make puddings and custards.
- E16.4.4 Identify qualities of good puddings and custards.
- E16.4.5 Identify commercially packaged puddings.
- E16.4.6 Explain milk cookery principles (P12.2)

CRITERION-REFERENCED MEASURE

C16.4 Pudding or custard prepared according to recipe; velvety smooth throughout; and delicate, yet firm enough to hold shape of mold.

SELECTED INSTRUCTIONAL ACTIVITIES

177

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

16.4

CONTENT/CONCEPT

16. PREPARING DESSERTS AND
SNACKS

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

TASK/COMPETENCY

16.5 Prepare cookies

COURSE

Life Management Skills I (§230)

16.5

PERFORMANCE OBJECTIVE

P16.5 Given a standard recipe and necessary ingredients, prepare cookies according to the recipe. Results must be rated acceptable according to an instructor-provided checklist for the type of cookies prepared.

SELECTED ENABLING OBJECTIVES

- E16.5.1 Identify the six categories of cookies.
- E16.5.2 List packaged convenience cookie mixes.
- E16.5.3 Select equipment needed for making cookies.
- E16.5.4 Identify qualities of a good cookie product.
- E16.5.5 Explain procedure for preparing each of the six types of cookies.
- E16.5.6 Explain or demonstrate proper storage of cookies.

CRITERION-REFERENCED MEASURE

- C16.5 Cookies prepared according to recipe; results rated acceptable according to instructor-provided checklist for the type of cookie prepared.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

16.5

16.5

CONTENT/CONCEPT AREA

17. MAINTAINING CLEANLINESS AND SANITATION

TASKS/COMPETENCIES

- 17.1 Wash and dry tableware and cookware
- 17.2 Store tableware and cooking utensils
- 17.3 Store leftovers
- 17.4 Clean table and counter areas
- 17.5 Clean interior and exterior of kitchen cabinets
- 17.6 Clean appliances and cooking equipment
- 17.7 Dispose of garbage

CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND
SANITATION

TASK/COMPETENCY

- 17.1 Wash and dry tableware and
cookware

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

17.1

PERFORMANCE OBJECTIVE

- P17.1 Given necessary equipment and supplies, wash and dry tableware and cookware so that all items are free of food particles and water spots. Performance must be rated acceptable according to instructor-prepared checklist based on method used.

SELECTED ENABLING OBJECTIVES

- E17.1.1 Identify supplies needed for washing and drying tableware and cookware.
- E17.1.2 Classify various types of tableware and cookware.
- E17.1.3 Compare procedures for hand washing and drying of tableware and cookware with procedures for using dishwasher.
- E17.1.4 Demonstrate proper loading of dishwasher according to manufacturer's instructions.
- E17.1.5 Compare outcomes of washing and drying tableware and cookware by hand and by dishwasher.
- E17.1.6 Explain the importance of sanitation procedures related to tableware and cookware.

CRITERION-REFERENCED MEASURE

- C17.1 Instructor prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

183

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

17.1

17.1

CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND
SANITATION

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

- 17.2 Store tableware and cooking
utensils

COURSE

Life Management Skills I (8230)

17.2

PERFORMANCE OBJECTIVE

- P17.2 Given guidelines for storage and selected pieces of tableware and cooking utensils, store the items to meet all considerations listed in the guidelines provided.

SELECTED ENABLING OBJECTIVES

- E17.2.1 Outline storage procedures for tableware, dishes, and cooking utensils.
- E17.2.2 Identify storage aids that save space.
- E17.2.3 Plan storage areas that increase time and energy efficiency.
- E17.2.4 Explain advantages of proper storage of tableware, dishes, and cooking utensils.

CRITERION-REFERENCED MEASURE

- C17.2 Tableware and cooking utensils stored to meet all considerations listed in instructor-provided guidelines.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND
SANITATION

TASK/COMPETENCY

- 17.3 Store leftovers

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

17.3

PERFORMANCE OBJECTIVE

- P17.3 Given five leftover foods, one from each of the categories of dairy products, meats, fresh vegetables, fruits, and breads, store leftovers according to established rules provided. Stored foods must retain high quality.

SELECTED ENABLING OBJECTIVES

- E17.3.1 List rules for proper food storage.
- E17.3.2 Identify proper storage methods for various food items.
- E17.3.3 Explain the importance of storing leftovers properly.

