

# VoCATS Course Blueprint

## Family and Consumer Sciences Education

*LIFE*  
*Living Independently*  
*through Financial Education*  
*Pilot Code 7009*  
*Revision of Life Management 7085*

*Public Schools of North Carolina*  
*State Board of Education • Department of Public Instruction*  
*Division of Secondary Education*

*Raleigh, North Carolina*

**Winter, 2006 Draft**

*Special thanks to the following educators who developed this blueprint:*

Elaine Cory Central Davidson High Lexington, NC	Bonnie Stanley Harnett Central High Angier, NC
---	--

Kathryn Cox Enloe High Raleigh, NC	Deborah Thomas Richmond Sr. High Rockingham, NC
--	---

Rhonda Rhodes Hiwassee Dam High Murphy, NC	Myra Thomas Northern Nash High Rocky Mount, NC
--	--

Robyn Stafford Charles B. Aycock High Pikeville, NC	Michele Warren Gates County High Gatesville, NC
---	---

*Special appreciation to Clare E. Adkin, Jr. who served as curriculum team advisor while he was Program Consultant for the NC Council on Economic Education and during the development of the blueprint and outline. Special thanks also to Alissa Cheek and Wendy Hampton from Hiwassee Dam High School who served as integration advisors in the areas of Math and English Language Arts. This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry.*  
Contact [jmeek@dpi.state.nc.us](mailto:jmeek@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 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 27699-5358, 919/807-3876, email: [rwelfare@dpi.state.nc.us](mailto: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..

*Career-Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.*

**FAMILY AND CONSUMER SCIENCES EDUCATION**  
**COURSE BLUEPRINT for LIFE --- Living Independently through Financial Education**  
 (Recommended hours of instruction: 135-180)

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
			Cognitive 4	Performance 5			
1	2				6	7	8
			<b>100%</b>				
	<b>Total Course Weight</b>		<b>70%</b>	<b>30%</b>			
<b>A</b>	<b>PLANNING SPENDING</b>		<b>7%</b>	<b>8%</b>			
<b>LF01.00</b>	<b>Analyze factors to consider when planning spending.</b>		<b>5%</b>	<b>3%</b>	<b>C3P</b>		
<i>LF01.01</i>	<i>Differentiate needs, wants, and types of resources.</i>		3%		C3	SS/CD	Core
<i>LF01.02</i>	<i>Analyze values to set priorities and goals and make decisions.</i>		2%	3%	C3P	SS/CD	Core
<b>LF02.00</b>	<b>Analyze steps in financial planning.</b>		<b>2%</b>	<b>5%</b>	<b>C3P</b>		
<i>LF02.01</i>	<i>Interpret the rationale for creating a financial plan.</i>		2%		C2	E/CD	Core
<i>LF02.02</i>	<i>Implement steps in a planning process to aid in financial planning.</i>			2%	C3P	M/CD	Core
<i>LF02.03</i>	<i>Organize a realistic spending plan.</i>			3%	C3P	M/E/CD	Core
<b>B</b>	<b>PLANNING A CAREER</b>		<b>8%</b>	<b>7%</b>			
<b>LF03.00</b>	<b>Analyze careers.</b>		<b>2%</b>	<b>2%</b>	<b>C3P</b>		
<i>LF03.01</i>	<i>Interpret personal skills and qualities that influence career choice and success.</i>		2%		C2	CD/SS	Core
<i>LF03.02</i>	<i>Analyze careers using career guidance resources.</i>			2%	C3P	CD/CS/E	Core
<b>LF04.00</b>	<b>Apply skills and qualities that contribute to workplace success.</b>		<b>6%</b>	<b>5%</b>	<b>C3P</b>		
<i>LF04.01</i>	<i>Understand the roles of professionalism and responsible behavior in the workplace.</i>		2%		C2	CD/SS/ CS/E	Core
<i>LF04.02</i>	<i>Apply effective job-seeking skills.</i>		4%	5%	C3P	CD/CS/E	Core
<b>C</b>	<b>MANAGING AS A FAMILY MEMBER</b>		<b>12%</b>	<b>4%</b>			
<b>LF05.00</b>	<b>Understand the functions of the family.</b>		<b>4%</b>		<b>C2</b>		
<i>LF05.01</i>	<i>Exemplify the responsibilities of family members.</i>		2%		C2	H/SS	Core
<i>LF05.02</i>	<i>Summarize the rewards of being a family member.</i>		2%		C2	SS/E	Core
<b>LF06.00</b>	<b>Analyze the family as an economic unit.</b>		<b>8%</b>	<b>4%</b>	<b>C3P</b>		
<i>LF06.01</i>	<i>Interpret the family as an earning unit and as a spending unit.</i>		4%		C2	CD/SS	Core
<i>LF06.02</i>	<i>Organize typical incomes and expenditures at each stage of the family cycle.</i>		4%	4%	C3P	CD/SS/M	Core

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
			Cognitive	Performance			
1	2		4	5	6	7	8
<b>D</b>	<b>MAKING SMART DECISIONS</b>		<b>15%</b>	<b>3%</b>			
<b>LF07.00</b>	<b>Understand shopping skills.</b>		<b>9%</b>		<b>C2</b>		
LF07.01	<i>Recognize options in deciding where to shop.</i>		3%		C1	E/M	Core
LF07.02	<i>Interpret consumer information found on product labels.</i>		3%		C2	E/M	Core
LF07.03	<i>Exemplify advertising methods and relevant consumer credit legislation.</i>		3%		C2		
<b>LF08.00</b>	<b>Apply payment options.</b>		<b>6%</b>	<b>3%</b>	<b>C3P</b>		
LF08.01	<i>Compare advantages/disadvantages of payment options.</i>		3%		C2	E/M	Core
LF08.02	<i>Implement comparison shopping to make a purchasing decision.</i>		3%	3%	C3P	E/M	Core
<b>E</b>	<b>MANAGING ASSETS</b>		<b>16%</b>	<b>4%</b>			
<b>LF09.00</b>	<b>Apply practices for distributing assets.</b>		<b>6%</b>	<b>2%</b>	<b>C3P</b>		
LF09.01	<i>Compare practices in saving, investing, and managing assets.</i>		4%		C3	CD/M	Core
LF09.02	<i>Implement procedures to complete income tax forms.</i>		2%	2%	C3P	CD/M	Core
<b>LF10.00</b>	<b>Apply ways to protect resources.</b>		<b>10%</b>	<b>2%</b>	<b>C3P</b>		
LF10.01	<i>Infer needs for life, health, auto, and homeowner's insurance.</i>		5%		C2	H/M/E	Core
LF10.02	<i>Summarize ways to protect the environment and conserve natural resources.</i>		3%		C2	H/Sc	
LF10.03	<i>Implement procedures to care for one's possessions.</i>		2%	2%	C3P	H/E/SC	Core
<b>F</b>	<b>USING CONSUMER RESOURCES</b>		<b>12%</b>	<b>4%</b>			
<b>LF11.00</b>	<b>Apply procedures to identify actual costs of purchases.</b>		<b>6%</b>	<b>2%</b>	<b>C3P</b>		
LF11.01	<i>Recognize add-on costs when making purchases.</i>		2%		C1	E/M	Core
LF11.02	<i>Recognize costly mistakes resulting from poor use of resource information.</i>		2%		C1	M/E	Core
LF11.03	<i>Apply cost analysis steps to determine the actual cost of a planned purchase.</i>		2%	2%	C3P	M	Core
<b>LF12.00</b>	<b>Apply consumer rights and responsibilities.</b>		<b>6%</b>	<b>2%</b>	<b>C3P</b>		
LF12.01	<i>Recognize the rights and responsibilities of consumers.</i>		4%		C1	E/SS	Core
LF12.02	<i>Implement procedures for reporting problems with purchases.</i>		2%	2%	C3P	E/SS	Core