

# **Family and Work Connections**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

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# Curriculum Content Frameworks

Grade Levels: 7, 8  
Course Code: 399080

Prerequisite: None

Course Description: Family and Work Connections is a one semester course where emphasis is placed on introductory competencies related to personal development, relationships, home environment, nutrition and wellness, resource management, child development, and clothing. Upon the completion of this course, the student should have attained the essential skills that will enable them to function effectively as a family member, community leader, and productive citizen

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# Unit 1: Family, Career and Community Leaders of America

## Hours: 4

Terminology: FCCLA, Leadership, Mission, Parliamentary procedure, Planning process, STAR events

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define FCCLA terms	1.1.1 Apply terminology in correct context	Foundation	Reading	Applies/Understands technical words that pertain to FCCLA [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
1.2 Name reasons for belonging to FCCLA	1.2.1 Demonstrate leadership in FCCLA activities	Interpersonal	Teamwork	Comprehends ideas and concepts related to FCCLA [2.6.1]	
1.3 Describe the FCCLA history, motto, mission, colors, flower, creed, purposes, publications, and national programs (including STAR events)	1.3.1 Utilize these components in FCCLA meetings	Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]	
1.4 Name the five steps of the FCCLA planning process	1.4.1 Develop an individualized project using the FCCLA planning process	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]	
1.5 State the requirements for active membership in FCCLA	1.5.1 Participate in a membership drive	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	

## Unit 2: Personal Development

### Hours: 8

Terminology: Acne, Adolescence, Consequences, Decision, Dermatologist, Etiquette, Goals, Hygiene, Impression, Independence, Needs, Priorities, Respect, Responsibility, Rights, Self-concept, Self-esteem, Self-respect, Values, Wants

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define personal development terms	2.1.1 Apply terms in correct context	Foundation	Reading	Applies/Understands technical words that pertain to personal development [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 Identify physical, intellectual, social, and emotional changes during adolescence	2.2.1 Analyze adolescent behaviors according to physical, intellectual, social, or emotional categories	Thinking	Reasoning	Comprehends ideas and concepts related to adolescent behaviors [4.5.2]	
2.3 Identify personal values	2.3.1 Prioritize personal values	Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]	
2.4 Name factors that influence self-esteem and personal character development	2.4.1 Display positive qualities of self-esteem and character	Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]	
2.5 List guidelines for achieving personal goals	2.5.1 Outline a plan for achieving a personal goal	Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]	
2.6 List the steps of the decision making process	2.6.1 Apply the steps of the decision making process to solve a personal problem	Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]	
2.7 Explore careers which require the application of knowledge and skills related to personal development	2.7.1 Evaluate individual interest in careers related to personal development	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

## Unit 3: Family Relationships

### Hours: 5

Terminology: Cope, Crisis, Family, Family life cycle, Family structures, Functional family, Life changes, Sibling

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define family relationships terms	3.1.1 Apply terms in correct context	Foundation	Reading	Applies/Understands technical words that pertain to family relationships [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
3.2 Identify major types of family structures: blended, extended, nuclear or single-parent	3.2.1 Examine personal family structure	Foundation	Reading	Identifies relevant details, facts and specification [1.3.16]	
3.3 Identify characteristics of a strong, functional family	3.3.1 Practice behaviors that will contribute to a strong, happy family	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	
3.4 Name the family life cycle stages: beginning, parenting, launching, retirement	3.4.1 Examine family roles and responsibilities related to each stage	Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
3.5 Name life changes that could impact family life	3.5.1 Plan coping strategies for specific life changes	Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]	
3.6 Explore careers which require the application of knowledge and skills related to family relationships	3.6.1 Evaluate individual interest in careers related to family relationships	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

## Unit 4: Relationships

### Hours: 5

**Terminology:** Body language, Compromise, Conflict resolution, Consideration, Conversation, Gossip, Listening skills, Nonverbal communication, Peer pressure, Prejudice, Relationships, Stereotype, Verbal communication

