

# Family and Consumer Sciences Education

## An Introduction

Family and Consumer Sciences Education addresses challenges faced by individuals and families in the home, school, work place, and community. Individuals need to develop abilities to think, communicate, manage, and lead in order to address the issues of a changing, technological, diverse, and global society. Rigorous content standards have been written to require the use of these skills in addressing concerns and problems of individuals and families. The *National Standards for Family and Consumer Sciences Education* was used extensively to determine the content for the Family Life and Career Connections Programs.

The mission of Family and Consumer Sciences Education is to prepare students for family life, work, and careers in Family and Consumer Sciences Education by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span
- Becoming responsible citizens and leaders in family, community, and work settings
- Promoting optimal nutrition and wellness across the life span
- Managing resources to meet the needs of individuals and families
- Balancing personal, home, family, and work lives
- Using critical- and creative-thinking skills to address problems in family, community, and work environments
- Managing life, employment, and career development successfully
- Functioning effectively as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life
- Enhancing intellectual development and maximizing potential

Productive, experimental, and observational laboratory experiences are essential to the Family and Consumer Sciences Education instructional program. The Family Life program requires school-based laboratories that are needed to conduct the work of the family. The Career Connections program requires school-based laboratories that reflect the work setting for specific family and consumer sciences related careers. The instructional model used to teach the knowledge and skills in Family and Consumer Sciences engages students in project-based learning. Participation in Family, Career and Community Leaders of America (FCCLA), an integral component of all courses, provides opportunities for developing leadership skills and rendering service to the community.

The curriculum creates a new paradigm for Family and Consumer Sciences Education. Not only does the content exceed business and industry standards, it sets high expectations, provides clear objectives, and supports the concept that education involves more than simply teaching. The twenty-first century will bring with it a vast transformation, making many of today's jobs nonexistent. Although a variety of courses are offered to meet the individual needs of students, it may be necessary for local school systems to develop additional courses to expand the required Family and Consumer Sciences Education curriculum to meet future demands for new jobs and new technologies. The Family and Consumer Sciences Education curriculum provides a model for the design of locally developed courses, which must be approved by the State Department of Education prior to implementation.

# Family and Consumer Sciences Education

## The Conceptual Framework

The Conceptual Framework for Alabama’s Family and Consumer Sciences program is graphically depicted by wheels representing its two types of programs as shown on pages 262-263. Family and Consumer Sciences Education includes Family Life, a family-focused program that is offered in Grades 6-12 and Career Connections, a career-focused program offered in Grades 9-12. Both programs are classified under the Family and Human Services Cluster.

### FAMILY AND CONSUMER SCIENCES PROGRAM WHEELS

#### The Family Life Program Wheel

The central hub represents the Family and Human Services Cluster. Content standards from the required curriculum core, represented by the ring around the hub, are integrated into Family Life courses. The second ring identifies the content areas within the field of Family and Consumer Sciences Education. Radiating from the content areas are the content specializations. The Career Connections program is represented in the next-to-last ring, and the outermost ring identifies additional course offerings as Related Other.

**The Family and Human Services Cluster** represents content that empowers individuals, strengthens families, and supports communities.

**Content Areas** identify a grouping of related content within the field of Family and Consumer Sciences Education. The content areas included in the Family Life Program are Art and Design, Clothing, Family, Foods, Housing, and Resource Management.

**Content Specialization** is a grouping of related concepts within a content area. These content specializations were used to develop course offerings.

**Career Connections Program** provides additional study in Family and Consumer Sciences Education related careers. For more information about these majors, refer to the Career Connections Program Wheel found on page 281.

**Related Other** provides an additional credit in the Family Life or the Career Connections Program, Career/Technical Education, or an approved course selected by students based on their career pathways.

## The Career Connections Program Wheel

The Family and Human Services Cluster is represented in the hub of the wheel. The next ring portrays the Family Life Program, the foundation for Family and Consumer Sciences Education, followed by the ring representing the Career/Technical Education Curriculum Core. The following ring depicts the five career majors included in the Career Connections Program. Related Careers are identified in the next-to-last ring. The outermost ring represents the Related Other.

**The Family and Human Services Cluster** represents content concerning work and family and consumer-sciences related careers.

**The Family Life Program** provides foundational content that supports the majors in the Career Connections Program. For more information on this program refer to the Family Life Program Wheel found on page 280.

**The Career/Technical Education Curriculum Core** is composed of required Career/Technical Education content standards.

**Career Majors** are a group of related careers within the Career Connections Program. The following majors are included in this program: Career Arts; Early Childhood Education; Food, Culinary Arts, and Hospitality; Education; and Family and Community Services.

**Related Careers** represent a spectrum of career opportunities within the career majors.

**Related Other** provides an additional credit in either Family Life, Career Connections, Career/Technical Education, or an approved course depending on a student's career pathway.





## **THE FAMILY AND CONSUMER SCIENCES EDUCATION COURSE OFFERING GRID**

The Alabama Family and Consumer Sciences Education Course of Study has been designed to provide flexibility of course selection at the local level. See the grid on pages 265-266. Course offerings may be selected to meet the instructional needs of the student, needs of the local community, and requirements of business/industries located in the community.

### **Family Life Program**

The Family Life Program curriculum is family-focused. This program provides courses at both the middle/junior high school level and high school level. Middle/junior high school course offerings are taught at specific grade levels and in varying course lengths. The high school courses are taught in Grades 9-12 as one-half or one-credit courses. One-half credit courses may be combined for one credit.

Family Dynamics is the foundation course that provides content standards from all the areas in Family and Consumer Sciences Education. Content standards from the required Career/Technical Education Curriculum Core are integrated into Family Life courses. Leadership development content and Family, Career and Community Leaders of America (FCCLA) are taught as an integral part of each course.

### **The Career Connections Program**

The Career Connections Program curriculum is career-focused and is taught in Grades 9-12. Course descriptions indicate required prerequisites. The first course of each Career Connections Major is a prerequisite to the next level course. Supervised Career Connections experiences are required in each Career Connections Major.

All students enrolled in a Career Connections program are required to meet the content standards in the Career/Technical Education Curriculum Core course. The content of this course may be offered in a one-half credit course or may be integrated into the courses offered in each career major. Leadership development content and Family, Career and Community Leaders of America (FCCLA) are taught as an integral part of each course included in the Career Connections Program.

### **Concentrators/Completers**

Students who earn two credits from the Family Life Program or the Career Connections Program are concentrators in either program. A student who earns one additional credit in the Family Life, or Career Connections Program, or another Career/Technical Education Program, or Related Other is a completer of the Family Life Program or Career Connections Program.

# FAMILY LIFE PROGRAM COURSE OFFERING GRID

## MIDDLE SCHOOL (Grades 6-9)

GRADE	COURSE	LENGTH
6	Teen Challenges	9 Wks/Semester/Year Long
7/8	Teen Living	Semester/Year Long
8/9	Teen Dynamics	Semester/Year Long

## HIGH SCHOOL (Grades 9-12)

**Family Dynamics is the foundation course for the Family Life Program.**

Any one-half credit course may be combined with another one-half credit course for a one-credit course.

ART & DESIGN	CLOTHING	FAMILY	FOODS	HOUSING	RESOURCE MANAGEMENT
Art Dynamics 1/2 Credit	Fashion Dynamics 1 Credit Includes: Fashion Decisions Fashion Design	Family Dynamics 1 Credit Parent & Child Dynamics 1 Credit Includes: Parenting Child Development Human Dynamics 1 Credit Includes: Child Development Life Connections Child Development 1/2 Credit Family Wellness 1/2 Credit Life Connections 1/2 Credit Parenting 1/2 Credit	Food Dynamics 1 Credit Includes: Food and Fitness Creative Foods Food and Fitness 1/2 Credit Creative Foods 1/2 Credit Food Science 1 Credit	Housing Dynamics 1 Credit Includes: Housing Decisions Interior Design Housing Decisions 1/2 Credit Interior Design 1/2 Credit	Money Dynamics 1/2 Credit

## CAREER CONNECTIONS PROGRAM COURSE OFFERING GRID

The Career/Technical Education Curriculum Core is a requirement for all Career Connections students. The core may be taught as a one-half credit course or integrated into course offerings of each career major.

CAREER ARTS	EARLY CHILDHOOD EDUCATION	EDUCATION	FAMILY AND COMMUNITY SERVICES	FOOD, CULINARY ARTS AND HOSPITALITY
Fashion Design Careers 1 Credit  Interior Design Careers 1 Credit	Early Childhood Education Careers 1 Credit	Teaching Careers 1 Credit	Human Services Careers 1 Credit	Culinary Arts and Hospitality Careers 1 Credit  Nutrition and Dietetics Careers 1 Credit
Fashion Design 1 Credit  Interior Design 1 Credit	Early Childhood Education 1 Credit	Teaching 1 Credit	Older Adult Services 1 Credit  Consumer Services 1 Credit	Culinary Arts and Hospitality 1 Credit  Nutrition and Dietetics 1 Credit
Advanced Fashion Design 1 Credit  Advanced Interior Design 1 Credit	Advanced Early Childhood Education 1 Credit	Advanced Teaching 1 Credit	Advanced Older Adult Services 1 Credit  Family Dynamics 1 Credit	Advanced Culinary Arts and Hospitality 1 Credit  Food Science 1 Credit
Career Connections Cooperative Education	Career Connections Cooperative Education	Teaching Internship 1 Credit	Career Connections Cooperative Education	Career Connections Cooperative Education

# TEEN CHALLENGES

Teen Challenges is a nine-week, semester, or yearlong exploratory course for Grade 6 pre-adolescent students. Course content provides opportunities for students to explore the basic needs of individuals; personal development, grooming, character education, social and communication skills; interpersonal relationships with family and friends; good health habits; management of food, clothing, time, and housing; technology; and career awareness. A school-based laboratory is required for this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Personal Challenges

1. Describe basic human needs.
  - Physical
  - Emotional
  - Social
  - Safety
  - Intellectual
2. Recognize characteristics that lead to positive personal development.
3. Practice good grooming habits.
4. Explain the importance of character.
5. Summarize character traits that influence behavior.
6. Accept responsibility for one's own actions.
7. Practice appropriate social skills.
8. Identify barriers to communication.
  - Not listening
  - Not making eye contact
  - Not speaking loudly enough
  - Constantly interrupting
  - Showing signs of disinterest

## Family Challenges

9. Explain the functions of the family.
  - Meeting physical needs
  - Promoting emotional growth
  - Shaping social growth
  - Enhancing intellectual growth
  - Guiding moral growth

10. Recognize the significance of traditions on family life.
11. Describe ways to strengthen family relationships.

## **Peer Challenges**

12. Explain the importance of friendships.
13. Identify qualities of a true friend.
14. Explain ways to make and keep friends.
15. Explain how bullying, teasing, and rumors can lead to violence.

## **Food Challenges**

16. Practice good health habits.
17. Recognize factors affecting food choices.
18. Select nutritious foods.
19. Demonstrate safe and appropriate use of equipment.
20. Use safety and sanitation practices in preparing food.
21. Demonstrate the preparation of healthy snacks.

## **Clothing Challenges**

22. Identify factors that influence clothing selection.
23. Demonstrate safe and appropriate use of sewing equipment.
24. Demonstrate basic sewing skills and techniques.
25. Describe how to care for and store clothing.

## **Consumer Challenges**

26. Practice good time-management skills.
27. Recognize factors that influence buying.

## **Housing Challenges**

28. Describe the need for housing.
29. Demonstrate ways to organize living space.

## **Technology Challenges**

30. Determine the impact of technology on personal living.
31. Utilize technology to enhance the quality of one's life.

## **Career Challenges**

32. Explore career options in Career/Technical Education clusters.

# TEEN LIVING

Teen Living is a semester or yearlong exploratory course for Grades 7-8 adolescent students. An emphasis is placed on understanding teenage physical, intellectual, emotional, and social development. Course content provides opportunities for students to explore personal development topics such as interpersonal relationships with family members, friends, and peers; family roles and responsibilities; peer pressure; substance abuse; food choice and preparation; manners; fashion selection and care; living space; babysitting; technology; and career awareness. A school-based laboratory is required for this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Personal Dimensions

1. Determine the physical, mental, emotional, and social characteristics of adolescents.
2. Demonstrate grooming habits that lead to a healthy appearance.
3. Describe the development of self-esteem, self-concept, and self-respect.
4. Analyze ways to show respect at home, school, and in the community.
5. Compare the use of verbal and nonverbal communication in a variety of situations.
6. Demonstrate active listening.
7. Describe ways to improve communication skills.
8. Practice acceptable manners.

## Family Dimensions

9. Compare characteristics of healthy families.
10. Analyze the roles and responsibilities of family members.
11. Demonstrate skills that strengthen families and individuals.

## Peer Dimensions

12. Explain the importance of positive relationships with family members, friends, and peers.
13. Evaluate ways for dealing with and preventing conflict with friends, peers, and family members.
14. Compare positive and negative peer pressure.

15. Determine how to respond effectively to negative and positive peer pressure.
16. Analyze the dangers of substance abuse.

### **Food Dimensions**

17. Evaluate the effect of food on health and appearance.
18. Analyze factors affecting teen food choices.
19. Explain types of eating disorders.
20. Compare the nutritive value and costs of snacks and fast foods.
21. Demonstrate safe and appropriate use of equipment.
22. Practice sanitation and safety procedures in the preparation of food.
23. Prepare nutritious snacks and meals.
24. Demonstrate basic table setting rules.
25. Practice acceptable table manners.

### **Consumer Dimensions**

26. Demonstrate the processes of making decisions and solving problems.
27. Determine how needs and wants influence teen behavior in the marketplace.

### **Clothing Dimensions**

28. Explain how individuality and conformity are expressed in teen fashion choice.
29. Utilize appropriate care techniques of teen clothing.
30. Demonstrate safe and appropriate use of sewing equipment.
31. Demonstrate basic sewing construction skills and techniques.

### **Childcare Dimensions**

32. Demonstrate skills of a responsible babysitter.

## Housing Dimensions

33. Assess the ways living space meets the wants and needs of teens in the home.
34. Demonstrate ways to arrange and care for personal living space.

## Technology Dimensions

35. Determine the impact of technology on teens.
36. Utilize technology to improve teen living.

## Career Dimensions

37. Explore careers in family and consumer sciences.
  - Art and design
  - Clothing
  - Family and community
  - Food
  - Housing
  - Resource management

# TEEN DYNAMICS

Teen Dynamics is a semester or yearlong course designed for students in Grades 8-9. Topics focus on teen roles and responsibilities in the home, school, and the community. Course content provides opportunities for students to explore personal development; stages of child development; changes and challenges faced by teenagers; conflict resolution; health, wellness, and a healthy appearance; teen buying; clothing decisions; organizing living space; home safety; technology; and career options in family and consumer sciences. A school-based laboratory is required for this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Personal Dynamics

1. Analyze personal skills needed for success in the home, school, and community.
2. Utilize process skills to manage teen living.  
Examples: problem-solving, critical-thinking, creative-thinking
3. Demonstrate goal setting.

## Family Dynamics

4. Determine factors that impact the quality of family life.
5. Compare the stages of child development.
6. Analyze ways to guide the behavior of children.

## Relationship Dynamics

7. Describe how teen changes and challenges affect relationships.
8. Analyze strategies for addressing changes and challenges faced by teens.
9. Demonstrate techniques for resolving conflict.

## Food Dynamics

10. Analyze how nutrition, weight, exercise, and rest influence teen health and wellness.
11. Plan nutritious meals.
12. Demonstrate safe and appropriate use of equipment.

13. Demonstrate how to prepare and store foods using safe and sanitary practices.
14. Utilize acceptable guidelines for table setting.
15. Demonstrate proper etiquette.

## **Consumer Dynamics**

16. Analyze factors that influence teen buying decisions.
17. Judge the price and qualities of products and services in making teen consumer decisions.
18. Compare store policies on refunds and exchanges.

## **Clothing Dynamics**

19. Critique grooming habits of teens that contribute to a healthy appearance.
20. Analyze styles, fads, and fashion trends in clothing.
21. Evaluate teen clothing decisions based on needs, wants, and budget.
22. Demonstrate safe and appropriate use of sewing equipment.
23. Demonstrate basic sewing techniques and clothing repairs.
24. Compare methods for the care and storage of teen clothing.

