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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 II. 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. Eighteen 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)

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# LIFE MANAGEMENT SKILLS II:

# TASK ANALYSES

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COMPETENCY-BASED

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# 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 II (3240)

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 23216

**LIFE MANAGEMENT SKILLS II**  
**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

## FOREWORD

In the next decade, businesses and industries in Virginia will require large numbers of skilled workers. Therefore, vocational education at the secondary and postsecondary levels will have the responsibility of preparing individuals for a variety of occupations.

Through competency-based education (CBE), students will gain the preparation necessary for their entry into the work force in Virginia. Also, CBE will enhance articulation of students between vocational programs and levels of education. Finally, CBE can help retrain workers who have been displaced in the work force because of changing technology.

This guide will serve to assist teachers and administrators in developing instructional materials which meet the needs of students and industry and comply also 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 II 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 II 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:

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## 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 II. 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 II. 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 II. 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, as well as the outline contained in the task analyses guide for Life Management Skills I, 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 task/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 task/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.

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

# TASK INVENTORY FOR

## LIFE MANAGEMENT SKILLS II

---

### CONTENT/CONCEPT AREAS

1. SELECTING CLOTHING AND ACCESSORIES
2. MAINTAINING CLOTHING AND ACCESSORIES
3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING
4. MANAGING FINANCIAL AND PERSONAL RESOURCES
5. MEETING HOUSING AND TRANSPORTATION NEEDS
6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES
7. MEETING NUTRITIONAL AND DIETARY NEEDS
8. PREPARING TO COOK AND SERVE MEALS
9. SELECTING AND PURCHASING GROCERIES
10. PREPARING FRUITS AND VEGETABLES
11. PREPARING BREADS AND CEREALS
12. PREPARING EGG AND DAIRY PRODUCTS
13. PREPARING MEAT, FISH, AND POULTRY
14. PREPARING DESSERTS AND SNACKS
15. PRESERVING FOOD
16. CARING FOR INFANTS AND CHILDREN
17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME
18. MANAGING INTERPERSONAL RELATIONSHIPS

# CONTENT/CONCEPT AREA

## 1. SELECTING CLOTHING AND ACCESSORIES

---

### TASKS/COMPETENCIES

- 1.1 Apply art and design concepts to wardrobe planning and purchasing
- 1.2 Apply selection criteria to wardrobe planning and purchasing
- 1.3 Select fibers and fabrics based on their characteristics
- 1.4 Use textile labeling information for selection and care of clothing

**CONTENT/CONCEPT**

1. SELECTING CLOTHING AND ACCESSORIES

**TASK/COMPETENCY**

- 1.1 Apply art and design concepts to wardrobe planning and purchasing

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

1.1

**PERFORMANCE OBJECTIVE**

- P.1.1 Given resources and materials, apply the principles of art and design to wardrobe planning and purchasing by selecting items that illustrate specific purposes. The clothing selected must meet the criteria identified on an "Applying Art and Design Checklist" provided by the instructor.

**SELECTED ENABLING OBJECTIVES**

- E1.1.1 Examine principles and elements of art and design.
- E1.1.2 Identify the effects of art principles (balance, proportion, harmony, rhythm, and emphasis) on a garment and the way a person looks.
- E1.1.3 Identify the effects of art elements (color, line, texture) on a garment and the way a person looks.
- E1.1.4 Explain how design elements can convey various moods.
- E1.1.5 Identify the four basic figure types.

**CRITERION-REFERENCED MEASURE**

- C1.1 Instructor-provided checklist, all items rated acceptable.

# SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

1. SELECTING CLOTHING AND ACCESSORIES

**TASK/COMPETENCY**

- 1.2 Apply selection criteria to wardrobe planning and purchasing

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

---

1.2

---

**PERFORMANCE OBJECTIVE**

- P1.2 Given clothing needs, budget amount, catalogs, magazines, and newspaper advertisements, apply selection criteria to wardrobe planning and purchasing by choosing items for a specified age, purpose, climate, and cost.

**SELECTED ENABLING OBJECTIVES**

- E1.2.1 Plan personal wardrobe needs.
- E1.2.2 State clothing needs of specific age groups.
- E1.2.3 Explore current costs of clothing.
- E1.2.4 Define consumer terms related to clothing, textiles, and the marketplace.
- E1.2.5 Identify marketplace.
- E1.2.6 Identify consumer rights, responsibilities, and protections.
- E1.2.7 Describe buying tips and factors for wise selections in clothing and accessories.

**CRITERION-REFERENCED MEASURE**

- C1.2 Selections made according to instructor-prepared written guidelines.



**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

1. SELECTING CLOTHING AND ACCESSORIES

**TASK/COMPETENCY**

- 1.3 Select fibers and fabrics based on their characteristics

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

1.3

**PERFORMANCE OBJECTIVE**

- P1.3 Given fiber and fabric samples from each of the two main classifications of textiles and a list of characteristics, select fibers based on specified characteristics with 100% accuracy.

**SELECTED ENABLING OBJECTIVES**

- E1.3.1 Identify two classifications of fibers.
- E1.3.2 Identify characteristics of various textile fibers.
- E1.3.3 Compare and contrast advantages and disadvantages of different fibers, according to their generic and trade-marked names.
- E1.3.4 Examine samples of fabrics and practice testing procedures for each to determine characteristics and fiber content.
- E1.3.5 Describe the two main types of yarns (filament and spun).
- E1.3.6 Distinguish among the four processes used to make fabrics (felting, bonding, weaving, and knitting).
- E1.3.7 Demonstrate the three basic weaving patterns (plain, twill, and satin).
- E1.3.8 Explain the methods used to produce stretch fabrics.
- E1.3.9 Identify fabric finishes and their characteristics.

**CRITERION-REFERENCED MEASURE**

- C1.3 Fiber and fabric selection, 100% accuracy required.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

1. SELECTING CLOTHING AND ACCESSORIES

**TASK/COMPETENCY**

- 1.4 Use textile labeling information for selection and care of clothing

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

1.4

**PERFORMANCE OBJECTIVE**

- P1.4 Given charts, basic information, and assignments related to mandatory or voluntary information for labels and hang tags, use this textile labeling information for selection and care of clothing. Assignment sheets related to labels or hang tags must be completed according to criteria provided by the teacher.

**SELECTED ENABLING OBJECTIVES**

- E1.4.1 Identify various regulations governing clothing and textile products.
- E1.4.2 Differentiate between mandatory and voluntary textile labeling information.
- E1.4.3 Analyze common terms used on care labels.
- E1.4.4 Test garments for performance of finishes and care guidelines as specified on identified labels.
- E1.4.5 Assess the role of textile labeling information on personal consumer purchase.

**CRITERION-REFERENCED MEASURE**

- C.1.4 Assignment sheets completed according to instructor's criteria.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 2. MAINTAINING CLOTHING AND ACCESSORIES

---

#### TASKS/COMPETENCIES

- 2.1 Select appropriate clothing alterations
- 2.2 Fit garment for alterations
- 2.3 Alter clothing

**CONTENT/CONCEPT**

2. MAINTAINING CLOTHING AND ACCESSORIES

**TASK/COMPETENCY**

- 2.1 Select appropriate clothing alterations

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

---

2.1

---

**PERFORMANCE OBJECTIVE**

- P2.1 Given clothing in need of alteration, information related to correcting fitting problems, and specific problems in need of correction, select appropriate clothing alterations. Alterations selected must conform with written guidelines provided.

**SELECTED ENABLING OBJECTIVES**

- E2.1.1 Review basic clothing construction techniques related to alterations.
- E2.1.2 Explain what to look for in fitting garments on individuals.
- E2.1.3 Identify various fitting techniques that can be used to correct fitting problems.
- E2.1.4 Examine garments in need of alterations on specific individuals to determine unusual fitting problems.
- E2.1.5 Outline step-by-step procedures for correcting identified fitting problems.

**CRITERION-REFERENCED MEASURE**

- C2.1 Alterations selected to conform with instructor-provided written guidelines.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



**CONTENT/CONCEPT**

2. MAINTAINING CLOTHING  
AND ACCESSORIES

**TASK/COMPETENCY**

- 2.2 Fit garment for  
alterations

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

---

2.2

---

**PERFORMANCE OBJECTIVE**

- P2.2 Given access to a garment modeled by a person, tape measure, pins, tailor's chalk, sewing gauge, and other appropriate tools, fit garment for alterations. Fitting should allow enough ease for comfort and freedom of movement, should be on straight of grain, and should conform to body contours of individual.

**SELECTED ENABLING OBJECTIVES**

- E2.2.1 Explain two major principles that serve as guides to solutions with fitting problems (overfitting and grain).
- E2.2.2 Explain the importance of one standing, sitting, reaching, bending, and walking when a garment is being fitted.
- E2.2.3 Demonstrate how to mark a garment during fitting.
- E2.2.4 Identify areas of garment that often need to be adjusted.
- E2.2.5 Point out specific alterations needed for identified garment.

**CRITERION-REFERENCED MEASURE**

- C2.2 Garment fitted for alterations:
- allowing ease and freedom of movement
  - conforming to straight of grain of fabric
  - conforming to individual's body contours.

## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

2. MAINTAINING CLOTHING  
AND ACCESSORIES

**TASK/COMPETENCY**

- 2.3 Alter clothing

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

---

2.3

---

**PERFORMANCE OBJECTIVE**

- P2.3 Given clothing in need of alterations and sewing equipment and tools, alter clothing. Alterations performed must be neat in appearance, and conform to specifications provided by the teacher.

**SELECTED ENABLING OBJECTIVES**

- E2.3.1 Outline procedures for performing specific alterations.
- E2.3.2 Demonstrate skill in the following general procedures for alterations:
- pinning
  - marking
  - ripping
  - re-pinning
  - basting, stitching, pressing.

**CRITERION-REFERENCED MEASURE**

- C2.3 Alterations neatly performed, rated acceptable according to instructor-prepared specifications.

# SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT AREA

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

---

#### TASKS/COMPETENCIES

- 3.1 Use appropriate construction techniques for selected operations
- 3.2 Compare construction techniques used on commercially and noncommercially sewn garments
- 3.3 Analyze cost of ready-to-wear garments

**CONTENT/CONCEPT**

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING

**TASK/COMPETENCY**

- 3.1 Use appropriate construction techniques for selected operations

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

---

3.1

---

**PERFORMANCE OBJECTIVE**

- P3.1 Given necessary resources, patterns, fabric, supplies, and equipment, use appropriate construction techniques for selected operations: darts, tucks and pleats, facings and interfacings, buttons and buttonholes, pockets, hem finishes, other finishes and decorative techniques, linings, sleeves, and collars. Performance of each operation must be judged acceptable according to checklist based on methods specified by the instructor.

**SELECTED ENABLING OBJECTIVES**

- E3.1.1 Select pattern and fabric for garment construction.
- E3.1.2 Prepare pattern and fabric for garment construction.
- E3.1.3 Outline step-by-step procedures for the following:
- a. stitching and pressing darts, tucks and pleats
  - b. attaching facings and interfacings
  - c. attaching buttons and buttonholes
  - d. attaching pockets
  - e. finishing hems and other areas as appropriate
  - f. using decorative techniques
  - g. inserting linings
  - h. inserting sleeves
  - i. attaching collars.

**CRITERION-REFERENCED MEASURE**

- C3.1 Construction techniques judged acceptable according to instructor-prepared checklist for each operation.

## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING

**TASK/COMPETENCY**

- 3.2 Compare construction techniques used on commercially and non-commercially sewn garments

-----Application-----

**PROGRAM**

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

3.2

**PERFORMANCE OBJECTIVE**

- P3.2 Given guidelines, resources, and garments, compare construction techniques used on commercially and non-commercially sewn garments. Performance must be rated acceptable according to a list of characteristics for each type of garment, provided by the instructor.

**SELECTED ENABLING OBJECTIVES**

- E3.2.1 Explain various construction techniques used on commercially and non-commercially sewn garments.
- E3.2.2 Compare construction techniques used on personal and teacher-made fabric samples and garments.
- E3.2.3 Examine construction techniques used on various types of commercially sewn garments.
- E3.2.4 Identify various construction techniques used with different fabrics and style of garments that are commercially and non-commercially sewn.

**CRITERION-REFERENCED MEASURE**

- C3.2 Comparison of commercial and noncommercial garment construction techniques, rated acceptable according to instructor-provided list of characteristic .



## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING

**TASK/COMPETENCY**

- 3.3 Analyze cost of ready-to-wear garments

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

---

3.3

---

**PERFORMANCE OBJECTIVE**

- P3.3 Given sample ready-to-wear garments and other necessary information, analyze the cost of each garment according to construction techniques used, fit, fabric used, care required, type of store in which the garment was purchased, and method of payment used. Analysis must be judged 80% accurate according to instructor-prepared written guidelines.

**SELECTED ENABLING OBJECTIVES**

- E3.3.1 Identify different types of retail stores (independent, specialty, department, discount, mail-order, chain, etc.) and compare their pricing of similar types of garments.
- E3.3.2 Explain the relationship between cost and quality of construction.
- E3.3.3 Give reasons why garments of the same size and style but different prices may vary in the way they fit.
- E3.3.4 Relate cost of a garment to its fabric and care requirements.
- E3.3.5 Identify methods of buying on credit and determine the advantages and disadvantages of credit to the consumer.
- E3.3.6 Evaluate and compare on-sale garments to similar non-sale items.
- E3.3.7 Compare costs of various national brands of clothing.
- E3.3.8 Analyze cost of garments according to their intended use (for example, evening dress, business suit, school outfit, children's play clothes).

**CRITERION-REFERENCED MEASURE**

- C3.3 Cost of ready-to-wear garments analyzed with 80% accuracy according to instructor-prepared written guidelines.

# **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 4. MANAGING FINANCIAL AND PERSONAL RESOURCES

---

#### TASKS/COMPETENCIES

- 4.1 Explain or demonstrate banking operations
- 4.2 Explain procedures for obtaining and using credit
- 4.3 Set up and maintain household records
- 4.4 Use effective buying practices

**CONTENT/CONCEPT**

4. MANAGING FINANCIAL AND  
PERSONAL RESOURCES

**TASK/COMPETENCY**

- 4.1 Explain or demonstrate  
banking operations

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

---

4.1

---

**PERFORMANCE OBJECTIVE**

- P4.1 Given basic information and resources, explain or demonstrate banking operations. Performance must be evidenced through the completion of instructor-prepared assignment sheets with a minimum of 80% accuracy.

**SELECTED ENABLING OBJECTIVES**

- P4.1.1 Match terms associated with using banking services to correct definitions.
- P4.1.2 Explain function of a bank.
- P4.1.3 List steps involved in opening a checking account.
- P4.1.4 Explain advantages of a checking account.
- P4.1.5 Identify types of check endorsements.
- P4.1.6 Explain how to stop payment on a check.
- P4.1.7 Select from a list the items that should be included on a check.
- P4.1.8 Write a check and a deposit slip.
- P4.1.9 Reconcile a bank statement.

**CRITERION-REFERENCED MEASURE**

- C4.1 Banking assignment sheets, 80% accuracy required.

**SELECTED INSTRUCTIONAL ACTIVITIES**

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

4. MANAGING FINANCIAL AND  
PERSONAL RESOURCES

**TASK/COMPETENCY**

- 4.2 Explain procedures for  
obtaining and using credit

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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4.2

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**PERFORMANCE OBJECTIVE**

- P4.2 Given case situations and other resources, explain procedures for obtaining and using credit. Performance must be rated 80% accurate on assignment sheets and tests provided by the instructor.

**SELECTED ENABLING OBJECTIVES**

- P4.2.1 List the types and sources of credit.
- P4.2.2 Distinguish between the advantages and disadvantages of using credit.
- P4.2.3 Examine types of sales credit and sound credit practices.
- P4.2.4 Identify factors that affect the amount of credit interest.
- P4.2.5 Complete a sample credit application.
- P4.2.6 Evaluate credit rating.
- P4.2.7 Calculate cost of credit.

**CRITERION-REFERENCED MEASURE**

- C4.2 Credit assignment sheets and tests, 80% accuracy required.

## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**



**CONTENT/CONCEPT**

4. MANAGING FINANCIAL AND  
PERSONAL RESOURCES

**TASK/COMPETENCY**

- 4.3 Set up and maintain  
household records

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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4.3

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**PERFORMANCE OBJECTIVE**

- P4.3 Given basic information and resources, set up and maintain two personally selected types of simulated household records for a period of time specified by the instructor. Records must be set up according to guidelines provided and maintained with 100% accuracy according to the additional information given.

**SELECTED ENABLING OBJECTIVES**

- E4.3.1 List various types of household records such as financial records, various inventories, maintenance/repair records, meal/menu files, etc.
- E4.3.2 Outline steps in setting up a household record-keeping system.
- E4.3.3 Determine various ways of using the computer for household record keeping.
- E4.3.4 Evaluate various computer programs/software for household record keeping.
- E4.3.5 Compare the advantages and disadvantages of maintaining household records with and without a computer.

**CRITERION-REFERENCED MEASURE**

- C4.3 Two types of simulated household records set up according to instructor-provided guidelines and maintained with 100% accuracy for specified period of time.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

4. MANAGING FINANCIAL AND  
PERSONAL RESOURCES

**TASK/COMPETENCY**

- 4.4 Use effective buying  
practices

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (3240)

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4.4

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**PERFORMANCE OBJECTIVE**

- P4.4 Given case situations involving consumer buying and a review of the decision-making process, use effective buying practices by deciding whether to buy the described items and if so, how the purchase should be completed. Decisions and explanations of the purchasing process must be rated acceptable according to instructor-provided written evaluation guidelines based on the steps of the decision-making process.

**SELECTED ENABLING OBJECTIVES**

- E4.4.1 List characteristics of a wise consumer.
- E4.4.2 Outline factors that affect consumer spending.
- E4.4.3 Arrange in order steps in the decision-making process for one to use when employing buying practices.
- E4.4.4 Explain the advantages of advertising for the consumer.
- E4.4.5 Examine types of consumer fraud and sources of consumer protection.
- E4.4.6 Discuss important concepts pertaining to contracts.
- E4.4.7 Arrange in order steps in making a consumer complaint.
- E4.4.8 Distinguish between planned and impulse buying.

**CRITERION-REFERENCED MEASURE**

- C4.4 Buying decisions made and explained according to instructor-prepared written guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# TASK INVENTORY FOR

## 5. MEETING HOUSING AND TRANSPORTATION NEEDS

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### CONTENT/CONCEPT AREAS

- 5.1 Relate personal and family needs to housing satisfaction
- 5.2 Select housing through use of decision-making skills
- 5.3 Design personal and family living space
- 5.4 Investigate future housing needs of individuals and families according to predicted societal changes
- 5.5 Select mode of transportation
- 5.6 Explain procedures for maintaining an automobile

**CONTENT/CONCEPT**

5. MEETING HOUSING AND  
TRANSPORTATION NEEDS

**TASK/COMPETENCY**

- 5.1 Relate personal and  
family needs to  
housing satisfaction

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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5.1

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**PERFORMANCE OBJECTIVE**

- 5.1 Given a review of basic information and resources on housing, relate personal and family needs to housing satisfaction by creating a portfolio of housing designs that meet personal and family needs. Portfolio must be rated acceptable according to an instructor-prepared checklist based on guidelines provided.

**SELECTED ENABLING OBJECTIVES**

- E5.1.1 Describe the influence of physical, social, and psychological needs on housing choices.
- E5.1.2 Explore the concept of the human need for shelter from a historical perspective.
- E5.1.3 Examine the influence of architecture of the past on current housing design.
- E5.1.4 Categorize housing designs from a historical perspective.
- E5.1.5 Compare and contrast effects of shifts in geographical population on housing needs and demands.

**CRITERION-REFERENCED MEASURE**

- C5.1 Instructor-prepared checklist, all items rated acceptable.

**SELECTED INSTRUCTIONAL ACTIVITIES**

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

5. MEETING HOUSING AND  
TRANSPORTATION NEEDS

**TASK/COMPETENCY**

- 5.2 Select housing through  
use of decision-making  
skills

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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5.2

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**PERFORMANCE OBJECTIVE**

- P5.2 Given newspapers, a review of decision-making steps, and other resources on housing decisions, select housing through the use of decision-making skills. Each step of the decision-making process must be followed, and selection must be rated acceptable according to written criteria provided by the teacher.

**SELECTED ENABLING OBJECTIVES**

- E5.2.1 Describe the relationships among needs, goals, values, and housing decisions.
- E5.2.2 Explain how the steps in decision making can be used in making housing decisions.
- E5.2.3 Identify the advantages and disadvantages of buying versus renting a home.

**CRITERION-REFERENCED MEASURE**

- C5.2 Housing selection rated acceptable according to teacher-provided written criteria; all steps in decision-making process followed.



## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

5. MEETING HOUSING AND  
TRANSPORTATION NEEDS

**TASK/COMPETENCY**

- 5.3 Design personal and  
family living space

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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5.3

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**PERFORMANCE OBJECTIVE**

- P5.3 Given information and assignment sheets, design personal and family living space by completing each assignment sheet according to instructions provided.

**SELECTED ENABLING OBJECTIVES**

- E5.3.1 Review human needs for space.
- E5.3.2 Review principles of art and design concepts.
- E5.3.3 Evaluate space requirements for individuals and families with special needs (disabled, elderly, etc.).
- E5.3.4 Select from a list of guidelines to be used in arranging contents of living space.
- E5.3.5 Select from a list of factors to consider when choosing furniture and appliances.
- E5.3.6 Identify periods and styles of furniture.
- E5.3.7 Select floor, wall, lighting, and window treatments.
- E5.3.8 Compare price and quality of floor, wall, lighting, and window treatments.
- E5.3.9 Arrange contents of identified living areas.

**CRITERION-REFERENCED MEASURE**

- C5.3 Assignment sheets completed according to instructions provided.

## **SELECTED INSTRUCTIONAL ACTIVITIES**



## **SELECTED TOOLS AND MATERIALS**



## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**



**CONTENT/CONCEPT**

5. MEETING HOUSING AND  
TRANSPORTATION NEEDS

**TASK/COMPETENCY**

- 5.4 Investigate future housing  
needs of individuals and  
families according to pre-  
dicted societal changes

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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5.4

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**PERFORMANCE OBJECTIVE**

- P5.4 Given resources on the future of housing and case studies of individuals and families of the future, investigate future housing needs of individuals and families according to predicted societal changes through evaluation of each case study. Evaluations must follow instructor-provided guidelines and be judged accurate according to resources used.

**SELECTED ENABLING OBJECTIVES**

- E5.4.1 Outline factors in the 20th century that have had an impact on housing needs.
- E5.4.2 Compare and contrast changing current and predicted future lifestyles and housing needs.
- E5.4.3 Identify current and future trends in types of housing, housing design, construction methods, and new materials.
- E5.4.4 Examine effects of current and predicted population changes on the housing market.
- E5.4.5 Examine the influence of high technology on the housing industry and homes of the future.

**CRITERION-REFERENCED MEASURE**

- C5.4 Case study evaluations judged accurate according to resources used.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

5. MEETING HOUSING AND  
TRANSPORTATION NEEDS

**TASK/COMPETENCY**

- 5.5 Select mode of transportation

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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5.5

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**PERFORMANCE OBJECTIVE**

- P5.5 Given information on public and private transportation, select mode of transportation. Transportation must meet individual and/or family needs based on availability, economy, and convenience.

**SELECTED ENABLING OBJECTIVES**

- E5.5.1 Define public and private transportation.
- E5.5.2 Outline personal and family needs for public and private transportation.
- E5.5.3 Identify public and private transportation available in the community.
- E5.5.4 Compare the advantages and disadvantages of public versus private transportation.
- E5.5.5 Examine economy, convenience, and scheduling of public and private transportation.

**CRITERION-REFERENCED MEASURE**

- C5.5 Mode of transportation meeting individual/family needs for availability, economy, and convenience.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

5. MEETING HOUSING AND  
TRANSPORTATION NEEDS

**TASK/COMPETENCY**

- 5.6 Explain procedures for  
maintaining an automobile

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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5.6

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**PERFORMANCE OBJECTIVE**

- P5.6 Given needed materials on car maintenance and a family case study, explain the procedures for maintaining an automobile in safe driving condition by outlining a schedule of tasks to be performed by the family in the case study. All significant tasks included in the materials provided must be included.

**SELECTED ENABLING OBJECTIVES**

- E5.6.1 Identify maintenance tasks that improve the interior and exterior of an automobile.
- E5.6.2 Identify service tasks to keep an automobile running well.
- E5.6.3 Outline day-to-day tasks that one can employ to ensure simple care of an automobile.
- E5.6.4 Examine available resources for obtaining service for an automobile.

