Family & Consumer Sciences Education

Program of Studies
2015-2016

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Family & Consumer Sciences Education

Course Title	KY Valid Course Code	Recommended Grade Level 4	5	6	7	8	9	10	11	12	Recommended Credit
Advanced Foods and Nutrition	200442							x	x	x	½ -1
Career Choices	320101			x	x	x					N/A
Child Development Services I	200261								x	x	1-2
Child Development Services II	200262								x	x	1-3
Consumer Economics**	201015							x	x	x	1
Co-op: Culinary Arts	200409								x	x	1-3
Co-op: Early Childhood Educ.	200210								x	x	1-3
Co-op: Hospitality Services	200690								x	x	1-3
Co-op: Fashion & Interior Design	200810								x	x	1-3
Culinary Arts I	200411								x	x	1-3
Culinary Arts II	200412								x	x	1-3
Early Lifespan Development	200223							x	x	x	½ -1
FACS Essentials	200113						x	x			1
FACS Essentials for Health	200161						x	x			½
Fashion & Interior Design I	200821							x	x	x	1
Fashion & Interior Design II	200825								x	x	1
Foods and Nutrition	200441							x	x	x	1
Fundamentals of Dietetics	200414								x	x	1-2
Internship: Culinary Arts	200478								x	x	1-3
Internship: Hospitality Services	200601								x	x	1-3
Internship: Fashion & Interior Design	200801								x	x	1-3
Introductory Life Skills 6	200110			x							N/A
Introductory Life Skills 7	200111				x						N/A
Introductory Life Skills 8	200112					x					N/A
Leadership Dynamics	200199						x	x	x	x	½ -1
Middle to Late Lifespan Development	200226							x	x	x	½ -1
Money Skills	201010							x	x	x	1
Money Skills for Math**	201011							x	x	x	1
Nutritional Food Science	200415								x	x	1
Nutritional Food Science Interdisciplinary**	200416								x	x	1
Parenting	200173							x	x	x	½ - 1
Principles of Hospitality	200610							x	x	x	1
Principles of Teaching	320210								x	x	1-2
Relationships	200171							x	x	x	½ - 1
Specialized Services in Hospitality	200641								x	x	1

** Indicates an interdisciplinary FCS course.

NOTE: Post-Secondary connections are available through articulation agreements with several Kentucky colleges and universities

Overview of Family & Consumer Sciences Education

Purpose:

The purpose of Family & Consumer Sciences Education is to empower individuals and families throughout the lifespan to manage the challenges of living and working in a diverse, global society. The unique focus is families, work, and their interrelationships. The curriculum is aligned to the knowledge and skills identified within the National Standards for Family and Consumer Sciences Education. Kentucky FCS Education provides students the opportunity to:

- Explore and prepare for careers in many of today's high-demand occupations.
- Engage in hands-on, contextual learning that incorporates core academic concepts.
- Acquire valuable and essential leadership and life skills.
- Demonstrate the ability to effectively collaborate, communicate and think critically and creatively to problem-solve real world issues.
- Engage in entrepreneurial activities and work-based learning experiences that provide hands-on application.

Career Pathways:

- *Consumer & Family Management*
- *Culinary & Food Services*
- *Early Childhood Education*
- *Fashion & Interior Design*
- *Food Science & Dietetics*
- *Fundamentals of Teaching*
- *Hospitality Services*

National Career Clusters
FCS Education fosters the development of 21st century and technical skills in a variety of the National 16 Career Clusters.

- Human Services
- Agriculture, Food & Natural Resources
- Education & Training
- Architecture & Construction
- STEM (*Science, Technology, Engineering & Mathematics*)
- Finance
- Hospitality & Tourism
- Arts, AV Technology & Communication
- Marketing, Sales and Services

Kentucky Occupational Skill Standards (KOSSA)
The Kentucky Occupational Skill Standards are the performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace. Identifying the necessary skills is critical to preparing students for entry into employment or postsecondary education. Because of the importance of such skill standards, the Office of Career and Technical Education, in conjunction with employers from various Family & Consumer Sciences related fields, collaborated to develop a system to certify that students have attained the necessary skills for employment or postsecondary education. Standards were developed in the areas of Consumer and Family Management, Culinary Arts, Early Childhood Education, Fashion and Interior Design, and Hospitality Services. These standards described the necessary **occupational, academic,** and **employability** skills needed to enter the workforce or post- secondary education in such specified career areas. There is an ongoing effort to continue the refinement of these standards by which exemplary FCS Education Programs are evaluated and certified. The strength of these business partnerships ensures that the curriculum meets industry specifications.

Interdisciplinary Courses
The Kentucky graduation requirements allow for interdisciplinary or applied courses to substitute for specific academic courses required for graduation. The FCS curriculum currently has four interdisciplinary courses:

- *Consumer Economics (Social Studies credit)*
- *FACS Essentials Health (1/2 credit of Health Education)*
- *Money Skills for Math (4th Math credit)*
- *Nutritional Food Science (Life Science credit)*

School Based Enterprises
Many Kentucky FCS programs operate businesses and other school-based enterprises as an integral part of the curriculum. These experiences allow students to learn contextually without leaving school. Textbook concepts become real as students learn how operate their own business.

Work Based Learning
Cooperative experience, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program and allow students to directly apply the concepts learned in the classroom. The Work Based Learning Guide is available on the KDE website.

Student Organization
Participation in FCCLA, Family Career and Community Leaders of America, provides a vehicle for students to employ higher order thinking skills and to further enhance their leadership skills through their participation in regional, state and national competitive events and local activities.

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2015-2016

CONSUMER & FAMILY MANAGEMENT
CIP Code 19.0403.00

PATHWAY DESCRIPTION: The Consumer and Family Management pathway helps students develop skills associated with early career employment opportunities and rigorous education programs that prepare for this level of the career ladder. The knowledge and skills validated span across a broad range of Family and Consumer Sciences content areas and are central to career areas involving human services, consumer services/protection/advising, education and training as well as social and community services.

BEST PRACTICE CORE	EXAMPLE ILP-RELATED CAREER TITLES
Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification) *Complete* ***(3) THREE CREDITS*** *from the following:* • 200113 FACS Essentials AND/OR 200161 FACS Essentials Health* • 201010 Money Skills OR 201011 Money Skills for Math OR 201015 Consumer Economics for SS credit • 200171 Relationships** • 200441 Foods & Nutrition *Choose* ***(1) ONE CREDIT*** *from the following:* • 200226 Middle to Late Lifespan Development** • 200173 Parenting** Note: (*) Indicates half-credit (.5) course Note: (**) Indicates course can be half-credit (.5) OR a full (1) credit course	Marriage and Family Therapist Family and Consumer Scientist Gerontologist Abuse/Crisis Counselor Personal Financial Planner

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2015-2016

CULINARY & FOOD SERVICES
CIP Code 12.0500.00

PATHWAY DESCRIPTION: The Culinary & Food Service pathway addresses a skill set necessary for success in the culinary industry. The courses in this pathway will help students develop skills in early career ladder positions and promote continuing education at the post-secondary level preparing for careers associated with restaurants, institutional food service, hospitality and catering, as well as food and beverage operations.

BEST PRACTICE CORE	**EXAMPLE ILP-RELATED CAREER TITLES**
Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification) *Complete **(3) THREE CREDITS** from the following**:*** • 200441 Foods & Nutrition • 200411 Culinary Arts I • 200412 Culinary Arts II *Choose **(1) ONE CREDIT** from the following**:*** • 200113 FACS Essentials <u>AND/OR</u> 200161 FACS Essentials Health* • 200442 Advanced Foods & Nutrition** • 200478 Internship: Culinary Arts • 200409 Co-op: Culinary Arts Note: (*) Indicates half-credit (.5) course Note: (**) Indicates course can be half-credit (.5) <u>OR</u> a full (1) credit course	Chef/Cook Baker Entrepreneur Food Inspector Butcher

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2015-2016

EARLY CHILDHOOD EDUCATION
CIP Code 13.1210.00

PATHWAY DESCRIPTION: The Early Childhood Education pathway will address a skill set necessary for success in early childhood education so that individuals can teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. This pathway is targeted for individuals preparing for careers related to early childhood education, such as those associated with child care, teaching, community-based children's programs, social services or counseling for children, and after-school programs.