## **Housing Dynamics**

25. Plan living space to meet the needs of teens.
26. Demonstrate care and cleanliness of teen space in the home.
27. Design a home safety plan.  
Examples: first aid, fire, weather

## **Technology Dynamics**

28. Assess how technology impacts teens.
29. Utilize technology to enhance teen living.

## Career Dynamics

30. Analyze career options in family and consumer sciences career majors.
  - Career Arts
  - Food, Culinary Arts, and Hospitality
  - Early Childhood Education
  - Education
  - Family and Community Services

# ART DYNAMICS

Art Dynamics is a one-half credit course for students who are interested in acquiring knowledge and skills in art production and design in the areas of culinary arts, fashion design, graphic design, industrial design, and interior design. Course content provides opportunities for students to explore ways to use materials and supplies safely, to produce artwork, to apply the elements and principles of design to works of art, to study cultural and historical time periods, and to become more aware of how art relates to their daily lives. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Media, Techniques, and Processes

1. Use materials in a safe and responsible manner that includes cleaning, storing, and replenishing supplies when needed.
2. Produce artwork in an appropriate design field using a variety of media, techniques, and processes to communicate ideas.
3. Use appropriate media, techniques, or processes to solve problems and communicate ideas in the selected design field.
4. Produce artwork using one or more arts media to communicate ideas, experiences, and/or responses.
5. Apply elements and principles of design to solve specific problems for creating products in the selected design field.
6. Apply basic and complex color schemes and theory while creating projects in the appropriate design field.
7. Apply knowledge gained through research to solve problems for communicating ideas and experiences in the appropriate design field.
8. Incorporate various subjects, ideas, and symbols from daily life to use as subject matter for artwork in the appropriate design field.
9. Analyze factors that affect product/project design and selection.

## History and Culture

10. Utilize knowledge gained through research to relate to characteristics and purposes of interrelated historical and cultural works of arts.
11. Explain the function and meaning of specific art images/products from various cultures and time periods in the selected design field.

12. Compare ways that works of art differ visually, spatially, and functionally including ways that they are related to history and culture.
13. Compare characteristics within the appropriate design field to the ideas, issues, and themes in the humanities, science, or mathematics within a given historical period.

## **Analysis and Criticism**

14. Analyze elements and principles of design.
15. Demonstrate the ability to defend the use of elements and principles of design in the selected design field.
16. Analyze artwork in fashion design, interior design, and/or culinary arts according to the elements and principles of design.
  - Description
  - Analysis
  - Interpretation
  - Judgment
17. Analyze ways history, culture, and aesthetics of selected images/products in fashion design, interior design, and/or culinary arts influence one another.
18. Justify the intention and purpose of selected works of art in the appropriate design field.
19. Analyze specific works of art to demonstrate how they relate within an historical and cultural context.
20. Critique reasons for success or need for improvement in the progression of individual work in the appropriate design field.
21. Compare themes, issues, and modes of expression of the appropriate design field with other creative disciplines.

## **Portfolio Development**

22. Develop a portfolio that reflects a progression of work related to specific knowledge and skills in the appropriate design field.
23. Demonstrate the ability to organize, document, and prepare works of art/products for portfolio, competition, and presentation in the appropriate design field.
24. Analyze knowledge and skills illustrated in a portfolio.

## Technology

25. Analyze ways technological and scientific advances in the arts and other disciplines (humanities, science, and mathematics) influence the creation of work within a given historical period.
26. Utilize technology to create artwork.

## Careers

27. Identify careers and qualifications within the selected design field, noting personal and work attributes required for success.

# FASHION DYNAMICS

Fashion Dynamics is a one-credit course for students who are interested in fashion, accessories, textiles, and fashion design. The course consists of the one-half credit Fashion Decisions course and the one-half credit Fashion Design course. The content standards in both courses must be taught for students to receive one credit.

## FASHION DECISIONS

Fashion Decisions is a one-half credit course that introduces students to the selection and care of clothing and accessories for individuals and families. Course content provides opportunities for students to explore factors that influence clothing choice, current fashion trends, proper care and maintenance of clothing, laws and legislation regarding the clothing industry, clothing repair and construction, wardrobe planning, technology in the apparel and fashion industry, and career options. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Clothing Decisions

1. Analyze factors that influence consumer decision-making practices in individual and family clothing choices.  
Examples: health, age, gender, career, location, special needs, peer influence, economics
2. Assess personal/family needs across the life span for making clothing decisions.
3. Analyze current fashion styles and trends.
4. Judge clothing for quality, fit, and cost when making clothing decisions.
5. Assess consumer information in determining the proper care for clothing.
6. Interpret laws regarding the clothing and fashion industry.
7. Select appropriate clothing based on fiber content and care requirements.

### Acquisition and Construction

8. Analyze sources for acquiring clothing to meet individual and family needs.
  - Shopping malls/strip malls
  - Specialty shops
  - Outlets
  - On-line/mail order
  - Custom-made
  - Television shopping
9. Demonstrate safe and appropriate use of equipment.
10. Demonstrate ways to recycle, repair, construct, and alter clothing and accessories.

## Clothing Care

11. Demonstrate correct procedures to care for clothing.
  - Laundering
  - Stain removal
  - Dry cleaning
  - Storing

## Wardrobe Planning

12. Analyze personal wardrobe when planning clothing purchases.
13. Select clothing to meet the needs and functions across the life span.

## Technology

14. Utilize technology that reflects current trends and practices in the apparel and fashion industry.
15. Assess the impact of technology on fashion.

## Careers

16. Analyze career options and entrepreneurial opportunities in fashion and textiles.

# FASHION DESIGN

Fashion Design is a one-half credit course for students interested in learning about past and present apparel and accessory design technology. Course content provides opportunities for students to explore historic costumes, research current fashion styles and trends, analyze fibers and textiles, design clothing and accessories, utilize technology in fashion design, and explore career options in the fashion industry. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Historic Costumes

1. Evaluate the influence of history on fashion.
  - Costumes
  - Fashion cycles
  - Fashion designers
2. Contrast current styles and trends with those of previous generations.
3. Assess styles of clothing and accessories for personal enhancement.

## Fibers and Textiles

4. Analyze performance characteristics of fibers and textiles.
5. Assess effects of textile characteristics on design, construction, care, use, and maintenance of products.
6. Examine ways in which fabric, texture, and pattern can affect visual appearance.

## Media, Techniques, and Processes

7. Demonstrate drawing skills required for fashion design.
8. Utilize appropriate media, techniques, or processes to solve problems or communicate ideas.
9. Apply elements and principles of design to clothing selection.

## Fashion Design

10. Design clothing and accessories for individuals and families across the life span.
11. Design clothing and accessories for work and leisure as well as for special needs.
12. Design a clothing/accessories line.
13. Defend a design project through a formal presentation.

## Technology

14. Assess the impact of technology on fashion design.
15. Utilize technology in designing fashion.

## Careers

16. Analyze career options and entrepreneurial opportunities in the fashion and textile industries.

# FAMILY DYNAMICS

Family Dynamics is comprehensive in nature and serves as the foundational course in Family and Consumer Sciences Education. This one-credit course is designed to assist students in recognizing the roles, responsibilities, and importance of the family. Course content provides opportunities for students to explore family food, clothing, housing, financial, and consumer needs throughout the life span. Additional concepts include goal setting, etiquette, table setting, marriage readiness, parenting issues, balancing work and family, making decisions as a responsible young adult, assessing effects of technology on the family, and exploring career options related to family life. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Life Span Dynamics

1. Compare the stages of the life span.
2. Analyze issues that influence family life across the life span.  
Examples: birth rate, dual wage earners, mortality rate, mobility, health, intergenerational living

## Family Dynamics

3. Utilize the decision-making process to meet the needs and wants of the family across the life span.
4. Determine characteristics of strong families.
5. Evaluate how families prevent and manage conflict.
6. Assess the causes and effects of violence in the home, school, workplace, community, and media.
7. Compare strategies for resolving conflict in a nonviolent manner.
8. Evaluate the importance of setting goals to meet the needs and wants of families.
9. Analyze crisis situations that affect the family.  
Examples: loss of job, change of health, substance abuse, illness
10. Evaluate how the demands in the home, workplace, and community impact the family.

## Food Dynamics

11. Analyze food habits of family members across the life span.
12. Determine the nutritive value and cost of snacks, fast foods, eating out, and home-cooked meals.
13. Demonstrate safe and appropriate use of equipment.
14. Demonstrate safety and sanitation practices used in preparing food for the family.
15. Assess how to select, purchase, and store food for the family.
16. Demonstrate how to plan and prepare balanced meals for family members.
17. Apply the elements and principles of design to food presentation.
18. Demonstrate the principles of table setting and etiquette for various occasions.
19. Determine ways to save time and energy in food preparation.

## Marriage Dynamics

20. Examine the importance of dating.
21. Determine appropriate dating etiquette.
22. Assess qualities that are desirable in mate selection.
23. Determine factors that lead to marriage readiness.
24. Analyze the significance of the engagement period.
25. Interpret marriage laws, customs, and traditions.
26. Analyze ways to keep a marriage strong and healthy.  
Examples: communication, balancing work and family, financial planning

## Parenting Dynamics

27. Analyze the rewards and responsibilities of parenthood.
28. Determine how parents meet a child's physical, mental, emotional, and social needs.
29. Assess how parents and caregivers guide behavior.
30. Determine characteristics of a quality caregiver to meet the needs of the family.

## Clothing Dynamics

31. Analyze clothing needs across the life span.
32. Apply the elements and principles of design in the selection of family clothing.
33. Demonstrate safe and appropriate use of equipment.
34. Demonstrate basic sewing techniques, alterations, and clothing repairs.
35. Compare methods for the care and storage of family clothing.

## Consumer Dynamics

36. Utilize a management plan to meet the needs and wants of families.
  - Budget
  - Credit
  - Comparative shopping
  - Insurance
  - Investment
  - Retirement
  - Savings
  - Income taxes
37. Assess the rights and responsibilities of consumers in the market place.
38. Demonstrate the procedures for filing a consumer complaint or compliment.
39. Contrast advertising techniques used to influence consumer behavior.

## Housing Dynamics

40. Compare housing needs of families across the life span.
41. Evaluate housing options of families across the life span.
42. Demonstrate the use of the elements and principles of design in home décor.
43. Analyze living space to meet housing needs.
44. Select furniture, accessories, and equipment to meet the needs of the family.
45. Demonstrate placement of furniture, accessories, and equipment to meet housing needs.
46. Analyze ways to ensure safety, cleanliness, and maintenance in the home.
47. Demonstrate practices for conserving/recycling resources used in the home.
48. Organize storage space to meet the needs of the family.

## Technology Dynamics

49. Assess the impact of technology in the family.
50. Utilize technology to enhance the quality of family life.

## Career Dynamics

51. Determine factors to consider in making career decisions.  
Examples: job trends, personal characteristics, developing a résumé, preparing for an interview, professional dress, financial benefits
52. Analyze career options and entrepreneurial opportunities relating to family life.

# PARENT AND CHILD DYNAMICS

Parent and Child Dynamics is a one-credit course that assists students in the acquisition of knowledge and skills associated with positive parent and child relationships. The course consists of the one-half credit Parenting course and the one-half credit Child Development course. The content standards in both courses must be taught for students to receive one credit.

## PARENTING

Parenting is a one-half credit course that allows students to focus on practical problems related to parenting roles and responsibilities. Course content provides opportunities for students to explore preparation for parenthood; signs and changes in pregnancy; prenatal development, labor and delivery; stages of child development; birth defects and children with exceptionalities; meeting physical, health, and safety needs of children and adolescents; positive parent-child relations; guidance and discipline of children and adolescents; sources of parenting information, support, and assistance; technology impacting parenting; and career opportunities working with parents and children. Observational Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Parenthood

1. Analyze roles and responsibilities of parenting across the life span.
2. Determine factors that influence the decision to become a parent.
  - Cost
  - Heredity
  - Environment
  - Physical/emotional health
  - Age
  - Technology/science
3. Analyze risks and challenges of teen pregnancy and parenthood.
4. Determine signs of pregnancy and physical changes during pregnancy.
5. Analyze stages of prenatal development.
6. Determine the care necessary for expectant mother and unborn child.
7. Analyze the stages of labor.
8. Assess postnatal care of the mother and infant.
9. Determine necessary home and family preparations for the baby's arrival.
10. Utilize strategies to balance work, family life, and parenting responsibilities.

## Child Development

11. Summarize the stages of child development.
12. Determine types and causes of birth defects.
13. Compare characteristics of children with exceptionalities.
14. Propose ways to meet the needs of exceptional children and children with birth defects.

## Physical Health and Safety Needs

15. Analyze ways to protect children from disease and illness.  
Examples: immunizations, health check-ups, sanitation
16. Determine common childhood diseases, symptoms, and methods of prevention and care.
17. Evaluate safety guidelines to protect children from harm.  
Examples: baby proofing a home, car seat installation and safety, safety gates
18. Analyze childhood emergency situations and appropriate responses for these situations.
19. Demonstrate effective methods used to encourage parent/child communication.
20. Select safe and appropriate toys for infants, toddlers, and preschoolers.
21. Analyze the importance of play for children.
22. Prepare nutritious meals and snacks for children and adolescents.

## Guiding Children

23. Assess various methods of guidance that enhance positive self-management and self-concept.
24. Demonstrate parenting practices that maximize human growth and development.
25. Analyze strategies used to teach children self-discipline, to accept responsibility, and to be responsible for consequences of their own behavior.
26. Determine methods parents use to teach children ways to cope with stress and family crisis.
27. Compare types, causes, and prevention of child abuse.
28. Determine criteria for selecting appropriate childcare providers.

## Resources

29. Compare agencies, services, resources, and support systems available to meet the needs of parents and children.

## Technology

30. Assess ways technology impacts parenting.
31. Utilize technology to enhance parenting skills.

## Careers

32. Analyze career options and entrepreneurial opportunities relating to parents and children.

# CHILD DEVELOPMENT

Child Development is a one-half credit course that helps students develop skills related to the physical, social, intellectual, and emotional development of children. Course content provides opportunities for exploring child development theories. Topics include stages of development, child health and safety, behavior management, child abuse, needs of exceptional children, childcare services, community resources, technology, and career opportunities for working with children. Observational Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Child Growth and Development

1. Evaluate factors that influence growth and development of children.  
Examples: heredity, environment, developmental disorders, early brain development research
2. Analyze child development theories.  
Examples: Piaget, Erikson, Maslow, Freud, Gessell, Skinner, Montessori
3. Compare the physical, emotional, social, and intellectual development of children in each stage of child development.
  - Infancy
  - Early childhood
  - Middle childhood
  - Late childhood
  - Adolescence
4. Analyze common childhood diseases, symptoms, and methods of prevention and care.
5. Assess the importance of immunizations and health checkups for children.
6. Plan nutritious meals and snacks to enhance child growth and development.
7. Prepare nutritious snacks for children at various stages of development.

## Child Safety

8. Demonstrate positive hygiene practices in caring for children.
9. Determine safety hazards that may cause harm to children.
10. Demonstrate ways to provide a safe home for a toddler.
11. Select safe and appropriate toys for children.
12. Demonstrate ways to manage health and safety emergency situations.
13. Examine types of child abuse and procedures for reporting abuse.

## Child Guidance

14. Compare guidance techniques appropriate for each stage of child development.
15. Explain self-help skills for children.
16. Determine the characteristics of a positive learning environment for children and adolescents.
17. Demonstrate practices that optimize stimulation, imagination, creativity, reading, writing, play, and learning.
18. Analyze methods for dealing with crises affecting children.  
Examples: divorce, death, moving
19. Assess ways to meet the needs of an exceptional child.
20. Analyze factors to consider when selecting childcare providers.
21. Demonstrate practices to assist children in making smooth transitions from home/daycare/school.

## Resources

22. Assess ways resources and services are provided for children.

## Technology

23. Assess ways technology impacts the growth and development of children.
24. Utilize technology to enhance the growth and development of children.

## Careers

25. Analyze career options and entrepreneurial opportunities related to child development.

# HUMAN DYNAMICS

Human Dynamics is a one-credit course that explores human growth and development throughout the entire life span with special emphasis on the unique needs of children. The course consists of the one-half credit Child Development course and the one-half credit Life Connections course. The content standards in both courses must be taught for students to receive one credit.

## LIFE CONNECTIONS

Life Connections is a one-half credit course focusing on practical problems related to nurturing human development throughout the life span. Course content provides opportunities for students to explore the basic needs of individuals regarding human growth and development; stages across the life span; dating and marriage; financial management; career planning; balancing work, family, and community responsibilities; intergenerational living; improving the quality of life, community resources, and services; technology; and careers relating to the life span. Observational Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Human Development

1. Compare the basic needs of human beings.  
Examples: Maslow, Erikson, Piaget, Havinghurst
2. Analyze conditions that influence human growth and development.
3. Compare the physical, emotional, social, and intellectual development of each stage of the life span.

### Relationships

4. Analyze the significance of dating.
5. Compare conflict resolution techniques.
6. Assess a couple's readiness for marriage.
7. Determine issues to be discussed during the engagement period.
8. Compare marriage laws, customs, and traditions.
9. Determine issues that impact a couple's relationship in a marriage.  
Examples: in-law relationship, loss of independence, time management, financial plans, children
10. Assess sources of information for maintaining stable marriages.

## Balancing Work and Family

11. Analyze the benefits of budget preparations and the keeping of accurate financial records.
12. Analyze the significance of work for self, family, and society.
13. Devise strategies for dealing with stress in the home, workplace, and community.
14. Analyze strategies to balance work, family, and community responsibilities.