**CRITERION-REFERENCED MEASURE**

- C5.6 Schedule of automobile maintenance tasks, accurate according to materials provided.



## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

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#### TASKS/COMPETENCIES

- 6.1 Use consumer information to arrange household services and repairs
- 6.2 Apply paint to selected surfaces
- 6.3 Alter curtains or draperies
- 6.4 Frame and hang pictures or needlework
- 6.5 Demonstrate hand and machine quilting techniques

**CONTENT/CONCEPT**

6. MAINTAINING HOUSING INTERIORS,  
FURNISHINGS, AND ACCESSORIES

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

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**

- 6.1 Use consumer information to  
arrange household services  
and repairs

**COURSE**

Life Management Skills II (8240)

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6.1

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**PERFORMANCE OBJECTIVE**

- P6.1 Given resources for consumer information and a list of services and repairs, use consumer information to arrange for the household services and repairs listed in a written plan. Plan must meet criteria related to cost, convenience, and reliability according to guidelines presented in class.

**SELECTED ENABLING OBJECTIVES**

- E6.1.1 Define and give examples of household services.
- E6.1.2 Compare the costs of professional and "do-it-yourself" common household repairs.
- E6.1.3 Evaluate warranties and service/repair plans for major appliances and electronic equipment.
- E6.1.4 Interpret and compare advertisements for various household repair and service businesses.
- E6.1.5 List factors that influence decisions regarding household services and repairs.
- E6.1.6 Outline procedures for simple household maintenance tasks such as cleaning/replacing air conditioning or heating vents and filters, caulking seams or cracks in/around ceramic or fiberglass fixtures, and basic wiring or plumbing repairs.

**CRITERION-REFERENCED MEASURE**

- C6.1 Written plan arranging household services and repairs that meets criteria of cost, convenience, and reliability according to instructor-provided guidelines.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

6. MAINTAINING HOUSING INTERIORS,  
FURNISHINGS, AND ACCESSORIES

**TASK/COMPETENCY**

- 6.2 Apply paint to selected surfaces

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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6.2

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**PERFORMANCE OBJECTIVE**

- P6.2 Given samples of various surfaces and types of paint, apply paint to selected surfaces according to demonstration provided. Both procedure and results must be rated acceptable according to an instructor-provided checklist.

**SELECTED ENABLING OBJECTIVES**

- E6.2.1 Identify various household interior and exterior surface materials.
- E6.2.2 Explain the purposes of different types of paints and stains.
- E6.2.3 Explain or demonstrate how to prepare various surfaces for painting.
- E6.2.4 Demonstrate uses of rollers and different types and sizes of brushes.
- E6.2.5 Identify and follow safety precautions associated with liquid and spray paints and various stains.
- E6.2.6 Examine paint charts and identify complementary and contrasting colors.

**CRITERION-REFERENCED MEASURE**

- C6.2 Instructor-provided checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

6.2

**CONTENT/CONCEPT**

6. MAINTAINING HOUSING INTERIORS,  
FURNISHINGS, AND ACCESSORIES

**TASK/COMPETENCY**

- 6.3 Alter curtains or draperies

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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6.3

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**PERFORMANCE OBJECTIVE**

- P6.3 Given a sample curtain or drapery panel, alter as specified according to directions or demonstration provided by the instructor. Altered panel must conform to specified measurements and style.

**SELECTED ENABLING OBJECTIVES**

- E6.3.1 Demonstrate procedure for accurate measurement of windows.
- E6.3.2 Identify various styles of draperies and curtains.
- E6.3.3 Identify and describe the use of various drapery rods.
- E6.3.4 Outline procedures for shortening various types of curtains and draperies.
- E6.3.5 Decrease the width of selected curtain or drapery panels.
- E6.3.6 Apply the principles of design to drapery alterations.

**CRITERION-REFERENCED MEASURE**

- C6.3 Curtain or drapery panel altered to conform to specified measurement or style.

**SELECTED INSTRUCTIONAL ACTIVITIES**



**SELECTED TOOLS AND MATERIALS**



**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**





**CONTENT/CONCEPT**

6. MAINTAINING HOUSING INTERIORS,  
FURNISHINGS, AND ACCESSORIES

**TASK/COMPETENCY**

- 6.4 Frame and hang pictures or  
needlework

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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6.4

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**PERFORMANCE OBJECTIVE**

- P6.4 Given a painting, drawing, poster, photograph, or piece of needlework and necessary framing supplies, frame and hang the item provided. Performance must be rated acceptable according to an instructor-provided checklist for the type of picture or needlework given.

**SELECTED ENABLING OBJECTIVES**

- E6.4.1 Explain or demonstrate how canvas and various needlework fabrics are stretched for framing.
- E6.4.2 Explain or demonstrate the process of matting pictures or needlework.
- E6.4.3 Describe methods of protecting the art and needlework from dirt and moisture damage.
- E6.4.4 Apply principles of art to frame and mat selection.
- E6.4.5 Apply principles of design to placement of framed items.
- E6.4.6 Attach appropriate hangers or wire to a frame.
- E6.4.7 Construct and finish a simple frame.

**CRITERION-REFERENCED MEASURE**

- C6.4 Instructor-provided checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

6. MAINTAINING HOUSING INTERIORS,  
FURNISHINGS, AND ACCESSORIES

**TASK/COMPETENCY**

- 6.5 Demonstrate hand and machine  
quilting techniques

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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6.5

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**PERFORMANCE OBJECTIVE**

- P6.5 Given instructions and necessary fabrics, supplies, and equipment, demonstrate hand and machine quilting techniques according to the instructions provided. Results must be rated acceptable according to an instructor-provided checklist.

**SELECTED ENABLING OBJECTIVES**

- E6.5.1 Examine and compare various quilting patterns.
- E6.5.2 Demonstrate quilting stitches.
- E6.5.3 Identify materials used for quilting, filling, and backing.
- E6.5.4 Compare hand and machine quilted products.
- E6.5.5 Apply principles of art and design to selection of a quilting pattern.
- E6.5.6 Describe proper care and storage of quilts.
- E6.5.7 Investigate other traditional crafts such as weaving, pottery, and woodcarving.

**CRITERION-REFERENCED MEASURE**

- C6.5 Instructor-provided checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 7. MEETING NUTRITIONAL AND DIETARY NEEDS

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#### TASKS/COMPETENCIES

- 7.1 Evaluate nutritional needs for various stages of development and activity
- 7.2 Evaluate nutritional value of daily menus

**CONTENT/CONCEPT**

7. MEETING NUTRITIONAL AND DIETARY NEEDS

**TASK/COMPETENCY**

- 7.1 Evaluate nutritional needs for various stages of development and activity

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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7.1

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**PERFORMANCE OBJECTIVE**

- P7.1 Given information on food nutrients, basic food groups, exercise, and body requirements for food, evaluate nutritional needs for various stages of development and activity. Evaluation must be rated acceptable according to guidelines provided by the teacher.

**SELECTED ENABLING OBJECTIVES**

- E7.1.1 Examine information about the relationship of good nutrition during various stages of development throughout the life cycle and during physical activity.
- E7.1.2 Relate poor eating habits during various stages of development to physical, emotional, and social stress.
- E7.1.3 Discuss factors determining the quantity of nutrients needed daily and the types of foods eaten to receive nutrients at various ages and stages of development.
- E7.1.4 Assess personal food habits, nutrient intake, exercise patterns and health status.
- E7.1.5 Develop an exercise plan and keep a weekly progress chart.
- E7.1.6 Explain how diet influences aging and senility in the human body.
- E7.1.7 Develop diets for people with special needs at various stages of development.

**CRITERION-REFERENCED MEASURE**

- C7.1 Evaluation rated acceptable according to instructor-provided guidelines.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

7. MEETING NUTRITIONAL AND DIETARY NEEDS

**TASK/COMPETENCY**

- 7.2 Evaluate nutritional value of daily menus

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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7.2

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**PERFORMANCE OBJECTIVE**

- P7.2 Given a recall sheet and information on nutrition and the basic food groups, evaluate daily menus for nutritional value of each food consumed. The food group(s) for each item must be identified, and each meal must be evaluated in terms of the basic food group standards.

**SELECTED ENABLING OBJECTIVES**

- E7.2.1 List the basic food groups and give examples of foods found in each group.
- E7.2.2 Categorize foods according to food groups, using textbook or magazine illustrations.
- E7.2.3 Identify basic food groups, using sample menus.
- E7.2.4 Examine charts or other materials on the basic food groups to determine recommended number of daily servings of each food group for teenagers.
- E7.2.5 Examine sample menus to determine if meals meet basic food group standards for an adequate teenager's diet.
- E7.2.6 Identify the nutritional value of various types of snacks and fast food.

**CRITERION-REFERENCED MEASURE**

- C7.2 Daily menus evaluated for nutritional value according to established food group standards.



**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

## **CONTENT/CONCEPT AREA**

### **8. PREPARING TO COOK AND SERVE MEALS**

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#### **TASKS/COMPETENCIES**

- 8.1 Plan meals based on a specified budget
- 8.2 Sharpen cutlery
- 8.3 Maintain cleanliness and sanitation

**CONTENT/CONCEPT**

8. PREPARING TO COOK AND  
SERVE MEALS

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

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**

- 8.1 Plan meals based on a  
specified budget

**COURSE**

Life Management Skills II (8240)

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8.1

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**PERFORMANCE OBJECTIVE**

- P8.1 Given a specified budget and number of persons to be served, plan three meals that conform to nutritional guidelines provided. Each meal should differ in food selection or type of service, and the cost of each meal must fall within the budget specified.

**SELECTED ENABLING OBJECTIVES**

- E8.1.1 Plan meals according to occasion or type of service.
- E8.1.2 Evaluate the nutritional value of selected menus.
- E8.1.3 List factors that affect the cost of various food items.
- E8.1.4 Compare the cost of meals planned for different types of service such as family-style, buffet, outdoor barbecue, etc.
- E8.1.5 Suggest techniques for saving money at the grocery store.
- E8.1.6 Establish grocery budgets for families or groups consisting of varying numbers of people, ages, incomes, and lifestyles.

**CRITERION-REFERENCED MEASURE**

- C8.1 Three meals planned to conform to specified budget and nutritional guidelines, each differing in food selection or type of service.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

8. PREPARING TO COOK AND  
SERVE MEALS

**TASK/COMPETENCY**

- 8.2 Sharpen cutlery

-----Application-----

**PROGRAM**

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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8.2

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**PERFORMANCE OBJECTIVE**

- P8.2 Given a selection of knives and appropriate equipment, sharpen the cutlery. Blades must be of uniform sharpness along their length and must not be damaged; all safety precautions must be observed.

**SELECTED ENABLING OBJECTIVES**

- E8.2.1 Identify proper use of selected knives.
- E8.2.2 Identify materials used in making knife blades and handles.
- E8.2.3 Compare the quality of knives made from various materials.
- E8.2.4 Outline procedures for carving various cuts of meat and poultry.
- E8.2.5 Compare methods of hand and machine sharpening of cutlery.
- E8.2.6 Explain proper care and storage of cutlery.
- E8.2.7 Demonstrate safety procedures associated with the use, care, storage, and sharpening of knives.

**CRITERION-REFERENCED MEASURE**

- C8.2 Cutlery sharpened safely to achieve uniform sharpness along length of blade with no damage.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

8. PREPARING TO COOK AND  
SERVE MEALS

**TASK/COMPETENCY**

- 8.3 Maintain cleanliness and  
sanitation

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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8.3

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**PERFORMANCE OBJECTIVE**

- P8.3 Given a review of cleanliness and sanitation requirements and necessary supplies and equipment, maintain cleanliness and sanitation of food preparation area as assigned. Performance will be evaluated periodically according to an instructor-provided checklist for the assigned activity.

**SELECTED ENABLING OBJECTIVES**

- E8.3.1 Wash and dry tableware and cookware.
- E8.3.2 Store tableware and cooking utensils
- E8.3.3 Store leftovers.
- E8.3.4 Clean table and counter areas.
- E8.3.5 Clean interior and exterior of kitchen cabinets.
- E8.3.6 Clean appliances and cooking equipment.
- E8.3.7 Dispose of garbage.

**CRITERION-REFERENCED MEASURE**

- C8.3 Instructor-provided checklist, all items rated acceptable.

# SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES



## **CONTENT/CONCEPT AREA**

### **9. SELECTING AND PURCHASING GROCERIES**

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## **TASKS/COMPETENCIES**

- 9.1 Select for purchase meat, fish, and poultry
- 9.2 Select fresh fruits and vegetables for purchase

**CONTENT/CONCEPT**

9. SELECTING AND PURCHASING GROCERIES

**TASK/COMPETENCY**

- 9.1 Select for purchase meat, fish, and poultry

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

CONSUMER AND HOME MAKING

**COURSE**

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9.1

**PERFORMANCE OBJECTIVE**

- P9.1 Given a meal plan including animal protein foods, and access to a grocery store, select the meat, fish, and poultry for purchase. The food products must be of sufficient quantity and quality to meet the meal plan and the consumer's preference, must not fall below government standards of inspection and grading, must be the most economical of comparable brands, and must be packaged in clean, damage-free packaging.

**SELECTED ENABLING OBJECTIVES**

- E9.1.1 Define broiler, fryer, capon, roaster, stewer, duck, and turkey.
- E9.1.2 Define fin fish, shellfish, dressed fish, fillet, and shucked.
- E9.1.3 Define marbling, USDA grades, variety meats, cured, and smoked.
- E9.1.4 Prepare guidelines for selecting meat, fish, and poultry.
- E9.1.5 Identify different cuts and types of meats and seafood.
- E9.1.6 Determine cost per serving of meat, fish and poultry.
- E9.1.7 Compare different cuts of meat that can be used for the same purpose.

**CRITERION-REFERENCED MEASURE**

- C9.1 Meat, fish, or poultry selected for specified plan, meeting criteria stated for the meal, customer preference, government grading standards, economy, and packaging.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

9. SELECTING AND PURCHASING GROCERIES

**TASK/COMPETENCY**

- 9.2 Select fresh fruits and vegetables for purchase

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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9.2

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**PERFORMANCE OBJECTIVE**

- P9.2 Given a market order and access to a grocery store, select for purchase fresh fruits and vegetables. Selected items must be fresh as evidenced by being firm, free of bruises and blemishes, and bright in color; and the price must be most economical to obtain desired quality and quantity.

**SELECTED ENABLING OBJECTIVES**

- E9.2.1 Define and give examples of citrus, melon, pomes, berry, drupes, and tropical fruits.
- E9.2.2 Classify vegetables according to the part of the plant from which they come. Include examples for bulbs, flower or fruit, leaves and stems, roots or tubers, and seeds.
- E9.2.3 Make a chart of guidelines for selecting good quality fruits and vegetables. Considerations to be included are color, shape, texture, size, weight, and aroma.
- E9.2.4 Classify various types of fruits according to type and nutritive value.
- E9.2.5 Compare price and quality of three available fresh fruits and vegetables in and out of season.
- E9.2.6 List the three "best buys" in fruits and vegetables advertised locally and include price per unit. Compare prices with other students' lists.
- E9.2.7 List examples of vegetarian menus.

**CRITERION-REFERENCED MEASURE**

- C9.2 Fresh fruits and vegetables selected to meet following criteria:
- |                                       |  |
|---------------------------------------|--|
| a. firmness                           | d. most economical choice for desired quantity and quality |
| b. freedom from bruises and blemishes |  |
| c. brightness of color                |  |

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

# TASK INVENTORY FOR

## 10. PREPARING FRUITS AND VEGETABLES

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### CONTENT/CONCEPT AREAS

- 10.1 Prepare salads using fruits and vegetables
  - 10.2 Prepare uncooked salad dressings
  - 10.3 Prepare fruits and vegetables by braising or baking
  - 10.4 Prepare fruits and vegetables by broiling and microwaving
  - 10.5 Prepare fruits and vegetables by deep frying, pan-frying, or sauteing
  - 10.6 Prepare casseroles using fruits and vegetables
  - 10.7 Prepare dehydrated fruits and vegetables
  - 10.8 Prepare fresh fruit and vegetable juices
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**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

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

CONSUMER AND HOMEMAKING

**TASK/COMPETENCY**

10.1 Prepare salads using  
fruits and vegetables

**COURSE**

Life Management Skills II (8240)

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10.1

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**PERFORMANCE OBJECTIVE**

P10.1 Given recipes, ingredients, and supplies, prepare a salad using fruits and vegetables according to the recipes provided. Results must be rated acceptable according to instructor-provided criteria for the type of salad assigned.

**SELECTED ENABLING OBJECTIVES**

- E10.1.1 Interpret various recipes for salads using fruits and vegetables.
- E10.1.2 Outline specific steps for preparing certain types of fruits and vegetables for salads.
- E10.1.3 Classify ingredients used in various fruit and vegetable salads according to nutritive value.
- E10.1.4 Explain how to serve fruit and vegetable salads attractively.

**CRITERION-REFERENCED MEASURE**

C10.1 Fruit and vegetable salad prepared according to recipe; results rated acceptable according to instructor-provided criteria for assigned type of salad.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

- 10.2 Prepare uncooked salad  
dressings

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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10.2

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**PERFORMANCE OBJECTIVE**

- P10.2 Given recipe and ingredients, prepare an uncooked salad dressing which would be appropriate for a specific type of salad. Dressing must be rated acceptable according to a checklist provided by the teacher.

**SELECTED ENABLING OBJECTIVES**

- E10.2.1 Identify basic ingredients for salad dressings.
- E10.2.2 Explain preparation techniques for uncooked dressings.
- E10.2.3 Select appropriate dressings for various types of salads.
- E10.2.4 Identify proper ways to serve salad dressings.
- E10.2.5 Identify storage procedures for salad dressings.

**CRITERION-REFERENCED MEASURE**

- C10.2 Instructor-provided checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

- 10.2 Prepare uncooked salad  
dressings

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (§240)

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10.2

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**PERFORMANCE OBJECTIVE**

- P10.2 Given recipe and ingredients, prepare an uncooked salad dressing which would be appropriate for a specific type of salad. Dressing must be rated acceptable according to a checklist provided by the teacher.

**SELECTED ENABLING OBJECTIVES**

- E10.2.1 Identify basic ingredients for salad dressings.
- E10.2.2 Explain preparation techniques for uncooked dressings.
- E10.2.3 Select appropriate dressings for various types of salads.
- E10.2.4 Identify proper ways to serve salad dressings.
- E10.2.5 Identify storage procedures for salad dressings.

**CRITERION-REFERENCED MEASURE**

- C10.2 Instructor-provided checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

10.3 Prepare fruits and  
vegetables by braising  
or baking

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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10.3

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**PERFORMANCE OBJECTIVE**

P10.3 Given recipe, ingredients, and equipment, prepare a fruit or a vegetable by braising or baking. The fruit or vegetable must be thoroughly cooked, but not mushy, must retain its natural color and shape, and prepared according to the recipe.

**SELECTED ENABLING OBJECTIVES**

- E10.3.1 Explain the effect baking has on fruits and vegetables.
- E10.3.2 Explain the effect braising has on fruits and vegetables.
- E10.3.3 Identify desirable characteristics of cooked fruits and vegetables.
- E10.3.4 Explain how to maintain the nutrients in vegetables and fruits when cooking.
- E10.3.5 Identify how to serve fruit and vegetable dishes attractively.

**CRITERION-REFERENCED MEASURE**

C10.3 Fruit or vegetable braised or baked according to recipe; thoroughly cooked but not mushy, retaining its natural color and shape.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

- 10.4 Prepare fruits and  
vegetables by broiling  
and microwaving

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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10.4

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**PERFORMANCE OBJECTIVE**

- P10.4 Given vegetables, fruits, recipes, and access to necessary supplies and equipment, prepare fruits and vegetables by broiling and microwaving according to the proper recipe. Finished fruits and vegetables must be firm and evenly browned.

**SELECTED ENABLING OBJECTIVES**

- E10.4.1 Outline procedures for broiling and microwaving fruits and vegetables.
- E10.4.2 Explain how broiling affects fruits and vegetables.
- E10.4.3 Explain how to select fruits and vegetables for broiling and microwaving, considering nutritional value, price, and convenience.
- E10.4.4 Explain how to maintain nutrients of fruits and vegetables when broiling and microwaving.

**CRITERION-REFERENCED MEASURE**

- C10.4 Fruits and vegetables broiled and microwaved according to recipes; results firm and evenly browned.

## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**



**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

10.5 Prepare fruits and  
vegetables by deep  
frying, pan-frying,  
or sauteing

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (\$240)

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10.5

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**PERFORMANCE OBJECTIVE**

P10.5 Given fruits and vegetables and access to ingredients, prepare fruits and vegetables by deep frying, pan-frying, or sauteing. The fruits and vegetables must be lightly browned, crisp, easy to cut, and not mushy; retain their original cut shape; and must not be greasy.

**SELECTED ENABLING OBJECTIVES**

- E10.5.1 Define deep frying, pan-frying, and sauteing.
- E10.5.2 Select fruits and vegetables for deep frying, pan frying, or sauteing.
- E10.5.3 Identify characteristics of quality fried products.

**CRITERION-REFERENCED MEASURE**

C10.5 Fruits and vegetables deep-fried, pan-fried, or sauteed; resulting product crisp, easy to cut, not mushy, lightly browned, not greasy, and with original cut shapes retained.

## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

10.6 Prepare casseroles using  
fruits and vegetables

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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10.6

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**PERFORMANCE OBJECTIVE**

P10.6 Given a recipe and access to ingredients and supplies, prepare a casserole using fruits or vegetables. The fruit or vegetable must retain its natural color; be crisp, not mushy in texture; and be prepared according to the recipe.

**SELECTED ENABLING OBJECTIVES**

- E10.6.1 Identify various fruit and vegetable casseroles.
- E10.6.2 Identify techniques for casserole preparation by microwave oven.
- E10.6.3 Recall the preparation of white sauces.
- E10.6.4 Develop criteria for attractive vegetable casseroles.

**CRITERION-REFERENCED MEASURE**

C10.6 Fruit or vegetable casserole prepared according to recipe; fruits or vegetables to retain their natural color and be crisp, not mushy.

## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

10.7 Prepare dehydrated  
fruits and vegetables

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (S240)

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10.7

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**PERFORMANCE OBJECTIVE**

P10.7 Given dehydrated fruits and vegetables and access to ingredients and equipment, prepare dehydrated fruits and vegetables according to written instructions. The fruits and vegetables must be easy to cut, but not mushy, and must retain their shape.

**SELECTED ENABLING OBJECTIVES**

- E10.7.1 Define dehydrated.
- E10.7.2 Identify fruits and vegetables that can be dehydrated.
- E10.7.3 Explain step-by-step process to prepare dehydrated fruits and vegetables.

**CRITERION-REFERENCED MEASURE**

C10.7 Dehydrated fruits and vegetables prepared according to written instructions; resulting product easy to cut but not mushy, with original shape retained.

**SELECTED INSTRUCTIONAL ACTIVITIES****SELECTED TOOLS AND MATERIALS****SELECTED AUDIOVISUAL MATERIALS****SELECTED REFERENCES***102*10.7

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**CONTENT/CONCEPT**

10. PREPARING FRUITS AND  
VEGETABLES

**TASK/COMPETENCY**

10.8 Prepare fresh fruit  
and vegetable juices

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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10.8

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**PERFORMANCE OBJECTIVE**

P10.8 Given recipes, all ingredients, and necessary supplies, prepare fresh fruit and vegetable juices. Juices must be prepared according to the recipe and rated acceptable by the teacher, based on guidelines presented in class.

**SELECTED ENABLING OBJECTIVES**

- E10.8.1 Classify fruits and vegetables that can be used to prepare juices.
- E10.8.2 Describe two methods of preparing fresh fruit and vegetable juices.
- E10.8.3 Demonstrate various methods of extracting juice from vegetables and fruits.

**CRITERION-REFERENCED MEASURE**

C10.8 Fresh juices prepared according to recipe, rated acceptable according to teacher-provided guidelines.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



## CONTENT/CONCEPT AREA

### 11. PREPARING BREADS AND CEREALS

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#### TASKS/COMPETENCIES

- 11.1 Prepare fruit and nut breads
- 11.2 Prepare yeast breads
- 11.3 Prepare cooked cereal
- 11.4 Prepare a pasta product

**CONTENT/CONCEPT**

11. PREPARING BREADS AND CEREALS

**TASK/COMPETENCY**

- 11.1 Prepare fruit and nut breads

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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11.1

**PERFORMANCE OBJECTIVE**

- P11.1 Given a recipe and access to the ingredients and equipment, prepare a fruit and/or nut bread. All applicable items on instructor's prepared checklist must be rated acceptable.

