

# CURRICULUM GUIDE FOR FAMILY & CONSUMER SCIENCE

## Clinton Public Schools



**Clinton Public Schools  
Family & Consumer Science Curriculum**

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# **Clinton Public Schools Family & Consumer Science Curriculum**

## Curriculum Renewal Team Members

Dawn Paradis	Jared Eliot Middle School
Joanne Nunan	The Morgan School
Maryann O'Donnell	Assistant Superintendent, Chair

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# **Program Foundations**

## MISSION STATEMENT

*The mission of the Clinton Public Schools  
is to prepare independent and collaborative learners  
empowered to embrace the future.*



## DRIVING FORCES & UNIFYING PRINCIPLES

*As a Professional Learning Community, we will:*

1. Develop literacy in core disciplines to ensure quality learning experiences and achievement.
2. Embed the application of knowledge and skills in all learning experiences and new situations.
3. Develop and implement high-performing collaborative teams focused on improving teaching and learning.
4. Provide a safe environment and modern, flexible facilities that support the district's educational mission.

## **K-12 District Foundation Skills and Competencies**

*Preparing independent and collaborative learners empowered to embrace the future*

*The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant, and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students, and the community with a set of common expectations that will enhance curriculum development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.*

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.
5. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.
6. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.
7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.
8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.
9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.
10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.
11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

## Characteristics of an Exemplary Curriculum

*The following characteristics are provided to help guide work of the curriculum renewal teams for all disciplines. These characteristics are widely accepted and supported in curriculum development literature.*

1. Meaningful:

A meaningful curriculum establishes a clear set of expectations for what students need to know and demonstrate in order to be successful in today's complex world.

2. Coherent:

A coherent curriculum provides opportunities at each level to learn and practice knowledge and skills, building on and expanding previous experiences and knowledge.

3. Articulated:

An articulated curriculum ensures that learning at different grade levels is appropriately sequenced, maintaining connections and relationships between grade levels.

4. Aligned:

An aligned curriculum connects the written curriculum, what is really taught, and assessment.

5. High standards for all:

Curriculum recognizes and reflects the need for all students to perform well in order to gain knowledge and skills necessary to be successful.

6. Reasonable in Scope:

The curriculum provides a framework that represents a set of expectations that can be accomplished and provides teachers and administrators with guidelines for making decisions about instruction.

Seif, E. (1998). Curriculum Renewal a Case Study. Alexandria, VA: ASCD.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.

## **Philosophy of Family and Consumer Science**

*The study of Family and Consumer Science prepares individuals to become independent productive members of society by applying critical and creative thinking skills to find solutions to problems with real world context. Through individual and collaborative learning experiences, students are provided opportunities to engage in exploration of potential, talents and ability. These experiences empower students to develop a balance between work and family in a diverse society across the lifespan.*

### ***We further believe that:***

- Students must become responsible citizens and leaders in family, community and work settings.
- Family and Consumer Science education fosters understanding of the decision-making process related to healthy choices for self and family for lifelong wellness.
- Students must develop an understanding of the implications of resource management on individuals, families and the environment.
- Family and Consumer Science education helps students to develop the ability to balance personal, home, family, and work lives which results in successful life management, employment, and career development.
- When students explore job and career options in Family and Consumer Sciences they also develop occupational and personal skills required for employment.
- Students will become aware of consumer rights and responsibilities.
- Students will build an appreciation of human worth and accept responsibility for one's actions in all aspects of life.
- A quality Family and Consumer Science education will strengthen the well being of individuals and families across the life span.

## **Goals of Family and Consumer Science**

### ***As a result of this K-12 Family and Consumer Science Program, students will:***

1. Apply the principles of design as they apply to planning, preparation and successful product completion.
2. Understand the interaction of multiple life roles with the responsibilities of family, work, and community.
3. Demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.
4. Demonstrate respectful and caring relationships in the family, school, workplace, and community.
5. Evaluate management practices related to human, economic, and environmental resources.
6. Develop and apply the skills necessary to work collaboratively.
7. Develop leadership skills, which impact individuals, families, communities, and organizations.
8. Demonstrate the integration of knowledge, skills, and practices required for successful living.
9. Analyze child growth and development and evaluate the impact of parenting roles and responsibilities on individuals and families.
10. Explore and evaluate career opportunities.



