



- (3) Students will use word processing and power point for classroom presentations.
- (4) Students will develop the communication skills necessary for job interviews.
- (5) Students will learn conflict resolution strategies for resolving problems at home, school or work.

B. Be ethical and responsible individuals

- (1) Students will serve as role models at home, school, and work.
- (2) Students will be on time to class and prepared to work.
- (3) Students will complete assignments on time and submit quality work.
- (4) Students will assume personal responsibility for making up their work.
- (5) Students will examine and practice conflict resolution and tolerance of others.
- (6) Students will understand the qualities and behaviors that constitute a positive and professional attitude towards work.
- (7) Students will understand the importance of accountability and fulfilling personal responsibilities.
- (8) Students will be flexible and adapt to change.
- (9) Students will understand how their individual actions can affect others.
- (10) Students will understand professional, ethical, and legal behavior consistent with workplace standards.

C. Be critical thinkers and self-directed learners

- (1) Students will use critical thinking skills to make informed decisions and solve problems.
- (2) Students will explore the impact of career choices on the family lifestyles.
- (3) Students will acquire skills needed for decision making and problem solving and apply them to family and career challenges.
- (4) Students will identify their short, intermediate and long-term goals through four-year plans, career assessments and exploration.
- (5) Students will develop analytical and creative skills while designing projects for fashion and interiors.

D. Be healthy individuals

- (1) Students will recognize the importance of maintaining good nutrition and exercise.
- (2) Students will become aware of the impact of drug and alcohol abuse on physical development and personal health.
- (3) Students will recognize how sexually transmitted diseases are transmitted and treated.
- (4) Students will understand the risks and challenges of teen pregnancy as well as prevention strategies.
- (5) Students will recognize the characteristics of healthy and unhealthy relationships.

E. Be active community participants

- (1) Students will develop working relationships across gender and different cultural groups.
- (2) Students will establish leadership and teamwork skills by working on group projects.
- (3) Students will understand the characteristics and benefits of teamwork through working in groups.
- (4) Students will understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- (5) Students will understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

Students are assigned a buddy who speaks their native language who can provide primary language support. Students work in pairs or small groups to complete class projects, lab experiences and assignments. There is an instructional aide in the class to assist English Language Learners.

5. Describe the interdepartmental articulation process for this course:

District-wide Family & Consumer Science meetings occurred frequently to collaborate on course outline revisions, to share curriculum resources, instructional strategies and assessments. Career Technical Education district meetings were held in order to sequence courses to establish career paths, make plans for meeting the requirements for Carl Perkins funding, discuss articulation with the community colleges, update curriculum, develop and revise course outlines to align with new CTE model standards. Collaboration will occur at each site between Career Technical Education teachers (Industrial Technology and Business) to discuss student needs and coordinate curriculum.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts.

A. Academics

Students will be able to read and write numbers for the purpose of banking and checking accounts.  
Students will use a variety of methods to be able to interpret charts and graphs to explain mathematical reasoning, such as BMI (body mass index) or growth charts.  
Students will be able to use fractions and be able to do common calculations, including percentages for activities such as reading a recipe and calculating tips.  
Students will investigate and study the reproductive system, prenatal development, and Sexually Transmitted Diseases.  
Students will research the causes and prevention of food borne illness.  
Students will understand the changing roles of men and women and the effect on families and the workplace.  
Students will learn about the history of fashion.  
Students will understand the regulations governing industry and the rights of workers, including wages and fringe benefits.  
Students will understand their role as an employee and taxpayer through filing tax returns and interpreting paycheck stubs.

B. Communications

Students will complete a job application and create a resume.  
Students will complete projects utilizing Microsoft Office, including Power Point.  
Students will demonstrate proper English through presenting research reports and applying appropriate interviewing techniques in a mock interview.  
Students will use the appropriate vocabulary necessary in specific industries.  
Students will understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.

C. Career Planning and Management

Students will understand how to make effective decisions, use career information, and manage personal career plans.

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

D. Scans

Resources-

Students will practice time management throughout the course, for example in preparing a recipe. Students will develop money management skills related to setting up a budget and using a checking account.

Interpersonal-

Students work in teams/groups to complete class work and be assigned individual responsibilities benefitting the group.

Information-

Students will research and organize information related to careers and other class topics.

Systems-

Students will understand how systems apply in food service and other areas of FCS.

Technology-

Students will use the Internet to research topics and Microsoft Office to create documents.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Choices Magazines

**\*\*\*Looking for an updated replacement textbook.\*\*\***

B. Supplemental Materials and Resources:

A Guide To Teaching Social Security

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Videos/DVDs:

See each unit detail.

Software and Internet Resources:

See each unit detail.