BEST PRACTICE CORE	EXAMPLE ILP-RELATED CAREER TITLES
Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification) *Complete* ***(3) THREE CREDITS:*** • 200223 Early Lifespan Development** • 200261 Child Development Services I • 200262 Child Development Services II *Choose* ***(1) ONE CREDIT*** • 200113 FACS Essentials AND/OR 200161 FACS Essentials Health* • 331020 Principles of Teaching • 200171 Relationships** • 200173 Parenting** • 200210 Co-op: Early Childhood Education Note: (*) Indicates half-credit (.5) course Note: (**) Indicates course can be half-credit (.5) OR a full (1) credit course	Early Childhood Educator Psychologist Nanny Pediatrician Midwife

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2015-2016

FASHION & INTERIOR DESIGN
CIP Code 50.0407.00

PATHWAY DESCRIPTION: The Fashion and Interior Design pathway will address a skill set necessary for success in the fashion industry as well as a career in the residential housing and furnishings industry. This pathway targets individuals who are interested in pursuing careers in the following areas: retail and wholesale buying, apparel and textile development and production, fashion and textile design, and visual merchandising as well as public and private sector housing programs, residential property and facility management, real estate, retail home furnishings, or home decorating and staging.

BEST PRACTICE CORE	EXAMPLE ILP-RELATED CAREER TITLES
Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification) *Complete **(3) THREE CREDITS** from the following:* • 200113 FACS Essentials • 200821 Fashion and Interior Design I • 200825 Fashion and Interior Design II *Choose **(1) ONE CREDIT** from the following:* • 201010 Money Skills <u>OR</u> 201011 Money Skills for Math • 200801 Internship: Fashion & Interior Design • 200810 Co-op: Fashion & Interior Design Note: (*) Indicates half-credit (.5) course Note: (**) Indicates course can be half-credit (.5) <u>OR</u> a full (1) credit course	Fashion Designer Interior Designer Fashion Retailer Clothing Manufacturer Furniture Designer

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2015-2016

FOOD SCIENCE & DIETETICS
CIP Code 51.3199.00

PATHWAY DESCRIPTION: The Food Science & Dietetics pathway addresses competencies and a skill set necessary for success as a pre-professional in a career with a substantial focus on food science. It will facilitate employment in early career ladder positions and promote continuing education at the post-secondary level in career areas involving: food science, food safety, food quality, food technology, or food preservation and packaging.

BEST PRACTICE CORE	**EXAMPLE ILP-RELATED CAREER TITLES**
Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification) *Complete* ***(3) THREE CREDITS*** *from the following:* • 200441 Foods & Nutrition • 200442 Advanced Foods & Nutrition** • 200415 Nutritional Food Science • 200414 Fundamentals of Dietetics *Choose* ***(1) ONE CREDIT*** *from the following:* • 200113 FACS Essentials AND/OR 200161 FACS Essentials Health* • 010702 Food Science & Technology • 304526 AP Chemistry OR 302646 AP Biology Note: (*) Indicates half-credit (.5) course Note: (**) Indicates course can be half-credit (.5) OR a full (1) credit course	Dietitian Food Scientist Flavor Chemist Food Engineer Food Safety Inspector

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2015-2016

FUNDAMENTALS OF TEACHING
CIP Code 13.1308.00

PATHWAY DESCRIPTION: The Fundamentals of Teaching pathway will facilitate employment in early career ladder positions and promote continuing education at the post-secondary level preparing for careers associated with education and training in public and private school programs, elementary, middle, and secondary schools, after-school programs; higher education, non-profit, and corporate settings.

BEST PRACTICE CORE	EXAMPLE ILP-RELATED CAREER TITLES
Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification) *Complete **(3) THREE CREDITS** from the following**:*** • 200223 Early Lifespan Development** • 200226 Middle to Late Lifespan Development** • 331020 Principles of Teaching *Choose **(1) ONE CREDIT** from the following**:*** • 200199 Leadership Dynamics** • 200113 FACS Essentials • 200171 Relationships** Note: (**) Indicates course can be half-credit (.5) <u>OR</u> a full (1) credit course	Teacher – all levels and areas Teacher Assistant Principal Superintendent School Counselor

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2015-2016

HOSPITALITY SERVICES
CIP Code 52.0905.00

PATHWAY DESCRIPTION: The Hospitality Services pathway prepares individuals to plan, manage, and market restaurants, food services in hospitality establishments, food service chains and franchise networks, and restaurant supply operations. Includes instruction in hospitality administration, food services management, wholesale logistics and distribution, franchise operations, business networking, personnel management, culinary arts, business planning and capitalization, food industry operations, marketing and retailing, business law and regulations, finance, and professional standards and ethics.

BEST PRACTICE CORE	EXAMPLE ILP-RELATED CAREER TITLES
Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification) *Complete* ***(3) THREE CREDITS:*** • 200442 Advanced Foods & Nutrition** • 200610 Principles of Hospitality • 200641 Specialized Services in Hospitality • 200113 FACS Essentials *Choose* ***(1) ONE CREDIT:*** • 200441 Foods & Nutrition • 080716 Principles of Marketing • 200601 Internship: Hospitality Services • 200690 Co-op: Hospitality Services Note: (**) Indicates course can be half-credit (.5) OR a full (1) credit course	Restaurant/Hotel Manager Event Planner Travel Agent Caterer Concierge

COMPLEMENTARY OR ADVANCED COURSEWORK BEYOND FAMILY AND CONSUMER SCIENCES CAREER PATHWAY(S)
Upon completion of a pathway, additional coursework to enhance student learning is encouraged. Credits earned in Advanced or Complementary Coursework "Beyond the Pathway" may not be substituted for pathway courses in order to achieve Preparatory or Completer status.
• 200199 Leadership Dynamics
• Career Options
• JAG Courses

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

COLLEGE/UNIVERSITY: Sullivan University
HIGH SCHOOL (S):

CLUSTER: Human Services
PATHWAY: Culinary Arts / Hospitality Management
PROGRAM: Family & Consumer Sciences - Culinary & Food Services

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	GRADUATION REQUIREMENTS REQUIRED CTE COURSES ELECTIVE COURSES				CREDENTIAL CERTIFICATE DIPLOMA DEGREE*	OCCUPATIONS RELATED TO THIS PATHWAY
SECONDARY		**English I**	**Algebra I**	**Earth Science**	**Social Studies**	**Health/PE**	**Arts & Humanities**	**FACS Essentials**			
		English II	**Geometry**	**Biology I**	**Word Civ.**	**World Language I**	**Principles of Hopsitality**	**Food & Nutrition**			
		English III	**Algebra II**	**Physical Science**	**US History**	**World Language II**	Advanced Foods & Nutrition	**Culinary Arts I**			
		English IV	**Math Elective**	**Science Elective**	**Nutritional Food Science**	**Specialized Services in Hospitality**	**Culilnary Arts II**	**Culinary Arts II WBL / Co-op**			
POSTSECONDARY											
		Applied Culinary Mathematics	English Comp I and Computer Applications	Basic Culinary Theory and Basic Culinary	Purchasing and Food Service Sanitation	Basic Nutrition	International Cuisine and Advanced Culinary Techniques	Information Literacy and Spanish for Hosp. Studies	Baking Science & Baking I Lab		
		Public Speaking	**English Comp II**	**Garde Manger Theory & Lab**	**Food & Beverage Control**	**Culinary Arts in Dining Service**	**International Cuisine and Adv Culinary Techn.**	**Wines & Spirits and Hosp. Mgmt.**	**Restaurant Practicum**		
		Human Resource in the Hosp. Industry	Principles of Hosp. Management	Quality Service Management	International Travel and Tourism	Human Resouce Leadership	Analysis of Management Systems	Computer Apps & Gastronomics	300 or 400 level elective hours (12)		
		Marketing Hospitality and Hosp Ind. Entrep.	Marketing Mgmt and Research	Strategic Planning / Legal & Ethical Issues in Hosp.	Industrial Relations	Compensation Management	Records Management	Electives	Electives		

Graduation Requirements: course credits needed to achieve a high school diploma
Required CTE Courses identified for a career major in a career pathway
Elective Courses: courses relating to students' needs and interests and provides support in achieving career goals
***List of related industry certifications approved by CTE may be found by clicking here.**
Work-Based Learning (e.g., Cooperative Education and Internship) may be included as components of career pathways.