**Curriculum**

**Structure**

## **Family and Consumer Science Curriculum Renewal Team**

### **Family and Consumer Science District Frameworks**

#### **I. Creativity & Innovation**

- Apply the principles of design as they apply to planning, preparation and successful product completion.

#### **II. Critical Thinking & Problem Solving**

- Understand the interaction of multiple life roles with the responsibilities of family, work, and community.
- Demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

#### **III. Interpersonal Communication and Collaboration**

- Demonstrate respectful and caring relationships in the family, school, workplace, and community.

#### **IV. Productivity & Accountability**

- Evaluate management practices related to human, economic, and environmental resources.
- Develop and apply the skills necessary to work collaboratively.

#### **V. Leadership & Responsibility**

- Develop leadership skills, which impact individuals, families, communities, and organizations.
- Demonstrate the integration of knowledge, skills, and practices required for successful living.
- Analyze child growth and development and evaluate the impact of parenting roles and responsibilities on individuals and families.

#### **VI. Career Awareness**

- Explore and evaluate career opportunities.

**Family and Consumer Science Pathways**

<b>Grade</b>	<b>Culinary Arts Pathway Courses</b>	<b>Child Development Pathway Courses</b>
6	Foods 6	Child Care & Development
7	Foods 7	
8	Foods 8	
HS-Course 1	Food Service I	Child Development
HS-Course 2	Food Service II	Children-A Closer Look
HS-Course 3	Culinary I	
HS-Course 4	Culinary II	

# **Food Service Competencies**

**Grades 6 - 12**

**Family & Consumer Science Curriculum – Food Service Project Grid**

<b>Course</b>	<b>Unit Topics</b>	<b>Key Projects/Applications</b>	<b>Key Areas of Focus</b>
Foods (6)	<ul style="list-style-type: none"> <li>• Kitchen Safety</li> <li>• Utensils &amp; Know Your Kitchen</li> <li>• Reading a Recipe</li> <li>• Dishwashing/Cleaning</li> <li>• Food Prep</li> </ul>	<ul style="list-style-type: none"> <li>• DVD/Activity sheet</li> <li>• Equipment Hunt</li> <li>• Microwave S'mores</li> <li>• Trail Mix</li> <li>• French Pastry</li> <li>• Crescent Nachos</li> <li>• French Toast</li> <li>• Taco Popcorn</li> <li>• Bagel Pizzas</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Precautions</li> <li>• Kitchen Utensils</li> <li>• Reading a Recipe</li> <li>• Dishwashing/Intro to Kitchen Jobs</li> <li>• Following Lab Procedures                             <ul style="list-style-type: none"> <li>○ Oven and Oven Safety</li> <li>○ Kitchen Organization</li> <li>○ Understanding Jobs</li> <li>○ Time Management</li> <li>○ Clean-up Procedures</li> <li>○ Working Cooperatively</li> </ul> </li> </ul>
Foods (7)	<ul style="list-style-type: none"> <li>• Intro/Safety/Procedures</li> <li>• Cooking Demonstration</li> <li>• Kitchen Fundamentals</li> <li>• Microwave Cooking</li> <li>• Cook-top Cooking</li> <li>• Writing Assignment</li> <li>• Written Assignments</li> <li>• Food Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion/Demo</li> <li>• Measuring techniques/utensils</li> <li>• DVD/review</li> <li>• DVD/demo</li> <li>• Foods Labs</li> <li>• Essay</li> <li>• Worksheets</li> <li>• Tortilla Pizzas</li> <li>• Breakfast Sandwiches</li> <li>• Nachos</li> <li>• Microwave Brunch Rolls</li> <li>• Microwave Muffins</li> <li>• Chilaquilles</li> <li>• Smiley Cookies</li> <li>• Rice Krispie Treats</li> <li>• Chex Mix</li> <li>• Grilled Ham and Cheese</li> <li>• Cookie Wheel</li> <li>• Danish</li> <li>• Dbl. Choc. Chunk Cookies</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Procedures &amp; Safety</li> <li>• Measuring Techniques                             <ul style="list-style-type: none"> <li>○ Review of Utensils/Lab Proc</li> </ul> </li> <li>• Understanding Mgt of the Kitchen</li> <li>• Learning Basics of Microwave Cooking</li> <li>• Learning Cook-top Basics</li> <li>• Application of Writing Skills</li> <li>• Review/Exposure to Foods Info</li> <li>• Following Lab Procedures                             <ul style="list-style-type: none"> <li>• Implementation of Jobs</li> <li>• Kitchen Organization</li> <li>• Safety &amp; Sanitation</li> <li>• Time Management</li> <li>• Working Cooperatively</li> <li>• Clean-up Procedures</li> </ul> </li> </ul>