Other Activities/Resources:

Newspapers

Guest Speakers

Field Trips

Charts

Posters

Games

Worksheets

Quizzes

## Tests

8.
  - Objectives of Course
  - Unit detail including projects and activities including duration of units (pacing plan)
  - Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)
  - Student performance standards
  - Evaluation/assessment/rubrics
  - Include minimal attainment for student to pass course

A. Objective of Course

A. Student Performance Standards

B. Unit Detail Including Projects, and Activities, Include Duration of Units

B. Evaluation/Assessment/Rubrics

C. Indicate References to Stated Framework(s)

C. Include Minimal Attainment for Students to Pass Course

### **Unit 1- Employability Skills**

- |  |  |
|--|--|
| <p>A. 1) Students will become aware of the careers that are compatible with their skills, interests, personality traits, and values. Students will recognize the importance of having a career goal and choosing classes that help prepare a person for a chosen career.</p> <p>A. 2) Students will become familiar with various job lead sources. Students will learn the important process of networking.</p> <p>A. 3) Students will explain the process of obtaining a social security card.</p> <p>A. 4) Students will be able to complete a work permit.</p> <p>A. 5) Students will be able to complete a job application correctly.</p> <p>A. 6) Students will draft a personal resume and identify persons to use as references.</p> <p>A. 7) Students will explain how to dress and prepare for a job interview. Students will describe some ways to make a good impression during</p> | <p>A. Students will complete a career assessment, research project and a four-year plan. Students will also be able to demonstrate the use of their employability skills used in the job search process by completing major assignments in class. The major assignments include: applying for a social security card, completing a work permit, completing a job application, developing a personal resume, and completing a W-4 form.</p> <p>B. Teacher observation and performance-based assignments and projects.</p> <p>C. Students will need to complete 60% of all work and score 60% on unit test to pass.</p> <p>Advanced Proficient 90 – 100%<br/>Proficient 80 – 89%<br/>Basic 70 – 79%<br/>Below Basic 60 – 69%<br/>Far Below Basic 59% - Below</p> |
|--|--|

and after a job interview.

A. 8) Students will be able to complete a W-4 Employee's Withholding Allowance form for hiring purposes.

A. 9) Students will demonstrate their knowledge of calculating their pay and reading and interpreting a paycheck stub for accuracy.

A. 10) Students will list those worker traits that make good impressions on the job and increase one's chances for promotional opportunities.

B. 1) Employability Skills – 2 Weeks

a. Preparing To Work

- (1) Career Assessment and Researching
- (2) Applying for a Social Security Card
- (3) Applying for a Work Permit

b. Finding a Job

- (1) Types of Jobs (entry level, technical, professional)
- (2) Job Leads (Internet)

c. Applying for a Job

- (1) Job Application
- (2) Resume
- (3) References

d. Interview Process

- (1) Preparing for the Interview
- (2) Appropriate Dress
- (3) Interview Questions
- (4) Questions one should ask

e. Accepting The Job

- (1) W-4
- (2) Pay & Benefits
- (3) Sexual Harassment

B. 2) Activities will include:

- Read and see audiovisual materials
- High School Student Job List
- Social Security Card Application
- Work Permit Application
- Job Application
- Resume & References

B. 3) Software and Internet Resources:

<http://www.cacareerzone.org/>

<http://www.californiacareers.info/>

<http://www.caljobs.com/>

<http://www.careerclusters.org/>

<http://www.bls.gov/oco/>

<http://www.stratford.lib.ct.us/job/practiceapplication.html>

Resume Template

### C. CTE Foundation Standards

#### 3.0 Career Planning and Management

**Students will understand how to make effective decisions, use career information, and manage personal career plans for careers in the field of family consumer sciences.**

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

## Unit 2- Consumer Services

- |   |   |
|---|---|
| A. 1) Students will understand educational requirements, job opportunities, personal, aptitudes, salary, benefits, expectations and working conditions as they relate to entry-level, technical, and professional careers related to the Consumer Services pathway. | A. Students will write a Future Me letter identifying their short, intermediate and lifetime goals. Students will apply the decision-making model to an assigned problem. Students will create a budget, be able to complete a banking project that involves checking and savings accounts, and complete a cost of credit comparison chart on credit. |
| A. 2) Students will understand the role that values and goals play in the decision making process.  | B. Teacher observation and performance-based assignments and projects.  |
| A. 3) Students will apply the decision making process in their own life situations.   | C. Students will need to complete 60% of all work and score 60% on unit test to pass.   |
| A. 4) Students will develop a life plan through the Future Me letter.   | Advanced Proficient 90 – 100%<br>Proficient 80 – 89%<br>Basic 70 – 79%<br>Below Basic 60 – 69%<br>Far Below Basic 59% - Below   |
| A. 5) Students will understand the roles, rights, and responsibilities of consumers as applied to all aspects of consumer decision making, personal and family financial management and the consumer service industries.  |   |

A. 6) Students will be able to create financial plans that reflect goals and manage resources for individuals, families and clients.