## Intergenerational Living

15. Contrast the challenges and rewards of intergenerational living.
16. Assess how families cope with intergenerational situations.
17. Analyze factors that affect quality of life.  
Examples: education, career, health, economy, environment, family, friends, leisure time, family relationships
18. Analyze community resources and services available for meeting the needs of individuals across the life span.

## Technology

19. Assess the impact of technology on individuals across the life span.
20. Utilize technology to enhance the quality of life across the life span.

## Careers

21. Develop a career-planning process.
22. Analyze career options and entrepreneurial opportunities relating to the family life span.

# FAMILY WELLNESS

Family Wellness is a one-half credit course for students interested in health issues that impact individuals, families, and communities. Course content provides opportunities for students to explore family health throughout the stages of the life span. Topics include family health goals, health promotion, health risks, conflict resolution, communication skills needed in healthy relationships, mental health, grief, genetics, disease prevention, chronic illness, family nutrition, substance abuse, home safety, emergency care, first aid, consumerism, advocacy, technology, and careers related to individual and family health and wellness. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Personal and Family Health

1. Analyze the characteristics of healthy individuals and families.
2. Examine the interrelationships among the dimensions of health that impact the state of health of individuals and families.
  - Emotional
  - Mental (Intellectual)
  - Physical
  - Social
  - Spiritual
3. Develop an individual health plan that includes all dimensions of health and wellness.
4. Determine ways culture influences individual and family health.
  - Social norms
  - Laws and regulations
  - Family traditions
  - Stereotypes
5. Analyze the stages in the life span.
6. Assess ways significant events impact the physical, emotional, and mental health of individuals and families.
7. Analyze causes of premature death and disability of individuals across the life span.
  - Infancy (less than one year)
  - Children (1-14 years of age)
  - Young adults (15-24 years of age)
  - Adults (25-64 years of age)
  - Older adults (65+ years of age)

## Health Behavior

8. Assess ways an individual's and family's health behaviors influence family life, parenting, and child development.
9. Assess positive health actions for parenting and child development.
10. Demonstrate individual and family health practices that reduce health risks and enhance health and wellness from a personal health assessment.
11. Utilize the decision-making process to develop personal and family health goals.
12. Determine short- and long-term health goals for individuals and families across the life span.
13. Assess progress individuals and families make in the achievement of individual and family health goals.
14. Determine ways individuals and families can be rewarded for achieving their health and wellness goals.
15. Design a health plan for individuals and families across the life span that includes a schedule for regular medical examinations, health screenings, healthy behavior practices, and other measures to prevent a health crisis.
16. Determine the consequences of an individual's or a family's health behaviors that can result in harm to oneself, the family, others, or the community.
  - Personal injuries
  - Disease and illness
  - Property loss
  - Legal responsibilities

## Social Health

17. Demonstrate communication skills that are essential for healthy relationships.
  - Active listening
  - Assertive communication
  - Refusal skills
18. Assess the causes of conflicts in families, schools, and communities.
19. Demonstrate strategies that individuals and families may utilize to solve conflicts in life.
20. Demonstrate how individuals and family members care for and show consideration and respect for themselves, family members, and others.

## Mental Health

21. Assess ways the mental health of family members impact family life.
22. Determine symptoms, preventive behaviors, treatments, and ways to live with major mental illnesses.
23. Analyze ways individuals and families deal with grief and illnesses.
24. Determine strategies that individuals and families may use to promote good mental health.
25. Demonstrate skills that individuals and families may use to refrain from participating in risky situations.

## Human Growth and Development

26. Describe ways individual health behaviors may affect the body's biological systems.
27. Summarize how genetic traits are passed on from one generation to another.
28. Describe how genetically-linked diseases and disorders can be treated and managed.
29. Examine health practices to be considered before, during, and after pregnancy.
30. Compare physical, mental, and emotional changes that occur from infancy to adolescence.
31. Analyze the aging process from adulthood through death.

## Disease Prevention and Control

32. Describe the symptoms, causes, transfer, prevention, and control of common communicable infestations, diseases, and infections.
33. Describe ways individuals and families cope with chronic illness situations.
  - Accepting the diagnosis
  - Learning about the condition
  - Following the treatment regimen

## Nutrition

34. Demonstrate how to select, plan, and prepare nutritious snacks and meals.

## Substance Abuse

35. Analyze the health hazards of substance abuse including tobacco, alcohol, and drugs (prescriptions and over-the-counter medications).

## Health, Safety, and First Aid

36. Develop guidelines cooperatively with other family members for home safety.
37. Demonstrate procedures for first aid emergencies and CPR.

## Consumer Health

38. Evaluate the positive and negative health messages portrayed by the media.
39. Assess the validity of health information, products, and services used by individuals and families in making health care decisions.
40. Determine information necessary for safe use of consumer goods and health products by families and individuals.
41. Evaluate community and school healthcare agencies and services and their functions.
42. Demonstrate ways to work with family members, parents, peers, teachers, and other individuals to determine possible solutions to health concerns.
43. Demonstrate how individuals and families can influence others to make positive health choices.

## Community and Environmental Health

44. Demonstrate how individuals and families can be advocates for good health practices in homes, schools, and communities.
45. Develop a wellness initiative that impacts individuals or families.
46. Practice behaviors that project a healthy family, school, and community environment.
47. Demonstrate ways to provide community service through health-related advocacy projects.
48. Analyze health care services for health care issues across the life span.
  - Accessibility
  - Quality
  - Cost
49. Design an action plan for preventing health threats across the life span.

## Technology

50. Assess the impact of technology on individual and family health.
  - Improved diagnosis, prevention, and treatment of diseases and disorders
  - Decreased level of health-enhancing physical activity
51. Utilize technology to access information regarding individual and family health.

## Careers

52. Analyze career options and entrepreneurial opportunities in both individual and family health and wellness careers.

# FOOD DYNAMICS

Food Dynamics is a one-credit course that allows students to explore the relationship among food, nutrition, fitness, and wellness while preparing foods creatively. The course consists of the one-half credit Food and Fitness course and the one-half credit Creative Foods course. The Content standards in both courses must be taught for students to receive one credit.

## FOOD AND FITNESS

Food and Fitness is a one-half credit course that enables students to assess the components and lifelong benefits of sound nutrition and fitness practices and to apply these principles to their everyday lives. Course content provides opportunities for students to explore factors that impact lifelong individual health and wellness; laws and legislation; nutrition needs across the life span; fad diets and food addictions; personal hygiene and health procedures; food preparation, recipe evaluation, and kitchen space efficiency; food safety; etiquette, manners, and table setting; community resources and services; technology; and career options in the field of food, fitness, nutrition, and wellness. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Food, Nutrition, and Wellness

1. Analyze community, national, and international issues related to food, nutrition, fitness, and wellness.
  - Safety
  - Supply
  - Cost
2. Analyze factors that impact nutrition, fitness, and wellness practices across the life span.
  - Physical
  - Emotional
  - Social
  - Psychological
  - Cultural
  - Nutritional
  - Governmental
  - Economic
  - Technological
  - Global
  - Local events and conditions
3. Examine legislation and regulations related to food, nutrition, fitness, and wellness issues.

4. Evaluate the nutritional needs of individuals and families across the life span.
  - Health
  - Fitness
  - Wellness
5. Assess the impact of food and diet fads, food addictions, and eating disorders on fitness and wellness.
6. Integrate important scientific and technological advances to nutrition and fitness.  
Examples: biotechnology, hormone injection, vitamin supplements
7. Practice good personal hygiene/health procedures.
8. Analyze nutritional standards in planning food items and menus to meet nutrition, fitness, and wellness needs of individuals across the life span.
  - Dietary Guidelines for Americans
  - Food Guide Pyramid
  - Nutrition Facts
9. Analyze the nutrient content of recipes and menus to verify nutritional adequacy.

## **Food Production, Management, and Services**

10. Design and organize kitchen space to facilitate effective and efficient food preparation.
11. Demonstrate safe and appropriate use of equipment.
12. Demonstrate conditions and practices that promote safe food preparation, handling, service, and storage.
13. Interpret recipes in food preparation.
14. Calculate the amount of measurement for increasing and decreasing recipes based on serving size.
15. Demonstrate the ability to prepare, serve, and store nutritious and aesthetically pleasing foods.
16. Evaluate the quality of prepared food.
17. Demonstrate etiquette and manners related to food service for various occasions.
18. Demonstrate appropriate table settings and service.

## **Fitness**

19. Evaluate nutrition and fitness community resources and services.
20. Design strategies to meet the health, fitness, and nutrition requirements of individuals and families.

## Technology

21. Assess the impact of technology on food, fitness, nutrition, and wellness.
22. Utilize technology to enhance nutrition and fitness across the life span.

## Careers

23. Analyze career options and entrepreneurial opportunities in the fields of food, fitness, nutrition, and wellness.

# CREATIVE FOODS

Creative Foods is a one-half credit course that introduces students to national and international food choice, preparation techniques, and presentation. Course content provides opportunities for students to explore topics such as influences on food choice, food production, recipe and menu evaluation, food preparation equipment, food storage and safety, meal service, dining etiquette, food preparation for special occasions, technology, and career options in food production. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Food Choices

1. Compare the impact of psychological, social, and cultural influences on food choices.
2. Determine how national and international food production and distribution systems impact the food supply.
3. Analyze how geography and culture influence food choices and food preparation.
  - United States
  - International

## Nutrition

4. Evaluate recipes and menus from other countries to determine nutritional values to cookery in the United States.

## Culinary Arts

5. Demonstrate safe and appropriate use of equipment.
6. Demonstrate how to select, prepare, store, and serve food safely.
7. Practice appropriate food preparation techniques used in national and international cookery.
8. Apply the elements and principles of design to food presentation.
9. Produce culinary artwork using a variety of media, techniques, and processes to communicate an idea.
10. Demonstrate a variety of creative food presentation techniques.  
Examples: garnishes, cake decorations, food and ice sculptures
11. Defend culinary artwork through a formal presentation.

## Meal Service

12. Analyze meal service and dining etiquette in other countries, cultures, and in regions in the United States.

## Special Occasions

13. Demonstrate methods of serving food for special occasions.  
Examples: receptions, luncheons, buffets
14. Analyze the cost of preparing food for special occasions.  
Examples: catered versus noncatered, convenience versus homemade
15. Demonstrate preparation and service of food for special occasions in national and international settings.

## Technology

16. Assess the impact of technology on food production and creative expression of foods.
17. Utilize technology to enhance food production and creative expression of foods.

## Careers

18. Analyze career options and entrepreneurial opportunities in culinary arts.

# FOOD SCIENCE

Food Science is a one-credit course that includes an in-depth study of the science of food through experimental methods and laboratories. Course content provides opportunities for students to apply scientific principles and procedures to evaluate food; to explore food safety, food preservation, and food science technology; and to explore career options in food science and food technology. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Process and Application

1. Explain fundamental assumptions about the universe upon which the scientific enterprise is based.
  - Concern with natural phenomena
  - Discoverable and understandable operation of the universe
  - Linking of natural causes with natural effects
  - Consistent and predictable operation of the universe
2. Discuss science as a body of knowledge and an investigative process.
  - Unified, open-ended structure of observations set in a testable framework of ideas
  - Common purpose and philosophy among the science disciplines
  - Limited scope and certainty
  - Simple solutions, comprehensive results, clear and reliable explanations, accurate basis for predictions
3. Conduct scientific investigations systematically.
  - Identifying and framing the question systematically
  - Forming a hypothesis
4. Exhibit behaviors appropriate to the scientific enterprise consistently.  
Examples: curiosity, creativity, integrity, patience, skepticism, logical reasoning, attention to detail, openness to new ideas
5. Demonstrate correct care and safe use of instruments, equipment, and chemicals.
6. Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for scientific investigations.

7. Apply critical and integrated science-thinking skills.
  - Observing
  - Classifying
  - Measuring with appropriate unit significant figures
  - Inferring
  - Predicting
  - Solving problems
  - Interpreting data
  - Designing experiments
  - Formulating hypotheses
  - Communicating
8. Use mathematical models, simple statistical models, and graphical models to express patterns and relationships determined from sets of scientific data.  
Example: calculate mean, median, and mode from sample data
9. Solve for unknown quantities by manipulating variables simultaneously.
10. Use written and oral communication skills to present and explain scientific phenomena and concepts using technical and nontechnical language.  
Examples: laboratory reports, journal entries, computer-based slide show presentations, daily log reports, student presentations
11. Choose appropriate technology to retrieve relevant information from the Internet such as electronic encyclopedias, indices, and databases.
12. Analyze the advantages and disadvantages of widespread use of and reliance on technology in food science.
13. Practice responsible use of technology systems, information, and software such as following copyright laws.
14. Evaluate technology-based options for lifelong learning.  
Examples: Internet usage, on-line/distance learning
15. Analyze the effects of technology on food preparation.  
Examples: microwaves, convention ovens
16. Collect data and construct and analyze graphs, tables, and charts using tools such as computer-based or calculator-based probeware.

## Evaluation of Chemical and Physical Changes of Food

17. Apply sensory and objective methods to the evaluation of chemical and physical changes in food.

## Science Relationships

18. Compare the interrelationships among food science, nutrition, and the other sciences.

## Chemistry of Food Science

19. Demonstrate knowledge of functional properties of the chemicals that compose food.
  - Milk, eggs (proteins)
  - Flour, sugar (carbohydrates)
  - Butter, vegetable oil (fats)
20. Compare the functions of nutrients (proteins, carbohydrates, fats, vitamins, water, minerals) in the human body and in food.
21. Investigate the relationship between matter and foods.
22. Investigate how properties of matter affect the characteristics of food.
  - Gels
  - Foams
  - Suspensions
  - Emulsions
  - Colloids
  - Solutions
  - Dispersions
23. Determine the relationships among substances, mixtures, and whole foods.
24. Differentiate between the effects of acids and bases on foods.
25. Analyze the properties of acids, bases, and salts.
26. Determine the importance of pH in food preparation and for the maintenance of high quality.
27. Evaluate the impact of enzymatic activity on the quality, usability, and safety of food.
28. Determine the relationships between enzymatic digestion of food in the laboratory and enzymatic digestion of nutrients in the human body.
29. Compare the methods of heat transfer in the preparation of a variety of food products.
  - Conduction
  - Convection
  - Radiation
  - Induction
30. Demonstrate physical effects of heat, chemical, and mechanical energies on types of food.
31. Relate factors to the role of solutes and solvents in food preparation.
  - Temperature
  - Agitation
  - Surface area
  - Pressure of gases
32. Summarize how the properties, phase changes, and uses of water impact its use in food.
33. Demonstrate the impact of unsaturated, saturated, and supersaturated solutions on sugar crystallization.

34. Demonstrate the process of caramelization.
35. Demonstrate the impact of chemical structure on the functional properties of sugars and starches in food preparation.
36. Demonstrate the role of proteins in food experimentation.
  - Milk proteins
  - Egg proteins
  - Flour proteins
  - Meat, fish, and poultry proteins
37. Demonstrate the role of fats in food preparation.
38. Assess the effect of fat substitution on food quality.
39. Demonstrate the effects of chemical and biological leavening agents in a variety of food products.

## **Food Microbiology**

40. Describe the positive and negative impacts of microorganisms in foods.  
Examples: yogurt, sauerkraut, bleu cheese, cheddar cheese, enzymatic deterioration of fruit
41. Compare the various methods used to handle food safely.

## **Food Preservation**

42. Evaluate various food preservation technologies.
  - Dehydration
  - Freezing
  - Canning
  - Irradiation
43. Analyze the government's role in food safety.
44. Evaluate the impact of using food additives in products.

## **Technology**

45. Assess the impact of technology on the study of food.  
Examples: engineered foods, irradiated meats
46. Utilize technology to enhance the knowledge and study of food.

## **Careers**

47. Analyze career options and entrepreneurial opportunities in food science and technology.

# HOUSING DYNAMICS

Housing Dynamics is a one-credit course for students who are interested in housing and interior design. The course consists of the one-half credit Housing Decisions course and the one-half credit Interior Design course. The content standards in both courses must be taught for students to receive one credit.

## HOUSING DECISIONS

Housing Decisions is a one-half credit course that introduces students to the selection and planning of living environments to meet the needs and wants of individuals and families across the life span. Course content provides opportunities for students to explore housing options, architectural styles of housing, factors that influence housing selection, housing legislation and regulations, ownership options, home construction and repairs, home furnishings and accessories, home maintenance, landscape design, home safety, environmental and energy issues, technology, and career options related to the housing industry. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Housing Needs

1. Analyze how housing meets individual and family needs across the life span.
  - Psychological
  - Emotional
  - Social
  - Physiological
  - Safety
  - Special needs
2. Compare housing options available to individuals and families based on needs across the life span.