Course	Unit Topics	Key Projects/Applications	Key Areas of Focus
Foods (8)	<ul style="list-style-type: none"> <li>• Intro/Safety/Procedures</li> <li>• Cooking Demonstration</li>   <li>• Choose MyPlate.gov</li>    <li>• Reading Foods Labels</li> <li>• Foods Test</li> <li>• Food Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion/Demo</li> <li>• Measuring techniques/utensils</li>   <li>• DVD “Create a Great Plate”</li> <li>• Personal Food Plan</li>    <li>• DVD “Understanding the Food Label”</li> <li>• Oatmeal Choc Chip Cookies</li>   <li>• Snack Pizzas</li> <li>• Orange Juice Muffins</li> <li>• Cinnamon Sticks</li> <li>• Brown Sugar Drops</li> <li>• Biscuits</li> <li>• Pretzels</li> <li>• Strawberry Kuchen</li> <li>• Crumb Cake</li> <li>• Pancakes</li> <li>• Pizza</li> <li>• Meatballs/Sauce</li> <li>• Grinders/Brownies</li> <li>• Sugar Cookie Mixes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of Consumer Foods</li> <li>• Review of Procedures &amp; Safety</li> <li>• Measuring Techniques     Review of Utensils/Lab Proc</li>   <li>• Understanding MyPlate</li> <li>• Personalizing MyPlate</li> <li>• Balanced Nutrition</li> <li>• Portion Control</li>   <li>• Learning how to interpret Foods Labels</li>   <li>• Completion of Recipe without help</li>   <li>• Following Lab Procedures               <ul style="list-style-type: none"> <li>• Implementation of Jobs</li> <li>• Kitchen Organization</li> <li>• Safety &amp; Sanitation</li> <li>• Time Management</li> <li>• Working Cooperatively</li> <li>• Clean-up Procedures</li> <li>• Dem. Increased Independence</li> <li>• From Teacher</li> <li>• Consumerism</li> </ul> </li> </ul>

Family & Consumer Science Curriculum – Food Service Competencies

Content Standards		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>I. Creativity and Innovation</b>								
1	Demonstrate professional plating, garnishing, and food presentation techniques.							X
2	Examine the applicability of convenience food items.			X	X	X	X	X
3	Critique the selection of foods to promote a healthy lifestyle.		X	X	X	X		
4	Construct a modified diet based on nutritional needs and health conditions.						X	X
5	Prepare food for presentation and assessment.	X	X	X	X	X	X	X
6	Implement procedures that affect quality product performance.	X	X	X	X	X	X	X
7	Identify sensory evaluations of food products.	X	X	X	X	X	X	X
8	Build menus to customer/client preferences.						X	X
9	Implement food preparation, production, and testing systems.						X	X
10	Apply basic food preparation and service skills in catering operations.						X	X
11	Design strategies that meet the health and nutrition requirements of individuals with special needs.				X	X		

Family & Consumer Science Curriculum – Food Service Competencies

<b>Content Standards</b>		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>II. Critical Thinking and Problem Solving</b>								
1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.						X	X
2	Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)	X	X	X	X	X	X	X
3	Use knowledge of systems to prevent food-borne illness.						X	X
4	Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.	X	X	X	X	X	X	X
5	Understand proper purchasing; receiving, storage, and handling of both raw and prepared foods.		X	X	X	X	X	X
6	Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.	X	X	X	X	X	X	X
7	Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.	X	X	X	X	X	X	X