B. 1) Consumer Services- 3 weeks

a. Careers in Consumer Services

- (1) Entry Level- Customer Service Representative
- (2) Technical- Credit Counselor
- (3) Professional- Financial Planner

b. Values

- (1) Material
- (2) Social
- (3) Moral
- (4) Aesthetic

c. Goals

- (1) Short
- (2) Intermediate
- (3) Long-term

d. Decision Making

- (1) Identify problem
- (2) List alternative solutions
- (3) Review pros and cons of each solution based on personal values and goals
- (4) Select a solution
- (5) Carry out solution and evaluate

e. Personal & Family Financial Management

- (1) Developing & Operating A Budget
- (2) Savings / Checking Accounts
- (3) Credit

B. 2) Activities will include:

- video/DVD/Power Point overview of careers related to Consumer Services
- Future Me Letter outlining values and goals
- Decision-making model audiovisuals
- Budgeting Project
- Savings Project
- Checking Project
- Cost of Credit Chart

B. 3) Software and Internet Resources

<http://www.bankrate.com/>  
Budget Template

C. CTE Foundation Standards

## **10.0 Technical Knowledge and Skills (Consumer and Family Studies)**

**Students will understand the essential knowledge and skills common to the Consumer Services pathway. This pathway is designed to prepare students for careers helping customers, including credit counselors, consumer reporters, writers, and consumer affairs directors.**

10.6 Understand the process of making consumer decisions, including the comparison of goods and services.

*-10.6.1 Define values, goals, needs, and wants.*

*-10.6.2 Define and apply personal values, short- and long-term goals, needs, and wants as they relate to consumer decisions.*

*-10.6.3 Identify the key steps in decision-making models and apply the process to a variety of consumer situations.*

10.7 Understand how to manage financial resources to achieve personal and family goals.

*-10.7.1 Define basic financial management terms.*

*-10.7.2 Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyle.*

*-10.7.3 Compare factors that influence the use of credit.*

*-10.7.4 Demonstrate how to complete deposit slips, write check, balance checkbook accounts, and reconcile bank statements.*

10.8 Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

*-10.7.11 Compute the cost of credit and compare various sources of credit.*

10.16 Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.

10.17 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

## **Unit 3- Individual, Family Health, and Human Services**

- |  |  |
|--|--|
| A. 1) Students will understand educational requirements, job opportunities, personal, aptitudes, salary, benefits, expectations and working conditions as they relate to entry-level, technical, and professional careers related to the Individual and Family Health pathway. | A. Students will compare and contrast their current knowledge with what they learn through a KWL assignment, research and present oral presentations on STDs, and participate in a lab experiment simulating HIV transmission. |
| A. 2) Students will understand the factors that affect the development of individuals, the ways in which to build positive relationships and how to get along with teachers, parents, friends, and   | B. Teacher observation and performance-based assignments and projects.   |
|  | C. Students will need to complete 60% of all work and score 60% on unit test to pass.  |

coworkers.

Advanced Proficient 90 – 100%  
Proficient 80 – 89%  
Basic 70 – 79%  
Below Basic 60 – 69%  
Far Below Basic 59% - Below

- A. 3) Students will understand dating relationships. They will identify the purposes of dating and the qualities of a good dating partner. They will analyze the problems involved in dating.
- A. 4) Students will understand the types of love and commitment. They will analyze the different types of love and factors that affect commitment.
- A. 5) Students will be able to recognize the characteristics of healthy and unhealthy relationships.
- A. 6) Students will understand issues of sexuality. They will describe the need for intimacy and ways in which the need can be met. They will analyze the difference between physical and psychological intimacy and describe responsible behavior.
- A. 7) Students will understand the importance of responsible behavior in order to promote health and to avoid risks, such as STDs, HIV, and teen pregnancy. They will demonstrate decision-making skills and responsible behavior related to intimate relationships. Students will be able to analyze the connections between abortion and irresponsible sexual behavior.
- A. 8) Students will understand their rights under the confidentiality law, including STD testing and birth control options and resources available for accessing health care.
- B. 1) Individual, Family Health, and Human Services- 3 weeks
  - a. Careers in Individual, Family Health and Human Services
    - (1) Entry Level- Foster Parent
    - (2) Technical- Social Services Technician/ Aide
    - (3) Professional- Family Counselor
  - b. Individual Health
    - (1) Self-Esteem
    - (2) Personality Development

- (3) Expressing Emotions in a Healthy Way
- (4) Managing Stress

c. Getting Along With Others

- (1) Teachers (learning style)
- (2) Parents (conflict resolution)
- (3) Friends (assertiveness training)
- (4) Coworkers (teamwork & responsibility)

d. Purposes of Dating

- (1) Stages of Dating
- (2) Understanding the Opposite Sex
- (3) Love versus Infatuation versus Self-Gratification

e. Dating Challenges

- (1) Breaking off a relationship
- (2) Warning signs of abusive relationships
- (3) Sexual pressures of dating
- (4) Sexual assault/date rape

f. Anatomy

- (1) Male reproductive system
- (2) Female reproductive system
- (3) Puberty

g. Sexual Risks

- (1) Sexually transmitted diseases
- (2) HIV/AIDS
- (3) Teenage pregnancy/Parenting

h. Sexual Decisions

- (1) Abstinence
- (2) Second Virginity
- (3) Birth Control

i. Community Resources and Agencies

B. 2) Activities will include:

- Video/DVD/Power Point overview of careers related to Health and Human Services
- Self-Esteem Assessment
- Video: Johnny Lingo
- Negative and Positive Messages (rubber band)
- Personality Computer Research
- Anger: What is it? Worksheet/discussion
- Video: Cage the Rage
- Test Your Stress Level
- Video: Strategies for Managing Stress
- Meditation Session
- Learning Style Assessment