### Housing Selection

3. Critique architectural styles of housing throughout history.
4. Determine factors that influence the selection of housing across the life span.
  - Geographic location
  - Safety and security
  - Energy and efficiency
  - Aesthetic preferences
  - Mobility
  - Maintenance
  - Zoning laws

## Housing Laws and Regulations

5. Interpret housing legislation and regulations that protect consumers.
6. Interpret legal agreements in real estate transactions.  
Examples: home mortgage, leases for renting housing

## Housing Acquisition

7. Compare advantages and disadvantages of renting or owning a home.
8. Determine the costs and procedures for purchasing housing.
9. Compare advantages and disadvantages of remodeling versus building.

## Floor Plans and Building Construction

10. Interpret a floor plan/blue print.
11. Develop a floor plan to meet individual needs.
12. Interpret terms used in building construction.

## Elements and Principles of Design

13. Apply the elements and principles of design to interior and exterior housing decisions.

## Selection of Furnishings

14. Evaluate factors that affect furniture design and selection.
  - Materials
  - Technology
  - Life style
  - Status
  - Cost
  - Care
15. Judge the quality of furniture/equipment based on price, material, workmanship, construction details, and style.
16. Analyze factors that influence selection of furnishings/accessories for the home.
  - Durability
  - Cost
  - Design
  - Fabric
  - Suitability

## Home Maintenance and Safety

17. Demonstrate safe and appropriate use of equipment and supplies in maintaining a home.
18. Evaluate ways to maintain a clean home.
19. Demonstrate basic principles in organizing storage space in the home.
20. Design a maintenance plan for the home.
21. Create a landscape plan.
22. Critique methods used to make the home safe and secure.
23. Demonstrate basic home repairs.
24. Compare types of insurance coverage for protecting the homeowner or renter against property damage or loss.
25. Interpret environmental and ecological issues related to housing decisions.
26. Demonstrate ways to conserve environmental resources in the home.
  - Recycling
  - Reusing
  - Reducing supplies

## Trends

27. Determine trends that affect the housing industry.

## Technology

28. Analyze the impact of technology on housing decisions.
29. Utilize technology to enhance housing decisions.

## Careers

30. Analyze career options and entrepreneurial opportunities related to the housing industry.

# INTERIOR DESIGN

Interior Design is a one-half credit course that introduces students to the historical aspects and contemporary trends in housing and interior design. Course content provides opportunities for students to explore elements and principles of design; blueprinting; space planning by creating functional, safe, and aesthetic spaces for individuals and families across the life span; furniture style; furniture and accessory selection; technology; and careers in the field of Interior Design. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Architectural Design

1. Compare historical architectural details to current housing and interior design trends.

## Housing Goals

2. Assess human needs, safety, space, and technology as they relate to housing and interior design goals.

## Art and Design

3. Assess the psychological impact that principles and elements of design have on individuals and families throughout the life span.
4. Apply the elements of design and art principles to solve interior design problems.
5. Demonstrate safe and appropriate use of equipment and supplies.
6. Demonstrate the ability to draw a floor plan to scale.
7. Defend the use of elements and principles of design in planning interiors.

## Space Planning

8. Evaluate floor plans to understand their relationship in making interior design decisions.
9. Plan space to meet the needs of individuals and families across the life span.
  - Safety
  - Privacy
  - Special needs
  - Aesthetic needs
  - Traffic flow
  - Activity
  - Function
  - Efficiency

## Backgrounds

10. Select background treatments according to the needs and wants of individuals and families across the life span.
  - Flooring
  - Wall treatments
  - Window treatments
  - Lighting
  - Ceiling treatments

## Furnishings

11. Analyze different styles of furniture.
12. Analyze factors that affect the selection of furniture, furnishings, accessories, and equipment by individuals and families across the life span.
  - Materials
  - Technology
  - Life styles
  - Status
  - Cost
  - Environment
  - Safety
  - Durability
  - Care
13. Arrange furniture, furnishings, equipment, and accessories in the home in relationship to elements and principles of design, traffic flow, activity, safety, and existing architectural features.

## Technology

14. Assess the impact of technology on interior design.
15. Utilize technology to enhance interior design.

## Careers

16. Analyze career options and entrepreneurial opportunities in the field of interior design.

# MONEY DYNAMICS

Money Dynamics is a one-half credit course that introduces students to the management of personal and family resources to achieve personal goals. Course content provides opportunities for students to explore consumer behavior, the economic system, laws and legislation, consumer protection, consumer rights and responsibilities, consumer decision making, advertising and promotional techniques, individual and family money management, banking services, use of credit, income tax, technology, and careers in financial services. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Economic System

1. Analyze interrelationships between the economic system and consumer behavior.
2. Examine individual and family roles in the economic system.

## Consumer Behavior

3. Compare consumer choices for making purchasing decisions.  
Examples: special features, location, inventory, range of brands, size range, cost, level of sales, assistance, preferred payment, packaging of items
4. Compare services offered by retail establishments that affect consumer behavior.
5. Examine the economic impact of laws and regulations that pertain to consumers and providers of services.
6. Examine state and federal policies and laws providing consumer protection.
7. Analyze policies that support consumer rights and responsibilities.
8. Determine the rights and responsibilities of consumers in the marketplace.
9. Analyze common deceptive/fraudulent practices.
10. Evaluate procedures to follow when consumer rights are violated.
11. Demonstrate the process for inquiring or complaining about products/services that do not meet advertised claims.

## Consumer Decisions

12. Assess factors that impact consumer decision making.  
Examples: personal values, attitudes, standards, personal choice, real and perceived needs and wants, advertisements, market place
13. Evaluate the impact of media and technology on individual and family resources.  
Examples: on-line shopping, debit cards, on-line banking, automatic drafts, smart home, satellite tracking, wireless technology, digital and virtual imaging
14. Demonstrate ways individuals and families make choices to satisfy real and perceived needs.
15. Demonstrate the process of gathering information for consumer decision-making.
16. Evaluate the effectiveness of a management plan for achieving goals.
17. Analyze promotional strategies used by stores and advertisers to influence consumer decisions.

## Resource Management

18. Determine practices that allow families to maintain economic self-sufficiency.
19. Evaluate benefits of preparing a budget to manage individual and family resources.
20. Apply the management process to individual and family financial practices.
  - Checking account
  - Money
  - Credit usage
  - Savings
  - Retirement
  - Investments
  - Personal and family records
  - Health care
  - Education
21. Practice skill in using and maintaining a checking account.
22. Compare the advantages and disadvantages of using credit.
23. Assess credit options available to individuals and families.
24. Demonstrate how to complete and file income tax forms.
25. Evaluate resources to consider when purchasing goods and services.  
Examples: transportation, housing, furnishings, clothing, insurance, food, healthcare, childcare, elder care

## **Technology**

26. Assess the impact of technology in making financial decisions.
27. Utilize technology to enhance financial management.

## **Careers**

28. Analyze career options and entrepreneurial opportunities in financial services.

# CAREER ARTS

Career Arts is a major in the Career Connections Program. Students in this major select a career pathway in either Fashion Design or Interior Design. The art and design field is a major component of this program. Art principles and elements of design are applied to the design of fashion or home interiors. Fashion Design Careers, Fashion Design, Advanced Fashion Design, Interior Design Careers, Interior Design, and Advanced Interior Design are courses included in this major. The school-based laboratory for each career pathway is a design studio. Students develop formal presentations and portfolios to showcase their work. Connecting Experiences is a required component in this major. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

## FASHION DESIGN CAREERS

Fashion Design Careers is a one-credit Career Connections course from the Career Arts Major. This course is designed for students who are interested in acquiring knowledge and skills in the area of art production and fashion design. Content standards guide students to discover ways to express themselves in art and fashion, to become knowledgeable about cultural and historical time periods, and to become more aware of how art relates to the fashion and textile industries. Course content includes the fashion/textile industry; careers; licensure standards; use of media, techniques, and processes to create fashion/textile designs; elements and principles of design; historical and cultural influences; analysis and criticism of artwork; fashion illustration; trade associations; portfolio development; technology; and careers in fashion/textile industries.

A fashion design studio is the required school-based laboratory for this career pathway. School-based laboratory experiences that include the creative design process are essential for students to develop skills in fashion design. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Fashion/Textile Industry

1. Compare operations of fashion and textile industries.
2. Analyze career options in fashion and textile industries.
3. Determine the educational requirements, training, and licensure standards necessary to be employed in fashion and textile design industries.

### Media, Techniques, and Processes

4. Use materials in a safe and responsible manner that includes cleaning, storing, and replenishing supplies when needed.
5. Produce artwork in fashion/textile design using a variety of media, techniques, and processes to communicate ideas.

6. Utilize appropriate media, techniques, or processes to solve problems and communicate ideas in fashion/textile design.
7. Produce artwork in fashion/textile design using one or more arts media to communicate ideas, experiences, and responses.
8. Apply elements and principles of design to solve specific problems for the selection and design of clothing, accessories, and fabrics.
9. Incorporate various subjects, ideas, and symbols from daily life to use as subject matter for artwork in fashion/textile design.
10. Apply knowledge gained through research to solve problems for communicating ideas and experiences in fashion/textile design.

## **Historical and Cultural Influences**

11. Utilize knowledge gained through research to relate to characteristics and purposes of interrelated historical and cultural fashion/textile design.
12. Determine the function and meaning of specific art images/products from various cultures and time periods in fashion/textile design.
13. Analyze ways that history, culture, and aesthetics of selected images/products in fashion/textile design influence one another.
14. Compare ways that works of art in fashion and textiles differ visually, spatially, and functionally including ways they are related to history and culture.
15. Analyze ways technological and scientific advances in the arts and other disciplines (humanities, science, and mathematics) influence the creation of fashion and textiles within a given historical period.
16. Compare characteristics within fashion/textile design to the ideas, issues, and themes in the humanities or science within a given historical period.
17. Compare themes, issues, and modes of expression in fashion/textile design with other creative disciplines.

## **Analysis and Criticism**

18. Analyze the application of the elements and principles of design in fashion/textiles.
19. Demonstrate the ability to defend the use of elements and principles of design in fashion/textile design.

20. Assess a fashion/textile design product according to organizational elements and principles.
  - Description
  - Analysis
  - Interpretation
  - Judgment
21. Justify the intention and purpose of selected works of art in fashion/textile design.
22. Analyze specific works of art in fashion and textiles to demonstrate how they relate within an historical and cultural context.

## **Fashion Illustration**

23. Demonstrate fashion illustration skills.
  - Sketching fashion figures
  - Sketching apparel
  - Using varied media and techniques
  - Using different rendering techniques

## **Trade Associations**

24. Analyze the roles of trade associations and publications as a resource in fashion/textile design.

## **Portfolio Development**

25. Develop a portfolio that reflects a progression of work related to specific knowledge and skills in fashion/textile design.
26. Demonstrate the ability to organize, document, and prepare works of art/products for portfolio, competition, and presentation in fashion/textile design.
27. Analyze knowledge and skills illustrated in a portfolio.

## **Technology**

28. Assess the impact of technology on the fashion/textile industries.
29. Utilize technology to enhance skills in designing fashion and textiles.

## **Careers**

30. Analyze entrepreneurial opportunities in fashion/textile design.

# FASHION DESIGN

Fashion Design is a one-credit Career Connections course from the Career Arts Major. This course provides students with the knowledge and skills for application of artistic expression related to textiles, clothing, and fashion design. Major topics included in this course are the roles of professionals, the fashion design process, fashion terminology, *haute couture*, famous fashion designers, legislation, marketing and sales, trade associations and publications, professionalism, textiles, garment styles and parts, construction techniques, color schemes, designing fashion, drafting a pattern, technology, and careers. The prerequisite for this course is Fashion Design Careers.

A fashion design studio is the required school-based laboratory for this career pathway. School-based laboratory/design studio experiences that include the creative design processes are essential for students to develop skills in fashion design. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Fashion Design Industry

1. Analyze roles of textile and apparel professionals as developers, gatekeepers, and promoters of aesthetic products.
2. Analyze the fashion/textile design process.
3. Interpret terminology used in fashion and textile industries.
4. Assess the development of *haute couture* and its importance to the fashion industry.
5. Critique achievements of famous fashion designers.
6. Assess the impact of textile characteristics in fashion design.
7. Analyze the impact of national and international regulations and legislation on the fashion/garment/textile industry.
8. Assess the impact of design labels, manufacturers, and stores on the marketing and sales of fashion and textiles.
9. Utilize trade associations and publications as a resource in fashion/textile design.
  - Men's Fashion Association (MFA)
  - National Retail Merchants Association (NRMA)
  - American Textiles Manufacture's Institute (ATMI)
  - Council of Fashion Designers of America (CFDA)
  - The Fashion Group
  - DNR (Daily News Record)
  - Women's Wear Daily (WWD)

## Professionalism

10. Practice professionalism in the workplace.
11. Analyze the importance of participation in professional organizations in the fashion design industry.

## Styles and Construction

12. Analyze styles and parts of garments.  
Examples: dresses, skirts, shirts, pants, jackets, coats, necklines, collars, sleeves
13. Critique appropriate garment styles for various body types.
14. Analyze construction techniques used to shape fabric to fit the body.
15. Demonstrate construction techniques used to design fashion.

## Art and Design

16. Demonstrate fashion illustration skills.
  - Sketching fashion figures
  - Sketching apparel
  - Using varied media and techniques
  - Using different rendering techniques
17. Apply basic and complex color schemes to design textiles, fashions, and accessories.
18. Design a coordinated wardrobe for a variety of body types.
19. Defend a fashion design project through a formal presentation.

## Technology

20. Assess the impact of technology on fashion, textiles, and design.
21. Utilize technology to design fashion and textiles.

## Careers

22. Analyze entrepreneurial opportunities in fashion and textile design.

# ADVANCED FASHION DESIGN

Advanced Fashion Design is a one-credit Career Connections course from the Career Arts Major. This course provides students with advanced knowledge and skills used in the Fashion Design field. The concepts of designing textiles, fashion, and accessories; fashion cycles; fashion trends; restoration; trade associations; creating new designs; altering as a means for creating fashion and accessories; design systems; designing a clothing line; special clothing needs; draping; flat pattern; fashion reproduction; coordinating fashion and accessories; ready-to-wear fashions; merchandising and marketing; retail outlets; promotional techniques; fashion shows; design studios; technology; and careers are included in the course. The prerequisites for this course are Fashion Design Careers and Fashion Design.

A fashion design studio is the required school-based laboratory for this career pathway. School-based laboratory/design studio experiences that include the creative design process are essential for students to develop skills in fashion design. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Process of Designing

1. Determine the processes of designing textiles, fashions, and accessories.

## Fashion

2. Analyze the impact of fashion cycles on fashion.
3. Trace American fashion trends in the twentieth century to gain a better understanding about today's fashion.
4. Critique fashion trends in today's market.
5. Evaluate the importance of fashion restoration.
6. Assess the impact of trade associations on the textile and fashion industries.

## Creating Fashion Designs

7. Demonstrate fashion illustration skills.
  - Sketching fashion figures
  - Sketching apparel
  - Using varied media and techniques
  - Using different rendering techniques
8. Demonstrate techniques used to create new designs from an original garment, accessory, or textile.
9. Alter clothing and accessories to create a new design.

10. Demonstrate an understanding of design systems used in the fashion design industry.
11. Design a clothing line for a specific purpose or function.
12. Defend a fashion design project through a formal presentation.
13. Design fashions to meet the special needs of individuals.

## **Draping and Flat Pattern Design**

14. Determine draping qualities of varied fabrics.
15. Demonstrate techniques of draping to design fashion.
16. Construct a flat pattern from a draped project.

## **Reproduction**

17. Analyze the impact of reproduction on the fashion and textile industries.

## **Fashion Coordination**

18. Coordinate clothing and accessories to meet the needs, wants, budget, and performance of the client.

## **Ready-to-Wear Fashion**

19. Analyze the production process of ready-to-wear fashions.
20. Assess the importance of ready-to-wear designs.

## **Merchandising and Marketing**

21. Assess methods that designers and apparel/textile manufacturers use to merchandise their products.
22. Compare types of retail outlets used to market textiles, fashions, and accessories.
23. Analyze promotional techniques designers/manufactures use to market their products.
24. Plan a fashion show to present a clothing and accessory line.

## **Design Studio**

25. Analyze space, tools, equipment, and furnishing requirements for a design studio.
26. Determine practices used in today's design studios.

## **Technology**

27. Assess the impact of technology on the fashion design and textiles industries.
28. Utilize technology in the design, marketing, and merchandising of fashion, accessories, and textiles.

## **Careers**

29. Analyze career options and entrepreneurial opportunities in fashion and textile design.

# INTERIOR DESIGN CAREERS

Interior Design Careers is a one-credit Career Connections course from the Career Arts Major. This course is designed for students who are interested in acquiring knowledge and skills in the area of art production and interior design. Content standards guide students to discover ways to express themselves in art and interior design, to become knowledgeable about cultural and historical time periods, and to become more aware of how art relates to the interior design industry. Course content includes the interior design industry; careers; décor; housing decisions; using media, techniques, and processes to create interior design; elements and principles of design; historical and cultural influences; analysis and criticism; rendering; trade associations; portfolio development; technology; and careers in the interior design industry.