**SELECTED ENABLING OBJECTIVES**

- E11.1.1 Compare fruit and nut bread recipes, including different varieties and variations of basic recipes.
- E11.1.2 Outline the basic procedure used in preparing quick breads, including cornbread muffins, biscuits, and fruit and nut breads.
- E11.1.3 Identify proper storage methods for quick bread.
- E11.1.4 List step-by-step mixing procedures.
- E11.1.5 Select supplies needed for making fruit and nut breads, including baking pan(s), measuring cups and spoons, mixing bowls and spoon, rubber spatula, and cooling rack.

**CRITERION-REFERENCED MEASURE**

- C11.1 Instructor-prepared checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

11. PREPARING BREADS AND  
CEREALS

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

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**

11.2 Prepare yeast breads

**COURSE**

Life Management Skills II (8240)

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11.2

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**PERFORMANCE OBJECTIVE**

P11.2 Given recipes, principles of yeast breadmaking, and ingredients, prepare one recipe of rolls, sweet rolls, or loaf bread. The bread product must be rated acceptable according to instructor-prepared checklist.

**SELECTED ENABLING OBJECTIVES**

- E11.2.1 Identify different types and forms of yeast breads and state when they are used.
- E11.2.2 Explain the function of each basic ingredient in yeast bread
- E11.2.3 Identify preparation techniques for yeast bread.
- E11.2.4 Identify types of flour used in breadmaking.
- E11.2.5 Explain techniques for shaping yeast breads.
- E11.2.6 Identify characteristics of a quality bread product.
- E11.2.7 Identify serving and storage techniques for yeast bread products.

**CRITERION-REFERENCED MEASURE**

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

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

*100*

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11.2

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**CONTENT/CONCEPT**

11. PREPARING BREADS AND CEREALS

**TASK/COMPETENCY**

- 11.3 Prepare cooked cereal

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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11.3

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**PERFORMANCE OBJECTIVE**

- P11.3 Given uncooked cereal and access to ingredients, measuring cups, a saucepan with lid, and a stirring spoon, prepare a cooked cereal. The cooked cereal must form a soft gel, have a smooth texture, be free of lumps, and not pasty.

**SELECTED ENABLING OBJECTIVES**

- E11.3.1 Name the nutrients in cereals and grain products.
- E11.3.2 Identify the various types of cooked cereals on the market (instant, quick cooking, and regular cereal).
- E11.3.3 Describe how to store cereals and grains.
- E11.3.4 Explain how to prepare cereal using the microwave oven.

**CRITERION-REFERENCED MEASURE**

- C11.3 Cooked cereal that forms a soft gel, has a smooth texture, is free of lumps, and not pasty.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

11. PREPARING BREADS AND CEREALS

**TASK/COMPETENCY**

- 11.4 Prepare a pasta product

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II

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11.4

**PERFORMANCE OBJECTIVE**

- P11.4 Given recipe, ingredients, and necessary supplies and equipment, prepare a pasta product. Procedure for preparing pasta must be judged acceptable according to an instructor-prepared list.

**SELECTED ENABLING OBJECTIVES**

- E11.4.1 Define pasta and identify examples.
- E11.4.2 Identify cooking methods for pastas.
- E11.4.3 Identify uses of pastas.
- E11.4.4 Explain microwave cooking methods of pastas.

**CRITERION-REFERENCED MEASURE**

- C11.4 Instructor-prepared checklist, all items rated acceptable.



**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 12. PREPARING EGG AND DAIRY PRODUCTS

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#### TASKS/COMPETENCIES

- 12.1 Prepare egg-thickened dressings and sauces
- 12.2 Whip cream
- 12.3 Prepare soft or hard meringue
- 12.4 Prepare cheese dishes

**CONTENT/CONCEPT**

12. PREPARING EGG AND  
DAIRY PRODUCTS

**TASK/COMPETENCY**

- 12.1 Prepare egg-thickened  
dressings and sauces

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

CO SUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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12.1

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**PERFORMANCE OBJECTIVE**

- P12.1 Given a recipe, access to the ingredients, and needed equipment, make an egg-thickened dressing or sauce such as mayonnaise or hollandaise sauce. The dressing or sauce must have a sheen, be smooth and creamy, and must not curdle.

**SELECTED ENABLING OBJECTIVES**

- E12.1.1 Identify methods of preparing mayonnaise.
- E12.1.2 Identify methods of preparing hollandaise sauce.
- E12.1.3 Compare commercially-packaged mayonnaise and hollandaise sauce with those prepared in the foods laboratory.
- E12.1.4 Explain how to store dressings and sauces properly.

**CRITERION-REFERENCED MEASURE**

- C12.1 Egg-thickened dressing or sauce that has a sheen, is smooth and creamy, and does not curdle.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

12. PREPARING EGG AND  
DAIRY PRODUCTS

**TASK/COMPETENCY**

- 12.3 Prepare soft or hard  
meringue

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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12.3

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**PERFORMANCE OBJECTIVE**

- P12.3 Given a recipe and access to ingredients and necessary equipment, prepare soft or hard meringue. The meringue must be light, smooth, and prepared according to the recipe.

**SELECTED ENABLING OBJECTIVES**

- E12.3.1 Define soft meringue and hard meringue.
- E12.3.2 Identify causes for failure in meringue preparation.
- E12.3.3 Identify the uses for soft and hard meringue.
- E12.3.4 Explain the procedure for preparing meringue.

**CRITERION-REFERENCED MEASURE**

- C12.3 Soft or hard meringue that is light, smooth, and prepared according to the recipe.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

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12.3

**CONTENT/CONCEPT**

12. PREPARING EGG AND  
DAIRY PRODUCTS

**TASK/COMPETENCY**

- 12.4 Prepare cheese dishes

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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12.4

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**PERFORMANCE OBJECTIVE**

- P12.4 Given the principles and methods of cheese cookery and a recipe, prepare a cheese dish. Performance must be rated acceptable according to an instructor-prepared checklist for the type of dish prepared.

**SELECTED ENABLING OBJECTIVES**

- E12.4.1 Identify various types of cheeses.
- E12.4.2 Compare and contrast the use of various types of cheese in preparing different dishes.
- E12.4.3 Analyze proper cheese cookery techniques.
- E12.4.4 Evaluate selected types of cheeses for nutritive value.

**CRITERION-REFERENCED MEASURE**

- C12.4 Instructor-prepared checklist, all items rated acceptable.



**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



## CONTENT/CONCEPT AREA

### 13. PREPARING MEAT, FISH, AND POULTRY

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#### TASKS/COMPETENCIES

- 13.1 Prepare meat, fish, or poultry for cooking
- 13.2 Prepare casseroles using meat, fish, or poultry
- 13.3 Roast or bake meat, fish, or poultry
- 13.4 Broil meat or fish
- 13.5 Braise meat or poultry
- 13.6 Stew or simmer meat, fish, or poultry
- 13.7 Prepare soup stock
- 13.8 Prepare game such as venison, rabbit, or duck

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
AND POULTRY

**TASK/COMPETENCY**

- 13.1 Prepare meat, fish, or  
poultry for cooking

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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13.1

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**PERFORMANCE OBJECTIVE**

- P13.1 Given uncooked meat, a whole fowl, or raw fish and access to necessary cutlery, prepare meat, fish, or poultry for cooking. The meat, fish, or poultry must be cut smoothly, not torn or jagged, must not contain pieces of chipped bone, and must be cut across the grain.

**SELECTED ENABLING OBJECTIVES**

- E13.1.1 Identify types, cuts, forms, and grades of meat, poultry, and fish.
- E13.1.2 List and follow applicable safety and sanitation rules.
- E13.1.3 Determine desired size of cuts and portions.
- E13.1.4 Demonstrate how to cut, trim, bone, and portion meat, poultry, and fish.
- E13.1.5 Identify necessary hand cutlery.

**CRITERION-REFERENCED MEASURE**

- C13.1 Meat, fish, or poultry prepared for cooking; cut smoothly, no pieces of chipped bone, cut across the grain.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
AND POULTRY

-----Application-----

**PROGRAM**

CONSUMER AND HOMEMAKING

**TASK/COMPETENCY**

13.2 Prepare casseroles using  
meat, fish, or poultry

**COURSE**

Life Management Skills II (8240)

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 13.2
 

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**PERFORMANCE OBJECTIVE**

P13.2 Given a recipe and necessary ingredients and supplies, prepare a casserole using meat, fish, or poultry. The casserole must be thoroughly cooked, must be free of bones or bone slivers, and must be free of spillovers and scorching.

**SELECTED ENABLING OBJECTIVES**

- 13.2.1 Identify types of casseroles.
- 13.2.2 Explain how to prepare meat, fish, and poultry for casseroles.
- 13.2.3 Define cubing, dicing, and boning.
- 13.2.4 Assess the nutritive value of casseroles.

**CRITERION-REFERENCED MEASURE**

C13.2 Casserole using meat, fish, or poultry; thoroughly cooked and free of bones or bone slivers, spillovers, and scorching.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
OR POULTRY

**TASK/COMPETENCY**

13.3 Roast or bake meat,  
fish, or poultry

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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13.3

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**PERFORMANCE OBJECTIVE**

P13.3 Given meat and/or poultry, meat thermometer, recipe, and other required supplies, roast/bake meat or poultry. The meat or poultry must be prepared according to the recipe, easy to carve, evenly browned, moist, tender, hot, and have a fresh flavor. It must be cooked to the desired doneness as determined by the thermometer.

**SELECTED ENABLING OBJECTIVES**

- E13.3.1 Identify cuts of meat, fish, or poultry suitable for roasting/baking.
- E13.3.2 Explain how to use a meat thermometer.
- E13.3.3 Identify ways to prepare meat, fish, or poultry for roasting/baking.
- E13.3.4 Explain how to cook meat, fish, or poultry by roasting/baking.
- E13.3.5 Outline procedures for roasting meat, fish, or poultry, using a microwave oven.
- E13.3.6 Identify safety and sanitation rules for meat, fish, or poultry cookery.
- E13.3.7 Explain how to attractively serve roasted or baked meat, fish, or poultry.

**CRITERION-REFERENCED MEASURE**

C13.3 Meat, fish, or poultry roasted or baked according to recipe; easy to carve, evenly browned, moist, tender, hot, with fresh flavor; cooked to desired doneness according to thermometer.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

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13.3

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
AND POULTRY

**TASK/COMPETENCY**

- 13.4 Broil meat or fish

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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13.4

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**PERFORMANCE OBJECTIVE**

- P13.4 Given selected cuts of meat or fish and necessary supplies, broil meat or fish so that it is evenly browned, moist, hot, and cooked to desired doneness. Performance must be rated acceptable according to an instructor-prepared checklist.

**SELECTED ENABLING OBJECTIVES**

- E13.4.1 Identify cuts or types of meat and fish suitable for broiling.
- E13.4.2 Explain the broiling procedure, including safety precautions.
- E13.4.3 Identify equipment necessary for broiling.

**CRITERION-REFERENCED MEASURE**

- C13.4 Meat or fish broiled to desired doneness, evenly browned, moist, and hot; performance rated acceptable according to instructor-provided checklist.



# SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

130

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13.4

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
AND POULTRY

**TASK/COMPETENCY**

- 13.5 Braise meat or poultry

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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13.5

**PERFORMANCE OBJECTIVE**

- 13.5 Given meat or poultry, recipe, and a dutch oven or heavy skillet with lid, braise meat or poultry. Resulting product must be evenly browned, easy to cut, and moist. Performance must be rated acceptable according to instructor-prepared checklist.

**SELECTED ENABLING OBJECTIVES**

- E13.5.1 Identify types or cuts of meat used for braising.
- E13.5.2 Identify recipes using braised chicken or other poultry.
- E13.5.3 Describe how to prepare meat or poultry for braising.
- E13.5.4 Outline procedures for braising.
- E13.5.5 Explain how to test for desired doneness.
- E13.5.6 Explain or demonstrate how to use microwave oven for braising.

**CRITERION-REFERENCED MEASURE**

- C13.5 Meat or poultry braised, evenly browned, easy to cut, and moist; performance rated acceptable according to instructor-prepared checklist.

# SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
AND POULTRY

**TASK/COMPETENCY**

- 13.6 Stew or simmer meat, fish,  
or poultry

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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13.6

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**PERFORMANCE OBJECTIVE**

- P13.6 Given meat, fish, or poultry, a recipe and access to ingredients, stew or simmer meat, fish, or poultry. When completed, product must be browned, juicy, cooked thoroughly, and easy to cut .

**SELECTED ENABLING OBJECTIVES**

- E13.6.1 Identify types and cuts of meat, fish, or poultry used for stewing or simmering.
- E13.6.2 Identify recipes using stewed or simmered meat, fish or poultry.
- E13.6.3 Describe how to prepare meat, fish, or poultry for stewing or simmering.
- E13.6.4 Outline procedures for stewing or simmering.
- E13.6.5 Explain how to test for doneness.
- E13.6.6 Demonstrate how to stew or simmer using the microwave.

**CRITERION-REFERENCED MEASURE**

- C13.6 Meat, fish, or poultry simmered or stewed until browned, juicy, cooked thoroughly, and easy to cut.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
AND POULTRY

**TASK/COMPETENCY**

13.7 Prepare soup stock

-----Application-----

**PROGRAM**

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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 13.7
 

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**PERFORMANCE OBJECTIVE**

P13.7 Given a recipe and necessary ingredients and equipment, prepare a soup stock according to the recipe provided. Stock must be clear, free from fat, and possess a fresh flavor.

**SELECTED ENABLING OBJECTIVES**

- E13.7.1 List types of soup stocks and their uses.
- E13.7.2 Identify procedure for making soup stock.
- E13.7.3 Identify types or cuts of meat, poultry, or fish that are used for soup stock.
- E13.7.4 Explain how to store soup stock.

**CRITERION-REFERENCED MEASURE**

C13.7 Soup stock prepared according to recipe; clear, free from fat, with fresh flavor.

**SELECTED INSTRUCTIONAL ACTIVITIES**



**SELECTED TOOLS AND MATERIALS**



**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



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13.7

**CONTENT/CONCEPT**

13. PREPARING MEAT, FISH,  
AND POULTRY

**TASK/COMPETENCY**

- 13.8 Prepare game such as  
venison, rabbit, or duck

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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13.8

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**PERFORMANCE OBJECTIVE**

- P13.8 Given a game animal such as venison, rabbit, or duck, a recipe and access to the ingredients, a sharp knife, a cutting board, a heavy skillet or baking pan, and a serving plate, prepare game so that it is thoroughly cooked, easy to cut, and evenly browned.

**SELECTED ENABLING OBJECTIVES**

- E13.8.1 Identify various types of game such as venison, rabbit, and duck.
- E13.8.2 Explain how to skin or defeather and clean the animal or fowl.
- E13.8.3 Demonstrate how to place the meat on a cutting board and cut into serving size pieces, or stuff the animal or fowl according to the recipe directions.
- E13.8.4 Demonstrate how to follow the directions of the recipe for cooking the game meat.

**CRITERION-REFERENCED MEASURE**

- C13.8 Game prepared; thoroughly cooked, easy to cut, and evenly browned.



**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 14. PREPARING DESSERTS AND SNACKS

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#### TASKS/COMPETENCIES

- 14.1 Prepare a cake from a specialty recipe
- 14.2 Frost and decorate cakes with decorator icing
- 14.3 Prepare pastry and pie fillings
- 14.4 Prepare candies
- 14.5 Prepare dessert sauces and glazes
- 14.6 Prepare frozen desserts
- 14.7 Prepare specialty desserts

**CONTENT/CONCEPT**

14 PREPARING DESSERTS AND  
SNACKS

-----Application-----

**PROGRAM**

CONSUMER AND HOMEMAKING

**TASK/COMPETENCY**

14.1 Prepare a cake from a  
specialty recipe

**COURSE**

Life Management Skills II (8240)

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 14.1
 

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**PERFORMANCE OBJECTIVE**

PI4.1 Given a specialty recipe and supplies, prepare according to the recipe a cake such as a torte or one using fruit, nuts, or spices. Cake must be shaped appropriately, moist, and well flavored.

**SELECTED ENABLING OBJECTIVES**

- E14.1.1 Review basic characteristics of various types of cakes.
- E14.1.2 Examine recipes for tortes and other cakes made with fruits, nuts, and spices.
- E14.1.3 Compare recipes for making standard cakes and specialty cakes.
- E14.1.4 List qualities of a good torte and other cakes made with fruits, nuts, and spices.
- E14.1.5 Compare storage procedures for different types of cakes.

**CRITERION-REFERENCED MEASURE**

CI4.1 Cake prepared according to specialty recipe; appropriately shaped, moist, and well flavored.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

14.1

**CONTENT/CONCEPT**

14. PREPARING DESSERTS AND SNACKS

**TASK/COMPETENCY**

- 14.2 Frost and decorate cakes with decorator icing

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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14.2

**PERFORMANCE OBJECTIVE**

- P14.2 Given unfrosted cake, decorator frosting, and other necessary supplies or equipment, frost and decorate the cake with decorator icing. Performance must be rated acceptable according to an instructor-provided checklist.

**SELECTED ENABLING OBJECTIVES**

- E14.2.1 Identify decorating equipment.
- E14.2.2 Explain how to prepare a decorator frosting.
- E14.2.3 Identify various decorations for cakes.
- E14.2.4 Define principles and elements of design.
- E14.2.5 Explain preparation of icings and frostings.
- E14.2.6 Identify other foods that may be decorated.

**CRITERION-REFERENCED MEASURE**

- C14.2 Instructor-provided checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

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**CONTENT/CONCEPT**

14. PREPARING DESSERTS AND SNACKS

**TASK/COMPETENCY**

- 14.3 Prepare pastry and pie fillings

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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14.3

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**PERFORMANCE OBJECTIVE**

- P14.3 Given a recipe, ingredients, and necessary equipment, prepare pastry and pie fillings. Performance must be rated acceptable according to instructor-provided checklist.

**SELECTED ENABLING OBJECTIVES**

- E14.3.1 Define pie crust and pastry.
- E14.3.2 Identify different types of pie crusts.
- E14.3.3 Outline step-by-step procedure for making a pie crust.
- E14.3.4 Compare the different types of pie fillings.
- E14.3.5 List equipment needed to make pie crusts.
- E14.3.6 Explain how to prepare pie crusts in a microwave oven.
- E14.3.7 Examine commercially prepared pie crusts and mixes and rate their quality.

**CRITERION-REFERENCED MEASURE**

- C14.3 Instructor-provided checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

14.2

14.3

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**CONTENT/CONCEPT**

14. PREPARING DESSERTS AND  
SNACKS

**TASK/COMPETENCY**

14.4 Prepare candies

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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14.4

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**PERFORMANCE OBJECTIVE**

P14.4 Given necessary supplies, ingredients, and a standard recipe, prepare candies. Results must be rated acceptable according to instructor-provided checklist.

**SELECTED ENABLING OBJECTIVES**

- E14.4.1 Define crystalline candy and noncrystalline candy.
- E14.4.2 Explain or demonstrate how to use a candy thermometer.
- E14.4.3 Explain preparation procedures for noncrystalline candies.
- E14.4.4 Explain preparation procedures for crystalline candies.
- E14.4.5 Identify qualities of good candy products.
- E14.4.6 Explain or demonstrate candy-making procedures using a microwave oven.
- E14.4.7 Explain techniques for making mints.

**CRITERION-REFERENCED MEASURE**

C14.4 Instructor-provided checklist, all items rated acceptable.

**SELECTED INSTRUCTIONAL ACTIVITIES**

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

14. PREPARING DESSERTS AND SNACKS

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

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**

- 14.5 Prepare dessert sauces and glazes

**COURSE**

Life Management Skills II (8240)

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14.5

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**PERFORMANCE OBJECTIVE**

- P14.5 Given recipe and necessary ingredients, prepare a glaze and a dessert sauce. The glaze must be well blended, have a thin consistency which thickens as it sets, and be free from lumps; the dessert sauce must be smooth, free from lumps, and have the thickness of heavy cream.

**SELECTED ENABLING OBJECTIVES**

- E14.5.1 Identify uses of glazes and dessert sauces.
- E14.5.2 Identify types of glazes and dessert sauces (e.g., chocolate, lemon).
- E14.5.3 Explain procedure for preparing glazes and dessert sauces.
- E14.5.4 Explain or demonstrate preparation of glazes and sauces in the microwave oven.

**CRITERION-REFERENCED MEASURE**

- C14.5 Glaze: well blended, free of lumps, with thin consistency that thickens as it sets; dessert sauce: smooth, free of lumps, with thickness of heavy cream.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

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14.5

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**CONTENT/CONCEPT**

14. PREPARING DESSERTS AND  
SNACKS

**TASK/COMPETENCY**

14.6 Prepare frozen desserts

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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14.6

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**PERFORMANCE OBJECTIVE**

P14.6 Given a recipe and necessary ingredients, prepare a frozen dessert. Dessert must be prepared according to the recipe; be smooth in texture, firm in consistency, and contain no solid icy mass.

**SELECTED ENABLING OBJECTIVES**

- E14.6.1 List various categories and types of frozen desserts.
- E14.6.2 Differentiate between preparation techniques of different types of frozen desserts.
- E14.6.3 Identify equipment used to prepare various types of frozen desserts.
- E14.6.4 Compare preparation of commercial and noncommercial frozen desserts.
- E14.6.5 Select a specific frozen dessert and outline step-by-step preparation techniques.

**CRITERION-REFERENCED MEASURE**

C14.6 Frozen dessert prepared according to recipe; smooth in texture, firm in consistency, containing no solid icy mass.

# SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

14. PREPARING DESSERTS AND  
SNACKS

**TASK/COMPETENCY**

14.7 Prepare specialty desserts

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

CONSUMER AND HOMEMAKING

**COURSE**

Life Management Skills II (8240)

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14.7

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**PERFORMANCE OBJECTIVE**

P14.7 Given necessary equipment and standard recipe, prepare one specialty dessert. Performance must be rated acceptable according to instructor-prepared checklist.

**SELECTED ENABLING OBJECTIVES**

- E14.7.1 Identify various kinds of specialty desserts.
- E14.7.2 Explain qualities of a good specialty dessert product.
- E14.7.3 Describe equipment and techniques needed to prepare specialty desserts.
- E14.7.4 Outline principles to be followed in the selection and serving of specialty desserts.
- E14.7.5 Examine appropriate serving procedures.

**CRITERION-REFERENCED MEASURE**

C14.7 Instructor-prepared checklist, all items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



# TASK INVENTORY FOR

## 15. PRESERVING FOOD

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### CONTENT/CONCEPT AREAS

- 15.1 Can fruits or vegetables
- 15.2 Prepare jams, jellies, preserves, or marmalade
- 15.3 Prepare foods for freezing

**CONTENT/CONCEPT**

15. PRESERVING FOOD

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

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**

15.1 Can fruits or vegetables

**COURSE**

Life Management Skills II (S240)

15.1

**PERFORMANCE OBJECTIVE**

P15.1 Given a sufficient amount of fruits or vegetables, a recipe or canning reference, necessary ingredients, and a pressure or hot water canner, can the fruit or vegetable. Canned product must be bright in color, be solid and not mushy or overcooked, and the liquid must be clear. The cans must be sealed and have the amount of headroom prescribed in the reference used.

**SELECTED ENABLING OBJECTIVES**

- E15.1.1 Explain how to select jars for canning.
- E15.1.2 Explain how to prepare fruits and vegetables for canning.
- E15.1.3 Explain how to treat fruits and vegetables to prevent darkening.
- E15.1.4 Prepare a syrup for canning fruits.
- E15.1.5 Describe the cold or raw-pack method and the hot-pack method for processing fruits and vegetables.
- E15.1.6 Compare the pressure canning method and the hot-bath method for processing fruits and vegetables.
- E15.1.7 Explain safety precautions associated with canning and using home-canned products.

**CRITERION-REFERENCED MEASURE**

- C15.1 Fruit or vegetable canned: bright in color, solid and not mushy or overcooked, with clear liquid; cans sealed with amount of headroom prescribed by reference.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

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15.i

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**CONTENT/CONCEPT**

15. PRESERVING FOOD

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

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**15.2 Prepare jams, jellies,  
preserves, or marmalades**COURSE**

Life Management Skills II (8240)

15.2

**PERFORMANCE OBJECTIVE**

P15.2 Given a recipe, and all necessary ingredients, supplies, and equipment, prepare jam, jelly, preserves, or marmalades. Performance must be rated acceptable according to an instructor-provided checklist.

