

VoCATS Course Blueprint

Family and Consumer Sciences Education

7015 Teen Living

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Curriculum and School Reform Services
Division of Instructional Services*

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Special thanks to the following educators and business people who developed this blueprint.

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This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact dcooley@dpi.state.nc.us for more information.

VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about the VoCATS, contact program area staff or VoCATS, Career-Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358, 919.807.3876, email: rwelfare@dpi.state.nc.us.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	<u>Course Weight</u> Cognitive Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

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FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for 7015 TEEN LIVING
 Recommended hours of instruction: 135-180 hours

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			4	5			
1	2				6	7	8
			100%				
	Total Course Weight		74%	26%			
A	PERSONAL, FAMILY, AND COMMUNITY LIVING		19%	4%			
TL001.	Apply strategies to enhance personal development and interpersonal skills to obtain a greater understanding of self through self-evaluation.		6%	1%	C3P	CD/CS/E/ H/SS	Core
<i>TL01.01</i>	<i>Outline factors and strategies that promote personal development.</i>		3%		<i>C2</i>	<i>CD/CS/E H/SS</i>	<i>Core</i>
<i>TL01.02</i>	<i>Interpret roadblocks to personal development.</i>		2%		<i>C2</i>	<i>CD/CS/E/ H/SS</i>	<i>Core</i>
<i>TL01.03</i>	<i>Practice interpersonal skills.</i>		1%	1%	<i>C3P</i>	<i>CD/CS/E/ H/SS</i>	<i>Core</i>
TL002.	Analyze influences on family life to ensure healthy family relationships.		2%		C3	CD/CS/E/ H/SS	Core
<i>TL02.01</i>	<i>Explain factors that affect family life.</i>		1%		<i>C2</i>	<i>CS/E/H/ SS</i>	<i>Core</i>
<i>TL02.02</i>	<i>Recommend ways to strengthen family life.</i>		1%		<i>C3</i>	<i>CD/CS/E/ H/SS</i>	<i>Core</i>
TL003.	Apply strategies to enhance personal relationships through elimination of stress factors.		5%		C3	CD/CS/E/ H/SC/SS	Core
<i>TL03.01</i>	<i>Discuss factors that affect relationships.</i>		2%		<i>C2</i>	<i>CD/CS/E/ H/SS</i>	<i>Core</i>
<i>TL03.02</i>	<i>Critique the consequences and risks of youth parenting.</i>		3%		<i>C3</i>	<i>H/SC/SS</i>	<i>Core</i>
TL004.	Apply strategies to enhance community skills through personal and group development.		6%	3%	C3P	CD/CS/E/ H/M/SS	Core
<i>TL04.01</i>	<i>Demonstrate characteristics of effective leadership.</i>		2%		<i>C2</i>	<i>CD/CS/E/ H/SS</i>	<i>Core</i>