CRITERION-REFERENCED MEASURE

- C17.3 Leftover foods stored according to established rules, to retain high quality.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

17.3

CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND
SANITATION

TASK/COMPETENCY

- 17.4 Clean table and counter areas

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

17.4

PERFORMANCE OBJECTIVE

- P17.4 Given cleaning supplies and equipment, clean table and counter areas according to specifications set by the instructor. All food and spots must be removed.

SELECTED ENABLING OBJECTIVES

- E17.4.1 Identify cleaning procedures for table and counter areas.
- E17.4.2 Determine appropriate cleaning agents.
- E17.4.3 Develop criteria for cleaning table and counter areas.

CRITERION-REFERENCED MEASURE

- C17.4 Table and counter areas cleaned according to specifications provided; all food and spots removed.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

170

17.4

CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

TASK/COMPETENCY

- 17.5 Clean interior and exterior of kitchen cabinets

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (S230)

17.5

PERFORMANCE OBJECTIVE

- P17.5 Given cleaning supplies and equipment, clean the interior and exterior of kitchen cabinets according to procedure outlined by the instructor. Cabinets must be free of dust, fingerprints, grease, and crumbs.

SELECTED ENABLING OBJECTIVES

- E17.5.1 Identify cleaning agents for use on interior and exterior of cabinets.
- E17.5.2 Develop a plan for cleaning and sanitizing kitchen areas.
- E17.5.3 Compare cleaning requirements for cabinets made of different materials.

CRITERION-REFERENCED MEASURE

- C17.5 Interior and exterior of kitchen cabinets cleaned according to procedure outlined by instructor, to be free of dust, fingerprints, grease, and crumbs.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND
SANITATION

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

TASK/COMPETENCY

- 17.6 Clean appliances and cooking
equipment

COURSE

Life Management Skills I (8230)

17.6

PERFORMANCE OBJECTIVE

- P17.6 Given manufacturer's care manuals and selected cleaning agents, clean appliances and cooking equipment according to instructions given in the manuals. All safety precautions must be observed. Performance will be evaluated on an ongoing basis.

SELECTED ENABLING OBJECTIVES

- E17.6.1 Identify various large and small appliances and cooking equipment.
- E17.6.2 Differentiate between cleaning agents used for appliances and those used for cooking equipment.
- E17.6.3 Explain safety precautions to be followed when cleaning appliances and cooking equipment.
- E17.6.4 Outline procedure for cleaning various large appliances.

CRITERION-REFERENCED MEASURE

- C17.6 Appliances and cooking equipment cleaned according to manufacturer's instructions; all safety precautions observed.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND
SANITATION

TASK/COMPETENCY

17.7 Dispose of garbage

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

17.7

PERFORMANCE OBJECTIVE

P17.7 Given necessary equipment and supplies, dispose of garbage, using appropriate procedures for cleaning and sanitizing garbage disposal areas. Performance must be rated acceptable according to instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

- E17.7.1 Identify methods of disposing of garbage.
- E17.7.2 Explain the difference between cleaning and sanitizing.
- E17.7.3 Identify equipment and supplies needed to clean and sanitize garbage area.
- E17.7.4 Explain the importance of keeping garbage disposal areas clean and sanitary.

CRITERION-REFERENCED MEASURE

C17.7 Instructor-prepared checklist, all items rated acceptable.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

1 - 1

17.7

CONTENT/CONCEPT AREA

18. CARING FOR INFANTS AND CHILDREN

TASKS/COMPETENCIES

- 18.1 Ensure safe environment for infants and children
- 18.2 Feed an infant
- 18.3 Bathe an infant
- 18.4 Dress an infant
- 18.5 Plan play activities for infants and children of various ages

CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

- 18.1 Ensure safe environment for infants and children

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

18.1

PERFORMANCE OBJECTIVE

- P18.1 Given references, an evaluation checklist, and a simulated or actual situation, ensure the safe environment for infants and children by using the checklist to evaluate surroundings and making recommendations for child-proofing the area. Evaluations and recommendations must be based on instructor-provided guidelines.