An interior design studio is the required school-based laboratory for this career pathway. School-based laboratory experiences that include the creative design process are essential for students to develop skills in interior design. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Interior Design Industry

1. Analyze the operation of the interior design industry.
2. Assess career options in the *décor* and design industry.
3. Determine the educational requirements, training, and licensure standards necessary to be employed in the interior design industry.
4. Evaluate roles and importance of the *décor* and design industry in relation to quality of life.
5. Interpret the impact human factors have on housing decisions.
  - Psychological
  - Physiological
  - Social

## Media, Techniques, and Processes

6. Use materials in a safe and responsible manner that includes cleaning, storing, and replenishing supplies when needed.
7. Produce artwork in interior design using a variety of media, techniques, and processes to communicate ideas.
8. Utilize appropriate media, techniques, or processes to solve problems and communicate ideas in interior design.
9. Produce artwork using one or more arts media to communicate ideas, experiences, and responses.

10. Apply elements and principles of design to solve specific problems for the selection and the design of interiors.
11. Incorporate various subjects, ideas, and symbols from daily life to use as subject matter for artwork in interior design.
12. Apply knowledge gained through research to solve problems for communicating ideas and experiences in interior design.

## Historical and Cultural Influences

13. Utilize knowledge gained through research to relate to characteristics and purposes of interrelated historical and cultural interior designs.
14. Assess the function and meaning of specific art images/products from various cultures and time periods in interior design.
15. Analyze ways history, culture, and aesthetics of selected images/products in interior design influence one another.
16. Compare ways that works of art differ visually and spatially and ways they are related to history and culture.
17. Analyze ways technological and scientific advances in the arts and other disciplines (humanities, science, and mathematics) influence the creation of interiors within a given historical period.
18. Compare characteristics within interior design to the ideas, issues, and themes in the humanities or science within a given historical period.
19. Compare themes, issues, and modes of expression in interior design with other creative disciplines.

## Analysis and Criticism

20. Analyze the application of the elements and principles of design as related to interior design.
21. Defend the use of elements and principles of design in an interior design project.
22. Assess an interior design product according to organizational elements and principles.
  - Description
  - Analysis
  - Interpretation
  - Judgment
23. Justify the intention and purpose of selected works of art in interior design.
24. Analyze specific works of art to demonstrate ways they relate within an historical and cultural context.

## Interior Rendering

25. Demonstrate rendering skills.
  - Sketching furnishings and space
  - Using varied media and techniques
  - Using different rendering techniques

## Trade Associations

26. Evaluate roles of trade associations and publications as a resource in interior design.

## Portfolio Development

27. Develop a portfolio that reflects a progression of work related to specific knowledge and skills in interior design.
28. Demonstrate the ability to organize, document, and prepare works of art/products for portfolio, competition, and presentation in interior design.
29. Analyze knowledge and skills illustrated in a portfolio.

## Technology

30. Assess ways technology has impacted the interior design industry.
31. Utilize technology to design interiors.

## Careers

32. Analyze entrepreneurial opportunities in interior design.

# INTERIOR DESIGN

Interior Design is a one-credit Career Connections course from the Career Arts Major. This course provides students with the knowledge and skills for application of artistic expression related to interior design. Major topics included in this course are housing acquisition; architectural design; decorating styles; period furniture; woods and finishes; selection of furniture, textiles, floor coverings, wall treatments, and window treatments; furnishings, accessories, and furniture groupings; lighting; energy efficiency; tools and equipment; business practices; perspective drawings and visual presentations; technology; and careers. The prerequisite for this course is Interior Design Careers.

An interior design studio is the required school-based laboratory for this career pathway. School-based laboratory experiences that include the creative design process are essential for students to develop skills in designing interiors. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Housing Acquisition

1. Compare housing alternatives that meet the needs of individuals and families across the life span.
2. Determine the impact of needs and wants of individuals and families on the cost of housing.

## Architectural Design

3. Evaluate architectural design used in housing.
4. Analyze various interior design decorating styles.

## Furniture

5. Critique various types of period furniture.
6. Compare types of woods and finishes used in furniture construction including care requirements.
7. Select furniture according to function, design, and client specifications.

## Textiles

8. Determine basic characteristics and uses of textiles in the interior design industry.
9. Contrast manmade fibers with natural materials used in furnishings.

## Floor Coverings

10. Compare basic characteristics and uses of floor coverings.
11. Select appropriate floor coverings to meet client specifications.

## Wall Treatments

12. Compare various types of wall treatments.
13. Select appropriate wall treatments to meet client specifications.

## Window Treatments

14. Compare characteristics and uses of window treatments and accessories.
15. Compare fabrics used for various window treatments.
16. Select appropriate window treatments to meet client specifications.

## Furnishings

17. Select furnishings and accessories for specific areas using the elements and principles of design that reflect client specifications.
18. Demonstrate appropriate furniture groupings and placement of accessories to reflect client life style.

## Lighting

19. Determine appropriate lighting to meet space and function requirements.
20. Select appropriate lighting to meet client specifications.

## Energy and Efficiency

21. Analyze methods and materials used to increase energy efficiency in the home.

## Tools and Equipment

22. Demonstrate proper and safe use and care of tools and equipment used in *décor* and design services.

## Business Practices

23. Demonstrate respect for customers' requests and property.
24. Interpret pricing tables and diagrams of products used in interior design.
25. Demonstrate processes of completing sales receipts, purchase orders, and invoices.
26. Calculate area, size, circumference, and square footage required to complete design projects.
27. Select appropriate materials and products for a project, applying elements of art and principles of design.
28. Demonstrate ways to measure, calculate, and determine cost for materials and products needed to complete a design project.
  - Window treatments
  - Upholstery
  - Wall treatments
  - Floor coverings
29. Compare information on sales, products, and services used in designing interiors.

## Visual Presentations

30. Demonstrate methods and techniques of one- and two-point perspective drawings.
31. Demonstrate the use of presentation boards to assist clients in visualizing the design project.
32. Defend an interior design project through a formal presentation.

## Technology

33. Assess the impact of technology on interior design.
34. Utilize technology to enhance interior design.

## Careers

35. Analyze career options and entrepreneurial opportunities in the interior design industry.

# ADVANCED INTERIOR DESIGN

Advanced Interior Design is a one-credit Career Connections course from the Career Arts Major. This course provides students with advanced knowledge and skills used in the Interior Design field. The concepts of the importance of the interior designer, professionalism, human relations, universal design techniques, criticism and praise of work, business practices, design software, furniture construction, drapery treatments, window treatment hardware, floor plans, residential space, client budget limitations, creating accessories, creating bedding ensembles and pillows, designing interiors, modifications to accommodate special needs of clients, technology, and careers are included in this course. The prerequisites for this course are Interior Design Careers and Interior Design.

An interior design studio is the required school-based laboratory for this career pathway. School-based laboratory experiences that include the creative design process are essential for students to develop skills in interior design. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Interior Designer

1. Assess the need for professional interior designers.
2. Determine the laws and regulations required to become an interior designer.
3. Interpret the relationship between positive human relations and success in the interior design industry.
4. Apply universal design techniques in designing interiors.
5. Demonstrate appropriate responses to criticism and praise of individual work.

## Professionalism

6. Practice professionalism in the workplace.
7. Analyze the importance of participation in professionalism organizations in the interior design industry.

## Business Practices

8. Demonstrate the ability to maintain an inventory record of tools, equipment, supplies, and materials used in *décor* and interior design projects.
9. Determine budget limitations of clients.

## Computer Technology

10. Analyze benefits of using software in an interior design business.
11. Evaluate software available in the area of interior design.
12. Create an interior design project using computer software.

## Architectural Design

13. Analyze the impact of various movements in the evolution of contemporary architecture and interior *décor* and design.

## Furniture Construction

14. Compare methods of furniture construction.
15. Determine construction techniques used in quality furniture.

## Window Treatments

16. Analyze characteristics of drapery and nondrapery window treatments.
17. Compare different types and uses of appropriate hardware for window treatments.
18. Design window treatments and decorative accessories.
19. Construct window treatments to enhance *décor* and design.
20. Construct decorative accessories to enhance *décor* and design.
21. Apply decorative trims using visual arts principles.  
Examples: beads, bias cording, tassels, fringe
22. Demonstrate how to install basic drapery hardware.

## Ceilings

23. Compare types of ceilings.
24. Select appropriate ceiling materials to meet the needs and wants of the client.

## Creating Bedding Ensembles and Pillows

25. Compare various types of bedspreads, coverlets, and pillow shams.
26. Calculate the amount of fabric to construct a bedcover.
27. Analyze why the type of fabric and the color and design of the fabric are important when selecting bedding.
28. Compare various types of pillows used as accessories.
29. Calculate the amount of fabric needed to construct various types of pillows.
30. Analyze factors to be considered when selecting the filling for pillows, cushions, or bolsters.

## Floor Space

31. Evaluate floor plans for the purpose of interior *décor* and design.
32. Determine residential spaces to meet the needs of individuals and families across the life span.

## Interior Design

33. Design interiors to meet the needs of clients across the life span.
34. Design housing modifications necessary to accommodate special needs of clients across the life span.
35. Defend an interior design project in a formal presentation.

## Technology

36. Assess the impact of technology on interior design.
37. Utilize technology to enhance interior decorating and organization and management of an interior design business.

## Careers

38. Analyze career options and entrepreneurial opportunities in the interior design industry.

# EARLY CHILDHOOD EDUCATION

Early Childhood Education is a major in the Career Connections Program. Students in this major are prepared for a variety of careers that provide education and care services to children. Early Childhood Education Careers, Early Childhood Education, and Advanced Early Childhood Education are the courses included in this major. The required school-based laboratory is an early childhood education facility. Formal presentations and portfolios are developed to showcase students' work. Connecting Experiences is a required component of this major. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

## EARLY CHILDHOOD EDUCATION CAREERS

Early Childhood Education Careers is a one-credit course designed for students who are interested in pursuing careers working with children. Content standards guide students to discover how to teach and care for children. Course content includes the family's role as the primary caregiver; the need for early childhood education programs; careers and benefits derived from working with children; types of early childhood education programs; organizational structure of childcare facilities; home daycare; quality early childhood education programs; roles and functions of early childhood education workers; laws and regulations; observation techniques; heredity and environment effects on growth and development; the physical, emotional, intellectual, and social characteristics of children; characteristics of a healthy child; grouping of children in early childhood education programs; maintaining a safe, clean, and healthy learning environment; furnishings and equipment; developmentally appropriate learning centers; nutritious snacks; adjusting to an early childhood education setting; self-help skills; housekeeping skills; communication skills; guidance techniques; child abuse and neglect; community resources and services; technology; and careers.

The required school-based laboratory is an early childhood education facility. School-based laboratory experiences are essential for students to develop skills in teaching and caring for children. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Early Childhood Education

1. Analyze the family's role as the primary caregiver of children.
2. Assess the need for childcare and early childhood education.
3. Analyze career opportunities in early childhood education.
4. Determine education requirements and necessary training to be employed in early childhood education careers.
5. Analyze personal benefits derived from early childhood education careers.

6. Evaluate types of early childhood education programs for children.
  - Privately-owned centers
  - Industry-supported centers
  - After-school programs
  - Child development centers
  - Playgroups
  - Cooperative childcare
  - School-based centers
  - Church-linked programs
  - Government-supported centers
7. Analyze the organizational structure of early childhood education facilities.
8. Determine the criteria for appropriate home daycare facilities.
9. Assess characteristics of quality early childhood education programs.
10. Determine roles and functions of individuals engaged in early childhood education, services, and childcare centers.
11. Assess laws and legislation relating to childcare providers and facilities.

## **Observation Techniques**

12. Practice ways to report and interpret observation information accurately.

## **Child Development**

13. Analyze the effects of heredity and environment on child development.
14. Determine the physical, emotional, intellectual, and social characteristics of children from birth through age twelve.
15. Evaluate characteristics of a healthy child.
16. Determine how children are grouped in early childhood education programs.
  - Age
  - Stage

## Learning Environments

17. Determine appropriate procedures for establishing and maintaining a safe, clean, and healthy learning environment.
  - Personal hygiene routines
  - Potential safety and fire hazard problems
  - Prevention of accidents
  - Symptoms of childhood illness
  - Communicable diseases
  - Administering medication
  - Spread of disease or illness
  - Transporting children
  - Emergency disaster situations
  - Evacuation procedures
  - Environmentally sound procedures
  - Playground safety
18. Assess types of furnishings, equipment, and supplies used in early childhood education facilities.
19. Determine developmentally appropriate learning centers in an early childhood education program.
20. Plan nutritious snacks for children at various stages of development.

## Self-Help Skills

21. Plan appropriate strategies to assist children in their adjustment to an early childhood education setting.
22. Determine how to teach children self-help skills and hygiene.
  - Toileting
  - Meals and snacks
  - Dressing
  - Napping
  - Personal grooming
23. Demonstrate strategies used to teach children housekeeping routines.

## Communication Skills

24. Demonstrate effective communication skills used to interact positively with each child and talk with children as a group.
  - Active listening
  - Open-ended questioning
  - Activities
  - Spontaneous experiences

## **Guidance Techniques**

25. Evaluate effective and positive techniques for guiding behavior.
26. Demonstrate behavior toward children that is caring, nonabrasive, and encouraging of self-esteem and responsibility.

## **Child Abuse and Neglect**

27. Analyze the most common physical and behavioral indicators of child abuse and neglect.
28. Interpret state legal requirements/laws and protection of childcare workers for reporting suspected child abuse and neglect.
29. Evaluate local and community resources and services available to the abused child and the abuser.

## **Technology**

30. Assess the impact of technology in the field of early childhood education.
31. Utilize technology to enhance the caregiving and teaching of children.

## **Careers**

32. Analyze entrepreneurial opportunities in early childhood education.

# EARLY CHILDHOOD EDUCATION

Early Childhood Education is a one-credit Career Connections course from the Early Childhood Education Major. This course includes content that helps students learn ways to direct and operate an early childhood education program. Major topics included in this course are organizational structure; personnel policies, rules, and regulations; liability issues; principles of human growth and development; human development theories; observation techniques; interpersonal skills for promoting positive and productive relationships with children and their families; developmentally appropriate activities; individual and group activities; organization of teaching materials and supplies; learning activity centers; lesson plans; making smooth transitions between routines and activities; teaching aides; operating equipment; play and recreational activities; dietary needs of children; preparing snacks and meals; child health and safety; parental involvement; community resources; technology; and careers. The prerequisite for this course is Early Childhood Education Careers.

The required school-based laboratory is an early childhood education facility. School-based laboratory experiences are essential for students to develop skills in teaching and caring for children. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Business Practices

1. Analyze the organizational structure of an early childcare education program and its relationship to job tasks and responsibilities.
2. Compare personnel policies and procedures according to basic principles and best practices for an early childhood education program.
3. Analyze rules and regulations that govern early childhood education programs.
  - Childcare facilities that require licensing
  - Major areas of childcare standards
  - State/local licensing agencies and their responsibilities
  - Local fire, safety, sanitation, and health regulations
4. Determine liability concerns in an early childhood education program.
5. Implement a plan for daily schedules that includes active and quiet times, individual and small group experiences, and child- and adult-initiated activities.
6. Develop rules and consequences of behavior for children in an early childhood education program.
7. Implement a plan for appropriate classroom management techniques for infants, toddlers, preschoolers, and school-age children.
8. Interpret the impact of current trends and issues on the field of early childhood education.

## Human Development

9. Analyze the principles of growth and development.
10. Evaluate ways that major theories of human development provide a basis for planning a childcare program.
11. Demonstrate skills in caring for infants, toddlers, preschoolers, and school-age children.  
Examples: lifting, holding, bathing, changing diapers, feeding, safe-proofing, transporting, providing recreational activities
12. Determine special needs of children.

## Observational Techniques

13. Apply observational techniques and methods in early childhood settings.

## Interpersonal Skills

14. Demonstrate interpersonal skills that promote positive and productive relationships with children and their families.

## Teaching and Learning

15. Arrange learning and activity centers that provide for children's exploration, discovery, and development.
16. Analyze components of a lesson plan.
17. Plan developmentally appropriate activities for infants, toddlers, preschool children, and school-age children.
  - Sensory integration activities for infants and toddlers
  - Physical development of infants and toddlers
  - Self-help activities for infant and toddlers
  - Physical activities of preschool children
  - Cognitive development of preschool children
  - Language and literacy development of preschool children
  - Creative development of preschool children
  - Social development of preschool children
  - Child growth and development of school-age children
18. Plan individual and group activities for children with special needs.
19. Plan smooth transitions between routines and activities.
20. Plan daily lessons on units or themes.

21. Prepare developmentally appropriate teaching aids.  
Examples: bulletin boards, displays, room decorations, flash cards, paints, supplies
22. Demonstrate skill in operating instructional equipment.  
Examples: audiovisual equipment, laminating machine
23. Organize teaching materials, supplies, and equipment used in learning activities.
24. Select play and recreational activities for the development of large and small motor skills.
25. Implement preschool learning activities in the early childhood education program.
26. Execute age-appropriate lessons for mathematics, science, music, art, language arts, and nutrition education.