League.org FOR INNOVATION IN THE COMMUNITY COLLEGE CCTI College and Career Transitions Initiative

Advanced Foods & Nutrition
Valid Course Code: 200442

Course Description: This course is designed to assist students in principles related to food preparation. Specific content addressed will include planning, serving, food presentation, special diets, and nutrition for the lifespan, serving, and food planning for entertainment services. An emphasis on careers related to food service and nutrition (i.e. catering, dietician, and other culinary careers). Lab instruction emphasizes the application process. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Apply menu-planning principles to develop and modify menus.
2. Prepare various meats, seafood and poultry.
3. Prepare various stocks, soups, sauces and gravies.
4. Prepare canapés and appetizers.
5. Managing a safe, effective and productive lab while utilizing teamwork.
6. Apply principles of purchasing, cost per serving, and receiving in food service operations.
7. Plan, prepare and serve a variety of meals and special events.
8. Apply the fundamentals of baking to a variety of products including yeast breads, pie crusts, pastries, and other breads.
9. Develop a plan for weight loss, weight gain or maintenance while examining nutrition through the lifecycle (infant, children, teens, pregnancy, adulthood, and old age).
10. Plan and examine a diet plan for a specific need (high fiber, low fat, low cholesterol or low sodium, diabetic, athlete, heart disease, lactose intolerance, etc.).
11. Illustrate table settings for special occasion.
12. Practice using different styles of meal service.
13. Demonstrate and determine the correct cooking methods for a variety of food products (i.e. roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, woking, convection, microwaving, and other emerging technologies).
14. Use garnishes and entertaining to plan a simple food gathering for entertainment purposes.
15. Demonstrate proper safety, sanitation and storage techniques in handling food from purchase, preparation, cooking, cooling, to reheating.
16. Research careers in nutrition/food service according to skill required and type of job.
17. Prepare a variety of regional and international foods using appropriate methods and techniques.
18. Use nutritional information in preparing and serving food to guests.
19. Operate tools and equipment following safety procedures and OSHA requirements.
20. Apply principles of food preparation to produce a variety of food products and beverages.
21. Practice food presentation techniques.
22. Demonstrate proper measuring techniques.
23. Assess employment opportunities and preparation requirements.
24. Demonstrate employability and social skills relevant to the career cluster.
25. Demonstrate safe, sanitary work habits required by the field.
26. Demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food borne illness.
27. Practice proper waste disposal and recycling methods.
28. Demonstrate written, verbal and non-verbal communication skills.
29. Apply time management skills.
30. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
31. Apply math, science and communication skills within technical content.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Career Choices
Valid Course Code: 320101

Course Description: This course is designed for middle school students and introduces them to a broad range of career opportunities available in today's society. It includes assessment of students' aptitudes and abilities, interests, and learning styles in order to assist them in identifying careers and planning a career path. Instruction will also provide opportunities for student interaction with professionals through field trips, shadowing, and mentoring.

Content/Process

Students will:

1. Develop an awareness of the broad range of career opportunities and introduce them to the career cluster concept.
2. Demonstrate the ability to use a variety of current labor market information and resources, such as computer software and personal interviews to analyze career opportunities.
3. Identify and apply basic academic skills relevant to the duties of a variety of careers.
4. Demonstrate employability and social skills relative to careers.
5. Identify skills that a variety of careers have in common and that are transferable among many careers.
6. Exhibit productive work habits, attitudes, and social skills.
7. Recognize proper safety standards and hazards associated with duties of a variety of careers.
8. Participate in shadowing and mentoring experiences in the workplace.
9. Analyze individual interests, aptitudes and attitudes and relate to career planning.
10. Examine skills that are needed to being accepted into college or other post-secondary training or to get a job.
11. Create and update the Individual Learning Plan (ILP).

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts

Child Development Services I
Valid Course Code: 200261

Course Description: This course provides training for entry-level positions in day care centers, nurseries, kindergartens, and private homes. Students study careers in child development, child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, and curriculum development. The subject content is reinforced with work experience in a variety of childcare establishments. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Analyze the principles of child development.
2. Explore the philosophies of leading child development theorists.
3. Examine the physical, cognitive, emotional and social development of infants, toddlers and preschool age children.
4. Analyze ways to accommodate special needs of exceptional and disabled children.
5. Identify the need for quality child development centers and describe the types of programs.
6. Analyze a daily schedule for infants, toddlers, and preschool children in-group care.
7. Organize art, music, language arts, math and science activities for young children.
8. Identify the types of records and observation tools to assess children's growth and development.
9. Outline general safety precautions for children in-group care.
10. Explain procedures for caring for an ill child.
11. Explain procedures for caring for a child who has had an accident.
12. Identify agencies that provide services to children and parents.
13. Demonstrate skills in caring for young children in a variety of work sites.
14. Identify the competencies of early childhood workers.
15. Determine career opportunities in childcare, specifying requirements of CCCC and CDA.
16. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
17. Apply math, science literacy, and communication skills within technical content.
18. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Child Development Services II
Valid Course Code: 200262

Course Description: Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of childcare and/or early childhood development. Students gain in-depth work experiences in child care establishments, preschool centers and other early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Demonstrate skills in caring for young children in a child care worksite.
2. Assess the physical, emotional, cognitive and social development children in early childhood settings.
3. Write age-appropriate and effective classroom lesson plans, incorporating the KY Early Childhood Standards.
4. Utilize Kentucky's School Readiness indicators when planning, creating, or evaluating activities with pre-K children.
5. Create and implement art, music, language arts, math and science activities for young children.
6. Demonstrating positive guidance when working with children.
7. Explore methods of effective communication with parents and guardians of children.
8. Evaluate arrangement of furniture in a child development center for the health, safety and education of young children.
9. Critique a daily breakfast, lunch and snack menu from a day care setting.
10. Identify the legal requirements and need for insurance issues in opening and operating a child development center.
11. Utilize and apply the ITEERS / ECEERS rating systems and subscales to identify characteristics of quality child care programs.
12. Utilize and apply the CLASS assessment scoring system for preschool and Head Start programs.
13. Identify community resources available for use by a child development center.
14. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
15. Apply math, science literacy, and communication skills within technical content.
16. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Consumer Economics
(Interdisciplinary course for Social Studies – Economics credit)
Valid Course Code: 201015

Course Description: Consumer Economics is a one credit, interdisciplinary elective course in which students study on personal finance management, income management, choosing financial institutions and services, economics systems, global economy, U.S. government's role in the economy, strategies for savings, investing, and using cash and credit. Students will also investigate large purchases such as home, car, land, and insurance. This course is also designed to promote greater citizenship and career planning. Instruction will focus on social studies KCAS standards and the skills assessment on career and technical state/national mandated standards.

