

**Murrieta Valley Unified School District  
HIGH SCHOOL COURSE OUTLINE**

**Board Submission:** Feb 9, 2023

<b>Course Title:</b>	Life Management		
<b>Department:</b>	Home Economics		
<b>Course Number:</b>	1939		
<b>Grade Level(s):</b>	9-12		
<b>Length of Course:</b>	Year		
<b>Subject Area:</b>	Home Economics- General Elective		
<b>UC/CSU (A-G) Distinction:</b>	None		
<b>Prerequisite(s):</b>	None		
<b>UC Honors Design:</b>	Yes	<u>No</u>	
<b>Integrated Course</b>	Yes	<u>No</u>	
<b>College Credit:</b>			
Dual Enrollment/Annex:	Yes	<u>No</u>	
Articulated:	Yes	<u>No</u>	
Contingent on Exam:	Yes	<u>No</u>	
<b>Course Environment</b>	<u>Classroom Based</u>	Hybrid	Online

**Brief Course Description:**

This course is designed to give students skills they will need for personal and life management. Instruction in the content areas of child development and guidance; consumer education; family and human development; fashion, textiles, and apparel; food and nutrition; housing and furnishings; individual and family health; finances, budgeting, taxes, job applications, and interview skills; and leadership is designed to prepare students with the knowledge, skills, and attitudes to function effectively as family members, leaders, workers, and citizens.

**Course Goals:**

The students will:

Evaluate relationships through exploration of personal characteristics, values, and goals.  
(ECDFS-A10.14.1 , ECDFS-A10.14.2, ECDFS-A10.14.3, ECDFS-A10.14.7, ECDFS-A10.14.8, ECDFS-A2.0.1, ECDFS-A2.0.2)

Explore family structures, functions, and how interpersonal relationships impact the whole family. (ECDFS-A10.13, ECDFS-A10.13.1, ECDFS-A10.13.3, ECDFS-A10.14, ECDFS-A10.14.13, ECDFS- F.10.19.3)

Explore the roles and responsibilities of parenthood. (ECDFS-A10.5, ECDFS-A10.5.1, ECDFS-A10.5.2, ECDFS-A10.5.3)

Evaluate the effects of prenatal development and benefits of studying child growth and development. (ECDFS-A10.6, ECDFS-A10.6.1, ECDFS-A10.6.2, ECDFS-A10.7, ECDFS-A10.7.1, ECDFS-A10.7.2, ECDFS-A10.8, ECDFS-A10.8.1)

Develop individual and family health plans. (HTR-A10.5, ECDFS-A10.17)

Analyze the principles of wardrobe planning and maintenance of clothing and factors that influence a person's apparel budget. Demonstrate basic knowledge of machine and hand sewing. (FID-A10.5, FID-A10.5.1, FID-A10.5.2, FID-A10.6, FID-A10.2.1, FID-A10.6.2, FID-A10.7, FID-A10.7.1)

Develop designs for home and business utilizing elements and principles of color and design. (FID-A10.5, FID-A10.5, FID-A10.7, FID-A10.7.1, FID-A10.8, FID-A10.9, FID-A10.11, FID-A10.11.1, FID-A10.12.12, D-A10.13, FID-A10.13.1)

Explore financial management through budgeting and banking tools. (ECDFS-A10.10, ECDFS-A10.10.1, ECDFS-A10.10.2, ECDFS-A10.10.3, ECDFS-A10.10.4, ECDFS-A10.10, ECDFS-A10.10.8, ECDFS-A10.10.9, ECDFS-A10.11, ECDFS-A10.11.1, ECDFS-A10.11.2, ECDFS-A10.11.3, ECDFS-A10.11.4)

## UNITS OF STUDY

### SEMESTER 1

#### Unit 1: Understanding Self and Others

**Description:** Students will analyze factors that affect individual growth and how to build positive behaviors and attitudes in their personal lives and work relationships. Students will describe the factors that contribute to the development of character, personality, self-worth, and positive relationships through values and goals. Students will demonstrate how verbal and non-verbal communication skills build positive relationships, enhance self-esteem, and increase respect for others.

**Key Assignments:** Students interview an individual the student admires and identify characteristics that make this person admirable. Students identify and evaluate personal values and goals. Students analyze the connection between achieving goals and personal values/characteristics. Students create a five-year plan, identifying immediate goals and long terms goals. Students identify possible career options post high school and identify needed education, training, values, character traits for possible career. Students create a PowerPoint identifying the five-year plan.

**Instructional Methods:** Teacher lecture, collaborative group work.

**Assessment Methods:** Students create and present a PowerPoint, Poster, or iMovie identifying and evaluating goals and their five-year plan.

## **Unit 2: Family and Human Development**

**Description:** Students will define a family and recognize the differences in family structures and how families contribute to society. Students will implement strategies for coping with crisis and conflict within their family structure.