- Video: Getting Along With Teachers
- Conflict Inventory
- Read “All Grown Up and No Place to Go”
- Video: Teen Parent Conflict- Making Things Better
- Parent? Child? Adult? Group Activity
- Friendship Assessment
- Assertiveness Training: Pre-Test, Role Plays
- Video: Be Your Best Self
- Anonymous survey “Have You Been Sexually Active?”
- KWL on Puberty, STDs, and Birth Control
- Puberty video and worksheet
- Transparency presentation using charts and models on the male and female reproductive systems
- Research and oral presentations on STDs
- HIV/AIDS Lab Experiment on “AIDS Contamination”
- Videos: Teenage Pregnancy Real Life, Real Stories and Understanding Fatherhood
- Reading Assignments: How to Say No and Keep Your Boyfriend, Sexual Pressures a Survival Guide for Guys, Nurse’s Presentation on Birth Control, 101 Ways to Make Love Without Doing It, Debate on Pro Choice and Abortion
- Abstinence video and worksheet
- Transparency presentation on Building a Relationship, Parts I, II
- Video: Getting to Know the Opposite Sex, What Do Girls Need Versus What do Boys Need In A Relationship
- Transparency- Sexual Boundaries
- Article: How Can You Tell If You’re Really In Love?
- Handout: Healthy Versus Unhealthy Relationships
- Video: Red Flags: Abusive Relationships
- Video: Date Rape

B. 3) Software and Internet Resources

- <http://www.lapublichealth.org/>
- <http://www.sexualityandu.ca/teens/index.aspx>
- <http://www.teachingsexualhealth.ca/>
- <http://www.teenwire.com/>

C. CTE Foundation Standards

**10.0 Technical Knowledge and Skills  
(Consumer and Family Studies)**

**Students will understand the essential knowledge and**

**skills common to the Individual and Family Health and Human Services pathway. This pathway prepares students for careers in agencies that provide resources to individuals and families in crisis.**

10.10 Understand the factors that affect the development of individuals and how to build positive relationships.

*-10.10.1 Describe the factors that contribute to the development of character, personality, and self-worth.*

*-10.10.2 Identify personal values and goals and their effect on decisions.*

*-10.10.3 Analyze the characteristics and behaviors that contribute to the development of positive relationships.*

*-10.10.4 Describe how common values and goals promote positive lasting relationships.*

*-10.10.7 Identify the purposes and qualities of friendships*

*-10.10.9 Describe the stages in the development of personal relationships*

*-10.10.11 Describe responsible and irresponsible behaviors and their effect on relationships*

10.13 Understand the importance of wellness and safety to individual and family health and well-being.

*-10.13.1 Define health and identify the characteristics of a healthy person.*

*-10.13.2 Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health.*

*-10.13.3 Identify symptoms of illness and infections.*

*-10.13.6 Analyze self-esteem and its relationship to mental wellness through the life cycle.*

*-10.13.7 Define emotions and explain the relationship of managing emotions to maintaining physical and mental health.*

*-10.13.8 Evaluate the need for and use strategies to build self-esteem through the life cycle.*

*-10.13.9 Describe and compare how positive and negative attitudes and stress affect behavior and health.*

*-10.13.16 Use the decision-making process to make responsible health choices.*

*-10.13.17 Identify high-risk health behaviors and their effects on individuals and society.*

*-10.13.18 Explain types and symptoms of verbal, physical, and emotional abuse and their effects on physical and mental health.*

*-10.13.28 Identify and evaluate services and organizations that provide for emergency and health care needs.*

10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.

*-10.14.3 Describe universal health precautions and responsible behaviors for the prevention and control of common infections and diseases.*

10.16 Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.

