Framework

CIP Code: 190001	Total Framework Hours: 127.5
Course: Personal Choices	Exploratory: ☒ Preparatory: ☐

COMPONENTS AND COMPETENCIES

Performance Assessment:

- Students will demonstrate employability and transferable skills as they use the planning process to develop a multi-media presentation that examines a chosen career pathway.
- Based on the results of a computerized assessment of career goals, students will research a specific career within their chosen career pathway and provide a written report of their findings and how it caters to their specific needs.
- Students will communicate effectively with a mock interviewer, by using their language skills to interact, analyzing how communication skills impact career settings and assessing their strengths and weaknesses.
- Using FCCLA Career Connection program as a planning tool.

STANDARDS AND COMPETENCIES

Standard: 1.2 Demonstrate transferable and employability skills in community and workplace settings.	Total Learning Hours for Standard: 36

Competency	Competency Description
1.2.1	Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.

EALRs or GLEs (Taught & Assessed in Standards)

Communications		Communications	
2.2	Develop content and ideas.	2.3	Use effective delivery.
2.4	Use effective language and style.	2.5	Effectively use action, sound, and/or images to support presentations.
3.1	Use language to interact effectively with others	3.2	Work cooperatively as a member of a group.
3.3	Seek agreement and solutions through discussion.	4.1	Assess strengths and need for improvement.
4.4	Analyze how communication is used in career settings.		
Reading		**Math**	
Science		**Science**	
Art		**Health and Fitness**	

SKILLS

Leadership:
1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
2.1 The student will communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

Family, Career, and Community Leaders of America (FCCLA) Programs:

- FCCLA Planning Process
- Career Connections: Access Skills for Career Success

- **STAR Event**:
  a) Career Investigations
  b) Job Interview

Employability:

Resources

- Human Resources

Interpersonal

- Participate as a member of a team
- Exercises leadership
- Negotiates
- Exercises leadership

Information

- Interprets and communicates information
- Uses computers to process information

Technology

- Selects technology

Analytical, Logical & Creative Thinking:

Applied Thinking Skills

- Decision Making
- Goal Setting

Creative Thinking Skills

- Originality
- Flexibility

Enhancing Behavior

- Attending

Relevance to Work:

Employees are hired and evaluated on their employability and transferable skills

Family members working together towards a common goal use employability and transferable skills.

Performance Assessments:

- After researching and analyzing the principles of human growth and development and conditions that influence it, students will use the planning process for problem solving and decision-making to complete a project, which addresses a specific human development issue.
- The student will evaluate with a written one-page summary, a graphic feature to clarify and extend meaning, and a bibliography, which has at least four types of sources.
- Suggested planning tool: Power of One project, a Focus on Children STAR Event or a Community Service project.

STANDARDS AND COMPETENCIES

Standard: Human Development	**Total Learning Hours for Standard: 10**

Competency	**Competency Description**
12.1	Analyze principle of human growth and development across the life span.
12.2	Analyze conditions that influence human growth and development.

EALRs or GLEs (Taught & Assessed in Standards)

Writing		Math	
2.2	Write for different purposes.		
Reading		**Communications**	
1.2	Use vocabulary (word meaning) strategies to comprehend text.	1.2.2	Apply strategies to comprehend text.
1.3	Build vocabulary through wide reading.	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
Science		**Science**	
1.2	Structures: Understand how components, structures, organizations, and interconnections describe systems.	1.2.1	Analyze systems, how systems function, including the inputs and outputs and interconnections of a system and its subsystems.
1.2.8	Understand how the human organ systems regulate growth, development, and life functions, including the endocrine, immune, nervous, reproductive, and integumentary systems.		
Health and Fitness		**Arts**	
3.2	Gather and analyze health information.		

SKILLS

Leadership:
2.1 The student will communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

Family, Career, and Community Leaders of America (FCCLA) programs:
- Power of One

STAR Events:
- Focus on Children,
- Community Service
- FCCLA Planning Process

Employability:
Information
- Acquires and evaluates information
- Organizes and maintains information
- Interprets and communicates information

Analytical, Logical & Creative Thinking:
Critical Thinking Skills
- Analysis
- Evaluate
- Summarize

Applied Thinking Skills
- Problem solving
- Decision making

Relevance to Work:
Assessing appropriate activities for specific populations such as a retirement community activity director would do.
Parents need to understand human development in order to meet the needs of all family members.

Performance Assessments:

Student teams will respond to a written "relationship" scenario provided by the instructor. The oral response will include:

1. Identify the problem
2. Identification of the communication technique needed
3. Demonstrate appropriate solutions and skill through role-playing
4. Interview with instructor, or class, to validate role-playing response

Suggested planning and assessment tool:

STAR Events:

- Interpersonal Communications Event

STANDARDS AND COMPETENCIES

Standard: 13.1 Analyze functions and expectations of various types of relationships.	**Total Learning Hours for Standard: 10 hours**

Competency	**Competency Description**
13.1.1	Examine processes for building and maintaining interpersonal relationships.

