

LifeCenter21 Correlation to:

Wisconsin – *Family and Consumer Sciences Education Model Academic Standards*

Instructional Content Areas (Modules)

Introduction Unit

Child Care

Consumer and Education Practices

Fashion and Design

Food Production and Services

Hospitality, Tourism and Recreation

Housing, Interiors and Furnishings

Human Growth and Development

Interpersonal Relationships

Nutrition and Wellness

Personal Appearance and Environment

Resource Management

Textiles and Apparel

Family Roles and Relationships

Goal Setting and Career Planning

Personal Development and Self-Esteem

Personal and Social Responsibility



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Family and Consumer Sciences Education Model Academic Standards	LifeCenter21 Course	Introduction Unit	Child Care	Consumer Education & Practices	Fashion & Design	Food Production & Services	Hospitality, Tourism & Recreation	Housing, Interiors & Furnishings	Human Growth & Development	Interpersonal Relationships	Nutrition & Wellness	Personal Appearance & Environment	Resource Management	Textiles and Apparel	Family Roles & Relationships	Goal Setting Career Planning	Personal Development & Self-Esteem	Personal & Social Responsibility
A. Continuing Concerns of the Family: Wisconsin students will understand the meaning and significance of the broad continuing concerns of the family. The students will:																		
A.1. Explain the personal and social significance of the family in meeting family members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members.	✓		X						X						X		X	
A2. Describe several significant, broad, continuing concerns of the family: <ul style="list-style-type: none"> - manage human and natural resources wisely - help children develop the ability to access, analyze, evaluate, and communicate information (media literacy) - implement democratic ideals at home - develop work attitudes and values - assess the appropriate value to give to material goods - establish communication within the family and with other social settings - create a critical-thinking climate in the home 	✓		X						X						X		X	
A3. Describe how to determine the significance of family-related concerns: <ul style="list-style-type: none"> - use data gathered from a variety of sources - identify the personal and social significance of current conditions - describe different goals 	✓		X						X						X		X	
A4. Describe gaps between existing conditions and goals and ask specific questions for further investigation.	✓												X		X			
B. Practical Reasoning: Wisconsin students will understand and use practical reasoning skills to address broad, continuing concerns of the family. The students will:																		
B1. Analyze the parts of the practical reasoning process.	✓			X						X			X		X		X	
B2. Explain how each part works and the relationships among the parts of the practical reasoning process.	✓			X						X			X		X		X	
B3. Apply practical reasoning to a current family-related issue or concern described in the media: <ul style="list-style-type: none"> - gather and interpret information about the situation, goals, and probable consequences of different courses of action - form sound conclusions about what should be done in the situation - give reasons to support conclusions using information about the context, goals, means, and consequences - evaluate the evidence and reasoning 	✓														X			
B4. Detect and correct errors in using the parts of the practical reasoning process	✓			X						X			X		X		X	

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C. Family Action: Wisconsin students will understand and use reasoned action to address broad, continuing concerns of the family and to accomplish family goals. The students will:																			
C1. Understand and use communication to reach understanding and agreement:: - give examples that illustrate effective and ineffective communication - demonstrate how to speak and respond with empathy and respect - analyze examples of communication breakdowns and identify ways communication might be improved - use reliable procedures to gather, record and interpret data	✓								X	X					X			X	
C2. Understand and use reflection in everyday life: - describe ways to use reflection before, during, and after an activity or event - explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted - identify and test the accuracy of assumptions contained in various media - identify different perspectives about common assumptions	✓																	X	
C3. Understand and apply technological information, methods and tools: - give examples that illustrate how families use technological information, methods, and tools - describe and give examples of specific situations that call for the use of technological information, methods and tools - develop, implement, and assess an individual, family or community action plan designed to reach specific goals	✓			X					X			X	X		X	X	X		
D. Personal and Social Responsibility: Wisconsin students will assume responsibility as family members and citizens, and take informed, socially responsible individual, family, and community action. The students will:																			
D1. Explain what it means to take informed, socially responsible action.	✓																		X
D2. Survey the school, neighborhood, or community to identify a family-related issue or concern.	✓														X				
D3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals: - respond to questions and/or criticisms of plans from classmates - use feedback in revising plans as needed - analyze the results, write a reflective summary explaining the results, and use the results to identify next steps	✓		X			X				X	X					X	X		
D4. Apply leadership skills during classroom discussions or FHA-HERO chapter meetings.	✓									X						X	X	X	

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<p>D5. Set an individual, family, or community action goal and record progress toward accomplishment of the goal.</p>	✓									X					X	X	X	X		
<p>E. Work of Family: Wisconsin students will understand and actively use specific knowledge, attitudes, and skills related to creating conditions in the family and society to accomplish the work of the family. The students will:</p>																				
<p>E1. Examples that show the meaning/significance of family</p>	✓														X	X			X	
<p>E2. Summarize current understandings of family work goals and relationships between family work and other social settings.</p>	✓														X				X	
<p>E3. Describe how family work has changed over time and identify some cultural similarities and differences.</p>	✓														X					
<p>E4. Describe some factors and conditions that affect the development of individuals, families, and society.</p>	✓								X						X				X	
<p>E5. Access, analyze, and evaluate selected sources of information about human growth and development.</p>	✓								X											
<p>F. Learning to Learn: Wisconsin students will reflect on their thinking, manage learning tasks, evaluate their work, monitor their progress and attitudes toward learning, and set new learning goals. The students will:</p>																				
<p>F1. Demonstrate the ability to attend to learning tasks: - explain the family's role in helping to focus attention on learning tasks - make adjustments in attention level to meet demands of task - practice skills in handling distractions</p>	✓								X								X	X		
<p>F2. Demonstrate the ability to set learning goals: - explain the importance of goal setting - develop timeframe for reaching a series of short-term goals - describe what to look for to determine whether specific goals have been accomplished</p>	✓								X								X	X		
<p>F3. Demonstrate the ability to monitor attitudes: - give examples from different media that show how attitudes affect work habits and learning - practice asking questions to identify personal attitudes/habits - describe how specific thoughts about a difficult learning task affect personal behavior</p>	✓								X	X					X	X	X	X		

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<p>F4. Demonstrate the ability to use self-evaluation skills:</p> <ul style="list-style-type: none"> - give examples of paired problem solving in everyday life - describe specific knowledge, attitudes, and skills learned in other classes that help with planning - make, implement, and assess an action plan to reach a series of learning goals that help reach long-term goals, including the specific resources needed to complete the action plan 	<p>✓</p>								<p>X</p>						<p>X</p>	<p>X</p>		