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define relationship terms	4.1.1 Apply terms in correct context	Foundation	Reading	Applies/Understands technical words that pertain to relationships [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
4.2 Specify skills that build strong, effective relationships	4.2.1 Recognize benefits of strong relationships	Interpersonal	Teamwork	Comprehends ideas and concepts related to effective relationships [2.6.1]	
4.3 Describe effective communication skills	4.3.1 Demonstrate effective verbal and non-verbal communication skills	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
	4.3.2 Examine barriers which hinder communication		Speaking	Responds nonverbally to conversation [1.2.9]  Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]	
4.4 Name qualities of a good friend	4.4.1 Analyze techniques for making and keeping friends	Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]	
4.5 Compare positive and negative peer pressure	4.5.1 Determine techniques for coping with peer pressure	Thinking	Decision Making	Identifies pros and cons to assist in decision-making process [4.2.7]	
4.6 List methods of conflict resolution	4.6.1 Distinguish between positive and negative methods of conflict resolution	Interpersonal	Negotiation	Comprehends ideas and concepts related to conflict resolution [2.5.2]	
4.7 Explore careers which require the application of knowledge and skills related to personal relationships	4.7.1 Evaluate individual interest in careers related to personal relationships	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

## Unit 5: Home Environment

### Hours: 5

**Terminology:** Apartment, Condominium, Conservation, Energy efficient, Environment, Intruder, Manufactured home, Multiple family dwellings, Multi-tasking, Nonrenewable resources, Recycle, Renewable resources, Sanitary, Single family home

<b>CAREER and TECHNICAL SKILLS</b>			<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.1 Define home environment terms	5.1.1	Apply terms in correct context	Foundation	Reading	Applies/Understands technical words that pertain to home environment [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 List housing options	5.2.1	Compare advantages and disadvantages of housing options	Foundation	Reading	Draws conclusions from what is read [1.3.12]
5.3 Determine factors to consider when arranging personal living space	5.3.1	Design a bedroom to meet personal needs	Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
5.4 State advantages of maintaining a clean, orderly home	5.4.1	Perform tasks that contribute to a clean, orderly home	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
5.5 Designate safety precautions that keep a home safe and secure	5.5.1	Design a home security plan	Thinking	Problem Solving	Comprehends ideas and concepts related to home safety [4.4.1]
	5.5.2	Create an emergency exit plan			
5.6 Describe the use of technology in the home	5.6.1	Develop Internet safety guidelines	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
5.7 Explain the benefit of conservation and recycling in the home environment	5.7.1	Participate in a conservation/recycling activity	Foundation	Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
5.8 Explore careers which require the application of knowledge and skills related to housing and/or the home environment	5.8.1	Evaluate individual interest in careers related to housing and/or the home environment	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]

## Unit 6: Nutrition and Wellness

**Hours: 9**

Terminology: Anorexia nervosa, Bulimia, Calorie, Diet, Dietary Guidelines for Americans, Eating disorders, Empty-calorie foods, Fad diets, MyPyramid, Nutrient, Nutrient-dense food, Nutrition, Obesity, Stress, Substance abuse, Wellness

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.1 Define nutrition and wellness terms	6.1.1 Apply terms in correct context		Foundation	Reading	Applies/Understands technical words that pertain to nutrition and wellness [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 List factors that influence food choices	6.2.1 Research food choices related to culture, tradition, and availability		Interpersonal	Cultural Diversity	Comprehends ideas and concepts related to food choices [2.2.1]
6.3 Discuss reasons why calories are important	6.3.1 Compare nutrient-dense and empty calorie food choices		Foundation	Arithmetic/ Mathematics	Calculates/Estimates daily calorie needs [1.1.8]
	6.3.2 Calculate daily calorie needs to maintain a healthy weight			Science	Describes/Explains scientific principles related to calories [1.4.13]
	6.3.3 Predict the outcome of excessive/inadequate calorie intake		Thinking	Reasoning	Comprehends ideas and concepts related to calorie intake [4.5.2]
6.4 List the six basic nutrients and the function of each	6.4.1 Illustrate food sources for each of the six basic nutrients		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Science	Acquires and processes scientific data [1.4.1]
6.5 List the six food groups in MyPyramid	6.5.1 Categorize food items into the correct pyramid band		Foundation	Reading	Locates pertinent information in documents, such as manuals, graphs, and schedules, to perform tasks [1.3.18]
	6.5.2 Analyze dietary guidelines as related to MyPyramid			Science	Applies knowledge to complete a practical task [1.4.3]