10.17 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

## **Unit 4- Child Development and Education**

- A. 1) Students will understand educational requirements, job opportunities, personal, aptitudes, salary, benefits, expectations and working conditions as they relate to entry-level, technical, and professional careers related to the Child Development and Education pathway.
- A. 2) The students will understand children's growth and development in the following developmental areas: physical intellectual, emotional, and social. This will also include a brief overview of prenatal development. Students will participate in activities that promote these areas of growth and development.
- A. 3) Students will evaluate how the responsibilities and decisions involved in parenting differ for teen parents compared to older parents.
- A. 4) Students will understand the principles of positive interaction, guidance, and discipline, and the relationship of these principles to the development of self-control and positive self-concept. The different types of child abuse, possible risk factors for abuse, and characteristics of abusers and victims.
- A. 5) The students will understand the principles and practices of good nutrition, health, and safety. The students will demonstrate this knowledge as they prepare a nutritious snack used in childcare facilities.
- B. 1) Child Development and Education- 3 weeks
- a. Careers in Child Development and Education
- (1) Entry Level- Teacher Aide, Family Child Care Provider
- (2) Technical- Preschool Teacher, Special Education Aide
- (3) Professional- Child Psychologist, Elementary/Secondary Teacher
- b. Child Development
- (1) Physical Development
- A. Students will complete a prenatal development chart, a learning activities experience, the Real Care Baby simulation, identify appropriate discipline techniques to resolve misbehavior in children, and complete a preschool snack lab.
- B. Teacher observation and performance-based assignments and projects.
- C. Students will need to complete 60% of all work and score 60% on unit test to pass.
- Advanced Proficient 90 – 100%  
Proficient 80 – 89%  
Basic 70 – 79%  
Below Basic 60 – 69%  
Far Below Basic 59% - Below

- (2) Intellectual Development
- (3) Social Development
- (4) Emotional Development
- (5) Moral Development
- (6) Developmentally appropriate learning activities

- c. Parenting Decisions and Responsibilities
  - (1) Parenting readiness (decisions, changes, adjustments)
  - (2) Financial cost
  - (3) Real Care Baby simulation overview
  - (4) Car safety
  - (5) Sudden Infant Death Syndrome
  - (6) Shaken Baby Syndrome
- d. Positive Discipline
  - (1) Affect on Self Esteem
  - (2) Negative Behavior
  - (3) Positive Interaction Techniques
  - (4) Child Abuse
- e. Evaluating Childcare Options
  - (1) Babysitting, Day Care, Preschool
  - (2) Preventing and treating childhood illnesses and accidents
  - (3) Importance of nutritionally balanced diet and snacks (Preschool Snack Lab)

- B. 2) Activities will include:
  - video/DVD/Power Point overview of careers related to Child Development and Education
  - Developmentally appropriate learning activities
  - Prenatal Development video and charts
  - Growth and Development charts
  - Real Care Baby training video and packet, live demonstration, and assigned simulation and evaluation packet
  - Video: Positive and Negative Parenting
  - Parenting Discipline Role Plays
  - Child Abuse & Discipline Works Punishment Hurts Handouts
  - Video: Daddy Day Care
  - Preschool snack lab

- B. 3) Software and Internet Resources
  - <http://www.naeyc.org/>
  - <http://www.realityworks.com/>
  - <http://urbanext.illinois.edu/babysitting/>
  - [http://kidshealth.org/teen/school\\_jobs/jobs/babysit.html](http://kidshealth.org/teen/school_jobs/jobs/babysit.html)

## C. CTE Foundation Standards

### 10.0 Technical Knowledge and Skills (Consumer and Family Studies)

**Students will understand the essential knowledge and skills common to the Education and Child Development pathway. This pathway is designed to prepare students to pursue a career in the field of child care and development for infants, toddlers, and young children.**

10.1 Students understand the decisions and responsibilities involved in parenting in various cultures.

*-10.1.1 Analyze factors to consider when determining readiness for parenting and identify parenting responsibilities.*

*-10.1.2 Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs.*

10.2 Students understand the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well being of a child.

*-10.2.1 Summarize the stages of prenatal development and childbirth.*

*-10.2.2 Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development.*

10.3 Students understand the importance of studying child growth and development from infancy through adolescence.

*-10.3.1 Explain the benefits of studying child development.*

*-10.3.2 Identify the developmental areas, stages, and principles of child growth.*

10.4 Students will understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

*-10.4.1 Describe and compare various approaches to child guidance and their effect on self-worth.*

*-10.4.2 Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.*

*-10.4.5 Describe factors and possible causes that contribute to child abuse and identify the characteristics of the abused and the abuser.*

10.5 Students understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

*-10.5.1 Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents.*

10.13 Students understand the importance of wellness and safety to individual and family health and well being.

*-10.13.1 Describe methods for maintaining the health and ensuring the safety of children.*

*-10.13.2 Analyze and apply safety and sanitation practices that can be used to prevent and treat childhood illnesses and accidents.*