## **Nutrition**

27. Analyze dietary needs of infants, toddlers, preschoolers, and school-age children.
28. Prepare nutritious snacks and meals for infants through school-age children.
29. Maintain a sanitary and safe environment for food preparation.

## **Health and Safety**

30. Provide care-giving skills related to the Universal Infection Control System.
  - Diapering and toileting procedures
  - Disposal of body waste products
  - Seizure management
31. Demonstrate security and emergency procedures used in early childhood education programs.
32. Determine appropriate care-giving procedures for an ill child in an early childhood education program.

## **Parent Evaluation**

33. Demonstrate ways to provide information to parents regarding issues and concerns in their child's development.
34. Implement a planned curriculum for parental involvement activities.

## **Resources**

35. Utilize community resources that provide early childhood education information and services.

## Technology

36. Assess the impact of technology on early childhood education programs.
37. Utilize technology to enhance the early childhood education program.

## Careers

38. Analyze career options and entrepreneurial opportunities in early childhood education.

# ADVANCED EARLY CHILDHOOD EDUCATION

Advanced Early Childhood Education is a one-credit Career Connections course from the Early Childhood Education Major. The course provides students with advanced knowledge and skills used in the field of education. Major topics addressed in this course are the impact of caregivers on the development of children, personnel tasks and responsibilities, legal issues and liability, licensure standards, policies for providing early childhood education programs, physical facility layout, management systems, facility maintenance, scheduling, child growth and development theories, brain research, risk management, factors contributing to at-risk children, observation records, guidance techniques, curriculum development, age-appropriate learning activities, children with exceptionalities, motivational techniques, special events and field trips, recreational activities, dietary needs of children, food choices, professionalism, health screening and health assessment, emergency evacuation procedures, complying with rules and regulations, technology, and careers.

The required school-based laboratory is an early childhood education facility. School-based laboratory experiences are essential for students to develop skills in teaching and caring for children. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Caregiver

1. Analyze the impact of a caregiver on child development.
2. Assess the impact of family influences on child development.

## Business Practices

3. Determine the tasks and responsibilities of personnel and support staff in early childhood education programs.
4. Demonstrate knowledge of legal issues and liability as they relate to early childhood education personnel.
5. Analyze regulation and licensure standards for operating an early childhood education program.
6. Develop a policy handbook for operating an early childhood education program.
7. Plan physical layouts of early childhood education programs using professional standards and guidelines.
8. Develop systems for financial planning, budgeting, accounting, compensation, purchasing, and maintenance of a childcare program.
9. Assess major tasks required in maintaining an early childhood program.
10. Develop daily, weekly, and monthly schedules for employees working in an early childhood education program.

## Human Development

11. Apply child growth and development theories and principles in early childhood education programs.
12. Communicate the components of brain research findings for the care of children (birth to age 3) to parents and other caregivers.
13. Assess circumstances and factors that cause a child to be at risk for developing disabling conditions.

## Observation

14. Utilize observations, records, and reports for determining the behavior of children of various ages.

## Guidance Techniques

15. Demonstrate effective, positive guidance techniques for guiding behavior.

## Teaching

16. Design curriculum based on units, concepts, or themes for various age groups.
17. Conduct age-appropriate learning activities.
  - Language arts
  - Mathematics
  - Science
  - Music
  - Art
18. Conduct learning activities and routines for children with exceptionalities.
19. Revise lesson plans based on implementation and feedback.
20. Utilize a variety of motivational techniques that encourage children to participate fully in all aspects of an early childhood education program.
21. Implement plans for activities, interests areas, and projects that are unbiased, culturally diverse, and developmentally appropriate for school-age children.
22. Plan developmentally appropriate special events such as field trips and holiday programs.
23. Conduct age-appropriate recreational activities in early childhood educational programs.

## **Nutrition**

24. Prepare snacks and meals based on dietary needs of children at various stages of development.
25. Demonstrate techniques for encouraging positive food choices and healthy eating habits for toddlers through school age.

## **Professionalism**

26. Practice professionalism in the workplace.
27. Analyze the importance of participation in early childhood education professional associations.

## **Health and Safety**

28. Determine health screening and health assessment techniques used in an early childhood education program.
29. Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
30. Implement emergency evacuation procedure drills.
31. Demonstrate methods of compliance with rules and regulations governing early childhood education programs.

## **Technology**

32. Assess the impact of technology in managing an early childhood education program.
33. Utilize technology in teaching and managing an early childhood education program.

## **Careers**

34. Analyze career options and entrepreneurial opportunities in early childhood education.

# EDUCATION

Education is a major in the Career Connections program. Students in this major enter professions that utilize teaching and learning processes. Teaching Careers, Teaching, Advanced Teaching, and Teaching Internship are courses included in this major. Lesson plans, teaching presentations, and portfolios are developed to showcase student work. Connecting Experiences is a required component of this major. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

## TEACHING CAREERS

Teaching Careers is a one-credit course designed for students who are interested in pursuing careers in education. Content standards guide students to discover the teaching and learning processes and career opportunities in the field of education. Course content includes the organizational structure of education, careers, the role of the teacher, characteristics of effective teachers, communication skills, the teaching and learning processes, learning styles, research, characteristics of positive classroom environments, human growth and development, curriculum development, student characteristics, teaching techniques, learning activities, educational initiatives, technology, and careers.

The required school-based laboratory is an appropriately equipped classroom. Connecting Experiences is a required component of this major. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Field of Education

1. Analyze the organization of the American educational system.

### Careers

2. Examine career opportunities in education.
3. Determine the educational requirements and training necessary for employment in the field of education.
4. Assess personal and financial benefits derived from a career in education.

### Teacher

5. Critique the role of the teacher in the educational system.
6. Analyze characteristics of effective teachers.
7. Demonstrate appropriate communication skills required in the teaching profession.

## Teaching and Learning Processes

8. Distinguish differences between teaching and learning.
9. Interpret principles of learning.
10. Determine steps utilized in the teaching process.
11. Compare the impact of learning styles on teaching and learning.
12. Utilize knowledge gained through research to enhance learning and teaching.
13. Analyze an environment conducive to learning.

## Human Development

14. Analyze the physical, emotional, social, and intellectual development of children, adolescents, adults, and the elderly.
15. Determine the impact of human growth and development on teaching and learning.

## Curriculum Development

16. Analyze the process of designing curriculum.

## Student

17. Contrast differences in student characteristics at various grade levels.

## Teaching

18. Select appropriate teaching techniques to meet instructional goals.
  - Learner-centered
  - Teacher-centered
  - Teacher-learner centered
19. Select appropriate learning activities to meet instructional goals.
20. Determine learning activities to address educational initiatives.
  - Arts integration
  - Character education
  - Interdisciplinary education
  - Technology
20. Discuss motivational techniques that enhance student achievement at various grade levels.

## Technology

21. Assess the impact of technology on the teaching and learning processes.
22. Utilize technology to enhance the teaching and learning processes.

## Careers

23. Analyze career options and entrepreneurial opportunities in teaching.

# TEACHING

Teaching is a one-credit Career Connections course from the Education Major. This course includes content that helps students implement the teaching and learning processes. Major topics included in this course are funding sources, budget preparations, legal aspects, research, teaching and learning theories, curriculum development, positive learning environments, creative teaching techniques, appropriate learning activities, instructional resources, community resources and services, scope and sequence charts, course outlines, lesson plans, testing, grading, developing partnerships, technology, and careers. The prerequisite for this course is Teaching Careers.

The required school-based laboratory is a well-equipped classroom setting. School-based laboratory experiences are essential for students to develop skills in teaching. Connecting Experiences is a required component of this major. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Funding

1. Determine funding sources for education.
2. Prepare a budget based on classroom allocations.

## Legal Aspects

3. Interpret legal aspects of teaching.
  - Teacher certification
  - Tenure/accountability
  - Liability for negligence
  - Students

## Research

4. Critique research that affects human behavior in relation to learning.
5. Critique teaching and learning theories.

## Curriculum Development

6. Determine levels of developing instruction.
  - Required curriculum (state and local)
  - Program level
  - Course level
  - Unit level

7. Analyze factors that affect curriculum development.
  - Space/facilities
  - Time
  - Resources
  - Students
  - Funding
  - National standards
  - Courses of study
  - Instructional strategies
  - State assessment standards

8. Critique the steps in developing curriculum.
  - Needs assessment
  - Preparation/planning
  - Presentation
  - Evaluation
  - Reteaching

## Teaching and Learning

9. Analyze motivational techniques used to enhance student achievement.
10. Determine characteristics of a positive learning environment.
  - Safety
  - Efficiency
  - Student needs
  - Cleanliness
  - Work simplification
  - Finances
  - Student behavior
  - Motivation
  - Bulletin boards/displays
11. Utilize appropriate teaching strategies to meet instructional goals.
12. Create appropriate learning activities to meet instructional goals.
13. Select appropriate resources to meet instructional goals.
  - Learner-centered
  - Teacher-centered
  - Teacher-learner centered
14. Utilize community resources and services that enhance the instructional program.

## Lesson Plans

15. Develop a scope and sequence chart.
  - Scope of instructional units
  - Sequence of instructional units
  - Time on task
  
16. Develop a course outline.
  - Course description
  - Instructional goals
  - Units of instruction
  - Time on task
  - Required resources
  - Required assignments
  - Assessments
  
17. Determine components of a lesson plan.
  - Units or lessons
  - Sequence
  - Set
  - Frame of reference
  - Content standards
  - Content
  - Teaching techniques
  - Learning activities
  - Resources
  - Closure
  - Assessments
  
18. Develop lesson plans for subject matter areas/grade levels.
  
19. Execute teaching plans for subject matter area/grade level.
  
20. Analyze types of tests used to assess student achievement.
  
21. Determine grades that reflect student achievement in the classroom.

## Partnerships

22. Plan strategies for developing partnerships to enhance the instructional program.
  - Parents
  - Community
  - Schools
  - Business/industry

## Technology

23. Assess the impact of technology on the teaching and learning processes.
24. Utilize technology to enhance the teaching and learning processes.

## Careers

25. Analyze career options and entrepreneurial opportunities in education.

# ADVANCED TEACHING

Advanced Teaching is a one-credit Career Connections course from the Education Major. This course provides students with advanced knowledge and skills used in the education field. The concepts of legal aspects of education, instructional resources, motivation, types of assessments, constructing texts, positive learning environment, lesson planning and teaching for various areas and grades, reading level of instructional materials, classroom management strategies, developing partnerships, public relations, professional associations, technology, and careers are included in the course. The prerequisites for this course are Teaching Careers and Teaching.

The required school-based laboratory is a well-equipped classroom setting. School-based laboratory experiences are essential for students to develop skills in teaching. Connecting Experiences is a required component of this major. Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Legal Aspects

1. Interpret legal aspects of teaching.
  - Discrimination
  - Finances
  - Facilities
  - Students
  - Federal mandates
  - State mandates
  - Local mandates

## Resources

2. Design instructional resources for various subject matter areas/grade levels to meet specific instructional goals.

## Motivation

3. Implement motivational techniques to enhance student achievement in various subject matter areas/grade levels.

## Assessment

4. Determine appropriate types of assessment used in evaluating student achievement.
  - True-false
  - Multiple-choice
  - Matching
  - Essay
  - Short answer
  - Project
  - Skills tests
  - Portfolio
  - Self-tests
5. Analyze steps in constructing tests.
  - Re-examining content standards
  - Constructing test items
  - Completing a draft of completed tests
  - Writing separate instructions for each group of test items
  - Reviewing tests
  - Making revisions
  - Making test key
6. Construct a test.

## Learning Environment

7. Create a positive learning environment in the classroom for various subject areas/grade levels.
  - Safety
  - Efficiency
  - Student needs
  - Cleanliness
  - Work simplification
  - Finances
  - Student behavior
  - Motivation
  - Bulletin boards/displays

## Lesson Plans

8. Develop lesson plans for various subject areas/grade levels.

## Teaching

9. Execute teaching plans for various subject matter areas/grade levels.
10. Determine reading level of instructional materials.
11. Analyze classroom management strategies appropriate for various grade levels.

## Partnerships

12. Design strategies for developing partnerships to enhance instructional programs at various grade levels.
  - Parents
  - Community
  - Business/industry

## Public Relations

13. Develop a public relations program that promotes school support.

## Professionalism

14. Practice professionalism in the workplace.
15. Analyze the importance of participation in professional education organizations.

## Technology

16. Assess the impact of technology on education and teaching.
17. Utilize technology to enhance management and organizational skills.

## Careers

18. Analyze career options and entrepreneurial opportunities in education.

# TEACHING INTERNSHIP

Teaching Internship is a one-credit course for students who are interested in pursuing careers in the education field. Students who have completed the Teaching Careers, Teaching, and Advanced Teaching courses are eligible to enroll in Teaching Internship. This course allows students to spend time in a classroom setting on a regular basis. In this experience, students are assigned to a teacher within the school system who teaches the subject-matter area of interest of the student. This course provides students with a context in which they can make a personal assessment of their commitment to pursue a teaching career.

The school-based laboratory for the internship is an actual classroom that provides instruction in the subject-matter area related to the student's interest. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Classroom Assistance

1. Determine procedures for starting and ending the school year.
2. Assist the classroom teacher with the planning and preparing of learning experiences.
3. Assist with clerical matters.
4. Tutor students individually or in small groups.
5. Assist with classroom projects  
Examples: bulletin boards, charts, graphs, other instructional resources
6. Assist with laboratory experiences and other learning activities.
7. Assist with preparing and distributing materials and equipment.

## Classroom Teaching

8. Develop units of work including the preparation of lesson plans.
9. Teach mini-lessons.
10. Assume routine teaching responsibilities.  
Examples: taking roll, reading bulletins
11. Demonstrates proper use and care of equipment and supplies.
12. Observe school policies and procedures.

## Professional Traits

13. Model a positive attitude toward subject matter and learning.
14. Exhibit poise and self-confidence while teaching.
15. Demonstrate initiative.  
Example: assisting both the teacher and students without being asked
16. Practice school policies and procedures.
17. Demonstrate interest and enthusiasm for the teaching profession.
18. Demonstrate responsibility regarding punctuality and promptness for all assigned tasks.

## Assessment

19. Develop a portfolio that reflects experiences during the internship.

# FAMILY AND COMMUNITY SERVICES

Family and Community Services is a major in the Career Connections Program. Students in this major are prepared for a variety of careers related to family and community services. Older Adult Services and Consumer Services are the two career pathways in this major. Students enrolled in this major take the core course, Human Services Careers, and then select a specific career pathway in the major.

A facility to provide services for older adults is the required school-based laboratory for Older Adult Services. A classroom equipped with computers and a demonstration table is the school-based laboratory for the Consumer Services major. School-based laboratory experiences to demonstrate procedures for providing services to the older adults or consumers are integral parts of the major. Connecting Experiences is a required component of this major. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

## HUMAN SERVICES CAREERS

Human Services Careers is a one-credit course designed for students who are interested in acquiring skills for providing service to individuals and families. Content standards guide students in discovering how to work with human services clients. Course content includes the role and function of individuals engaged in human services, career options, educational training, factors to be considered when providing human services, impact of human services careers on the economy, issues of individuals and families, management plans, disadvantaging conditions of individuals and families, diversity, special needs, confidential record keeping, assessment practices, human rights and responsibilities, support services, making informed choices, crisis intervention, support resources and services, accommodations, communication skills, professionalism, outside funding sources, advocacy, professional associations, and technology.

A classroom equipped with computers and a demonstration table is the school-based laboratory for this course. School-based laboratory experiences provide opportunities for students to demonstrate tasks performed in providing human services. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Human Services

1. Determine the role and function of individuals engaged in human services careers.
2. Analyze career opportunities in human services.
  - Elderly/family/disabled caregivers
  - Social workers
  - Public/private/governmental services
  - Family services
  - Financial services
  - Information services
  - Consumer services

3. Examine education and training requirements for human services careers.
4. Examine the impact of human services careers on local, state, and national economics.
5. Determine factors to be considered when providing human services.
  - Safety issues
  - Ethics
  - Legalities
  - Licensing requirements
  - Rights and responsibilities of participants
  - Confidentiality
  - Advocacy strategies
  - Community networking
6. Interpret rights and responsibilities of clients and their families.

## Management

7. Develop a health and wellness management plan to address the health needs of individuals and families across the life span.
8. Design a safety management plan to meet the safety and security needs of individuals and families across the life span.

## Disadvantaging Conditions

9. Analyze a variety of disadvantaging conditions encountered by individuals and families across the life span.
10. Assess the impact of disadvantaging conditions on the family across the life span.
11. Demonstrate verbal and nonverbal communication skills related to advising and counseling individuals and families with a variety of disadvantaging conditions.
12. Analyze management and living environment issues of individuals and families who have a variety of disadvantaging conditions.
13. Demonstrate sensitivity to diversity and individuals with special needs.