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
6.6 Name the major eating disorders affecting adolescents	6.6.1 Examine causes, symptoms, and health problems associated with anorexia and bulimia	Foundation	Science	Acquires and processes scientific data [1.4.1]	
6.7 Describe the effects of high-risk behaviors in adolescence	6.7.1 Develop strategies to avoid harmful substances	Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]	
	6.7.2 Develop strategies to avoid high-risk behaviors			Generates options/alternatives [4.2.6]	
6.8 Recognize benefits of healthy life-style choices	6.8.1 Develop a life-style plan which includes: stress management strategies, exercise, rest and relaxation	Personal Management	Responsibility	Comprehends ideas and concepts related to healthy life-style choices [3.4.2]	
6.9 Explore careers which require the application of knowledge and skills related to nutrition and wellness	6.9.1 Evaluate individual interest in careers related to nutrition and wellness	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

## Unit 7: Food Safety and Preparation

### Hours: 9

Terminology: Bake, Boil, Chop, Combine, Equivalent, Menu, Place setting, Pre-heat, Recipe, Sanitation, Stir

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
7.1 Define terms related to food safety and food preparation	7.1.1 Apply terms in correct context		Foundation	Reading  Writing	Applies/Understands technical words that pertain to food safety and food preparation [1.3.6]  Applies/Uses technical words and concepts [1.6.4]
7.2 Designate safety and sanitation procedures to observe during storage and preparation of food	7.2.1 Analyze a hazardous kitchen		Foundation	Science	Follows safety guidelines [1.4.15]
	7.2.2 Demonstrate safe and sanitary practices in the foods lab		Personal Management	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
7.3 Identify basic kitchen equipment	7.3.1 Use equipment, utensils, and appliances correctly		Foundation	Reading	Reads and follows instructions to operate technical equipment [1.3.19]
				Science	Uses equipment and techniques for food safety and preparation [1.4.23]
7.4 Match abbreviations with the correct word	7.4.1 Analyze abbreviations used in simple recipes		Foundation	Reading	Applies information to new situations [1.3.5]
7.5 Match equivalents with the correct measurement	7.5.1 Calculate basic measurement equivalents		Foundation	Arithmetic/Mathematics	Converts different units of measurement [1.1.17]
7.6 List characteristics of nutritious snacks	7.6.1 Plan and prepare a nutritious snack		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
7.7 State general rules for acceptable table manners	7.7.1 Practice acceptable table manners		Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		7.7.2 Demonstrate a basic table setting			
				Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
7.8 Explore careers which require the application of knowledge and skills related to food safety and food preparation	7.8.1 Evaluate individual interest in careers related to food safety and food preparation		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]

## Unit 8: Resource Management

### Hours: 5

**Terminology:** Advertising, Checking account, Comparison shopping, Consumer, Credit, Expense, Fixed expenses, Flexible expenses, Impulse buying, Income, Management, Resources, Savings Account, Spending plan,