*-10.13.3 Describe, plan, and evaluate a nutritionally*

*balanced diet, which promotes a child's optimum health.*

## **Unit 5- Nutrition and Food Service**

- A. 1) Students will understand educational requirements, job opportunities, personal aptitudes, salary, benefits, expectations and working environments as they relate to entry-level, technical and professional careers related to the Hospitality, Tourism, and Recreation pathway.
- A. 2) Students will be able to compare their dietary habits with the My Food Pyramid. Students will be able to develop menus for a nutritious breakfast, lunch, and dinner following the My Food Pyramid guidelines.
- A. 3) Students will use proper techniques of safety, sanitation, food handling and care of equipment and appliances. Students will be able to read, interpret and prepare two food recipes.
- A. 4) Students will understand the workflow in a kitchen.
- A. 5) Students will be able to properly set a table for a three-course meal.
- A. 6) Students will become familiar with napkin folds as well as point of service protocol.
- B. 1) Nutrition and Food Service – 2 Weeks
- a. Careers in Nutrition and Food Service
    - (1) Entry Level- Waitperson, Food Product Tester
    - (2) Technical- Caterer, Food and Drug Inspector
    - (3) Professional- Executive Chef, Dietitian
  - b. Nutrition and Health
    - (1) Food Pyramid
    - (2) Needs / Life Cycle
  - c. Meal Management
    - (1) Food Preparation Planning
    - (2) Determining Food Costs
  - d. Food Safety and Sanitation
- A. Students will prepare for and complete a catering lab. Students will be required to pass a safety and sanitation test. Students will be able to read and prepare two recipes correctly. Students will be able to set a place setting correctly and explain proper customer service.
- B. Teacher observation and performance-based assignments and projects.
- C. Students will need to complete 60% of all work and score 60% on unit test to pass.
- Advanced Proficient 90 – 100%  
Proficient 80 – 89%  
Basic 70 – 79%  
Below Basic 60 – 69%  
Far Below Basic 59% - Below

(1) Use of Equipment & Appliance Safety

Test

(2) Food Sanitation Techniques

e. Food Preparation

(1) Reading a Recipe

(2) Food Preparation Techniques

f. Food Service

(1) Side Work

(2) Customer Service

(3) Table Setting & Napkin Folds

(4) Point of Service Protocols

g. Catering Lab

(1) Miniature Pizzas

(2) Miniature Cherry Cheesecakes

B. 2) Activities will include:

-Video/DVD/Power Point overview of careers related to the Hospitality, Tourism and Recreation career pathway

-Video: My Food Pyramid

-MyPyramid.gov (Print out personal pyramid and plan a nutritious meal)

-Collage of foods you like

-Video: Kitchen Safety and Sanitation

-Transparency presentation on Kitchen Organization/ Responsibilities (work wheel)

-Kitchen Safety Test

-Transparency presentation on table setting

-Video: Napkin Folds

-Test on Table Setting

-Video: The Art of Professional Cooking

-Review Catering Lab Recipes and Demonstrate

-Catering Lab: Mini Pizzas and Mini Cheesecakes

-Use class Food Labs for practice proper table setting and food service techniques.

B. 3) Software and Internet Resources

<http://www.fightbac.org/>

<http://www.MyPyramid.gov/>

<http://www.restaurant.org/>

C. CTE Foundation Standards

**10.0 Technical Knowledge and Skills**

**(Consumer and Family Studies)**

**Students will understand the essential knowledge and skills common to the Hospitality, Tourism, and Recreation pathway. This pathway is designed to**

**prepare students for careers in food production and service, nutrition, food service management, and customer service.**

10.1 Students understand the principles of nutrition and their relationship to good health through the life cycle.

*-10.1.1 Explain the functions and sources of the major nutrients and their relationship to good health.*

*-10.1.2 Compare an individual's daily diet with average needs for each good group in the USDA My Pyramid based on age, gender, and physical activity.*

10.2 Students understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

*-10.2.1 Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms.*

*-10.2.2 Employ sanitary practices before, during, and after food preparation and service.*

10.3 Students understand the principles of food purchasing, food preparation, and meal management in a variety of settings.

*-10.3.1 Identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting, and preparing foods or meals.*

*-10.3.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products.*

*-10.3.10 Use appropriate equipment and techniques for dry and liquid measurements.*

10.4 Students understand commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

*-10.4.1 Demonstrate table manners and etiquette commonly accepted in the United States.*

*-10.4.2 Describe and practice basic table-setting techniques and a variety of meal service styles.*

## **Unit 6- Fashion Design**

- A. 1) Students will understand educational requirements, job opportunities, personal aptitudes, salary, and working conditions related to entry level, technical and professional careers in the Fashion Design, Manufacturing, and Merchandising pathway.
- A. 2) Students will apply the elements and principles of design in the selection of apparel for different body types and the coordination of garments with accessories for a pleasing appearance.
- A. Students will complete a Fashion Design project utilizing the elements and principles of design. Students will complete sewing projects using both machine and hand sewing techniques.
- B. Teacher observation and performance-based assignments and projects.
- C. Students will need to complete 60% of all work and score 60% on unit test to pass.
- Advanced Proficient 90 – 100%  
Proficient 80 – 89%  
Basic 70 – 79%  
Below Basic 60 – 69%

- A. 3) Students will understand color theory in the selection of colors for apparel and accessories.
- A. 4) Students will be able to apply the elements and principles of design in the Fashion design project. Students will be able to understand the principles of wardrobe planning.
- A. 5) Students will understand the characteristics of different fibers, fabrics, and finishes.
- A. 6) Students will be able to list safety precautions involved with the use and care of sewing equipment and supplies.
- A. 7) Students will be able to demonstrate their ability to construct or repair clothing items and/or accessories using basic hand or machine sewing techniques.
- A. 8) Students will understand the care of garments and recommend the appropriate care based on the fabric and construction.