<b>Content Standards</b>		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>II. Critical Thinking and Problem Solving</b> (continued)								
8	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.	X	X	X	X	X	X	X
9	Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.	X	X	X	X	X	X	X
10	Analyze food, equipment, and supplies needed for menus.		X	X	X	X	X	X
11	Record performance of menu items to analyze sales and determine menu revisions.						X	X
12	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.	X	X	X	X	X	X	X
13	Discuss the areas of risk management and legal liability within the food service industry.						X	X
14	Explore human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.						X	X
15	Investigate the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.						X	X

<b>Content Standards</b>		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>II. Critical Thinking and Problem Solving</b> (continued)								
16	Analyze the role of quality service as a strategic component of exceptional performance.						X	X
17	Discuss factors that contribute to food-borne illness.	X	X	X	X	X	X	X
18	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food-borne illness.						X	X
19	Discuss nutrient requirements across the lifespan addressing the diversity of people, culture, and religions.		X	X	X	X		
20	Analyze nutritional data.		X	X	X	X		
21	Discuss and analyze recipe/formula proportions and modifications for food production.			X	X	X	X	X
22	Analyze nutritional needs of individuals.			X	X	X		
23	Investigate nutrition for health maintenance and disease prevention.				X	X		
24	Apply standards for food quality.	X	X	X	X	X	X	X
25	Analyze new products.	X	X	X	X	X	X	X
26	Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.	X	X	X	X	X	X	X

Family & Consumer Science Curriculum – Food Service Competencies

Content Standards		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>II. Critical Thinking and Problem Solving</b> (continued)								
27	Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.	X	X	X	X	X	X	X
28	Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.	X	X	X	X	X	X	X
29	Explore the governmental, economic, and technological influences on food choices and practices.			X	X	X	X	X
30	Analyze the effect of nutrients on health, appearance, and peak performance.	X	X	X	X	X		
31	Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.				X	X		
32	Analyze sources of food and nutrition information, including food labels, related to health and wellness.			X	X	X	X	X
33	Apply various dietary guidelines in planning to meet nutrition and wellness needs.			X	X	X	X	X
34	Analyze conditions and practices that promote safe food handling.	X	X	X	X	X	X	X
35	Analyze safety and sanitation practice throughout the food chain.	X	X	X	X	X	X	X
36	Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.	X	X	X	X	X	X	X

Content Standards		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>II. Critical Thinking and Problem Solving</b> (continued)								
37	Discuss how scientific and technical advances influence the nutrient content, availability and safety of foods.	X	X	X	X	X	X	X
38	Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.	X	X	X	X	X	X	X

Family & Consumer Science Curriculum – Food Service Competencies

<b>Content Standards</b>		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>III. Interpersonal Communication and Collaboration</b>								
1	Discuss principles of food production to maximize nutrient retention in prepared foods.	X	X	X	X	X		
2	Discuss the influence of socioeconomic and psychological factors on food and nutrition and behavior.		X	X				
3	Discuss the effects of global and local events and conditions on food choices and practices.					X		
4	Discuss the effects of food and diet fads, food addictions, and eating disorders on wellness.		X	X	X	X	X	X
5	Discuss cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.		X	X	X	X	X	X
6	Explore and explain different roles while working cooperatively and effectively in a team situation.	X	X	X	X	X	X	X

Family & Consumer Science Curriculum – Food Service Competencies

Content Standards		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>IV. Productivity and Accountability</b>								
1	Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.		X				X	X
2	Maintain necessary records to document time and temperature control, HACCP, and other elements of food preparation, storage, and presentation.						X	X
3	Operate tools and equipment following safety procedures and OSHA requirements.	X	X	X	X	X	X	X
4	Maintain tools and equipment following safety procedures and OSHA requirements.	X	X	X	X	X	X	X
5	Demonstrate procedures for safe and secure storage of equipment and tools.	X	X	X	X	X	X	X
6	Develop a variety of menu layouts, themes, and design styles.						X	X
7	Demonstrate professional skills in safe handling of knives, tools, and equipment.	X	X	X	X	X	X	X
8	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, saute-ing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technology.						X	X