<b>CAREER and TECHNICAL SKILLS</b>			<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
8.1 Define terms related to resource management	8.1.1	Apply terms in correct context	Foundation	Reading  Writing	Applies/Understands technical words that pertain to resource management [1.3.6]  Applies/Uses technical words and concepts [1.6.4]
8.2 Name types of resources: human and material	8.2.1	Sort resources by category: human or material	Foundation	Reading  Writing	Analyzes and applies what has been read to specific task [1.3.2]  Analyzes data, summarizes results, and makes conclusions [1.6.2]
8.3 Designate techniques for effective time management	8.3.1	Develop a personal time management plan which includes adequate time for study	Personal Management	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]
8.4 List sources of income	8.4.1	Analyze a sample paycheck	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
8.5 Name common banking services	8.5.1 8.5.2 8.5.3	Demonstrate proper check writing skills Develop a personal spending plan Evaluate advantages and disadvantages of credit	Foundation  Personal Management  Thinking	Arithmetic/Mathematics  Writing  Responsibility  Decision Making	Performs basic computations [1.1.31]  Writes appropriate entries [1.6.22]  Exerts a high level of effort and perseverance towards goal attainment [3.4.4]  Evaluates information/data to make best decision [4.2.5]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
8.6 List factors which influence buying decisions	8.6.1 Analyze the influence of advertising on impulse purchases	Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]  Uses logic to draw conclusions from available information [4.5.6]	
8.7 Explore careers which require the application of knowledge and skills related to resource management	8.7.1 Evaluate individual interest in careers related to resource management	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

## Unit 9: Child Development

### Hours: 5

Terminology: Attention span, Caregiver, Childproofing, Cooperative play, Developmental tasks, Guidance, Infancy, Parallel play, Preschooler, Temper tantrum, Toddler

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
9.1 Define child development terms	9.1.1 Apply terms in correct context	Foundation	Reading	Applies/Understands technical words that pertain to child development [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
9.2 List stages of child development	9.2.1 Chart developmental tasks of children at various stages	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Writing	Writes appropriate entries [1.6.22]	
9.3 List five areas of development: Emotional, Intellectual, Moral, Physical and Social	9.3.1 Categorize activities according to the area of development	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
9.4 Explain value of play for children	9.4.1 Select play activities suitable for children of various ages	Thinking	Decision Making	Comprehends ideas and concepts related to play activities for children [4.2.2]	
9.5 List ways to keep children safe	9.5.1 Analyze age appropriate toys for children	Personal Management	Responsibility	Pays close attention to details [3.4.8]	
	9.5.2 Recommend ways to handle emergencies when caring for children	Thinking	Decision Making	Considers risks when making a decision [4.2.3]	
	9.5.3 Develop a plan for childproofing a home		Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]	
9.6 Explore careers which require the application of knowledge and skills related to child development	9.6.1 Evaluate individual interest in careers related to child development	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

## Unit 10: Clothing

### Hours: 5

Terminology: Accessories, Care label, Classics, Clothing, Fad, Iron, Press, Vintage, Wardrobe

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
10.1 Define clothing terms	10.1.1 Apply terms in the correct context	Foundation	Reading	Applies/Understands technical words that pertain to clothing [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
10.2 Specify characteristics of quality clothing	10.2.1 Judge garment quality	Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive garment quality [4.6.5]	
10.3 Describe appropriate dress for specific occasions	10.3.1 Plan clothing for specific occasions	Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive appropriate dress [4.6.5]	
10.4 Select basic guidelines for clothing care	10.4.1 Demonstrate simple clothing repair	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]	
	10.4.2 Analyze clothing care label	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]	
10.5 Explore careers which require the application of knowledge and skills related to clothing	10.5.1 Evaluate individual interest in careers related to clothing	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

## Glossary

### Unit 1: Family, Career and Community Leaders of America

1. Family, Career and Community Leaders of America (FCCLA) – an organization for students who are enrolled or have been enrolled in family and consumer sciences classes for at least one semester
2. Leadership – the ability to direct and influence others
3. Mission – a statement that defines an organization's overarching purpose
4. Parliamentary procedure – a recognized and acceptable method of conducting an official meeting. A team STAR event, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting
5. Planning process – a simple five step method to help FCCLA chapter members and advisors plan individual, group, or chapter activities. The five steps are: identify concerns, set a goal, form a plan, act, and follow up
6. Students Taking Action with Recognition (STAR) events – competitive events in which FCCLA members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation

## Unit 2: Personal Development

1. Acne – a skin condition caused by overly active oil glands
2. Adolescence – the period of great growth and change between childhood and adulthood
3. Consequences – results of a choice made or an action taken
4. Decision – the act of making a choice or coming to a solution
5. Dermatologist – a doctor who treats skin disorders
6. Etiquette – manners established by society
7. Goals – something a person wants to have or to achieve, and is willing to work for
8. Hygiene – practices that promote good health and prevention of disease, such as cleanliness and maintenance of skin, hair and nails
9. Impression – effect produced on the mind of emotions
10. Independence – learning to do things on one's own
11. Needs – something that you have to have in order to live
12. Priorities – items that rank high in order of importance to an individual
13. Respect – consideration; to feel or show regard for others
14. Responsibility – an obligation or duty for which a person is held accountable
15. Rights – special privilege, benefit, or personal favor to which one is entitled
16. Self-concept – the mental picture people have of themselves; their opinion about themselves
17. Self-esteem – the sense of worth a person attaches to oneself
18. Self-respect – the ability to hold oneself in high esteem
19. Values – ideas about right and wrong and what is important in your life
20. Wants – things that you would like to have but are not necessary for survival

## Unit 3: Family Relationships

1. Cope – to use acceptable techniques to overcome difficulties, to solve a problem or adapt to a situation
2. Crisis – an unstable or critical situation in which the outcome will make a decisive difference for better or worse
3. Family – a person or group of persons joined together by blood, marriage, adoption, or other bonds who are committed to each other and provide emotional support
4. Family life cycle – series of stages through which an average family passes
5. Family structures – the makeup of a family group based on the relationships of the members in the family
6. Functional family – family in which the members relate to each other in positive ways
7. Life changes – significant events that transform individuals and families
8. Sibling – a brother or sister

## Unit 4: Relationships

1. Body language – communication through body movements and gestures
2. Compromise – coming to an agreement in which each person gives up something in order to get what they both want
3. Conflict resolution – the process of settling a conflict by cooperating and problem solving
4. Consideration – the thoughtful concern for other people's feelings and opinions
5. Conversation – sharing ideas, thoughts, and feelings
6. Gossip – talking about other people and their personal lives
7. Listening skills – the ability to hear and understand messages that are being sent characterized by using eye contact, positive body language, and positive feedback
8. Nonverbal communication – communication that uses factors other than words, such as gestures, facial expressions, eye contact, and body language
9. Peer pressure – persuasion to conform to the group and go along with group activities
10. Prejudice – an unfair or biased opinion based on false or insufficient information
11. Relationships – special bonds or links between people
12. Stereotype – a belief that an entire group of people fit a fixed, common pattern - that they are alike in certain ways
13. Verbal communication – expressing ideas to others by using spoken words

## Unit 5: Home Environment

1. Apartment – a rented unit in a multifamily building
2. Condominium – individually owned housing units in a multi-unit development
3. Conservation – protecting the environment and natural resources against waste and harm
4. Energy efficient – using less energy
5. Environment – a person's surroundings and everything in them, including both human and non-human factors
6. Intruder – someone who uses force to get into someone else's home
7. Manufactured home – a transportable structure, constructed in a factory, designed to be used as a single family dwelling
8. Multiple family dwelling – a building that contains several units designed to house more than one family
9. Multi-tasking – fitting tasks together to make the best use of time; doing two tasks at the same time
10. Nonrenewable resources – natural resources that can't replace themselves, and therefore are in limited supply
11. Recycle – to reprocess resources to be used again
12. Renewable resources – natural resources that can renew or replace themselves over time
13. Sanitary – being free from germs; being clean and healthy
14. Single family home – housing designed for one family