Content/Process

Students will:

1. Understand how the United States economy has changed from a rural economy to an industrial economy to a leader in the global economy.
2. Recognize that the U.S. Constitution contains few economic guidelines; therefore, economic policies are determined by elected officials.
3. Analyze how the number and complexity of economic issues have increased as the United States has entered the global economy.
4. Understand that the problem of scarcity (unlimited wants and limited resources) must be addressed by all nations.
5. Recognize that nations deal with scarcity by making choices that have consequences.
6. Analyze how nations' wealth and consequent trade potential are tied to its resources.
7. Explore how international trade and multinational corporations have led to the emergence of a global economy.
8. Understand that the basic economic problem confronting individuals, societies, and nations is scarcity or the imbalance between unlimited wants and limited resources available to satisfy those wants.
9. Recognize that, as a result of scarcity, individuals, societies, and nations must make choices/decisions, which result in consequences.
10. Analyze economic concepts and understand their nature and relevance to different economic situations.
11. Analyze how individual and nations deal with the issues of production, distribution, and consumption.
12. Recognize that markets (national, international, global) and economic institutions exist to enable buyers and sellers to exchange goods and services.
13. Recognize that economic systems are created by individuals and societies to achieve broad goals (security, growth, freedom, efficiency, and equity).
14. Apply management practices of individual and family resources including food, clothing, shelter, health care, recreation and transportation.
15. Analyze the impact of technology on the individual's economic resources.
16. Analyze advertisements and personal financial management options.
17. Describe the relationships among the various economic institutions that comprise economics systems such as households, business firms, banks, government agencies, labor unions, and corporations.
18. Analyze the relationship of the environment to family and consumer resources.
19. Analyze factors in developing a long-term financial management plan.
20. Analyze resource consumption for conservation and waste management practices.
21. Demonstrate skills needed for product development, testing, and presentation.
22. Understand that voters influence economic policy and decision making through representatives they elect.
23. Recognize that the United States has a market economy, which is determined by the forces of supply and demand.
24. Explore other economic systems (command, traditional, mixed) to determine the economic forces that control them.
25. Analyze how decisions on the distribution of resources can be made by local, state, and/or federal levels of government.
26. Analyze policies that support consumer rights and responsibilities.
27. Analyze interrelationships between the economic system and consumer actions.
28. Analyze factors that impact consumer advocacy.
29. Understand how economic incentives of private ownership of property, business opportunities, and profit motives have attracted people from many nations to the United States.
30. Recognize that the economy of the United States is a social institution that attempts to meet the needs of the citizenry.
31. Analyze the role culture plays in economic issues of production, distribution, and consumption.
32. Analyze knowledge, skills, and practices required for careers in a global economy.
33. Evaluate the impact of technology on individual and family resources.
34. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
35. Compare how values and beliefs influence economic decisions in different societies.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Culinary Arts I
Valid Course Code: 200411

Course Description: This advanced course allows students to increase competencies in a variety of food preparation techniques. Emphasis will be placed on food presentation, garnishing, menu planning and the skills necessary to prepare for a career in the culinary arts profession. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Assess the impact of the hospitality industry on local and state economies.
2. Analyze and revise an employability portfolio.
3. Analyze the effect that career demands have on family life.
4. Research the roles of individuals engaged in culinary services.
5. Apply critical and creative thinking, logical reasoning and problem solving skills in the field.
6. Demonstrate personal and interpersonal skills that enhance working relationships and obtaining jobs i.e. employability skills.
7. Use accepted industry terminology and technical information.
8. Practice grooming and dress requirements of the industry.
9. Demonstrate knowledge of quality customer service.
10. Demonstrate table setting and food presentation techniques.
11. Use computer based menu systems to create menu layout and design.
12. Outline steps in establishing an entrepreneurial business such as catering.
13. Analyze cost and evaluate its relationship to profit.
14. Explore entrepreneurial opportunities and develop a marketing plan.
15. Demonstrate use of industry equipment, tools and supplies.
16. Operate & maintain tools and equipment following safety procedures and OSHA requirements.
17. Demonstrate skills in knife, tool and equipment handling.
18. Demonstrate proper weighing and measuring techniques.
19. Practice basic safety (first aid/CPR skills).
20. Demonstrate food handling principles.
21. Practice inventory procedures including first in/first out concept.
22. Examine the applicability of convenience food items.
23. Apply menu-planning principles to develop and modify menus.
24. Demonstrate a variety of cooking methods (i.e. dry & moist).
25. Prepare various meats, seafood and poultry.
26. Prepare various stocks, soups, sauces and gravies.
27. Prepare various fruits, vegetables, pasta, and breakfast foods.
28. Prepare canapés, appetizers, hor d'oeuvres, and garde manger.
29. Evaluate options when using seasonings and flavorings.
30. Apply principles of food preparation to produce a variety of food products and beverages for quantity cooking for special events.
31. Apply the fundamentals of baking to a variety of products.
32. Prepare a variety of gourmet foods including international cuisine.
33. Assess employment opportunities and preparation requirements.
34. Demonstrate written, verbal and non-verbal communication skills.
35. Apply time management skills.
36. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
37. Apply math, science, English/language arts, and communication skills within technical content.
38. Practice and implement HACCP concepts.
39. Opportunities provided for acquiring industry certifications (KOSSA, AAFCS Pre-PAC Assessment, ServSafe, etc.)

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Culinary Arts II
Valid Course Code: 200412

Course Description: In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work based learning opportunities. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Assess importance of global food production and food service technologies.
2. Research the roles and function of individuals engaged in food production and food service careers.
3. Demonstrate personal and interpersonal skills that enhance working relationships and obtaining jobs.
4. Demonstrate use of current technology required by the industry.
5. Practice culinary skills through work based learning opportunities.
6. Demonstrate knowledge of quality customer service.
7. Outline steps in establishing an entrepreneurial business such as catering.
8. Demonstrate knowledge of cost analysis and its relationship to profit.
9. Demonstrate use of equipment, tools and supplies required by the industry.
10. Demonstrate knowledge of factors that contribute to food borne illnesses.
11. Practice food service safety and sanitation procedures.
12. Demonstrate proper weighing and measuring techniques.
13. Practice grooming and dress requirements of the industry.
14. Maintain tools and equipment following safety procedures and OSHA requirements.
15. Practice basic safety and first aid/CPR skills.
16. Use computer based menu systems to create menu layout and design.
17. Prepare quantities of food and evaluate cooking applications.
18. Prepare quantities of food and evaluate baking applications.
19. Prepare a variety of hot and cold beverages.
20. Practice inventory procedures including first in/first out concept, date markings and specific record keeping.
21. Distinguish between specific American, English, French and Russian service including place setting and napkin folding techniques.
22. Analyze roles of employees in the front/back of the house operations.
23. Plan, prepare and serve a variety of meals and special events (ex. Brunch, receptions, teas, luncheon and dinner parties).
24. Manage the planning, preparation, service, clean-up, and evaluation a variety of meals and special events in the role of student manager for in-school events or outside worksite events.
25. Present food proposals or banquet event orders to clients with effective marketing techniques.
26. Design and use garnishing and display techniques to create a food display for various occasions and events.
27. Project profit and loss including labor, food, capital, and other costs.
28. Update employability portfolio.
29. Apply math, science and communication skills within technical content.
30. Demonstrate employability and social skills relevant to the career cluster.
31. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Early Lifespan Development
Valid Course Code: 200223

Course Description: This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the prenatal, infancy, toddler, preschool and school-age stages. Careers in child/human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Explain the areas of human growth and development.
2. Recognize the effects of heredity and environment on human growth and development.
3. Describe the stages of human growth and development across the lifespan.
4. Compare and contrast prenatal development during each trimester of pregnancy.
5. Categorize the types, characteristics and contributing factors of potential birth defects.
6. Characterize the signs, symptoms, and process of giving birth.
7. Identify factors that promote optimum growth and development in the infancy and toddler stages, including physical, social, emotional development and intellectual growth.
8. Identify factors that promote optimum growth and development in the preschool and school-age stages including physical, social, emotional and intellectual growth.
9. Recommend effective guidance techniques for dealing with inappropriate behavior.
10. Plan and organize developmentally appropriate activities for the preschool and school-age child.
11. Analyze conditions that influence human growth and development.
12. Describe methods of identifying exceptional children.
13. Identify health and safety issues for children.
14. Assess the effects of abuse and neglect on children and families.
15. Research and analyze information about careers in the field of child/human development.
16. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
17. Apply math, science and communication skills within technical content.
18. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