Family & Consumer Science Curriculum – Food Service Competencies

<b>Content Standards</b>		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>IV. Productivity and Accountability</b> (continued)								
9	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.		X	X	X	X	X	X
10	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.						X	X
11	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.			X	X	X	X	X
12	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.	X	X	X	X	X	X	X
13	Prepare sandwiches, canapes, and appetizers using safe handling and professional preparation techniques.						X	X
14	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.	X	X	X	X	X	X	X
15	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.	X	X	X	X	X	X	X
16	Study and practice inventory procedures including first in/first out concept, date marking, and specific record keeping.			X			X	X
17	Implement marketing plan for food service operations.						X	X

Content Standards		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>IV. Productivity and Accountability (continued)</b>								
18	Demonstrate practices and procedures that assure personal and workplace health and hygiene.	X	X	X	X	X	X	X
19	Discuss and demonstrate standard procedures for receiving and storage of raw and prepared foods.		X	X	X	X	X	X
20	Demonstrate waste disposal and recycling methods.	X	X	X	X	X	X	X
21	Maintain test kitchen/laboratory and related equipment and supplies.	X	X	X	X	X	X	X
22	Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.						X	X
23	Perform cash handling, accounting, and financial transactions.						X	X
24	Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.						X	X
25	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	X	X	X	X	X		
26	Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.	X	X	X	X	X	X	X



Content Standards		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>V. Leadership and Responsibility</b>								
1	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.	X	X	X	X	X	X	X
2	Apply menu-planning principles to develop and modify menus.						X	X
3	Prepare requisitions for food, equipment, and supplies to meet production requirements.						X	X
4	Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.			X	X	X	X	X
5	Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.		X	X			X	X
6	Develop a selective menu.						X	X
7	Demonstrate strategies for assuming responsibility in a cooperative activity.	X	X	X	X	X	X	X
8	Demonstrate strategies for effectively managing time.	X	X	X				
9	Demonstrate strategies for effectively managing time over a long-term assignment.				X	X	X	X
10	Demonstrate strategies for assuming responsibility in a cooperative activity in class.	X	X	X	X	X	X	X

Family & Consumer Science Curriculum – Food Service Competencies

Content Standards		Foods (6)	Foods (7)	Foods (8)	Food Service I (HS-Course 1)	Food Service II (HS-Course 2)	Culinary I (HS Course 3)	Culinary II (HS Course 4)
<b>VI. Career Awareness</b>								
1	Explain the roles, duties, and functions of individuals engaged in food production and services careers.						X	X
2	Explore opportunities for employment and entrepreneurial endeavors.			X			X	X
3	Explore education and training requirements and opportunities for career paths in food production and services.			X			X	X
4	Create an employment portfolio for use when applying for internships and work-based learning opportunities							
5	Demonstrate safe and environmentally responsible waste disposal and recycling methods.	X	X	X	X	X	X	X
6	Introduce the role and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.			X				
7	Explore opportunities for employment and entrepreneurial endeavors.						X	X
8	Investigate educational and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.			X			X	X
9	Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.						X	X

<b>Content Standards</b>		<b>Foods (6)</b>	<b>Foods (7)</b>	<b>Foods (8)</b>	<b>Food Service I (HS-Course 1)</b>	<b>Food Service II (HS-Course 2)</b>	<b>Culinary I (HS Course 3)</b>	<b>Culinary II (HS Course 4)</b>
<b>VI. Career Awareness</b>								
10	Investigate opportunities for employment in hospitality, tourism, and recreation careers.						X	X
11	Explore education and training requirements and opportunities for career paths in hospitality.						X	X

**Grade 6 - Foods**

**I. Creativity & Innovation**

- 5 Prepare food for presentation and assessment.
- 6 Implement procedures that affect quality product performance.
- 7 Identify sensory evaluations of food products.

**II. Critical Thinking & Problem Solving**

- 2 Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)
- 4 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 6 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 7 Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 9 Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 12 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 17 Discuss factors that contribute to food-borne illness.
- 24 Apply standards for food quality.
- 25 Analyze new products.
- 26 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- 27 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 28 Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 30 Analyze the effect of nutrients on health, appearance, and peak performance.
- 34 Analyze conditions and practices that promote safe food handling.
- 35 Analyze safety and sanitation practice throughout the food chain.
- 36 Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 37 Discuss how scientific and technical advances influence the nutrient content, availability and safety of foods.