SELECTED ENABLING OBJECTIVES

- E18.1.1 Identify safety hazards that may be found in environments for infants and children.
- E18.1.2 Outline specific characteristics of hazardous play materials.
- E18.1.3 Identify laws protecting the environments of infants and children.
- E18.1.4 Explain ways to child-proof areas.
- E18.1.5 List ways to prevent specific injuries to children (e.g., burns, falls, cuts, poisoning).

CRITERION-REFERENCED MEASURE

- C18.1 Evaluation checklist completed and recommendations for child-proofing area made according to instructor-provided guidelines.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

- 18.2 Feed an infant

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

18.2

PERFORMANCE OBJECTIVE

- P18.2 Given access to a doll or infant for demonstration purposes and all necessary supplies and equipment, feed an infant. Performance must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

- E18.2.1 Define formula, burp, self-demand feeding, schedule feeding, nutrition, strained food, and finger foods.
- E18.2.2 Identify a variety of homemade and commercially prepared formulas.
- E18.2.3 Demonstrate ways to heat or cool a bottle and how to test formula temperature.
- E18.2.4 Explain how to burp or bubble an infant.
- E18.2.5 Identify the importance of showing affection and cuddling an infant during feeding.
- E18.2.6 Explain procedure for breast feeding an infant.
- E18.2.7 Identify infant's eating skills, such as swallowing, biting, chewing, and drinking from a cup.
- E18.2.8 Determine nutritional value of typical baby foods.
- E18.2.9 Demonstrate ways to prepare infant solid foods, using a blender or food processor.
- E18.2.10 List "don'ts" of infant feeding, such as propping the bottle.

CRITERION-REFERENCED MEASURE

- C18.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

18.3 Bathe an infant

**-----Application-----
PROGRAM**

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

18.3

PERFORMANCE OBJECTIVE

- P18.3 Given a doll or baby for demonstration purposes and the necessary supplies and equipment, bathe an infant, using sponge and tub bath techniques. Performance must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

- E18.3.1 Identify equipment and supplies needed to bathe an infant.
- E18.3.2 Outline procedure for giving a tub and sponge bath to an infant.
- E18.3.3 Explain the importance of timing and interaction between child and caregiver during bath time.
- E18.3.4 List safety factors to consider when bathing an infant.
- E18.3.5 List alternative methods of bathing a baby without using water (cultural practices).

CRITERION-REFERENCED MEASURE

- C18.3 Instructor-provided checklist; all items rated acceptable.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

13.3

CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

TASK/COMPETENCY

18.4 Dress an infant

COURSE

Life Management Skills I (8230)

18.4

PERFORMANCE OBJECTIVE

P18.4 Given a doll or access to an infant, dress the infant according to previously provided guidelines or demonstration by instructor. The safety and comfort of the infant must be maintained during the procedure.

SELECTED ENABLING OBJECTIVES

- E18.4.1 Select appropriate clothing for infants in various stages of activity and environments.
- E18.4.2 Demonstrate procedure for undressing a baby.
- E18.4.3 Explain laundry care and maintenance of infants' clothing.
- E18.4.4 Identify safety considerations in the selection of infants' clothing.

CRITERION-REFERENCED MEASURE

C18.4 Infant dressed according to guidelines or instructor demonstration; infant's safety and comfort maintained throughout procedure.

SELECTED INSTRUCTIONAL ACTIVITIES

205

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

18.5 Plan play activities for infants and children of various ages

**-----Application-----
PROGRAM**

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills I (8230)

18.5

PERFORMANCE OBJECTIVE

P18.5 Given a list of selected learning/play activities and necessary materials, supplies, and references, plan play activities appropriate for infants and children of various ages. Plan must meet all criteria contained in instructor's guidelines provided to the class.

SELECTED ENABLING OBJECTIVES

- E18.5.1 Explain selected theories of child development (e.g., Piaget).
- E18.5.2 Explain how play materials and activities contribute to social, intellectual, and physical development of infants and children of various ages.
- E18.5.3 Select materials and toys suitable for infants and children of different ages and developmental stages.
- E18.5.4 Outline ways of encouraging infants and children of various ages to be creative and imaginative.
- E18.5.5 Assess conditions favorable for indoor and outdoor play activities.
- E18.5.6 List safety factors to consider when designing play activities.