FACS Essentials
Valid Course Code: 200113

Course Description: This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore and select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Examine personal values and character traits.
2. Assess personal social skills and integrate an improvement plan.
3. Identify and evaluate some positive and negative influences and consequences of peers on adolescent behavior, including high risk behaviors.
4. Develop personal short-term and long-term SMART goals.
5. Analyze the practical problems faced by families to balance the demands of work and family.
6. Identify physical, psychological, social, economic, technology and health influences on personal wellness.
7. Predict the results of accomplishing or failing to accomplish the developmental tasks of adolescence.
8. Summarize ways of reducing or preventing teen pregnancy.
9. Analyze financial, social, physical and emotional costs of parenthood.
10. Demonstrate wise spending practices such as advertising and comparison shopping.
11. Use the decision making process.
12. Plan a personal budget.
13. Calculate sales tax, price per unit, and sale discounts.
14. Identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
15. Formulate a culminating assessment using comparison shopping techniques, budgeting practices and managing resources (i.e. Life Event Planning STAR Event).
16. Analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.
17. Plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate (choosemyplate.gov.).
18. Identify proper kitchen equipment/utensils and demonstrate how to properly use them.
19. Demonstrate and practice knowledge of food service safety and sanitation.
20. Illustrate design elements and principles.
21. Comparing and contrasting societal housing trends within the United States.
22. Utilize color schemes to create fashion apparel design using technology.
23. Analyze career opportunities in Family and Consumer Sciences six career pathways.
24. Demonstrate employability and social skills relevant to each career major and pathway.
25. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
26. Apply math, science and literacy skills within technical content.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

FACS Essentials Health
(Interdisciplinary course for required Health credit)
Valid Course Code: 200161

Course Description: FACS Essentials Health is a ½ credit, interdisciplinary elective course which can serve as a student's health education requirement. Students gain an understanding of the knowledge, attitudes, skills and behaviors impacting healthy lifestyles. This course provides basic principles of individual and family well-being; wellness; nutrition; non communicable diseases; goals, decisions, time management and stress management; behavioral choices, mental health problems; conflict resolution; body systems and structure; first aid, emergencies and safety; related careers. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g. hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).
2. Explain the process of human reproduction and development (e.g. conception, birth, childhood, adolescence, adulthood) and its impact on an individual's well-being.
3. Identify some positive and negative influences of peers on adolescent behavior.
4. Compare causes, symptoms/treatment of mental/emotional health for individual and family.
5. Evaluate the risk (e.g. STD, Unwanted pregnancies, HIV/AIDS) of being sexually active and the strategies (e.g. abstinence, using refusal skills, talking with parents, doctors, Counselors) for delaying sexual activity.
6. Use the decision-making process.
7. Plan a personal budget.
8. Analyze how responsible use of machinery; motorized vehicles and firearms reduce the risk of accidents and save lives.
9. Explain how proper first aid procedures (CPR/ rescue breathing) for responding to emergency situations
10. Develop personal short-term and long-term goals.
11. Identify physical, psychological, social and health influences on personal wellness and practice social skills (e.g. dining etiquette).
12. Analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.
13. Explain ways to make responsible buying decisions in relation to wants and needs.
14. Plan menus for a day using the Dietary Guidelines for Americans / MyPlate and evaluate a meal for essential nutrients.
15. Analyze advertising techniques that influence a consumer decision.
16. Evaluate financial management practices, including budgeting, banking, savings and investments and credits.
17. Predict how consumer actions impact the environment.
18. Evaluate food labels and nutritional facts for nutritional content.
19. Evaluate the consequences of high-risk behaviors.
20. Develop a plan to improve social skills.
21. Describe relationship between agencies (public, private and non-profit) and compare services.
22. Compare consumer products and services.
23. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
24. Apply math, science and communication skills within technical content.
25. Demonstrate employability and social skills relevant to the career cluster.
26. Analyze career pathways in Human Services and Health Sciences.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Fashion & Interior Design I
Valid Course Code: 200821

Course Description: This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
2. Demonstrate and practice employability and social skills relevant to the career cluster.
3. Illustrate the use of elements and principles of design in fashion/interiors.
4. Compare the properties and performance of fibers and fabrics.
5. Identify factors which affect the appropriateness of textiles selection to provide quality choices for clients.
6. Create and assess advertising media that influences consumer choices.
7. Predict factors that affect fashion and interior designing.
8. Summarize the relationship of apparel and environments to behavior.
9. Distinguish among types of floor and wall coverings, window treatments and furniture to meet specific design needs.
10. Select accessories to compliment a design project.
11. Propose furniture arrangements for the living, sleeping and service areas of a home.
12. Design floor plans and visual presentations.
13. Apply measuring skills to create scale drawings and to determine body measurements.
14. Demonstrate basic sewing machine procedures.
15. Employ safety procedures for operating and caring for household equipment.
16. Demonstrate basic apparel alterations and repairs.
17. Compare the costs of ready-made and custom made.
18. Evaluate and perform construction techniques for a variety of projects.
19. Select, design and construct items for self and others.
20. Propose a budget based upon client needs.
21. Apply math, science, and communication skills within technical content.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Fashion & Interior Design II
Valid Course Code: 200825

Course Description: This course provides opportunities for students to develop career competencies in the fashion and interiors industry. Practical problems include advanced textile construction techniques, and the creation of floor plans using current industry technology resources. Entrepreneurial opportunities will be explored. Application of skills will occur through a variety of work experiences. Leadership development will be provided through the Family, Career, and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
2. Create a professional student design portfolio.
3. Practice estimating, ordering, and pricing skills for client needs or individual projects.
4. Employ safety procedures for operating and caring for household equipment.
5. Prepare and modify a budget based upon client needs.
6. Research the skills, training and entrepreneurial opportunities relating to careers in textiles/fashion and housing/interiors.
7. Formulate procedures for starting an entrepreneurial business in textiles and interiors.
8. Identify and perform construction techniques for a variety of projects.
9. Evaluate product information and care of textiles, furnishings, technology, and equipment.
10. Select, design and construct items for others, including special populations.
11. Investigate the history and cultures of various design styles including architecture, interiors, furnishings and fashion styles.
12. Interpret terminology for reading blueprints, floor plans and patterns.
13. Describe job market changes that have resulted from scientific advancements and the increased use of technology in a global economy.
14. Access the career training and preparation requirements on textiles/fashion and housing/interiors option.
15. Create, present and critique design plans that address client needs.
16. Demonstrate work experience in the fashion and interiors industry.
17. Identify and compare performance standards of materials and textiles for fashion and interiors.
18. Evaluate marketing and promotional methods in fashion.
19. Demonstrate advance sewing machine procedures.
20. Execute skills related to specialty equipment procedures (e.g., sergers, embroidery machines, etc.).
21. Apply knowledge of advanced pattern layouts and cutting for textile items.
22. Construct advanced clothing projects.
23. Design floor plans and visual presentations using technological resources.
24. Practice computer aided drafting design and space planning skills as required for industry standards.
25. Illustrate advanced use of elements and principles of design in various projects.
26. Apply math, science, communication skills, problem solving and decision making within technical content.
27. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Foods & Nutrition
Valid Course Code: 200441