**Grade 6 – Foods (continued)**

**I. Critical Thinking & Problem Solving (continued)**

- 38 Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

**III. Interpersonal Communication & Collaboration**

- 1 Discuss principles of food production to maximize nutrient retention in prepared foods.
- 6 Explore and explain different roles while working cooperatively and effectively in a team situation.

**IV. Productivity & Accountability**

- 3 Operate tools and equipment following safety procedures and OSHA requirements.
- 4 Maintain tools and equipment following safety procedures and OSHA requirements.
- 5 Demonstrate procedures for safe and secure storage of equipment and tools.
- 7 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 12 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 14 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 15 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 18 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 20 Demonstrate waste disposal and recycling methods.
- 21 Maintain test kitchen/laboratory and related equipment and supplies.
- 25 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 26 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**V. Leadership & Responsibility**

- 1 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 7 Demonstrate strategies for assuming responsibility in a cooperative activity.

**Grade 6 – Foods (continued)**

**V. Leadership & Responsibility (continued)**

- 8 Demonstrate strategies for effectively managing time.
- 10 Demonstrate strategies for assuming responsibility in a cooperative activity in class.

**VI. Career Awareness**

- 5 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

**Grade 7 - Foods**

**I. Creativity & Innovation**

- 3 Critique the selection of foods to promote a healthy lifestyle.
- 5 Prepare food for presentation and assessment.
- 6 Implement procedures that affect quality product performance.
- 7 Identify sensory evaluations of food products.

**II. Critical Thinking & Problem Solving**

- 2 Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)
- 4 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 5 Understand proper purchasing; receiving, storage, and handling of both raw and prepared foods.
- 6 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 7 Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 9 Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 10 Analyze food, equipment, and supplies needed for menus.
- 12 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 17 Discuss factors that contribute to food-borne illness.
- 19 Discuss nutrient requirements across the lifespan addressing the diversity of people, culture, and religions.
- 20 Analyze nutritional data.
- 24 Apply standards for food quality.
- 25 Analyze new products.
- 26 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- 27 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 28 Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

**Grade 7 – Foods (continued)**

**II. Critical Thinking & Problem Solving (continued)**

- 30 Analyze the effect of nutrients on health, appearance, and peak performance.
- 34 Analyze conditions and practices that promote safe food handling.
- 35 Analyze safety and sanitation practice throughout the food chain.
- 36 Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 37 Discuss how scientific and technical advances influence the nutrient content, availability, and safety of foods.
- 38 Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

**III. Interpersonal Communication & Collaboration**

- 1 Discuss principles of food production to maximize nutrient retention in prepared foods.
- 2 Discuss the influence of socioeconomic and psychological factors on food and nutrition and behavior.
- 4 Discuss the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 5 Discuss cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 6 Explore and explain different roles while working cooperatively and effectively in a team situation.

**IV. Productivity & Accountability**

- 1 Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
- 3 Operate tools and equipment following safety procedures and OSHA requirements.
- 4 Maintain tools and equipment following safety procedures and OSHA requirements.
- 5 Demonstrate procedures for safe and secure storage of equipment and tools.
- 7 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 9 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
- 12 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 14 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 15 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.



**Grade 7 – Foods (continued)**

**IV. Productivity & Accountability (continued)**

- 18 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 19 Discuss and demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 20 Demonstrate waste disposal and recycling methods.
- 21 Maintain test kitchen/laboratory and related equipment and supplies.
- 25 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 26 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**V. Leadership & Responsibility**

- 1 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- 7 Demonstrate strategies for assuming responsibility in a cooperative activity.
- 8 Demonstrate strategies for effectively managing time.
- 10 Demonstrate strategies for assuming responsibility in a cooperative activity in class.

**VI. Career Awareness**

- 5 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

**Grade 8 - Foods**

**I. Creativity & Innovation**

- 2 Examine the applicability of convenience food items.
- 3 Critique the selection of foods to promote a healthy lifestyle.
- 5 Prepare food for presentation and assessment.
- 6 Implement procedures that affect quality product performance.
- 7 Identify sensory evaluations of food products.