## Assessment

14. Assess needs and accommodations for people with a variety of disadvantaging conditions.
15. Determine a client's strengths, needs, preferences, and interests through formal and informal assessment practices.
16. Analyze the importance of maintaining accurate and confidential documentation.

17. Appraise the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.

## Intervention

18. Determine situations that require crisis intervention.
19. Analyze coping or adjustment strategies and stress management practices for clients, caregivers, and family members.
20. Analyze types of crisis intervention.
21. Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.

## Support Services

22. Examine local, state, and national agencies and informal support resources and services that provide assistance to individuals and families.
23. Determine strategies that allow participants to make informed choices, assess resources and support, follow through on responsibilities, and take appropriate risks.
24. Assess health, wellness, safety, and financial issues of individuals and families across the life span.
25. Determine the appropriate support needed to address selected human service issues.
26. Utilize research to determine outside funding sources to assist individuals and families with disadvantaging conditions.
27. Evaluate effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human service participants.

## Professionalism

28. Analyze the importance of participation in human services professional associations.
29. Determine professional, ethical, legal, and safety issues that confront human services employees.
30. Demonstrate professional behaviors, skills, and knowledge in providing human services.
  - Workplace ethics
  - Collaborative relationships
  - Networking
  - Prompt and accurate record keeping
  - Formal and informal assessment practices
  - Use of technology

31. Demonstrate professional, collaborative relationships with colleagues, support teams, other participants, and families.

## **Technology**

32. Analyze the impact of technology on services provided to individuals and families.
33. Utilize technology to enhance the services provided for individuals and families.

## **Careers**

34. Analyze entrepreneurial opportunities in human services.

# OLDER ADULT SERVICES

Older Adult Services is a one-credit Career Connections course from the Family and Community Services Major. This course includes content that helps students learn ways to provide services for the older adults. Major topics included in the course are life changes of the older adult, personal benefits of working with the older adults, types of services, age categories, human needs of the older adult, the aging process, food requirements, nutritional needs, exercise, hobbies, recreational activities, clothing needs, housing needs, assisted-living facilities, financial needs, health needs, resources and services for the older adult, life adjustments, maintaining independence, quality of caregiving facilities, licensing standards, rights of the older adult, advocacy, and technology. The prerequisite for this course is Human Services Careers.

A facility to provide services for older adults is the required school-based laboratory for this major. School-based laboratory experiences provide opportunities for students to demonstrate tasks performed in providing services for older adults. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Providing Services for Older Adults

1. Determine the importance of providing services to meet the needs of older adults.
2. Compare various types of services provided for older adults.
3. Examine education and training requirements for careers providing services for older adults.
4. Critique personal benefits derived from working with older adults.

## Life Changes

5. Assess life changes and needs of the elderly.
  - Physical
  - Emotional
  - Mental
  - Social
6. Determine how people age.
  - Chronological aging
  - Biological aging
  - Psychological aging
  - Social aging

7. Assess what “old” means by defining the older adult populations.
  - Young old
  - Old
  - Oldest
8. Analyze myths and stereotypes associated with older adults.
9. Determine major concerns of older adults.  
Examples: health, safety, housing, loss of independence, finances

## **Nutritional Needs**

10. Analyze daily food requirements and factors that influence food intake of older adults.
11. Plan menus to meet the nutritional needs of older adults.
12. Prepare nutritious meals and snacks based on dietary needs of older adults.

## **Social and Intellectual Needs**

13. Appraise the importance of exercise, hobbies, recreational activities, and educational needs appropriate for older adults.
14. Plan an exercise program to meet the physical needs of older adults.
15. Demonstrate hobbies and other recreational activities to meet the social needs of older adults.
16. Design an educational program to meet the intellectual needs of older adults.

## **Clothing Needs**

17. Assess changes needed in clothing for older adults.
18. Plan a wardrobe to meet the clothing needs of older adults.

## **Housing Needs**

19. Determine housing needs of older adults.
20. Analyze housing modifications needed due to the aging process.
21. Assess types of assisted-living facilities for older adults.

## Financial Needs

22. Determine financial needs of older adults.
23. Design a management plan to assist older adults in determining the best utilization of financial resources.

## Health Needs

24. Determine the health needs of older adults.
25. Design a plan to assist older adults regarding health literacy.

## Resources

26. Explain resources/services offered by the community for older adults.  
Examples: counseling, recreation, health, transportation, consumer information, legal services, meals
27. Assess agencies and organizations that promote advocacy for older adults.

## Life Adjustment

28. Analyze life adjustments frequently encountered by older adults.
  - Job loss
  - Shifts in dependency and roles
  - Retirement
  - Health and chronic illness
  - Sensory loss
  - Loss of spouse/family members/friends
  - Loss of physical ability
  - Loss of home
29. Assess the impact of intergenerational living across the life span.
30. Develop strategies to promote intergenerational activities within the family and community.
31. Design a plan to assist older adults in maintaining their independence.

## Caregiver

32. Determine typical responsibilities of caregivers.
33. Compare characteristics of informal and formal caregivers.
34. Exhibit communication skills needed to communicate effectively with older adults.

35. Analyze effective strategies used by caregivers to cope with individual, physical, and emotional limitations when caring for older adults.
36. Evaluate factors affecting the quality of a caregiving setting for older adults.
37. Appraise characteristics of a quality program for providing services to older adults.

### **Rights of Older Adults**

38. Interpret licensing standards for a caregiving facility for older adults.
39. Determine factors to be considered when protecting the rights of older adults.  
Examples: rehabilitation, home health aide, meals-on-wheels, domestic care services, hospice

### **Technology**

40. Assess the impact of technology in relation to providing services for older adults.
41. Utilize technology to enhance the quality of life of older adults and to perform job-related tasks.

### **Careers**

42. Analyze career options and entrepreneurial opportunities in providing services to older adults.

# ADVANCED OLDER ADULT SERVICES

Advanced Older Adult Services is a one-credit Career Connections course from the Family and Community Services Major. This course provides an in-depth study of ways to provide services for older adults. Major topics included in the course are developmental tasks of older adults; contributions of older adults to society; laws, trends, and issues affecting older adults; communicating with older adults; physical changes; physical limitations; agencies and organizations that promote older adults; emotional, mental, social, and transportation needs of older adults; signs of illness in older adults; safe use of medications; safe and sanitary living environment; elder abuse and neglect; personal hygiene; special housekeeping skills; the terminally ill older adult; caregiving programs and facilities; technology; and careers. The prerequisites for this course are Human Service Careers and Older Adult Services.

A facility to provide services for older adults is the required school-based laboratory for this major. School-based experiences provide opportunities for students to demonstrate tasks performed in providing services for older adults. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Older Adults

1. Analyze the developmental tasks of older adults.
2. Determine contributions older adults can make to society.
3. Evaluate laws, trends, and issues affecting older adults.
4. Exhibit communication skills needed to communicate effectively with older persons.

## Physical Needs

5. Analyze why it is important to gain knowledge about the physical changes that occur with aging.
6. Determine changes that occur in each body system as a person ages.
7. Determine changes that typically occur in physical appearance as a person ages.
8. Demonstrate caregiver strategies appropriate to accommodate physical limitations of older adults.
9. Compare agencies and organizations that promote the interests of older adults.
10. Conduct activities to enhance the physical condition of older adults.

## **Emotional Needs**

11. Determine special emotional needs of older adults.
12. Assess ways to alleviate insecurities and loss of dignity experienced by some older adults.
13. Evaluate techniques that promote emotional adjustments to losses.
14. Analyze the impact of family support on the emotional well-being of older relatives.
15. Demonstrate caregiver techniques used to promote positive emotional health of older adults.

## **Mental Needs**

16. Differentiate between signs of aging and disease on mental abilities.
17. Analyze mental disorders commonly associated with some older adults.
18. Demonstrate methods that caregivers can use to promote mental alertness.
19. Demonstrate caregiver strategies appropriate to accommodate persons with mental limitations.
20. Evaluate techniques that promote independence among older adults with mental limitations.
21. Conduct appropriate intellectually stimulating activities to meet varying needs of older adults.

## **Social Needs**

22. Determine ways to meet the social needs of older adults.
23. Analyze ways a caregiver can best help an older person adjust to social role changes.
24. Conduct appropriate activities to meet the social needs of older adults.

## **Transportation Needs**

25. Analyze reasons why transportation is a problem encountered by the older adult.
26. Determine ways transportation may be made available to older adults.

## **Health and Wellness**

27. Determine possible signs of illness in older adults.
28. Assess guidelines that caregivers can implement for older adults in the safe use of medications.
29. Analyze the signs and symptoms of dangerous drug combinations.
30. Demonstrate routine procedures that promote health and wellness of older adults.

## Safety Practices

31. Assess the importance of older adults living in a safe and sanitary environment.
32. Determine hazardous elements in an older person's home or care facility.
33. Demonstrate how the caregiver can help eliminate possible injuries or accidents of older adults.

## Abuse and Neglect

34. Analyze types of abuse, neglect, and prevention.
35. Determine the measures a caregiver can take to help an older person who is neglecting his/her own needs.
36. Assess resources and services available to abused and neglected adults.

## Personal Hygiene

37. Demonstrate correct procedures for a caregiver to use in assisting older persons with hygiene practices.

## Special Housekeeping

38. Determine special housekeeping and maintenance skills associated with older adults.
39. Plan a housekeeping schedule to accommodate the routine of older adults.
40. Demonstrate methods to promote self-reliance while assisting older adults with housekeeping tasks.

## Terminal Illness

41. Determine guidelines a caregiver should follow when caring for a terminally ill person.
42. Analyze the importance for a caregiver to be aware of the terminally ill person's feelings and needs.
43. Compare the kinds of professional services available to the terminally ill person and family.
44. Analyze the importance of being considerate of the needs of the family of a terminally ill person.

## Caregiver

45. Demonstrate effective strategies used by caregivers to assist older adults to function in everyday life.

## Caregiving Programs

46. Interpret licensing standards required for caregiving facilities.
47. Determine major roles and responsibilities necessary to manage a program to provide services for older adults.
48. Plan a quality facility used to provide services for older adults.
49. Plan appropriate activities for older adults in a caregiving facility.

## Technology

50. Assess the impact of technology in relation to providing services for older adults.
51. Utilize technology to enhance the quality of life of older adults and to perform job-related tasks.

## Careers

52. Analyze career options and entrepreneurial opportunities in providing services for older adults.

# CONSUMER SERVICES

Consumer Services is a one-credit Career Connections course from the Family and Community Services Major. This course includes content that helps students learn ways to provide services to consumers. Major topics included in this course are types of consumer services, career options, roles and functions of individuals engaged in consumer services, financial services, economic system, financial planning process, consumer credit, investments, savings, risk management, life transitions, estate planning, financial management plan, environmental issues, energy conservation, waste management issues, role of government in energy consumption, market research, product information, product testing, demonstrating the use of a product, fraud, current trends in the housing industry, factors affecting housing choice, housing options, ways housing affects the psychological and well-being of individuals and families, special housing needs, types of housing, renting or owning a home, lease agreement, factors to consider when matching clients with homes, accessing value of property, financing a home, procedures used for selling or buying a home, advocacy, educational and promotional materials, and technology. The prerequisite for this course is Human Services Careers. For the third credit in the Consumer Services major, it is suggested that students take Family Dynamics.

A classroom equipped with computers and a demonstration table is the required school-based laboratory for the Consumer Service pathway. School-based laboratory experiences provide opportunities for students to demonstrate tasks performed in providing various consumer services. Connecting Experiences is a required component of the course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Consumer Services

1. Examine education and training requirements in the field of consumer services.
2. Determine roles and functions of individuals engaged in consumer services careers.

## Financial Services

3. Determine the types of financial services available to consumers.
4. Analyze the impact of the economic system on personal income, individual and family security, and consumer decisions.
5. Examine components of a financial planning process that reflect the distinction among needs and wants, values, goals, and economic resources.
6. Determine the impact of consumer credit on long-term financial planning.
7. Examine investment and savings alternatives available to consumers.
8. Determine effects of risk management strategies on long-term financial planning.
9. Consider the impact of key life transitions on financial planning.
10. Assess the role of estate planning on long-term financial planning.

11. Design a financial management plan for families in the various stages of the life span that leads to financial security.

## **Community Services**

12. Determine private, public, governmental, and educational agencies that provide consumer services.
13. Compare sources and types of residential and commercial energy, waste disposal, and pollution issues.
14. Determine consumer programs and services provided by government, public utilities, resource recovery businesses, and environmental organizations.
15. Evaluate strategies and practices that assist consumers in conserving energy and reducing waste.
16. Assess waste management issues.
17. Critique the roles of government, industry, and family in energy consumption.

## **Product Development and Marketing**

18. Evaluate market research to determine consumer trends and product development needs.
19. Analyze a consumer product.
20. Examine features, prices, product information, styles, and performance of consumer goods for potential trade-offs among these components.
21. Utilize valid and reliable testing procedures to perform a test on a product.
22. Apply statistical analysis processes to interpret, summarize, and report data from tests.
23. Demonstrate a product to educate an audience about product effectiveness.
24. Utilize appropriate sales techniques to compare, demonstrate, assist, and advise consumers in the selection of goods and services that meet consumer needs.
25. Determine strategies to reduce the risk of consumer fraud.

## **Real Estate Services**

26. Assess current trends in society that affect the housing industry.
27. Analyze factors that affect housing choice of individuals and families.
28. Select housing options available to individuals and families based on their needs throughout the life span.

29. Analyze how housing affects the psychological well-being of individuals and families.
30. Determine special housing needs of individuals.  
Examples: older adults, handicapped, persons with illnesses
31. Compare major types of housing available to individuals and families.
32. Assess factors that impact the location of housing.
33. Compare advantages and disadvantages of renting or owning a home.
34. Interpret the lease agreement for renting a home.
35. Analyze factors to consider when matching clients with homes.
36. Demonstrate how to assess the value of property.
37. Compare ways for perspective homeowners to finance the purchase of a new home.
38. Demonstrate procedures used by a homeowner to purchase and sell a home.
39. Demonstrate transactions and procedures used by a real estate agent in providing services for a homeowner to sell or buy a home.

## Advocacy

40. Analyze the role of advocacy groups at state and national levels.
41. Determine contributions of policy makers to consumer advocacy.
42. Assess strategies that enable consumers to become advocates.
43. Evaluate effects of consumer protection laws on advocacy.
44. Determine the role of media on consumer advocacy.
45. Assess effects of manufacturers' policies and procedures on advocacy.
46. Evaluate the use of educational and promotional materials in consumer advocacy.

## Technology

47. Assess the impact of technology on services available to families and consumers.
48. Utilize technology to enhance the quality of life and tasks associated with working in family and community services.

## Careers

49. Analyze career options and entrepreneurial opportunities in consumer services careers.

# FOOD, CULINARY ARTS, AND HOSPITALITY

Food, Culinary Arts, and Hospitality is a major in the Career Connections Program. Students are prepared for a variety of careers in culinary arts and hospitality. Culinary Arts and Hospitality Careers, Culinary Arts, Advanced Culinary Arts, Nutrition and Dietetics Careers, and Nutrition and Dietetics are the courses included in the major. The required school-based laboratory for the Culinary Arts and Hospitality pathway is a food service kitchen with a food-serving and dining area. The required school-based laboratory for Nutrition and Dietetics program includes test kitchen units and experimental laboratories. Formal presentations and portfolios are developed to showcase students' work. Connecting Experiences is a requirement of the major. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

## CULINARY ARTS AND HOSPITALITY CAREERS

Culinary Arts and Hospitality Careers is a one-credit course designed for students who are interested in pursuing careers in food service and hospitality. Content standards provide opportunities for students to discover how to prepare and present food to clients in various food service establishments and the hospitality industry. Course content includes the importance of the food service and the hospitality industries; current trends; types of food establishments; hospitality operations; career options; educational requirements; types of food service units; areas of food service operation; duties of staff; nutritional principles; accidents; emergency situations; food-borne illnesses; personal hygiene and health practices; sanitation and safety codes; equipment; standard recipes; measurements; quantity food production, food quality, convenience foods; menus, standardized recipes; types of service; styles of service; table setting; management in the hospitality industry; lodging; and technology. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Food Service and Hospitality Industries

1. Assess the importance of the food service and hospitality industries to the United States economy.
2. Evaluate current trends in the food service and hospitality industries.
3. Analyze types of food service establishments.
  - Commercial
  - Institutional
4. Analyze the operations included in the hospitality industry.
  - Food and beverage
  - Lodging
  - Travel
  - Tourism
  - Recreation

5. Examine career options in the food service and hospitality industries.
6. Determine the educational requirements and training necessary to be employed in the food service or hospitality industries.