**SELECTED ENABLING OBJECTIVES**

- E15.2.1 Define jams, jellies, preserves and marmalades.
- E15.2.2 Explain how to remove any stems, caps, pits, seeds, cores, and/or blemishes.
- E15.2.3 Explain how to treat fruit to prevent darkening.
- E15.2.4 Demonstrate the steps in preparing jams, jellies, preserves, and marmalades.

**CRITERION-REFERENCED MEASURE**

C15.2 Instructor-provided checklist, all applicable items rated acceptable.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

15. PRESERVING FOODS

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

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**

15.3 Prepare foods for freezing

**COURSE**

Life Management Skills II (8240)

15.3

**PERFORMANCE OBJECTIVE**

P15.3 Given an assortment of various types of foods that can be frozen, recipes or references on freezing, supplies, and equipment, prepare foods for freezing. Foods must be firm; thoroughly cleaned; free of stems, caps, cores, pits and/or blemishes; cooked properly as appropriate for specific types of foods; packaged; and labeled according to specific guidelines.

**SELECTED ENABLING OBJECTIVES**

- E15.3.1 Compare and contrast methods of selecting and preparing various types of foods for freezing.
- E15.3.2 Define blanch, steam blanch, and fully cooked.
- E15.3.3 Select the proper packaging materials and supplies for freezing.
- E15.3.4 Explain how to label foods for freezing.

**CRITERION-REFERENCED MEASURE**

- C15.3 Foods prepared for freezing:
- firm; thoroughly cleaned; free of stems, caps, cores, pits, and/or blemishes
  - cooked or prepared properly
  - packaged and labeled according to guidelines.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 16. CARING FOR INFANTS AND CHILDREN

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#### TASKS/COMPETENCIES

- 16.1 Develop a plan for safety instruction
- 16.2 Identify behaviors and skills of each level of child development
- 16.3 Plan to assist children with personal hygiene tasks
- 16.4 Evaluate local child care facilities



**CONTENT/CONCEPT**

16. CARING FOR INFANTS AND CHILDREN

**TASK/COMPETENCY**

- 16.1 Develop a plan for safety instruction

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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16.1

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**PERFORMANCE OBJECTIVE**

- P16.1 Given a description of a child of a specific age and stage of development, develop a plan to teach that child a particular aspect of safety. Plan must be rated acceptable according to a checklist based on written guidelines provided by the instructor.

**SELECTED ENABLING OBJECTIVES**

- E16.1.1 Identify basic teaching methods appropriate for children of various ages and developmental stages.
- E16.1.2 Identify aspects of safety instruction that can be appropriate for very young children (water safety, protection from burns, techniques for climbing and descending steps, etc.).
- E16.1.3 Identify aspect of safety instruction that can be appropriate for preschool or young elementary school-age children; for example, pedestrian safety or protection from abuse.
- E16.1.4 Describe ways to teach older children various aspects of safety such as drug or alcohol abuse prevention or sports safety.
- E16.1.5 Explain the importance of safety instruction for children of all ages.
- E16.1.6 Identify resources or sources of assistance that one can use to teach children various aspects of safety.

**CRITERION-REFERENCED MEASURE**

- C16.1 Instructor-provided checklist, all items rated acceptable.

# SELECTED INSTRUCTIONAL ACTIVITIES

171

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

162

16.1

**CONTENT/CONCEPT**

16. CARING FOR INFANTS AND CHILDREN

**TASK/COMPETENCY**

16.2 Identify behaviors and skills of each level of child development

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (\$240)

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16.2

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**PERFORMANCE OBJECTIVE**

P16.2 Given references on the social, motor, and self-help skills of children and a list of behavioral characteristics, identify behaviors and skills of each level of child development by compiling a collection of pictures of children at various developmental stages. Each picture must be accurately labeled according to skills and behavioral characteristics exhibited.

**SELECTED ENABLING OBJECTIVES**

- E16.2.1 Differentiate between behavioral characteristics and skills.
- E16.2.2 Define social, motor, and self-help skills.
- E16.2.3 Outline behavioral characteristics and skills developed at various ages.
- E16.2.4 Compare and contrast behaviors and skills at various stages of development.
- E16.2.5 Identify children's play patterns, such as exploratory play, passive play, parallel play, and creative/imaginative play.
- E16.2.6 Relate play patterns to levels of social/physical development in children.

**CRITERION-REFERENCED MEASURE**

C16.2 Collection of pictures of children at various developmental stages, accurately labeled according to skills and behavioral characteristics exhibited.

## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

16. CARING FOR INFANTS AND CHILDREN

**TASK/COMPETENCY**

- 16.3 Plan to assist children with personal hygiene tasks

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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16.3

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**PERFORMANCE OBJECTIVE**

- P16.3 Given needed materials and references, plan to assist children with personal hygiene tasks by completing instructor-prepared worksheets with 90% accuracy.

**SELECTED ENABLING OBJECTIVES**

- E16.3.1 List personal hygiene tasks.
- E16.3.2 Determine which personal hygiene tasks a toddler and a preschooler are able to do.
- E16.3.3 Describe ways to help children develop routines for specific hygiene tasks.

**CRITERION-REFERENCED MEASURE**

- C16.3 Instructor-prepared worksheets, 90% accuracy required.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

16. CARING FOR INFANTS AND CHILDREN

**TASK/COMPETENCY**

16.4 Evaluate local child care facilities

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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16.4

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**PERFORMANCE OBJECTIVE**

P16.4 Given specific child care needs, financial limitations, and transportation limitations, evaluate local child care facilities to determine those which meet the specific needs outlined. The child care facilities must meet approved state standards for operation and provide child care needed within a given budget and transportation limitations.

**SELECTED ENABLING OBJECTIVES**

- E16.4.1 Examine the basic philosophies of various child care facilities.
- E16.4.2 Interpret state and local standards for child care facilities.
- E16.4.3 List child care facilities available locally.
- E16.4.4 Develop a plan for the implementation and operation of a child care facility.
- E16.4.5 Evaluate appropriateness of planned play activities at child care facilities.

**CRITERION-REFERENCED MEASURE**

CI6.4 Local facilities evaluated to meet specific needs for child care within financial and transportation limitations outlined.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



## CONTENT/CONCEPT AREA

### 17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

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## TASKS/COMPETENCIES

- 17.1 Arrange visit to doctor's office or hospital
- 17.2 Administer food, fluids, and prescribed medication
- 17.3 Dress and undress a patient
- 17.4 Move patient in and out of bed
- 17.5 Change linens on an occupied bed
- 17.6 Take patient's temperature

**CONTENT/CONCEPT**

17. CARING FOR SICK, INJURED,  
AND HANDICAPPED PERSONS  
AT HOME

**TASK/COMPETENCY**

- 17.1 Arrange visit to doctor's  
office or hospital

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (S240)

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17.1

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**PERFORMANCE OBJECTIVE**

- P17.1 Given a case study involving a sick, injured, or handicapped person in need of medical care, arrange a visit to the doctor's office or hospital for the person described by answering the questions accompanying the case study with 90% accuracy.

**SELECTED ENABLING OBJECTIVES**

- E17.1.1 Explain proper procedure for scheduling an appointment with a doctor or at a hospital.
- E17.1.2 Suggest appropriate methods for selecting a physician.
- E17.1.3 Distinguish between emergency and non-emergency medical care.
- E17.1.4 Describe symptoms of illness that require medical assistance.
- E17.1.5 Explain procedure for arranging transportation.
- E17.1.6 Describe specialized transportation needs of injured or handicapped persons and identify local methods of meeting those needs.
- E17.1.7 Determine information needed to complete various medical forms.
- E17.1.8 Identify methods of payment for medical services.
- E17.1.9 Interpret various medical/hospitalization insurance plans to determine covered services.
- E17.1.10 Suggest ways to lessen apprehension of young children faced with doctor or hospital appointments.

**CRITERION-REFERENCED MEASURE**

- C17.1 Questions accompanying case study answered with 90% accuracy.

# SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

**CONTENT/CONCEPT**

17. CARING FOR SICK, INJURED,  
AND HANDICAPPED PERSONS  
AT HOME

**TASK/COMPETENCY**

- 17.2 Administer food, fluids, and  
prescribed medication

-----Application-----

**PROGRAM**

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

17.2

**PERFORMANCE OBJECTIVE**

- P17.2 Given a simulated situation involving a sick, injured, or handicapped person in the home, administer food, fluids, and prescribed medication as directed. Food and fluids must be administered slowly in bite-sized portions, with minimum spillage. Medication must be administered as prescribed on the label.

**SELECTED ENABLING OBJECTIVES**

- E17.2.1 Determine nutritional requirements for bedridden persons of various ages and abilities.
- E17.2.2 Describe procedures for preparing and serving foods to a patient in bed.
- E17.2.3 Interpret instructions on the labels of selected prescribed medications.
- E17.2.4 Demonstrate how to clean patient's face and clothing after feeding.
- E17.2.5 Determine sources of community assistance involving home care of the sick, injured, or handicapped.

**CRITERION-REFERENCED MEASURE**

- C17.2 Food and fluids administered to simulated patient, slowly, in bite-sized portions, with minimum spillage; medication administered as prescribed.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

17.

17.2

**CONTENT/CONCEPT**

17. CARING FOR SICK, INJURED,  
AND HANDICAPPED PERSONS  
AT HOME

**TASK/COMPETENCY**

- 17.3 Dress and undress a patient

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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17.3

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**PERFORMANCE OBJECTIVE**

- P17.3 Given access to a doll or mannequin to simulate a sick, injured, or handicapped person in the home, dress and undress the patient according to written guidelines or instructor demonstration. The patient's privacy and comfort must be maintained at all times.

**SELECTED ENABLING OBJECTIVES**

- E17.3.1 Explain procedure for removing clothing from a patient.
- E17.3.2 Explain procedure for dressing a patient.
- E17.3.3 Describe ways to keep a patient comfortable while dressing and undressing.
- E17.3.4 Explain the importance of maintaining a patient's privacy.
- E17.3.5 Describe other procedures for maintaining a patient's appearance, such as assistance in brushing teeth, hair and nail care, skin care, and bathing.

**CRITERION-REFERENCED MEASURE**

- C17.3 Doll or mannequin dressed and undressed according to written guidelines or instructor demonstration; patient's privacy and comfort maintained.

**SELECTED INSTRUCTIONAL ACTIVITIES**

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

17. CARING FOR SICK, INJURED,  
AND HANDICAPPED PERSONS  
AT HOME

**TASK/COMPETENCY**

- 17.4 Move patient in and out of bed

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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17.4

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**PERFORMANCE OBJECTIVE**

- P17.4 Given a simulated patient with limited mobility, move the patient in and out of bed according to written procedures or instructor demonstration. The patient's body must be supported at all times, and proper body mechanics must be employed to prevent injury to the mover.

**SELECTED ENABLING OBJECTIVES**

- E17.4.1 Identify needs of patients for various transfers, including from one position to another while lying down, from lying to sitting position, from sitting to standing position, etc.
- E17.4.2 Explain how to support a patient's body during various transfers.
- E17.4.3 Explain the importance of proper body mechanics to prevent injury to a person lifting or moving heavy loads.
- E17.4.4 Identify special equipment that can aid in the transfer of injured or handicapped patients.

**CRITERION-REFERENCED MEASURE**

- C17.4 Simulated patient moved according to written procedures or instructor demonstration; patient's body supported; proper body mechanics employed.



## **SELECTED INSTRUCTIONAL ACTIVITIES**

## **SELECTED TOOLS AND MATERIALS**

## **SELECTED AUDIOVISUAL MATERIALS**

## **SELECTED REFERENCES**

**CONTENT/CONCEPT**

17. CARING FOR SICK, INJURED,  
AND HANDICAPPED PERSONS  
AT HOME

**TASK/COMPETENCY**

- 17.5 Change linens on an occupied  
bed

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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17.5

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**PERFORMANCE OBJECTIVE**

- P17.5 Given access to bed and necessary linens and a simulated patient, change the linens on an occupied bed according to written guidelines or instructor demonstration. Patient's comfort must be maintained.

**SELECTED ENABLING OBJECTIVES**

- E17.5.1 Explain the importance of clean sheets for bedridden patients.
- E17.5.2 Demonstrate techniques for conserving time and energy while making both occupied and unoccupied beds.
- E17.5.3 Identify equipment and supplies designed to maintain the comfort of bedridden patients.