**Key Assignments:** Students will create a tool kit with methods and strategies for dealing with conflict and crisis in family. Students will utilize tool kits of group members to solve conflict/crisis of scenarios given by the instructor.

**Instructional Methods:** Teacher lecture, guest speakers, digital research, pair/share, demonstrations.

**Assessment Methods:** Students create a game, pamphlet, index cards, etc. that have methods and strategies for dealing with conflict and crisis.

## **Unit 3: Child Development and Guidance**

**Description:** Students will define the responsibilities of parents and caregivers of children. Students will explain the stages of prenatal development and importance of prenatal care. Students will classify the stages of early child development and implement proper child guidance techniques and other important factors of raising children.

**Key Assignments:** Students will create a tool to classify prenatal development and the parallel changes of the mother. Students will develop a timeline of early childhood development, including stages and milestones. Students will evaluate child guidance and discipline techniques using teacher generated scenarios.

**Instructional Methods:** Role play, lecture, timeline, portfolio, collaborative group work.

**Assessment Methods:** Students create resource for new parents regarding prenatal development and infant care or create 3 to 4-minute lesson to teach a 3-4 year-old based on development stages.

## **Unit 4: Food and Nutrition**

**Description:** Students will define principles of nutrition and their relationship to good health. Students will learn basic food preparation, meal management, safety, and food purchasing skills. Students will describe commonly accepted food customs, such as table settings and meal service. Students will explain the function and sources of major nutrients and their relationship to good health. They will identify basic principles of food safety and sanitation.

**Key Assignments:** Students will create a food package that includes required consumer information and nutrition facts. Students will analyze a teacher generated meal plan for nutritional balance and variety. Students will design a table setting showing proper placement of utensils and tableware. Students will collaborate in groups to prepare recipes, using appropriate safety and sanitation skills, and food preparation skills (can be done at home and submit in pictures and write up).

**Instructional Methods:** Direct instruction, compare/contrast, collaborative groups, hands-on experiences.

**Assessment Methods:** Students design food labels and present to the class. Students prepare recipes or proper table settings.

## **SEMESTER 2**

### **Unit 5: Fashion, Textiles, and Apparel**

**Description:** Students will explore how clothing meets social, physical, and psychological needs. Students will demonstrate basic understanding of the elements and principles of design and color. Students will explore historical and cultural influences on clothing and experiment with different textile fibers and fabrics. Students will analyze the principles of wardrobe planning and maintenance of clothing and factors that influence a person's apparel budget. Students will demonstrate basic knowledge of machine and hand sewing.

**Key Assignments:** Students create a chart of different clothing that illustrates how clothing meets social, physical, and psychological needs. Students create digital portfolio identifying principles of design and color. Students create wardrobe wheel showing how clothing can be mixed and matched into outfits and how to care for each item. Students create sewing sample of machine and hand stitches. Students create a simple pillow sewing project from a pattern.

**Instructional Methods:** Visual examples, lecture, discussion, sewing labs, videos.

**Assessment Methods:** Students create digital portfolio, clothing project, sewing projects.

### **Unit 6: Housing and Furnishing**

**Description:** Students will identify how housing and furnishing selections meet social, physical, and psychological needs. Factors that influence housing decisions will be evaluated. Students will compare and contrast styles of housing and furnishings and identify current trends. Elements and principles of design and color theory will be reviewed from the previous unit and applied to the interior design. Students will use this information to create to-scale floor plans and wall evaluations that show appropriate use of space and arrangement of furnishings.

**Key Assignments:** Students develop posters showing different types of housing and current housing trends. Students develop surveys to determine factors that influence people's choices in housing and furnishing and analyze the data. Students develop room arrangements on floor plans and wall elevations. Students choose color schemes and arrange furniture to show traffic patterns and function of the room.

**Instructional Methods:** Interviews, room renderings, videos, color wheels, collaborative groups

**Assessment Methods:** Students develop design floor plans and design boards based on personal and “client” preferences.

### **Unit 7: Consumer Education**

**Description:** Students will learn the process of making consumer decisions and purchases. Basic financial management and services will be defined, and students will demonstrate how to manage basic financial services such as checking and savings accounts, credit, loans, and taxes. Consumer rights and responsibilities will be explained. The role of the government and purpose of taxes will be introduced.

**Key Assignments:** Students define long term goal and work backwards to show a series of short-term goals will lead them to long term goal achievement. Students chart various services that banks, credit unions, and saving and loan institutions provide. Students evaluate budgets based on teacher created scenarios. Students will be given guidelines for income, bills, needs, wants, goals, and lifestyle. Students will analyze a budget for meeting needs of the scenario and for other possible outcomes and solutions.

**Instructional Methods:** Collaborative groups, direct instruction, annotated readings, online research, guest speakers.

**Assessment Methods:** Students create simulated budgets. Students analyze banking tools through a research project.

### **Course Materials**

**Required Textbook:**  
Textbook not required

**Supplementary Materials:** sewing machines, sewing notions and tools, material, storage.