## Food Service/Food and Beverage Operations

7. Compare the types of food service units based on type of service, menu choices, location of services, and number of persons served.
  - Restaurant–seated, quick service, self-service, cafeteria service
  - Catering unit
  - Institutional feeding unit
  - In-plant feeding unit
8. Analyze the two main areas of a food service operation.
  - Back-of-the-house
  - Front-of-the-house
9. Determine the functions and duties of staff in the food service industry and hospitality food and beverage division.
  - Food production kitchen staff
  - Restaurant staff
  - Banquet department
  - Beverage department
  - Room service department
10. Apply nutrition principles in food and beverage planning, preparation, and presentation.

## Safety and Sanitation

11. Assess major causes of food service accidents.
12. Follow appropriate procedures for accidents and emergency situations in the food service industry.
13. Determine conditions required for growth and multiplication of microorganisms related to food spoilage and food-borne illnesses.
14. Analyze symptoms of and preventive measures for common food-borne illnesses.
15. Demonstrate good personal and hygiene health practices.
16. Analyze federal, state, and local sanitation and safety codes for food service establishments.
17. Utilize the Hazard Analysis Critical Control Point (HACCP) principles and procedures during food handling and processing to minimize risks of food-borne illnesses.
18. Utilize sanitary food handling, preparation, and storage techniques.

## Quantity Food Production

19. Demonstrate the use and care of large and small food service equipment.
20. Demonstrate appropriate procedures according to Occupational Safety and Health Administration (OSHA) regulations for maintaining tools and equipment.  
Examples: disassembling, cleaning, sanitizing, reassembling, storing
21. Demonstrate safe and appropriate use of cutlery.
22. Follow standard recipe instructions in preparing foods in quantity.
23. Use food preparation and service terms correctly.
24. Measure and weigh foods according to specifications in standard recipes.
25. Demonstrate methods of preparing foods in quantity.

## Food Quality

26. Assess factors that affect food quality.  
Examples: taste, appearance, color, texture

## Convenience Foods

27. Determine how convenience foods are used in the food service industry.

## Menus

28. Analyze menus used in the food service and hospitality industries.
29. Assess how menu specifications help food service operations save money and produce consistent results.

## Standardized Recipes

30. Evaluate the importance of using standardized recipes in a food service operation.
31. Determine the type of information typically found on a standardized recipe.
32. Convert a nonstandardized recipe to a standardized recipe.

## Service Skills

33. Determine basic service skills used in a food service establishment.
  - Welcoming guests
  - Handling food orders
  - Serving food
  - Overseeing customer comfort
  - Handling customer complaints
  - Managing serving responsibilities
34. Analyze opening, closing, and side work duties performed in a food service establishment.

## Service

35. Compare the different styles of service.
  - Counter service
  - Trayline service
  - Seated service
36. Demonstrate correct procedures for setting tables.

## Hospitality Industry

37. Determine classifications of lodging properties by affiliation, levels of service, ownership, size, and target market.
38. Determine the management functions related to operations in the hospitality industry.
  - Property management
  - Personnel management
  - Fiscal management
  - Management of marketing and services

## Lodging

39. Determine the departments within the lodging industry.
  - Accounting division
  - Security division
  - Engineering division
  - Rooms division
  - Sales and marketing division

## Technology

40. Assess the impact of technology on the food service and hospitality industries.
41. Utilize technology in preparing foods in quantity.

## Careers

42. Analyze entrepreneurial opportunities in culinary arts and hospitality.

# CULINARY ARTS AND HOSPITALITY

Culinary Arts and Hospitality is a one-credit course from the Food, Culinary Arts, and Hospitality Major. This course provides students with the knowledge and skills for working in the food service and hospitality industries. Major topics included in this course are food service business practices; loss prevention; inventory procedures; human relations; marketing; records, correspondence and forms; financial stability; work schedules; supervision; salesmanship; menu pricing; liability; equipment; recipe yield; performance of food item; food preparation; condiments; food portioning; plating food; table service; special occasions; convenience foods; food presentation; banquet and catering services; food packing and transporting; hospitality business practices; lodging; technology; and careers.

The required school-based laboratory for the Culinary Arts and Hospitality program is a food service kitchen with a food-serving and dining area. School-based laboratory experiences are essential for students to develop skills in food service. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Food Service Business Practices

1. Apply principles of purchasing, inspecting, receiving, and storing food and supplies at optimal conditions and best price.  
Examples: vendor purchase from computerized inventory, computer-generated, dock verification of order, dock weighing
2. Analyze loss prevention factors that impact profitability.  
Examples: safety, sanitation, food handling, ware handling, maintenance, insurance, environmental effects
3. Analyze different inventory procedures.
  - First in-first out
  - Date markings
  - Specific record keeping
  - Computer inventory
  - Stock rotation
4. Analyze ways to handle complaints and human relations problems.
5. Compare types of promotional materials and displays used in food service.
6. Develop organizational goals, policies, and procedures in the operation of food service.
7. Demonstrate how to prepare and maintain records, correspondence, and forms required in the food service industry.
8. Analyze factors affecting financial stability of food service operations.
9. Assess financial records to determine the financial status of food service.
10. Demonstrate how to coordinate work schedules and job assignments in the food service industry.

11. Demonstrate how to plan, coordinate, and supervise production and food service.
12. Assess effective salesmanship techniques in food service.
13. Apply cost controls to menu pricing and item selling price.
14. Demonstrate how to cost menu items, set menu prices of food, and make changes in the menu when needed.
15. Analyze decisions regarding liability for injuries or damages in the food service establishment to guests, employees, or property.

## Menus

16. Demonstrate how to arrange, design, and interpret menu sheets or folders.
17. Create cycle menus.
18. Analyze how computer-based menu systems are used in the food service industry.
19. Analyze supply and demand factors that affect customer food selection.

## Food Preparation

20. Select appropriate food, equipment, tools, and utensils needed to prepare menus.
21. Demonstrate the process of recipe yield adjustment.
22. Evaluate performance of food items.
23. Utilize a variety of cooking methods to prepare food in quantity.
24. Demonstrate appropriate use of herbs, spices, and other condiments in food preparation.
25. Demonstrate commercial preparation for all menu categories to produce a variety of food products.  
Examples: beef, pork, fish, poultry, stocks, soups, sauces, fruits, vegetables, starches, salads, dressings, marinades, sandwiches, canapés, appetizers, baked goods, desserts, breakfast meats, eggs, cereals, batter products
26. Demonstrate procedures for portioning foods.
27. Demonstrate procedures for plating food.
28. Analyze table settings for various types of service and menus.  
Examples: seated, cafeteria, buffet, short order
29. Determine procedures for setting up rooms for special occasions.
30. Evaluate the applicability of convenience food items in various menus.

## Food Presentation

31. Assess the importance of attractive food presentation.
32. Demonstrate effective food presentation techniques.
  - Plating
  - Garnishing
  - Packaging

## Banquet and Catering Service

33. Demonstrate procedures used to plan, prepare, and provide banquet services.
34. Demonstrate procedures used to plan, prepare, and provide catering services.

## Food Packing and Transporting

35. Evaluate equipment and procedures used for packing and transporting food, utensils, and equipment.

## Hospitality Business Practices

36. Analyze the management functions related to operations in the hospitality industry.
  - Property management  
Examples: safety, security, sanitation
  - Personnel management  
Examples: staffing, supervising, delegating authority
  - Fiscal management  
Examples: budgeting, record keeping, inventory, purchasing, receiving
  - Management and marketing services  
Examples: customer service and satisfaction, public relations, promotions

## Lodging

37. Compare types of lodging properties based on market segment.
38. Determine the market price level classification of lodging properties.
39. Analyze the goals and mission of various lodging organizations.
40. Differentiate revenue centers and support centers in lodging operations.

41. Compare roles and responsibilities of departments within the lodging industry.
  - Room division
  - Sales and marketing division
  - Human resources division
  - Accounting division
  - Security division
  - Engineering division

## Technology

42. Assess the impact of technology on the culinary arts and hospitality industries.
43. Utilize technology to enhance culinary arts and hospitality industries.

## Careers

44. Analyze career options and entrepreneurial opportunities in food service and hospitality.

# ADVANCED CULINARY ARTS AND HOSPITALITY

Advanced Culinary Arts is a one-credit Career Connections course from the Food, Culinary Arts, and Hospitality Major. This course provides students with advanced knowledge and skills used in the culinary arts and hospitality industries. Concepts addressed in the course are customer needs and wants, laws and regulations, maintaining storage facilities, role of service in the food service industry, work simplification, cost control, quality control, hiring and training employees, advertising strategies, sales and marketing, maintaining and repairing food service facilities and equipment, business plan, accompaniments, special dietary needs, special functions and occasions, national regions and international cuisines, the hospitality industry, guest and customer relations, lodging, professionalism, technology, and careers

The required school-based laboratory for the Culinary Arts and Hospitality program is a food service kitchen with a food serving and dining area. School-based laboratory experiences are essential for students to develop skills in food service and culinary arts. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Food Service Business Practices

1. Assess client and customer needs and wants to determine services to be rendered.
2. Examine the food service and hospitality unit to determine compliance with current laws and regulations.
3. Determine how to maintain storage facilities at optimum conditions for food preservation.
4. Examine the role of service as a strategic component of performance in a food establishment.
  - Determining table setting and service
  - Training waiter staff
  - Processing guest checks
5. Analyze work simplification techniques used in food service.
6. Determine cost control procedures for food, labor, and equipment.
7. Determine benefits derived from effective methods of production and quality control in food service.
8. Determine procedures for hiring and training new employees.
9. Examine advertising strategies to promote a food establishment.
10. Perform appropriate work roles within the sales and marketing division of a food establishment.
11. Assess factors in maintaining and repairing facilities and equipment.
12. Develop a business plan.

## Food Production

13. Demonstrate how to set production standards.
14. Plan menus appropriate for type of food service.
15. Prepare market orders for food and consumable supplies.
16. Apply principles and elements of design to increase aesthetics and profitability of service.
17. Plan artistic food displays for serving lines, buffets, soup and salad bars, and special events.
18. Prepare appropriate accompaniments for selected entrees.
19. Demonstrate how to prepare meals for special dietary needs.

## Special Functions

20. Determine the use of auxiliary services to provide special functions.
21. Demonstrate how to prepare food items for special occasions.
22. Demonstrate how to prepare foods from national regions and international cuisines.

## Hospitality Industry

23. Analyze appropriate safety, security, and environmental issues related to the hospitality industry.
24. Relate basic customer service skills to various hospitality settings.
25. Demonstrate management of recreation, leisure, and other programs and events.
26. Demonstrate the relationship of guest service and customer relations.
  - Handling difficult situations
  - Resolving complaints
  - Demonstrating sensitivity to diversity
  - Accommodating disabled persons

## Lodging

27. Analyze the relationship between the front desk and other divisions within the lodging industry.
28. Determine specific duties required of employees within each division of the lodging industry.
29. Demonstrate practices and skills involved in lodging occupations.

## **Professionalism**

30. Practice professionalism in the workplace.
31. Analyze the importance of participation in professional organizations in the food service and hospitality industries.

## **Technology**

32. Utilize technology in management of food service and hospitality operations.
33. Assess the impact of technology on the management of food service and hospitality operations.

## **Careers**

34. Analyze career options and entrepreneurial opportunities in the food service and hospitality industries.

## NUTRITION AND DIETETICS CAREERS

Nutrition and Dietetics Careers is a one-credit course designed for students who are interested in pursuing careers in nutrition and dietetics. Content standards guide students to experiment with foods, analyze nutritional composition of foods, prepare foods, and teach nutritional information. Course content includes the need for professionals in the field of nutrition, licensure laws, career options, relationship between food science and nutrition, communication skills, nutritional needs, good eating habits, food choice, functions of food, meal patterns, nutrients, dietary guidelines, supplementary feeding, measuring ingredients, food preparation, evaluating quality of food, nourishments, composition of a regular diet, therapeutic diets, community resources and services, community-based food and nutrition programs, human relations, technology, and careers.

The required school-based laboratory for the Nutrition and Dietetics program includes test kitchen units and experimental laboratories. School-based experiences are essential for students to develop the knowledge and skills required for this career pathway. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

### Nutrition and Dietetics Field

1. Analyze the need for professionals in the field of nutrition.
2. Interpret licensure laws affecting careers in nutrition and dietetics.
3. Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers.
4. Utilize effective communication skills needed in the nutrition and dietetics profession.
5. Determine training and educational requirements for careers in nutrition and dietetics.
6. Analyze the relationship between food science and nutrition.

### Nutrition

7. Determine the nutritional needs of individuals across the life span.
8. Assess the importance of good eating habits.
9. Evaluate factors that influence food choices and eating habits across the life span.
10. Analyze the functions of food in relation to health.
11. Evaluate meal patterns common in the United States.
12. Compare the sources and functions of nutrients.

## Planning and Preparation of Food

13. Utilize the Dietary Guidelines for Americans, the Food Guide Pyramid, and Nutritional Facts in planning menus for individuals and families across the life span.
14. Determine how supplementary feeding is used in menu planning.
15. Demonstrate the use of measuring the weight of ingredients.
16. Measure ingredients using metric units and scales.
17. Interpret the importance of using exact quantities of ingredients when conducting experiments on food.
18. Demonstrate food preparation techniques used to conserve nutrients.
19. Utilize appropriate instruments for assessing the physical attributes of quality, appearance, flavor components, and texture of foods.
20. Evaluate the quality of food using scientific methods.
  - Human senses
  - Instruments

## Diets

21. Assess nourishments used in dietary menu planning.
22. Determine the composition of a regular diet.
23. Analyze the most common therapeutic diets.
  - Liquid
  - Soft
  - Bland
  - Diabetic
  - Calorie-restricted
  - Calorie-controlled
  - Fat-restricted
  - Sodium-restricted

## Community Services

24. Evaluate nutritional resources and services available in the community.
25. Plan a community-based food and nutrition education program.
26. Utilize the fundamentals of human relations and group dynamics necessary in working with clients and the general public.

## Technology

27. Assess the impact of technology on the study of nutrition and dietetics.
28. Utilize technology in testing, planning, and preparing nutritional meals.

## Careers

29. Analyze career options and entrepreneurial opportunities in nutrition and dietetics.

# NUTRITION AND DIETETICS

Nutrition and Dietetics is a one-credit course from the Food, Culinary Arts, and Hospitality Major. The course provides students with advanced knowledge and skills used in nutrition and dietetics. Major topics included in the course are nutrition behavior, nutrients, menu planning, nutritional guidelines, special diets, promoting a healthy lifestyle, products and information related to health and wellness, food modifications, food exchange system, food preparation techniques, food safety and sanitation, food science, sensory evaluation, ethics, professionalism, laws and regulations, presentation techniques, technology, and careers. The prerequisite for this course is Nutrition and Dietetics Careers. Food Service is the suggested third credit for this career major.

The required school-based laboratory for the Nutrition and Dietetics program includes test kitchen units and experimental laboratories. School-based experiences are essential for students to develop the knowledge and skills required for this career pathway. Connecting Experiences is a required component of this course. Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, enhances leadership development skills and provides opportunities for community service.

Students will:

## Nutrition

1. Assess the influence of a variety of factors on food and nutrition behavior.  
Examples: socioeconomic, psychological, physiological, cultural, religious
2. Determine the functions, sources, and body's uses of nutrients.
3. Analyze nutrient deficiency diseases common in the world.
4. Plan menus that address nutrient requirements of various individuals across the life span.
5. Apply nutritional guidelines to menu development.
6. Evaluate special diets for nutrient content and their long-range effects on an individual's system.
7. Critique the selection of foods to promote a healthy lifestyle.
8. Evaluate products and information related to food issues such as sports nutrition, food fads and fallacies, and overall health and wellness.

## Menu

9. Evaluate the various types of menus used in meal planning.  
Examples: cycle, nonselective, selective, single use
10. Analyze food modifications necessary in addressing nutritional challenges.  
Examples: vegetarianism, sports nutrition, diabetes, lactose intolerance, food allergies
11. Plan menus using the exchange system to meet various nutrient needs.
12. Demonstrate food preparation techniques to meet the client's dietary needs.

## **Safety**

13. Utilize the Hazard Analysis Critical Control Point (HACCP) principles and procedures during food handling and processes to minimize the risks of food-borne illnesses.
14. Determine conditions required for the growth and multiplication of microorganisms related to food spoilage and food-borne illnesses.
15. Analyze symptoms of and preventive measures for common food-borne illnesses.

## **Food Science**

16. Analyze functional properties of the chemicals that compose food.
17. Apply sensory methods to the evaluation of food products.

## **Professional Behavior**

18. Demonstrate ethical performance as required in the American Dietetic Association.
19. Analyze the importance of participation in nutrition and dietetics professional associations.

## **Laws**

20. Analyze legislation and regulations related to food, nutrition, and wellness issues.

## **Presentation**

21. Demonstrate knowledge of nutrition and wellness in a formal presentation.

## **Technology**

22. Assess the impact of technology on nutrition and dietetics.
23. Utilize technology to enhance nutrition and dietetics.

## **Careers**

24. Analyze career options and entrepreneurial opportunities in nutrition and dietetics.