**CRITERION-REFERENCED MEASURE**

- C17.5 Linens changed on occupied bed according to written guidelines or instructor demonstration; patient's comfort maintained throughout procedure.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

17. CARING FOR SICK, INJURED,  
AND HANDICAPPED PERSONS  
AT HOME

**TASK/COMPETENCY**

- 17.6 Take patient's temperature

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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17.6

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**PERFORMANCE OBJECTIVE**

- P17.6 Given a simulated patient, oral thermometer, tissue, alcohol, and watch with second hand, take patient's temperature by mouth. Thermometer must remain in place for three minutes, and temperature must be read to the nearest 2/10 degree F or 1/10 degree C. Thermometer must be disinfected before and after use.

**SELECTED ENABLING OBJECTIVES**

- E17.6.1 Demonstrate how to shake down the mercury in a thermometer.
- E17.6.2 Read thermometers with Fahrenheit and Celsius scales.
- E17.6.3 List signs that indicate a person might have a fever.
- E17.6.4 Identify normal range of body temperature.
- E17.6.5 Give reasons why an infant's temperature is not taken orally.
- E17.6.6 Demonstrate procedure for disinfecting a thermometer.

**CRITERION-REFERENCED MEASURE**

- CI7.6 Temperature taken by mouth: thermometer to remain in place for three minutes; temperature read to nearest 2/10 ° F or 1/10 ° C; thermometer disinfected before and after use.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

## CONTENT/CONCEPT AREA

### 18. MANAGING INTERPERSONAL RELATIONSHIPS

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#### TASKS/COMPETENCIES

- 18.1 Analyze communication skills
- 18.2 Evaluate personal development during adolescent and teenage years
- 18.3 Explore the role of the family in various lifestyles and cultures
- 18.4 Determine personal attitudes toward dating, marriage, and parenthood

**CONTENT/CONCEPT**18. MANAGING INTERPERSONAL  
RELATIONSHIPS**-----Application-----  
PROGRAM**

CONSUMER AND HOME MAKING

**TASK/COMPETENCY**

18.1 Analyze communication skills

**COURSE**

Life Management Skills II (8240)

18.1

**PERFORMANCE OBJECTIVE**

P18.1 Given case situations involving spoken communication, analyze the communication skills of the persons described by completing with 80% accuracy the worksheet accompanying each case study.

**SELECTED ENABLING OBJECTIVES**

- E18.1.1 Identify and describe basic concepts related to verbal and nonverbal means of communication.
- E18.1.2 Compare productive and non-productive types of communication found in relationships.
- E18.1.3 Examine gender differences in communication patterns.
- E18.1.4 Describe various defense mechanisms and how they influence communication patterns.
- E18.1.5 Complete self-analysis activities related to communication.
- E18.1.6 Develop a plan to improve communication skills.

**CRITERION-REFERENCED MEASURE**

C18.1 Worksheets accompanying case studies completed with 80% accuracy.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**



**CONTENT/CONCEPT**

18. MANAGING INTERPERSONAL  
RELATIONSHIPS

**TASK/COMPETENCY**

- 18.2 Evaluate personal develop-  
ment during adolescent and  
teenage years

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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18.2

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**PERFORMANCE OBJECTIVE**

- P18.2 Given resources and information on adolescents and teenagers, evaluate personal development during adolescent and teenage years by completing with 80% accuracy the assignment sheets and tests provided by the instructor.

**SELECTED ENABLING OBJECTIVES**

- E18.2.1 Review personal values, goals, and standards of behavior.
- E18.2.2 Outline needs and developmental tasks during adolescent and teenage years.
- E18.2.3 List important concepts related to personal development.
- E18.2.4 Examine physical, emotional, and social characteristics and changes of adolescents and teenagers.

**CRITERION-REFERENCED MEASURE**

- C18.2 Instructor-provided assignment sheets and tests, 80% accuracy required.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

18. MANAGING INTERPERSONAL  
RELATIONSHIPS

**TASK/COMPETENCY**

- 18.3 Explore the role of the  
family in various life-  
styles and cultures

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8240)

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18.3

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**PERFORMANCE OBJECTIVE**

- P18.3 Given necessary resources for research, explore the role of the family in various lifestyles and cultures by completing with 80% accuracy the assignment sheets provided by the instructor.

**SELECTED ENABLING OBJECTIVES**

- E18.3.1 Define the term family.
- E18.3.2 Distinguish traditional, current, and emerging family structures.
- E18.3.3 Examine the family life cycle, using various family structures.
- E18.3.4 Differentiate the function and responsibilities of families within different cultures.
- E18.3.5 Compare family traditions of various American cultures and those of other countries.

**CRITERION-REFERENCED MEASURE**

- C18.3 Instructor-provided assignment sheets, 85% accuracy required.

**SELECTED TOOLS AND MATERIALS**

**SELECTED AUDIOVISUAL MATERIALS**

**SELECTED REFERENCES**

**CONTENT/CONCEPT**

18. MANAGING INTERPERSONAL  
RELATIONSHIPS

**TASK/COMPETENCY**

- 18.4 Determine personal attitudes  
toward dating, marriage, and  
parenthood

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

CONSUMER AND HOME MAKING

**COURSE**

Life Management Skills II (8246)

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18.4

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**PERFORMANCE OBJECTIVE**

- P18.4 Given case studies illustrating various attitudes toward dating, marriage, and parenthood, determine personal attitudes toward these issues by completing the worksheets accompanying each case study according to instructions.

**SELECTED ENABLING OBJECTIVES**

- E18.4.1 List factors that promote success in human relations.
- E18.4.2 Outline desirable and undesirable characteristics of a dating partner or mate.
- E18.4.3 Distinguish between positive and negative reasons people marry and remain single.
- E18.4.4 Differentiate between infatuation and mature love.
- E18.4.5 List factors useful in building and strengthening a marriage.
- E18.4.6 Outline the responsibilities and decisions related to parenthood.
- E18.4.7 Examine various theoretical models for developing effective parenting skills.
- E18.4.8 Explain growth and changes during parenthood at various stages of the family life cycle.
- E18.4.9 Explain the challenges of parenthood.

**CRITERION-REFERENCED MEASURE**

- C18.4 Instructor-provided worksheets completed according to instructions.

# SELECTED INSTRUCTIONAL ACTIVITIES

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## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

10

## 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 program and course described in this publication are not linked to specific or related titles in the Dictionary of Occupational Titles.

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

This section contains a program and course description for Life Management Skills II. 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 on 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 II (S240)

**COURSE DESCRIPTION:** Life Management Skills II is a single-period, one-year elective course which expands upon the knowledge and skills acquired in Life Management Skills I. Content emphasized includes basic money management concepts; space management and work simplification; meal planning and preparation for the family; advanced clothing construction; and responsibilities of families.

**PREREQUISITES:** Life Management Skills I

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

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**TASK/COMPETENCY SEQUENCE**

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**SUBJECT TO LOCAL OPTION**

**Note 1:** Instructors may wish to review the task inventory in Task Analyses: Life Management Skills I in order to incorporate areas of review into the task/competency sequence for Life Management Skills II.

**Note 2:** Teachers wishing to incorporate employability skills instruction in this course may choose applicable tasks and performance objectives from Mapping Out Success: A Guide to Navigating the Job Market, Virginia Department of Education, 1987.

**COURSE OUTLINE**  
**INFUSING VIRGINIA AND OKLAHOMA OBJECTIVES**

CONTENT	LMS II OBJECTIVE	OKLAHOMA OBJECTIVE
<b>I. Selecting Clothing and Accessories</b>		
A. Art and design principles	P1.1	
B. Selection criteria	P1.2	HEII 83C
C. Fibers and fabrics	P1.3	HEII 25C
D. Textile labeling information	P1.4	HEII 1C
<b>II. Maintaining Clothing and Accessories</b>		
A. Selection of appropriate alterations	P2.1	
B. Fitting of garment for alterations	P2.2	
C. Alteration operations	P2.3	
<b>III. Implementing Consumer Decisions in Constructing and Purchasing Clothing</b>		
A. Construction techniques	P3.1	HEII 177C
B. Comparison of construction of commercially and noncommercially sewn garments	P3.2	HEII 133C
C. Cost of ready-to-wear garments	P3.3	HEII 133C
<b>IV. Managing Financial and Personal Resources</b>		
A. Banking operations	P4.1	HEII 1H
B. Credit	P4.2	
C. Household records	P4.3	HEII 35H
D. Buying practices	P4.4	HEII 61H
<b>V. Meeting Housing and Transportation Needs</b>		
A. Personal/family housing needs	P5.1	HEII 45F
B. Housing selection	P5.2	
C. Personal/family living space design	P5.3	HEII 1F; 45F
D. Future housing needs	P5.4	
E. Transportation models	P5.5	
F. Automobile maintenance	P5.6	
<b>VI. Maintaining Housing Interiors, Furnishings, and Accessories</b>		
A. Household services and repair arrangements	P6.1	
B. Paint application	P6.2	
C. Curtain/drapery alterations	P6.3	

CONTENT		LMS II OBJECTIVE	OKLAHOMA OBJECTIVE
VI.	D. Framing and hanging of pictures E. Quilting techniques	P6.4 P6.5	
VII.	Meeting Nutritional and Dietary Needs		
	A. Nutritional needs B. Nutritional value of daily menus	P7.1 P7.2	
VIII.	Preparing to Cook and Serve Meals		
	A. Meal plans based on specified budget B. Cutlery sharpening procedures C. Cleanliness and sanitation	P8.1 P8.2 P8.3	
IX.	Selecting and Purchasing Groceries		
	A. Meat, fish, and poultry B. Fresh fruits and vegetables	P9.1 P9.2	IEII 1D HEII 143D; 173D
X.	Preparing Fruits and Vegetables		
	A. Fruit/vegetable salads B. Uncooked salad dressings C. Braising/baking methods of preparation D. Broiling/microwaving methods E. Frying/sauteing methods F. Fruit/vegetable casseroles G. Dehydrated fruit/vegetable preparation H. Fresh fruit/vegetable juices	P10.1 P10.2 P10.3 P10.4 P10.5 P10.6 P10.7 P10.8	HEII 215D
XI.	Preparing Breads and Cereals		
	A. Fruit and nut breads B. Yeast breads C. Cooked cereal D. Pasta	P11.1 P11.2 P11.3 P11.4	HEII 101D
XII.	Preparing Egg and Dairy Products		
	A. Egg-thickened dressings and sauces B. Whipped cream C. Meringue D. Cheese dishes	P12.1 P12.2 P12.3 P12.4	
XIII.	Preparing Meat, Fish, and Poultry		
	A. Preparation for cooking B. Meat/fish/poultry casseroles C. Roasting/baking methods D. Broiling methods	P13.1 P13.2 P13.3 P13.4	

CONTENT	LMS II OBJECTIVE	OKLAHOMA OBJECTIVE
XIII. E. Braising methods F. Stewing/simmering methods G. Soup stock H. Game meat preparation	P13.5 P13.6 P13.7 P13.8	
XIV. Preparing Desserts and Sauces		
A. Specialty cakes B. Decorator icing C. Pastry and pie fillings D. Candies E. Dessert sauces and glazes F. Frozen desserts G. Specialty desserts	P14.1 P14.2 P14.3 P14.4 P14.5 P14.6 P14.7	HEII 49D
XV. Preserving Food		
A. Canning methods B. Jams, jellies, preserves, or marmalades C. Freezing method	P15.1 P15.2 P15.3	
XVI. Caring for Infants and Children		
A. Safety instruction B. Child development levels C. Personal hygiene tasks D. Child care facilities	P16.1 P16.2 P16.3 P16.4	HEII 1E
XVII. Caring for Sick, Injured, and Handicapped Persons at Home		
A. Doctor's office/hospital visits B. Administration of food, fluids, and prescribed medication C. Dressing/undressing of patient D. Patient transfer techniques E. Changing of linens on occupied bed F. Patient temperature measurement	P17.1 P17.2 P17.3 P17.4 P17.5 P17.6	
XVIII. Managing Interpersonal Relationships		
A. Communication skill analysis B. Personal development C. Role of family in various lifestyles and cultures D. Personal attitudes toward dating, marriage, and parenthood	P18.1 P18.2 P18.3 P18.4	HEII 1G   HEII 45G

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