CRITERION-REFERENCED MEASURE

C18.5 Plan of play activities meeting all criteria contained in instructor-provided guidelines.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

19. MANAGING INTERPERSONAL RELATIONSHIPS

TASKS/COMPETENCIES

- 19.1 Demonstrate communication skills
- 19.2 Identify personal values, goals, and standards of behavior
- 19.3 Describe roles of family members and friends
- 19.4 Identify human needs and developmental tasks

CONTENT/CONCEPT

19. MANAGING INTERPERSONAL
RELATIONSHIPS

TASK/COMPETENCY

19.1 Demonstrate communication
skills

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

19.1

PERFORMANCE OBJECTIVE

P19.1 Given a series of situations requiring oral and written communication skills, demonstrate those skills by responding to each situation as instructed. Each skill must be rated acceptable according to written criteria provided for the assigned situation.

SELECTED ENABLING OBJECTIVES

- E19.1.1 Outline basic concepts related to communication.
- E19.1.2 Explain the role of communication in interpersonal relationships.
- E19.1.3 Differentiate between verbal and nonverbal means of communication.
- E19.1.4 Identify ways to improve listening and speaking skills.
- E19.1.5 Explain the encoding and decoding of messages.
- E19.1.6 Compare and contrast barriers to communication.
- E19.1.7 Describe methods of resolving conflict.
- E19.1.8 Analyze verbal and nonverbal communication skills of self and others.

CRITERION-REFERENCED MEASURE

C19.1 Responses to situations rated acceptable according to instructor-provided criteria.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

190

CONTENT/CONCEPT

19. MANAGING INTERPERSONAL
RELATIONSHIPS

TASK/COMPETENCY

19.2 Identify personal values, goals,
and standards of behavior

-----Application-----
PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (8230)

19.2

PERFORMANCE OBJECTIVE

P19.2 Given selected resources on values, goals, and standards of behavior, identify two personal values and list at least one goal and standard of behavior consistent with each value identified.

SELECTED ENABLING OBJECTIVES

- E19.2.1 Define moral values, material values, aesthetic values, long-range goals, short-range goals, medium-range goals, and standards.
- E19.2.2 List sources of values.
- E19.2.3 Explain how and why values may change or be modified.
- E19.2.4 Outline personal goals.
- E19.2.5 Examine various societal influences and standards and describe their impact on behavior of individuals.
- E19.2.6 Give examples of consistent and inconsistent values, goals, and behavior.

CRITERION-REFERENCED MEASURE

C19.2 Two personal values identified; one consistent goal and standard of behavior listed for each value.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

19. MANAGING INTERPERSONAL
RELATIONSHIPS

TASK/COMPETENCY

19.3 Describe roles of family
members and friends

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (3230)

19.3

PERFORMANCE OBJECTIVE

P19.3 Given basic information on the roles people play, describe the roles of personal family members and friends by completing, according to instructions, an assignment sheet provided by the instructor.

SELECTED ENABLING OBJECTIVES

- E19.3.1 Demonstrate communication skills (P19.1).
- E19.3.2 Outline traditional and emerging roles of family members.
- E19.3.3 Define friend, intimacy, platonic, and cliques.
- E19.3.4 Give examples of societal influences on roles of family members.
- E19.3.5 Differentiate between popularity and friendship.
- E19.3.6 Explain ways that family members and friends can influence one's behavior.

CRITERION-REFERENCED MEASURE

C19.3 Instructor-provided assignment sheet completed according to instructions.

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

19. MANAGING INTERPERSONAL
RELATIONSHIPS

TASK/COMPETENCY

19.4 Identify human needs and
developmental tasks

-----Application-----

PROGRAM

CONSUMER AND HOME MAKING

COURSE

Life Management Skills I (S230)

19.4

PERFORMANCE OBJECTIVE

P19.4 Given information on theories of human needs and how people fulfill those needs, identify human needs and developmental tasks by recalling the "human needs and developmental task frameworks" of three theorists and stating acceptable ways of fulfilling each framework. Exercise must be rated acceptable according to an instructor-provided checklist based on information provided to the class.