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			4	5			
1	2						
TL04.02	Practice positive group interaction.		2%	1%	C3P	CD/CS/E/ H/SS	Core
TL04.03	Practice job readiness skills.		1%	2%	C3P	CD/CS/E/ M	Core
TL04.04	Discuss career opportunities in the community and family services field.		1%		C2	CD/CS/E/ H/SS	Core
B	CHILDREN		10%	3%			
TL005.	Examine the developmental stages of children to appropriately support and monitor growth.		4%	2%	C3P	A/CD/CS /E/H/M/ SS	Core
TL05.01	Identify the ages, stages, and tasks of child development.		3%		C1	CD/E/H/ M/SS	Core
TL05.02	Plan age-appropriate activities for children.		1%	2%	C3P	A/CD/CS/ E/H/M/ SS	Core
TL006.	Analyze responsible caregiving to appropriately guide children's behavior and monitor safety.		6%	1%	C3P	CD/CS/E/ H/SC	Core
TL06.01	Identify characteristics of responsible caregivers.		2%		C1	CD/CS/E/ H	Core
TL06.02	Evaluate positive guidance techniques.		2%		C3	CD/CS/E/ H	Core
TL06.03	Practice safety and first-aid procedures.		1%	1%	C3P	CD/H/SC	Core
TL06.04	Discuss career opportunities in the early childhood education field.		1%		C2	CD/CS/E	Core
C	FITNESS, NUTRITION, AND FOODS		14%	6%			
TL007.	Evaluate factors that affect fitness to assess daily dietary and wellness needs.		5%	1%	C3P	CD/H/M/ SC/SS	Core
TL07.01	Identify factors that affect fitness.		2%		C1	CD/H/SC /SS	Core
TL07.02	Assess personal eating habits.		2%	1%	C3P	H/M/SC/ SS	Core
TL07.03	Investigate special dietary needs.		1%		C3	H/M/SC/ SS	Core
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Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			4	5			
1	2						
TL008.	Apply principles of food selection, preparation, and service for safe and sanitary management of meals.		9%	5%	C3P	CD/CS/E/ H/M/SC/ SS	Core
TL08.01	Summarize wise food selection practices.		2%		C2	H/M/SC	Core
TL08.02	Use basic food safety and sanitation principles.		2%		C3	H/SC	Core
TL08.03	Practice basic food preparation skills.		3%	4%	C3P	H/M/SC	Core
TL08.04	Practice good manners when serving and eating food.		1%	1%	C3P	CS/E/H/ SS	Core
TL08.05	Discuss career opportunities in the food industry.		1%		C2	CD/H/M/ SC	Core
D	CONSUMER MANAGEMENT		12%	1%			
TL009.	Analyze the use of available resources to achieve goals.		4%		C3	CD/CS/E/ H/M/SC	Core
TL09.01	Identify available resources.		2%		C1	CD/H/SC	Core
TL09.02	Explore ways to manage resources.		2%		C3	CD/CS/E/ H/M/SC	Core
TL010.	Analyze strategies for managing money to achieve financial stability.		8%	1%	C3	CD/CS/E/ H/M	Core
TL10.01	Identify sources of income and types of spending.		2%		C1	CD/H/M	Core
TL10.02	Record factors that influence spending.		3%		C2	CD/CS/E/ H/M	Core
TL10.03	Explore ways to manage money.		3%	1%	C3	CD/H/M	Core
E	FASHION AND CLOTHING		9%	9%			
TL011.	Use clothing management principles to ensure long-term maintenance of personal wardrobe.		5%	1%	C3P	CD/CS/E/ H/M/SC/ SS	Core
TL11.01	Interpret appropriate dress for specific roles and occasions.		2%		C2	CD/CS/E/ SS	Core
TL11.02	Critique ready-made clothing for durability, function, and style.		1%		C3	M	Core
TL11.03	Suggest specific techniques for care of clothing.		1%	1%	C3P	H/SC	Core
TL11.04	Discuss career opportunities in the apparel design field.		1%		C2	CD/CS/E/ M/SC/SS	Core

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			4	5			
1	2						
TL012.	Use basic fashion construction procedures to produce personal clothing and home accessories.		4%	8%	C3P	CD/CS/E/ M	Core
<i>TL12.01</i>	<i>Operate sewing and pressing equipment.</i>		2%	4%	C3P	CD/CS/E/ M	Core
<i>TL12.02</i>	<i>Perform basic construction procedures.</i>		2%	4%	C3P	CD/CS/E/ M	Core
F	LIVING ENVIRONMENTS		10%	3%			
TL013.	Analyze how families and individuals manage living space for efficiency, organization, and safety.		4%	1%	C3P	CD/H/M/ SC/SS	Core
<i>TL13.01</i>	<i>Experiment ways to organize living space.</i>		3%	1%	C3P	CD/H/M/ SS	Core
<i>TL13.02</i>	<i>Rate home safety practices.</i>		1%		C3	H/SC/SS	Core
TL014.	Evaluate ways to maintain and enhance living space to provide an aesthetically, pleasing environment for all household members.		6%	2%	C3P	CD/CS/E/ H/M/SC/ SS	Core
<i>TL14.01</i>	<i>Assess ways to maintain living space.</i>		2%		C3	CD/H/M/ SS	Core
<i>TL14.02</i>	<i>Demonstrate ways to enhance living space.</i>		3%	2%	C3P	H/M/SS	Core
<i>TL14.03</i>	<i>Discuss career opportunities in the interior design field.</i>		1%		C2	CD/CS/E/ M/SC/SS	Core