Course Description: This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Determine how changes in technology have increased food choices.
2. Identify physical, social, cultural and economic influences and trends related to food choices.
3. Explain how digestion turns food into usable nutrients (digestion, absorption, metabolism).
4. Propose a balanced meal plan using the Dietary Guidelines for Healthy Living/Myplate.gov
5. Examine how personal food choice affects nutrition, personal wellness and maintaining a healthy weight.
6. Research various eating disorders and identify sources of help.
7. Demonstrate and/or practice basic cooking methods to prepare a variety of foods.
8. Identify and use basic kitchen equipment and tools.
9. Managing a safe, effective and productive lab while utilizing teamwork.
10. Practice measuring techniques for liquid and dry ingredients.
11. Change yield of recipe.
12. Inspect food labels for nutrition and food additives.
13. Recognize the value of following a shopping plan for food.
14. Calculate the difference in cost and identify variances in nutrition among semi-prepared, fully prepared convenience meals, fast food or other quick service meals, and home prepared foods.
15. Calculate unit price, using comparison shopping methods; compare labels to create a meal plan based on cost and personal nutrition needs.
16. Examine and select convenience foods according to time saved, the cost and the quality.
17. Identify and practice various types of food presentation techniques.
18. Practice dining etiquette and table set up when eating at a restaurant or in the home.
19. Demonstrate waste disposal and recycling methods.
20. Demonstrate proper safety, sanitation, storage and preparation techniques in handling food from purchase, preparation, cooking, cooling, to reheating.
21. Categorize careers in nutrition/food service according to skill required and type of job.
22. Assess employment opportunities and preparation requirements.
23. Demonstrate employability and social skills relevant to the career cluster.
24. Demonstrate safe, sanitary work habits required by the field.
25. Demonstrate written, verbal and non-verbal communication skills.
26. Demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food borne illnesses.
27. Apply time management skills.
28. Apply math, science and communication skills within technical content.
29. Demonstrate employability and social skills relevant to the career cluster.
30. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Fundamentals of Dietetics
Valid Course Code: 200414

Course Description: This course provides an overview of the dietetics field of work including the study of professional ethics and practices, career training and credentialing requirements, dietary research, lifespan and community nutrition, counseling and communication, and legislative law related to the field of dietetics and human nutrition. Laboratory instruction and work-based learning opportunities should be provided through the course curriculum. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. explore career opportunities within the dietetics field.
2. demonstrate employability and social skills relevant to the dietetics field.
3. create an employment portfolio for use with applying for internships and work-based learning opportunities in dietetics and nutrition.
4. utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
5. review the function(s) of the six essential nutrients.
6. outline the dietary requirements for the six essential nutrients.
7. analyze nutrient requirements across the lifespan, addressing the diversity of people, culture and religions.
8. produce dietary plans for individuals with specific dietary needs.
9. analyze safety and sanitation practices in retail, institutions and home (including the use of equipment).
10. identify government agencies that regulate the safety of the food supply.
11. research laws and regulations related to food safety.
12. investigate and debate current food trends and policies.
13. apply math, science and communication skills within the technical content.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Kentucky Core Academic Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- AAFCS Pre-PAC Assessment – Food Science Fundamentals
- AAFCS Pre-PAC Assessment – Nutrition, Food and Wellness

Introductory FACS Essentials
Valid Course Codes:
6th Grade: 200110
7th Grade: 200111
8th Grade: 200112

Course Description: This course introduces students to Family and Consumer Sciences through various units of instruction. The units relate to personal growth and development, consumer and management skills, goal setting and decision making, family studies, nutritional needs, foods preparation and sanitation, career development and interpersonal relationships. Leadership development and community services will be provided throughout the curriculum with a strong emphasis on integration of the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
2. Explore opportunities for volunteerism to enhance personal development skills.
3. Identify developmental tasks of pre-adolescence and adolescence
4. Demonstrate appropriate communication skills.
5. Practice steps in setting and achieving goals.
6. Identify and apply the steps of the decision making process.
7. Determine the consequences of high risk behaviors.
8. Identify personal grooming habits.
9. Examine qualities needed to maintain friendship.
10. Practice appropriate social skills in a given situation.
11. Examine different family types and the roles of each family member.
12. Identify the benefits of time management skills.
13. Identify sources and management of income opportunities relevant for teens.
14. Differentiate between wants and needs.
15. Apply consumer rights and responsibilities for purchasing decisions.
16. Examine the impact of consumer decisions on the environment
17. Identify the influences of the different types of advertisements on the consumer
18. Examine influences on eating habits.
19. Plan healthy meals and snacks based on the current Dietary Guidelines for Americans and the USDA MyPlate .
20. Calculate calories needed according to the Body Mass Index (BMI).
21. Describe the correct and safe use of kitchen appliances and utensils.
22. Use rules of sanitation and cleanliness in the kitchen.
23. Use correct methods/techniques in preparing food.
24. Analyze factors that influence clothing choice.
25. Design a plan for care and storage of clothing.
26. Construct a textile project by hand or machine.
27. Predict the employment outlook based on the level of education
28. Identify careers in Family and Consumer Sciences.
29. Predict ways computers will affect daily and work life in the future.
30. Apply math, science and communication skills within technical content.
31. Examine employability skills relevant to the career clusters.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts

Leadership Dynamics
Valid Course Code: 200199

Course Description: This course is designed to prepare Family and Consumer Sciences students to be innovative and effective leaders in families, future careers and communities. Students will integrate higher order thinking, communication, leadership, and technical skills to explore FCS careers, conduct service learning projects, discover modern social issues relevant to the field and enhance employability skills to lead the 21st century workforce. Students will be engaged in project based learning opportunities by developing authentic, real-world and rigorous projects leading to self-discovery, positive social action and career preparation. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Assess individual personality traits and use it to create a professional growth plan.
2. Utilize leadership styles and personality inventories to assign roles and responsibilities.
3. Apply the decision making process effectively.
4. Develop personal and professional goals using the SMART goals template.
5. Model proper communication skills in the workplace.
6. Perform the elements of effective public speaking to convey information to an audience.
7. Discuss how teams can contribute to an organization's effectiveness.
8. Use problem solving techniques to mediate conflicts that occur in the workplace.
9. Analyze the history of Family and Consumer Sciences and its impact on today's society.
10. Explain the historical foundations of Family and Consumer Sciences, its evolution over time, its mission and focus.
11. Analyze career opportunities in each of the FCS Career Pathways with an emphasis on Family and Consumer Sciences Education.
12. Appraise the importance of Family and Consumer Sciences Education.
13. Defend the need for Family and Consumer Sciences Teachers in public and private settings.
14. Advocate for Family and Consumer Sciences Education.
15. Determine opportunities and benefits of membership in FCCLA.
16. Analyze organizational structures and their components. (including bylaws, officers, committees, and program of work)
17. Explain the procedures of Parliamentary Law using Robert's Rule of Order.
18. Demonstrate the use of proper parliamentary procedure skills.
19. Assess the importance of active membership and leadership in professional organizations in terms of growing as a professional and keep abreast of new information in your field. *(Examples: ACTE, KACTE, NATFACS, KATFACS, AAFCS, KAFCS, FCCLA Alumni & Associates, FCSEA, NEA, KEA, and Career Pathway related professional organization.)*
20. Correlate the role of service learning with social responsibilities and needs.
21. Collect data to defend the need for a service learning project.
22. Construct professional written communication. (i.e., business letters, business emails, cover letter/letter of application, resumes, memos, and other forms of correspondence.)
23. Demonstrate appropriate professional etiquette.
24. Understand the importance of an ethical climate in the workplace.
25. Develop a tool to increase time management, planning skills and organization in the workplace.
26. Justify the value of diversity in the workplace. (cultural, socio-economic, ethnicity, disability, gender)
27. Determine impact of social, economic, cultural, and technological forces on employee development and performance through evaluation tools.
28. Practice confidentiality and other workplace policies in work-based learning placements.
29. Integrate new technology trends in the workplace utilizing web 2.0 tools, new software programs and hardware.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts

Middle to Late Lifespan Development
Valid Course Code: 200226

Course Description: This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Review the areas of human growth and development.
2. Review the effects of heredity and environment on human growth and development.
3. Review the ages and stages of human growth and development across the lifespan.
4. Describe theorists who have influenced lifespan development.
5. Identify factors that promote optimum growth and development in the middle childhood, including physical growth, social, emotional and moral development and intellectual development.
6. Identify factors that promote optimum growth and development in the adolescent stage, including physical growth, social, emotional and moral development and intellectual development.
7. Identify factors that promote optimum growth and development in the early adulthood years, including physical growth, social, emotional and moral development and intellectual development.
8. Identify factors that promote optimum growth and development in the middle adulthood years, including physical growth, social, emotional and moral development and intellectual development.
9. Identify factors that promote optimum growth and development in the late adulthood years, including physical growth, social, emotional and moral development and intellectual development.
10. Recommend effective techniques for behavior modification across the lifespan.
11. Develop and implement age-appropriate activities for middle childhood, adolescence, young / middle / late adulthood.
12. Define options available to assist individuals with exceptional needs.
13. Research information about careers in human development and adult care services.
14. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
15. Apply math, science and communication skills within technical content.
16. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- AAFCS Pre-PAC Assessment Competencies: Education Fundamentals

Money Skills for Math
(Interdisciplinary course for Mathematics – 4th required credit)
Valid Course Code: 201011

Course Description: This course is designed to provide students with math concepts needed in developing sound money management skills which will help to improve the quality of life for individuals and their families. Components of math, decision making and problem solving skills, goal setting and technology will be integral components of the course. A correlation to the math content in the program of studies was used in developing this course to count as a fourth math credit. Leadership development will be coordinated through Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Understand how personal financial decisions are influenced by a person's interpretation of needs and wants and values.
2. Analyze lifestyle conditions which may affect one's financial situation throughout the life cycle.
3. Recognize the importance of career planning, salaries, and benefits to overall financial well-being.
4. Create a spending plan/budget.
5. Demonstrate skills in understanding payroll deductions.
6. Understand economic systems and the role of government agencies as they relate to sound financial management.
7. Understand the levels of financial risk associated with checking accounts, saving and investing.
8. Evaluating financial institutions and the services they provide.
9. Manage checking accounts, savings accounts, investment accounts.
10. Define and use common terminology associated with savings and investing.
11. Understand interest, and the time value of money.
12. Understand the implications of personal bankruptcy.
13. Evaluate the advantages and disadvantages of renting and owning a home.
14. Demonstrate the process of renting and/or purchasing a home.
15. Demonstrate working knowledge of investments appropriate for individuals and families.
16. Demonstrate skills in tax forms preparation.
17. Understand the relationship between risk and insurance.
18. Select insurance (homeowners, renters, automobile, health, and life) appropriate for individuals and families.
19. Demonstrate skills necessary for leasing and/or purchasing a vehicle.
20. Identify the advantages and disadvantages of each of the types of credit.
21. Analyze credit card offers and statements.
22. Develop the skills necessary to prevent identity theft.
23. Demonstrate skills in wise spending practices (advertising, comparison shopping, warranties, defective merchandise).
24. Understand the financial tools used to plan for retirement (Social Security, pensions, individual retirement accounts, Roth IRA, company sponsored retirement programs).
25. Demonstrate the process of requesting and interpreting a credit report.
26. Describe the purpose of a will and other estate planning documents.
27. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
28. Apply math, science and communication skills within technical content.
29. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Money Skills
Valid Course Code: 201010

Course Description: This course is designed to prepare students to understand and use sound financial management skills and practices contributing to financial stability, improving the quality of life for individuals and families. Decision-making, problem solving, goal setting and using technology are integrated throughout the content. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Understand how personal financial decisions are influenced by a person's interpretation of needs and wants and values.
2. Analyze lifestyle conditions which may affect one's financial situation throughout the life cycle.
3. Recognize the importance of career planning, salaries, and benefits to overall financial well-being.
4. Create a spending plan/budget.
5. Demonstrate skills in understanding payroll deductions.
6. Understand economic systems and the role of government agencies as they relate to sound financial management.
7. Understand the levels of financial risk associated with checking accounts, saving and investing.
8. Evaluating financial institutions and the services they provide.
9. Manage checking accounts, savings accounts, investment accounts.
10. Define and use common terminology associated with savings and investing.
11. Understand interest, and the time value of money.
12. Understand the implications of personal bankruptcy.
13. Evaluate the advantages and disadvantages of renting and owning a home.
14. Demonstrate the process of renting and/or purchasing a home.
15. Demonstrate working knowledge of investments appropriate for individuals and families.
16. Demonstrate skills in tax forms preparation.
17. Understand the relationship between risk and insurance.
18. Select insurance (homeowner's, renters, automobile, health, and life) appropriate for individuals and families.
19. Demonstrate skills necessary for leasing and/or purchasing a vehicle.
20. Identify the advantages and disadvantages of each of the types of credit.
21. Analyze credit card offers and statements.
22. Develop the skills necessary to prevent identity theft.
23. Demonstrate skills in wise spending practices (advertising, comparison shopping, warranties, defective merchandise).
24. Understand the financial tools used to plan for retirement (Social Security, pensions, individual retirement accounts, Roth IRA, company sponsored retirement programs).
25. Demonstrate the process of requesting and interpreting a credit report.
26. Describe the purpose of a will and other estate planning documents.
27. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
28. Apply math, science and communication skills within technical content.
29. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Nutritional Food Science
Valid Course Code: 200415

(Interdisciplinary course for Life Science credit)
Valid Course Code: 200416

Course Description: Nutritional Food Science is an interdisciplinary course that has a variety of applications to everyday life. The content in this course is directed toward providing students with knowledge of the various concepts and relationships between nutrition and science. Scientific methods are used to conduct laboratory experiments with food, applying both biology and chemistry principles. Students explore career possibilities in the field of food science. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. identify the chemical symbols most often used in food science.
2. interpret basic science for food science such as composition of matter, atomic structure, chemical formulas and equations, and chemical/physical changes in food.
3. explore career pathways within nutritional science.
4. utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
5. demonstrate employability and social skills relevant to the career cluster.
6. describe the functions / operations and maintenance of test laboratory and related equipment and supplies.
7. analyze the significance of the roles and interrelationships of microorganisms and food; benefits and disadvantages of microbial action.
8. identify the properties of acids and bases.
9. test the pH of common foods and food ingredients.
10. determine the function of water in the human body and in food preparation.
11. identify the properties and composition of lipids, carbohydrates, proteins, vitamins, and minerals and how the body utilizes each.
12. examine the effect of the breakdown and synthesis of food which are made possible by a large set of protein catalyst called enzymes.
13. analyze the breakdown of food molecules that enable the cell to store energy in specific chemicals that allow metabolic functions to occur.
14. interpret why living systems require continuous input of energy to maintain their metabolic equilibrium.
15. justify the use of additives in specific food items.
16. formulate a procedure for a food science experiment.
17. conduct scientific sensory evaluation of food.
18. examine why chemical bonds of leavening agents contain energy that is released when broken and new compounds are formed.
19. apply math, science and communication skills within technical content.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Kentucky Core Academic Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- AAFCS Pre-PAC Assessment – Food Science Fundamentals
- AAFCS Pre-PAC Assessment – Nutrition, Food and Wellness