SELECTED ENABLING OBJECTIVES

- E19.4.1 Describe the human needs and developmental task frameworks of various theorists.
- E19.4.2 Explain the interaction of various needs and developmental tasks.
- E19.4.3 Assess factors that influence ways individuals meet basic human needs and perform developmental tasks.
- E19.4.4 Critique the fulfillment of personal human needs and developmental tasks.

CRITERION-REFERENCED MEASURE

C19.4 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

217

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

SECTION 2

PROGRAMS AND COURSES

Because of the nonpaid occupational nature of this program, no specific career, occupational, or vocational applications of consumer and homemaking competencies are discussed in this guide. The course described in this publication is not linked to specific or related titles in the Dictionary of Occupational Titles.

The course described in this guide is based on the task inventory presented in the preceding section and has been approved by the State Department of Education.

This section contains descriptions of the Consumer and Homemaking program and the course Life Management Skills I. Also included is a course outline cross-referenced to materials purchased by the Home Economics Education Service from sources outside Virginia. These materials contain learning aids and ideas for instructional activities that may prove useful to the teacher in presenting instruction related to the competencies in this guide.

Because of the variety of program options and grade levels in which Life Management Skills is taught, the teaching sequence is subject to local option, and no suggested sequence is included in this section.

SECONDARY COURSES AND PROGRAMS

PROGRAM TITLE: Consumer and Homemaking--Sequential Courses

DESCRIPTION: The objective of consumer and homemaking education is to prepare individuals for the occupation of homemaking with particular emphasis on consumer education for personal and family use. Other major areas provide instruction in the individual development of all family members; skill development in the areas of foods, clothing, housing, and home management; and preparation for marriage and parenthood. Life Management Skills I forms the basis for enrollment in specialized areas of homemaking and is recommended for enrollment in an occupational program. All courses meet five days a week. Extended learning experiences beyond the classroom are encouraged and are supervised by the home economics teacher.

CIP CODE: 20.0101

SUGGESTED
GRADE LEVEL: 8, 9, 10, 11, 12

APPROVED COURSES	VA COURSE CODE
Life Management Skills I	8230
Life Management Skills II	8240

LIFE MANAGEMENT SKILLS I (8230)

COURSE DESCRIPTION: Life Management Skills I is a single-period, one-year elective course. Units are taught based on individual interests, needs, and concerns of students. In this first year of a sequentially designed program, emphasis is placed on studying consumer resources, privileges, and responsibilities; using, caring for, and arranging small and large household equipment for greater efficiency; studying nutrition; planning, preparing, and serving simple meals; constructing a simple garment; using management procedures; and being a contributing family member.

PREREQUISITES: None

**SUGGESTED
GRADE LEVEL:** 8, 9, 10, 11

TASK/COMPETENCY SEQUENCE

SUBJECT TO LOCAL OPTION

**COURSE OUTLINE
INFUSING VIRGINIA AND OKLAHOMA MATERIALS**

CONTENT	LMS I OBJECTIVE	OKLAHOMA OBJECTIVES
I. Operating and Maintaining Sewing Equipment and Supplies		
A. Small sewing equipment	P1.1	HEI 37D
B. Basic sewing machine operations	P1.2	HEI 69D
C. Minor adjustments to sewing machine	P1.3	
D. Sewing machine attachments	P1.4	
II. Maintaining and Repairing Clothing and Accessories		
A. Care and cleaning techniques--identification	P2.1	
B. Care and cleaning techniques--use	P2.2	HEI 131D
C. Garment repair	P2.3	
D. Storage of clothing and accessories	P2.4	
III. Implementing Consumer Decisions in Constructing and Purchasing Clothing and Accessories		
A. Pattern and fabric selection	P3.1	HEI 1D
B. Pattern and fabric preparation	P3.2	HEI 119D
C. Construction techniques for selected operations	P3.3	HEI 119D
IV. Managing Financial and Personal Resources		
A. Consumer facts	P4.1	HEI 1E
B. Consumer decision-making skills	P4.2	HEI 23E
C. Budget preparation	P4.3	HEI 23E
D. Time management techniques	P4.4	
V. Meeting Housing Needs		
A. Personal/family housing needs	P5.1	
B. Personal/family living space design	P5.2	HEI 1G; 27G
C. Home conservation program	P5.3	