B. 1) Fashion Design– 2 Weeks

- a. Careers in Fashion Design
  - (1) Entry Level- Visual Displayer
  - (2) Technical- Fashion Buyer
  - (3) Professional- Fashion Designer
- b. History of Fashion
  - (1) 1900s
  - (2) 1920s
  - (3) 1930s
  - (4) 1930s
  - (5) 1940s etc.
- c. Textiles
  - (1) Fibers
  - (2) Fabrics
  - (3) Finishes
  - (4) Appearance
  - (5) Construction
  - (6) Care & Reading Clothing Labels
- d. Fashion Design
  - (1) Elements of Design
    - Line
    - Shape

- Color
- Space
- Texture

(2) Principles of Design

- Proportion and Scale
- Balance
- Rhythm
- Harmony
- Emphasis

(3) Fashion and Color

- Primary
- Secondary
- Intermediate
- Tinting
- Shading
- Warm
- Cool

(4) Color Schemes

- Monochromatic
- Analogous
- Complementary, Split Complementary
- Triad
- Neutral/Accented Neutral
- Source

(5) Fashion and Your Figure

- Body Proportion, Design & Apparel Selection
- Body Proportion & Color Selection
- Body Shape

e. Construction

(1) Sewing Machine & Serger Safety

(2) Threading and Operating Sewing Machines

(3) Sewing by Hand

- Types of Stitches
- Buttons & Snaps

f. Care & Maintenance

(1) Proper Laundering

(2) Removing Spots & Stains

(3) Dry Cleaning

B. 2. Activities will include:

-Video/DVD/Power Point overview on careers related to Fashion Design, Manufacturing and Merchandising

-Paint a color wheel and use it to complete assignments related to building color schemes

-Identify Elements and Principles of Design using past student Fashion Design Projects

- Power Point presentation on Elements & Principles of Design
- Video overview: Developing an Apparel Line
- Chart on the Life Cycle of a Garment
- Transparency presentation on Fashion and Your Figure
- Fashion Design project incorporating the elements and principles of design
- Learn the process involved in clothing construction
- Demonstration on threading and operating a sewing machine
- Sewing lab: sewing machine (hemming, serging) and hand sewing (running stitch, backstitch, button, snap) projects

### B. 3) Software and Internet Resources

- <http://www.fidm.edu/>
- <http://www.dailymakeover.com/>
- <http://www.colormebeautiful.com/seasons/index.html>

### C. CTE Foundation Standards

#### 10.0 Technical Knowledge and Skills (Consumer and Family Studies)

**Students will understand the essential knowledge and skills common to the Fashion Design, Manufacturing, and Merchandising pathway. This pathway is designed to prepare students for careers in fashion, textiles, apparel merchandising, and garment construction.**

10.1 Students understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.

- 10.1.1 *Explain how fashion, textiles, and apparel selection meet social, physical and psychological needs.*
- 10.1.2 *Differentiate between appropriate and inappropriate dress for a variety of social, casual, and workplace situations.*
- 10.1.3 *Analyze how fads and fashion influence apparel and textile choices.*

10.2 Students understand the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.

- 10.2.1 *Explain the elements and principles of color and design and apply the fundamental concepts to fashion, textiles, and apparel.*
- 10.2.2 *Apply the elements and principles of design and theories of color to enhance various body types.*
- 10.2.3 *Identify color terminology and use of color schemes.*
- 10.2.7 *Relate the elements and principles of design and theories of color to costume and textile design.*

10.3 Students understand the historical and cultural influences on apparel, furnishings, and housing.

- 10.3.1 *Investigate the influence of historical clothing on current fashions and fads.*

10.4 Students understand the characteristics of different textile fibers, fabrics, and finishes used for apparel and furnishings.

*-10.4.1 Distinguish between natural and manufactured fibers.*

*-10.4.2 Examine the chemical and physical properties of fibers and fabrics.*

*-10.4.3 Describe the characteristics of woven, nonwoven, and knitted processes.*

*-10.4.5 Select appropriate products and techniques for clothing and textile care.*

10.5 Students understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.

*-10.5.1 Demonstrate the ability to take accurate body measurements.*

*-10.5.2 Select appropriate fabric, materials, tools, and equipment for the construction of apparel.*

*-10.5.3 Construct apparel and accessories through the use of appropriate custom construction techniques and equipment.*

*-10.5.6 Evaluate the appropriateness of altering, repairing, or remodeling apparel or accessory items.*

10.6 Students understand the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget.

*-10.6.1 Select fashion, textile, and apparel products that are appropriate for a variety of situations.*

*-10.6.2 Plan and select apparel that is complementary to an individual's body type, coloring, and personality.*

*-10.6.3 Evaluate apparel choices according to individual lifestyles and goals.*

## **Unit 7- Interior Design**

- A. 1) Students will understand educational requirements, job opportunities, personal aptitudes, salary, working conditions related to entry-level, technical, and professional careers in the Interior Design, Furnishings and Maintenance pathway.
- A. 2) Students will understand the elements and principles of design, housing, home furnishings, technology options and resource management as applied to family housing and furnishings and the Interior Design, Furnishings and Maintenance pathway.
- A. 3) Students will develop and evaluate floor plans, space arrangements and color schemes for living and working environment.
- A. 4) Students will complete an interior design project that considers individual, family, or
- A. Students will analyze furniture arrangement and floor plans. Students will complete an Interior Design project utilizing the elements and principles of design.
- B. Teacher observation and performance-based assignments and projects.
- C. Students will need to complete 60% of all work and score 60% on unit test to pass.
- Advanced Proficient 90 – 100%  
Proficient 80 – 89%  
Basic 70 – 79%  
Below Basic 60 – 69%  
Far Below Basic 59% - Below

client resources in selecting home furnishings, accessories, and equipment in order to provide a functional, aesthetically, pleasing, living or working environment.

B. 1) Interior Design- 2 weeks

a. Careers in Interior Design

- (1) Entry Level- Furnishings Sales Associate
- (2) Technical- Display Designer
- (3) Professional- Interior Designer

b. Housing Decisions

- (1) Family Needs, Values & Goals
- (2) Housing Options
- (3) Finances

c. Interior Design

- (1) Elements of Design
  - Line
  - Shape
  - Color
  - Space
  - Texture
- (2) Principles of Design
  - Proportion and Scale
  - Balance
  - Rhythm
  - Harmony
  - Emphasis

d. Color Theory

- (1) Color Wheel
- (2) Color Schemes

e. Furniture Styles

- (1) Traditional
- (2) Provincial
- (3) Early American
- (4) Contemporary
- (5) Modern

f. Home Furnishings, Equipment & Accessories

- (1) Selecting Floor Coverings
- (2) Selecting Wall Coverings
- (3) Selecting Furniture
- (4) Selecting Window Treatments
- (5) Selecting Accessories
  - (a) Floral Arrangements

g. Space Planning

- (1) Floor Plans
- (2) Furniture Templates
- (3) Furniture Arrangement
- (4) Traffic Patterns

h. Interior Design Project

- (1) Redesign a Living Room or Bedroom
- (2) Decide on Color Scheme and Develop A Materials Board for the Room Design
- (3) Submit a Color Perspective Drawing of the Room Design

i. Care & Maintenance

B. 2) Activities will include:

- Video/DVD/Power Point overview on careers related to the field of Interior Design, Furnishings, and Maintenance pathway.
- Videos related to the Elements and Principles of Design, Furniture Styles, Furniture Arrangement, Window Treatment, Lighting and Accessories.
- Arranging Furniture Assignment
- Reading and Interpreting a Floor Plan
- Interior Design Project (living room or bedroom, color scheme, carpet, wall covering, window treatment, lighting and accessories, material board, color perspective drawing)

B. 3) Software and Internet Resources

<http://www.fidm.edu/>

<http://roomplanner.icovia.com/mathisbrothers/resources/icovia.aspx>

C. CTE Foundation Standards

**10.0 Technical Knowledge and Skills**

**(Consumer and Family Studies)**

**Students will understand the essential knowledge and skills common to the Interior Design, Furnishing, and Maintenance pathway. This pathway is designed to prepare students for careers in space planning, interior system, and computer-assisted design.**

10.1 Students understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.

*-10.1.1 Explain how fashion, textiles, and apparel selection meet social, physical and psychological needs.*

10.2 Students understand the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.

*-10.2.1 Explain the elements and principles of color and*

*design and apply the fundamental concepts to fashion, textiles, and apparel.*

*-10.2.2 Use the elements and principles of design to select home furnishings and equipment.*

*-10.2.3 Identify color terminology and give examples of color schemes.*

*-10.2.4 Apply and evaluate color schemes to achieve aesthetically pleasing living environments.*

10.3 Students understand the historical and cultural influences on apparel, furnishings, and housing.

*-10.3.1 Identify factors that influence trends and cycles in housing and furniture styles.*

10.8 Students understand factors influencing the selection and care of home furnishings, accessories, and equipment.

*-10.8.1 Describe factors that influence the selection of home furnishings.*

*-10.8.2 Identify basic furnishings and equipment needs for individuals and families.*

*-10.8.3 Identify factors that determine quality in home furnishings, accessories, and equipment.*

*-10.8.4 Plan furnishings for living environments.*

10.9 Students understand the principles and factors that influence space planning and interior design, including universal access.

*-10.9.1 Describe factors to consider in planning indoor and outdoor areas for living, work, and storage.*

*-10.9.3 Define and apply the concept of traffic patterns in designing space for living, working, and storage.*

*-10.9.5 Identify strategies and new technology available to improve space utilization.*