Parenting
Valid Course Code: 200173

Course Description: This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Distinguish among family types.
2. Contrast common examples of family crises.
3. Predict how work and family roles are balanced based on values and goals.
4. Analyze parenting roles across the life span.
5. Examine factors to be considered in assessing readiness for parenthood.
6. Identify causes of and solutions for infertility.
7. Recognize that many hereditary or chromosomal effects can be predicted and prevented by genetic counseling.
8. Identify the parts and functions of the male and female reproductive system.
9. Describe methods of birth control.
10. Identify the early signs of pregnancy and the tests for confirming pregnancy.
11. Identify adequate prenatal care.
12. Compare and contrast fetal development during each trimester of pregnancy.
13. Analyze factors that contribute to reducing birth defects.
14. Evaluate the preparations expectant parents should make.
15. Describe the birth process.
16. Describe the physical characteristics of the newborn.
17. Recognize the various aspects of routine infant care.
18. Recognize areas of infant development.
19. Analyze responsibilities common to parenting and care giving roles.
20. Recognize signs of illness in a child.
21. Determine appropriate treatment of children's accidents or injuries.
22. Identify external support systems that provide services for parents.
23. Investigate the specific jobs or careers in the fields of child care/elder care.
24. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
25. Apply math, science and communication skills within technical content.
26. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Principles of Hospitality
Valid Course Code: 200610

Course Description: This course is designed for students interested in careers in the hospitality industry. The instruction includes career awareness in the areas of recreation, travel/tourism, hotel/motel, and restaurant. This course is based on the family and consumer sciences core that includes communication skills, economics, food and beverage operations, promotion, selling, and product/service management. Leadership development will be provided through FCCLA activities and competitive events.

Content/Process

Students will:

1. Describe the evolution and current trends in the hospitality industry.
2. Identify and describe major types of businesses found in the hospitality industry.
3. Describe social, environmental, economic and business factors related to the hospitality industry.
4. Develop customer-service skills, employee/employer relations and other interpersonal skills.
5. Identify advantages and disadvantages of working in the hospitality industry.
6. Explain the impact of meetings, conventions, and conferences on the economy.
7. Illustrate the service delivery system of a full-service hotel and make an oral presentation.
8. Interview an individual in the hospitality industry and create a job description for a newspaper ad for this position.
9. Utilize safety and sanitation practices as applied to the industry
10. Plan management operations for a special event that involves all aspects of hospitality careers in the travel tourism arena.
11. Apply basic skills in food and catering services.
12. Describe the types of promotional strategies and media used in the hospitality industry.
13. Identify the concept of marketing mix and market segmentation as it relates to the hospitality industry.
14. Research career opportunities, job responsibilities and employment requirements in the hospitality industry.
15. Utilize activities of FCCLA as an integral component of course content and leadership development.
16. Identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
17. Apply math and communication skills within the technical content.
18. Use computers and electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Principles of Teaching
Valid Course Code: 331020

Course Description: This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels for a diverse population of student learners. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children, adolescents and developmentally appropriate practices in educational settings. Students will gain work experience in classrooms with certified teachers as part of their course work. Other components include the development of a four-year post-secondary plan, KTIP (KY Teacher Internship Program) and TPA requirements, KY Code of Ethics and educational pedagogy. Leadership experiences will be provided through various extra/co-curricular student organizations.

Content/Process

Students will:

1. Analyze the characteristics of an effective teacher.
2. Evaluate proper classroom management strategies.
3. Analyze challenges related to teaching and how teachers meet them.
4. Identify the qualities of teacher professionalism and leadership.
5. Describe the requirements to become a teacher in the state of Kentucky.
6. Introduce the Kentucky Teacher Standards and the Kentucky Code of Ethics.
7. Summarize the history of American education and how educational opportunities have evolved.
8. Compare and contrast various structures of education systems.
9. Explain how public schools are governed and funded.
10. Prioritize current education trends and issues, such as No Child Left Behind.
11. Describe societal challenges in education today, such as changing family patterns, cultures of schools, risky teen behavior, etc.
12. Explore diversity and its implications in the classroom, including diverse teaching methods.
13. Describe the components of a lesson plan.
14. Compare and contrast various examples of lesson plans.
15. Explore various teaching strategies.
16. Research the current educational content standards for Kentucky.
17. Distinguish between formative and summative assessment.
18. Analyze different methods used to assess student learning.
19. Design an instructional unit.
20. Create a lesson plan using strategies and methods taught in class.
21. Teach a lesson using the lesson plan developed by the student.
22. Research effective use of technology in education.
23. Recommend a plan for integrating technology into the everyday classroom.
24. Observe, interact and reflect on teaching and learning within classrooms.
25. Complete a portfolio that demonstrates knowledge of the teaching profession.
26. Develop a four-year post-secondary plan.
27. Identify career opportunities for educators.
28. Identify the benefits of participation in professional associations for both students and teachers.
29. Utilize activities of various extra / co-curricular organizations as an integral component of course content and leadership development.
30. Apply reading and communication skills within technical content.
31. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- AAFCS Pre-PAC Assessment: Education Fundamentals

Relationships
Valid Course Code: 200171

Course Description: This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course, including dating and married relationships. Preparations for and the achievement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America.

Content/Process

Students will:

1. Relate self-concept to the fulfillment of one's personal needs.
2. Propose ways to fulfill basic human needs.
3. Illustrate gender roles that promote positive self-image.
4. Identify ways of developing positive character traits.
5. Examine the effects of culture, stereotyping and prejudices on relationships.
6. Evaluate the significance of family and its impact on the well-being of individuals and society.
7. Contrast characteristics of functional and dysfunctional families.
8. Assess the impact of types of abuse and determine methods of prevention.
9. Recommend ways of resolving conflicts.
10. Identify the characteristics of good mental health.
11. Recommend ways to improve intergenerational relationships.
12. Explain the need to respect property rights of others.
13. Demonstrate etiquette skills used as an individual, family member and wage earner.
14. Predict how work and family roles are balanced based on values and goals.
15. Examine the impact of role models on one's life.
16. Practice using refusal skills to resist peer pressure.
17. Examine one's relationship with friends.
18. Compare the characteristics of an ideal date to those of an ideal mate.
19. Compare the similarities and differences of infatuation, sexual gratification and mature love.
20. Explain how premarital sexual intimacy could adversely affect one's entire life.
21. Describe prevention, treatment and the physical effect of sexually transmitted diseases.
22. Predict problems unique to single working parents.
23. Analyze the traits of a long term, successful marriage.
24. Distinguish between real and ideal expectations in marriage.
25. Analyze career opportunities concerned with relationships of individual and families.
26. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
27. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
28. Apply math, science and communication skills within technical content.
29. Demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Specialized Services in Hospitality
Valid Course Code: 200641

Course Description: This course is designed to provide training in specialized services within the hospitality field. Job and career opportunities will be explored. Instruction will include skill development and practice. Shadowing and work experiences in a variety of commercial establishments such as hotels and motels will be included. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Content/Process

Students will:

1. Research jobs and careers related to the hospitality industry.
2. Identify education and training requirements in specialized services.
3. Research duties of specialized services in the hospitality field such as concierge, bellhop, busboy, host/hostess.
4. Demonstrate strategies and skills in planning and scheduling specialized event activities, (e.g. receptions, wedding, etc.).
5. Practice use of safe chemicals and procedures in specialized services.
6. Examine how various departments in a public establishment, (e.g. hotel, restaurant) maintain a close working relationship.
7. Demonstrate acceptable guest relations and service skills.
8. Analyze strategies in time management relating to specialized services jobs.
9. Participate in work based experiences in hospitality areas.
10. Apply sanitation procedures for a clean and safe environment.
11. Demonstrate appropriate laundering processes.
12. Demonstrate organizing and maintaining an efficient housekeeping operation.
13. Demonstrate effective communication skills.
14. Develop procedures for handling external and internal emergencies.
15. Plan programs for recreation and leisure.
16. Apply math, science and communication skills within technical content.
17. Demonstrate employability and social skills relevant to the career cluster.
18. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

For more information about
Kentucky Family & Consumer Sciences Education,
please visit our homepage at:

http://education.ky.gov/CTE/ctepa/FCS/Pages/default.aspx

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