CONTENT	LMS I OBJECTIVE	OKLAHOMA OBJECTIVES
VI. Maintaining Housing Interiors, Furnishings, and Accessories		
A. Cleaning, care, and storage techniques	P6.1	HEI 1G
B. Bed making techniques	P6.2	HEI 1G
C. Fabric cleaning procedures	P6.3	
D. Floor care	P6.4	
E. Carpet care	P6.5	
F. Floral arrangement design	P6.6	
VII. Maintaining Home Safety		
A. Home safety precautions	P7.1	
B. First aid kit for home	P7.2	
C. First aid procedures	P7.3	
D. Procedures for obtaining emergency aid	P7.4	
VIII. Meeting Nutritional and Dietary Needs		
A. Nutrients and their functions	P8.1	HEI 33F
B. Relationship of nutrition, food habits, and exercise to health	P8.2	HEI 1F
C. Nutritional selections for home and restaurant meals	P8.3	HEI 33F
IX. Preparing to Cook and Serve Meals		
A. Kitchen utensils and tools	P9.1	HEI 73F
B. Standard/metric weights and measurements	P9.2	HEI 74F
C. Recipe conversion	P9.3	HEI 74F
D. Use and care of small appliances	P9.4	
E. Meal plans and service	P9.5	HEI 33F
F. Table setup	P9.6	HEI 33F
G. Grocery list cost estimate	P9.7	
H. Hygiene and safety precautions	P9.8	HEI 167F
X. Selecting and Purchasing Groceries		
A. Best buy determination	P10.1	
B. Breads/cereals	P10.2	HEI 205F
C. Canned and frozen foods	P10.3	
D. Convenience and packaged foods	P10.4	
E. Dairy products	P10.5	HEI 227F
F. Meat, fish, and poultry products	P10.6	HEI 251F
G. Fresh fruits and vegetables	P10.7	
H. Condiments and seasonings	P10.8	
I. Non-food items	P10.9	

CONTENT	LMS I OBJECTIVE	OKLAHOMA OBJECTIVES
XI. Preparing Fruits and Vegetables		
A. Fruit and vegetable preparation methods	P11.1	HEI 143D 173D
B. Garnishes	P11.2	
C. Salads	P11.3	
D. Steaming, simmering, and microwaving methods	P11.4	
XII. Preparing Beverages		
A. Coffee and tea	P12.1	
B. Hot milk beverage	P12.2	
C. Ice cream beverage	P12.3	
D. Punch	P12.4	
E. Beverage powders and frozen juices	P12.5	
XIII. Preparing Breads and Cereals		
A. French toast	P13.1	
B. Quick breads	P13.2	HEI 183F
C. Pizza	P13.3	
D. Sandwiches	P13.4	
XIV. Preparing Eggs and Dairy Products		
A. Eggs and omelets	P14.1	HEI 251F
B. Milk-based dishes and sauces	P14.2	HEI 251F
C. Dips	P14.3	
XV. Preparing Meat, Fish, and Poultry		
A. Methods of preparation	P15.1	
B. Deep or pan-frying method of preparation	P15.2	
XVI. Preparing Desserts and Snacks		
A. Nutritious snacks	P16.1	
B. Cake preparation	P16.2	
C. Frosting procedure	P16.3	
D. Puddings and custards	P16.4	
E. Cookies	P16.5	
XVII. Maintaining Cleanliness and Sanitation		
A. Washing/drying of tableware and cookware	P17.1	
B. Tableware/cooking utensil storage	P17.2	
C. Leftover foods storage	P17.3	
D. Table and counter care	P17.4	
E. Cabinet care	P17.5	
F. Appliance and cooking equipment care	P17.6	
G. Garbage disposal	P17.7	

CONTENT	LMS I OBJECTIVE	OKLAHOMA OBJECTIVES
XVIII. Caring for Infants and Children		
A. Safe environment	P18.1	HEI IC
B. Infant feeding techniques	P18.2	
C. Infant bathing techniques	P18.3	
D. Infant dressing techniques	P18.4	
E. Play activities	P18.5	HEI IC
XIX. Managing Interpersonal Relationships		
A. Communication skills	P19.1	
B. Personal goals, values, and standards of behavior	P19.2	HEI IH
C. Roles of family members and friends	P19.3	HEI, IH, 2H
D. Human needs/developmental tasks	P19.4	

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred.