

Bringing 4-H to the Classroom – An Introduction to School Standards

Content standards establish specific expectations for the assessment of cumulative learning by the end of first grade, fourth grade, eighth grade and twelfth grade. The standards listed for this curriculum serve as a base guide and are not absolute – you may find that you add or subtract specific standards as you seek to meet the needs of your unique educational setting. In addition, as the curriculum is adapted standards for grade levels not listed here may be met. Visit the Nebraska Department of Education website to access current standard lists in each content area.

As this is a University of Nebraska-Lincoln Extension publication, the Nebraska State Educational Standards have been aligned to the materials found in this curriculum. Alignment of the Nebraska Standards is in compliance with national educational standards. If you are using this curriculum in another state, please refer to your local education department to reference your own individual state standards and see how they relate to the standards listed here.

Attention Shoppers Activities: Aligned with Nebraska State Education Content Standards

Nebraska State Education Content Standards are “statements focusing on academic knowledge, skills and understandings that schools should teach and students should know as a result of their schooling” (Nebraska L.E.A.R.N.S., 1999).

The content area “home base” for this curriculum is Family & Consumer Sciences.

Career Cluster Area(s): Human Services; Marketing, Sales, and Service

Applies to overall curriculum

Family & Consumer Sciences:

1.C – Apply practical reasoning to investigate a family-related concern.

06-12.10.1 – Demonstrate transferable and employability skills in family, community and work/career settings.

10.D – Examine potential career choices to determine the education, technology, and attitudes associated with each.

Reading/Writing:

4.1.2 – By the end of fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.

4.1.3 – By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

4.1.7 – By the end of fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction and informational text.

4.3.1 – By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas.

4.4.1 – By the end of fourth grade, students will identify information gained and complete tasks through listening.

Section 1 – Where I Am Right Now

Segment 1 – Liking Me, Liking You:

Family & Consumer Sciences:

2.C – Demonstrate communication skills that contribute to positive relationships.

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Reading/Writing:

4.2.1 – By the end of fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.

Segment 2 – Clothing Tells A Story

Family & Consumer Sciences:

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Reading/Writing:

4.1.4 – By the end of fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Segment 3 – The Real You

Family & Consumer Sciences:

06-12.5.1 – Analyze the impact of human growth and development on individuals across the life span.

Possible sub-standard linkages: 5.A, 5.B

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Segment 4 – What’s in My Closet?

Family & Consumer Sciences:

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Reading/Writing:

4.2.1 – By the end of fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.

Section 2 – Getting What I Need

Segment 1 – Fad and Fashions: Are They for Me?

Family & Consumer Sciences:

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Segment 2 – Pack it To Go

Family & Consumer Sciences:

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Segment 3 – Checking It Out

Family & Consumer Sciences:

06-12.6.1 – Evaluate consumer and management decisions related to human, economic, technological, and environmental resources within families and society.

Possible sub-standard linkages: 6.A, 6.D

06-12.9.1 – Analyze how knowledge and skills related to textiles and apparel affect the well-being of individuals, families and society.

Possible sub-standard linkages: 9.A, 9.C

Math:

4.2.2 – By the end of fourth grade, students will estimate, add, and subtract decimals without and with calculators and solve word problems.

4.5.1 – By the end of fourth grade, students will collect, record, and interpret data and describe the findings.

Social Studies:

4.1.8 – By the end of fourth grade, students will describe characteristics of a market economic system and their interaction of consumers and producers.

Segment 4 – Everyone’s Favorite

Family & Consumer Sciences:

06-12.6.1 – Evaluate consumer and management decisions related to human, economic, technological, and environmental resources within families and society.

Possible sub-standard linkages: 6.A, 6.D, 6.F

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Math:

4.2.2 – By the end of fourth grade, students will estimate, add, and subtract decimals without and with calculators and solve word problems.

4.5.1 – By the end of fourth grade, students will collect, record, and interpret data and describe the findings.

Social Studies:

4.1.8 – By the end of fourth grade, students will describe characteristics of a market economic system and the interaction of consumers and producers.

Segment 5 – Getting You to Buy

Family & Consumer Sciences:

06-12.6.1 – Evaluate consumer and management decisions related to human, economic, technological, and environmental resources within families and society.

Possible sub-standard linkages: 6.A, 6.D, 6.G

9.A – Analyze factors (i.e. social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

Reading/Writing:

4.1.4 – By the end of fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Section 3 – Caring for What I Have**Segment 1 – Caring for Clothes****Family & Consumer Sciences:**

06-12.9.1 – Analyze how knowledge and skills related to textiles and apparel affect the well-being of individuals, families and society.

Possible sub-standard linkages: 9.A, 9.C

Social Studies:

4.1.8 – By the end of fourth grade, students will describe characteristics of a market economic system and the interaction of consumers and producers.

Segment 2 – Clothing First Aid**Family & Consumer Sciences:**

06-12.9.1 – Analyze how knowledge and skills related to textiles and apparel affect the well-being of individuals, families and society.

Possible sub-standard linkages: 9.A, 9.C

Segment 3 – Sorting Clothes**Family & Consumer Sciences:**

06-12.9.1 – Analyze how knowledge and skills related to textiles and apparel affect the well-being of individuals, families and society.

Possible sub-standard linkages: 9.A, 9.B, 9.C

Segment 4 – Storing Clothes**Family & Consumer Sciences:**

06-12.9.1 – Analyze how knowledge and skills related to textiles and apparel affect the well-being of individuals, families and society.

Possible sub-standard linkages: 9.A, 9.C