## Unit 6: Nutrition and Wellness

1. Anorexia nervosa – a psychological disorder where a person eats very little or refuses to eat as they see themselves overweight even when they are dangerously underweight
2. Bulimia – a person with this disorder repeatedly binges and then purges, by vomiting or taking laxatives, to prevent weight gain
3. Calorie – a measurement of the amount of energy produced when food is burned by the body. In science it is the amount of energy needed to raise the temperature of 1.0 g of water 1.0 degrees Celsius
4. Diet – all the food and drink a person regularly consumes
5. Dietary Guidelines for Americans – a set of guidelines about food choices developed by the United State government
6. Eating disorders – extreme, unhealthy behavior relating to food, eating and weight
7. Empty-calorie foods – foods that are high in calories and low in nutrients
8. Fad diets – weight loss plans that are popular for a short time and often are based on misinformation, unusual requirements, and promise immediate weight loss
9. MyPyramid – a guide developed by the USDA for healthful eating that divides food into six groups, and indicates a range of the number of servings needed daily from each group
10. Nutrient – chemical substances in food that help to maintain the body
11. Nutrient-dense food – a food that is rich in the nutrients your body needs to stay healthy
12. Nutrition – the study of nutrients and how they are used by the body
13. Obesity – weighing twenty percent or more above desirable weight for height; in an adult, obesity is defined as a body mass index of 30 or more
14. Stress – physical or psychological tension and strain
15. Substance abuse – misuse of drugs that damages an individual's health and ability to function
16. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health

## Unit 7: Food Safety and Preparation

1. Bake – cook in the oven in dry heat without a cover
2. Boil – to heat a liquid until bubbles rise to the surface, a method of cooking food in a boiling liquid
3. Chop – to cut into small pieces
4. Combine – to mix two or more ingredients together
5. Equivalent – the same amount expressed in different ways by using different units of measure
6. Menu – the food choices offered at each meal
7. Place setting – the arrangement of the table ware that each diner will need for a meal; also called a cover
8. Pre-heat – to heat the oven to the correct temperature before putting in the food
9. Recipe – detailed instructions for preparing particular foods
10. Sanitation – maintaining a clean condition in order to promote hygiene and prevent disease
11. Stir – move the ingredients in a circular motion to mix or prevent burning

## Unit 8: Resource Management

1. Advertising – a message to persuade consumers to purchase a particular product or service
2. Checking account – an account in which checks are written by a depositor directing a bank to pay a certain amount to a specific source
3. Comparison shopping – comparing products and prices in different stores before making a purchase
4. Consumer – a person who uses goods and services
5. Credit – an arrangement that allows consumers to buy goods or services now and pay for them later
6. Expense – the cost of goods and services
7. Fixed expenses – set costs that must be paid such as rent, insurance, and car payments
8. Flexible expenses – costs that do not stay the same such as clothes and food
9. Impulse buying – making an unplanned or quick purchase without giving it much thought
10. Income – money received that is available to spend and save
11. Management – using resources effectively to achieve goals and solve problems
12. Resources – something used to meet a goal
13. Savings account – an account in which a depositor sets money aside for future use
14. Spending plan – an orderly program for spending, saving, and investing the money you earn to achieve desired goals; also called a budget or financial plan

## Unit 9: Child Development

1. Attention span – the length of time a person can concentrate on any one thing
2. Caregiver – a person that provides care for and meets the needs of someone else
3. Childproofing – arranging the environment to ensure that a child can play and explore safely
4. Cooperative play – activity in which children actually play with one another
5. Development tasks – one of the skills that children learn at different stages of development; these tasks include physical, mental, social, emotional, and moral skills
6. Guidance – help in learning acceptable behavior
7. Infancy – period of childhood from birth up to one year
8. Parallel play – activity in which children play side by side without interacting
9. Preschooler – period of childhood from three to five years of age
10. Temper tantrum – a sudden outburst of anger in which children may kick, scream, cry, or hold their breath
11. Toddler – period of childhood from one to three years of age

## Unit 10: Clothing

1. Accessories – additional items that are not necessary such as shoes, belts, scarves, hats, socks, ties, and jewelry that are part of your wardrobe
2. Care label – a label inside a garment describing its fiber content and how to care for it
3. Classics – clothing styles that remain in fashion a long time
4. Clothing – garments used to cover and/or protect the body
5. Fad – fashions that are very popular for a short time
6. Iron – to remove wrinkles or smooth fabrics with a heated iron
7. Press – raising and lowering the iron from one area to the next
8. Vintage – fashions from earlier decades
9. Wardrobe – a person's clothes, shoes, and accessories