EALRs or GLEs (Taught & Assessed in Standards)

Communications		**Communications**	
3.1	Use language to interact effectively and responsibly with others.	3.2	Work cooperatively as a member of a group.
4.1	Assess strengths and need for improvement.		
Reading		**Reading**	
2.1	Demonstrate evidence of reading comprehension.	2.1.6	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.
Science		**Science**	
Art		**Health and Fitness**	

SKILLS

Leadership:

2.2 The student will demonstrate knowledge of conflict resolution and challenge management.

Family, Career, and Community Leaders of America (FCCLA) Programs:

- **STAR Events**: Interpersonal Communications
- Chapter Service Project

Employability:

Interpersonal

A. Participates as a member of a team
B. Negotiates
C. Works with diversity

Information

A. Acquires and evaluates information

B. Organizes and maintains information
C. Interprets and communicates information

Analytical, Logical & Creative Thinking:

Critical Thinking Skills

- Fact/Opinion
- Inference

Applied Thinking Skills

- Problem solving

Relevance to Work:

Positive interaction with other family members significantly impacts the quality of family life.
Communication skills would be vitally important in the Family and Community Services careers, such as counseling, teaching, and social work.

Performance Assessments:

Each student will participate in a financial simulation using appropriate technology available. This simulation will include the following:

- Manage personal banking procedures
- Design and implement a budget
- Predict long term financial needs
- Form a plan to meet those needs
- Problem solve random financial variables

They will use the FCCLA Financial Fitness program to teach others what they have learned.

STANDARDS AND COMPETENCIES

Standard: 2.6 Student will demonstrate management of financial resources to meet the goals of individuals and families across the lifespan.	**Total Learning Hours for Standard: 56.5 hours**

Competency	Competency Description
2.6.1	Apply management principles to individual and family financial practices.
2.6.4	Obtain personal and legal documents related to managing individual and family resources.

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
3.1	Analyze information	3.1.1	Synthesize information from multiple sources in order to answer questions.
3.2	Make Predictions, Inferences, and Conjectures	3.2.1	Analyze procedures and make needed revisions.
3.2.2	Analyze information to draw conclusions and support them using inductive and deductive reasoning.	5.3	Relate mathematical concepts and Procedures to real-world situations.
5.3.1	Understand the mathematical knowledge and training requirements for occupational/career areas of interest.		

SKILLS

Leadership:

1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Family, Career and Community Leaders of America (FCCLA) programs:

- Financial Fitness: Banking Basics and Cash Control

Employability:

Resources

- Money

Information

- Organizes and maintains information

Systems

- Monitors and corrects performance

Technology

- Selects Technology

Analytical, Logical & Creative Thinking:

Applied Thinking Skills

- Problem Solving

Enhancing Behaviors

- Precision

Creative Thinking Skills

- Flexibility

Relevance to Work:

- Consumer finance planners for institutions such as banks, credit unions, independent accounting firms and credit counseling services will help customers through the financial planning process.
- Financial planning in a family is essential to the family's economic well-being.

Performance Assessment:

Using safe food practices, a team of students will plan, order, prepare and serve an aesthetically pleasing meal that meets the nutritional and wellness needs of an assigned family* scenario. Students will self-evaluate their menus by doing nutritional analysis.

*Family scenarios will represent a variety of ages, dietary needs, ethnic backgrounds, gender and family structure.
Use the FCCLA planning process to facilitate this plan and implement this project.

STANDARDS AND COMPETENCIES

Standard: 14.3 Student will demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	**Total Learning Hours for Standard: 15 hours**

Competency	Competency Description
14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.
14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
Reading		**Communications**	

Science		**Social Studies**	
Health and Fitness		**Art**	
1.4	Understand nutrition and food nutrients and how they affect physical performance and the body.		

SKILLS

Leadership:
3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practice those skills in real life.
Family, Career, and Community Leaders of America FCCLA programs:

- Student Body
- Power of One: A Better You

Employability:
Resources

- Time
- Material and facilities
- Human resources

Interpersonal

- Participates as a member of a team
- Negotiates
- Works with diversity

Technology

- Applies technology to task

Analytical, Logical & Creative Thinking:
Critical Thinking Skills

A. Analysis
B. Evaluation

Applied Thinking Skills

A. Decision making
B. Problem solving

Creative Thinking Skills

A. Flexibility
B. Originality

Relevance to Work:
Nutritional staff at institutions such as schools, geriatric homes, hospitals, plan and prepare meals to meet client needs.
Nutritional well planned meals contribute to the health of all family members.