**II. Critical Thinking & Problem Solving**

- 2 Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)
- 4 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 5 Understand proper purchasing; receiving, storage, and handling of both raw and prepared foods.
- 6 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 7 Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 9 Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 10 Analyze food, equipment, and supplies needed for menus.
- 12 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 17 Discuss factors that contribute to food-borne illness.
- 19 Discuss nutrient requirements across the lifespan addressing the diversity of people, culture, and religions.
- 20 Analyze nutritional data.
- 21 Discuss and analyze recipe/formula proportions and modifications for food production.
- 22 Analyze nutritional needs of individuals.
- 24 Apply standards for food quality.
- 25 Analyze new products.

**Grade 8 – Foods (continued)**

**II. Critical Thinking & Problem Solving (continued)**

- 26 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- 27 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 28 Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 29 Explore the governmental, economic, and technological influences on food choices and practices.
- 30 Analyze the effect of nutrients on health, appearance, and peak performance.
- 32 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 33 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 34 Analyze conditions and practices that promote safe food handling.
- 35 Analyze safety and sanitation practice throughout the food chain.
- 36 Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 37 Discuss how scientific and technical advances influence the nutrient content, availability and safety of foods.
- 38 Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

**III. Interpersonal Communication & Collaboration**

- 1 Discuss principles of food production to maximize nutrient retention in prepared foods.
- 2 Discuss the influence of socioeconomic and psychological factors on food and nutrition and behavior.
- 4 Discuss the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 5 Discuss cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 6 Explore and explain different roles while working cooperatively and effectively in a team situation.

**IV. Productivity & Accountability**

- 3 Operate tools and equipment following safety procedures and OSHA requirements.
- 4 Maintain tools and equipment following safety procedures and OSHA requirements.

**Grade 8 – Foods (continued)**

**IV. Productivity & Accountability (continued)**

- 5 Demonstrate procedures for safe and secure storage of equipment and tools.
- 7 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 9 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
- 11 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 12 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 14 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 15 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 16 Study and practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
- 18 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 19 Discuss and demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 20 Demonstrate waste disposal and recycling methods.
- 21 Maintain test kitchen/laboratory and related equipment and supplies.
- 25 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 26 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**V. Leadership & Responsibility**

- 1 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 4 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
- 5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- 7 Demonstrate strategies for assuming responsibility in a cooperative activity.
- 8 Demonstrate strategies for effectively managing time.
- 10 Demonstrate strategies for assuming responsibility in a cooperative activity in class.

**Grade 8 – Foods (continued)**

**VI. Career Awareness**

- 2 Explore opportunities for employment and entrepreneurial endeavors.
- 3 Explore education and training requirements and opportunities for career paths in food production and services.
- 5 Demonstrate safe and environmentally responsible waste disposal and recycling methods.
- 6 Introduce the role and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
- 8 Investigate educational and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.

**High School – Food Service I**

**I. Creativity & Innovation**

- 2 Examine the applicability of convenience food items.
- 3 Critique the selection of foods to promote a healthy lifestyle.
- 5 Prepare food for presentation and assessment.
- 6 Implement procedures that affect quality product performance.
- 7 Identify sensory evaluations of food products.
- 11 Design strategies that meet the health and nutrition requirements of individuals with special needs.

**II. Critical Thinking & Problem Solving**

- 2 Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)
- 4 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 5 Understand proper purchasing; receiving, storage, and handling of both raw and prepared foods.
- 6 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 7 Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 9 Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 10 Analyze food, equipment, and supplies needed for menus.
- 12 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 17 Discuss factors that contribute to food-borne illness.
- 19 Discuss nutrient requirements across the lifespan addressing the diversity of people, culture, and religions.
- 20 Analyze nutritional data.
- 21 Discuss and analyze recipe/formula proportions and modifications for food production.
- 22 Analyze nutritional needs of individuals.

**High School – Food Service I (continued)**

**II. Critical Thinking & Problem Solving (continued)**

- 23 Investigate nutrition for health maintenance and disease prevention.
- 24 Apply standards for food quality.
- 25 Analyze new products.
- 26 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- 27 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 28 Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 29 Explore the governmental, economic, and technological influences on food choices and practices.
- 30 Analyze the effect of nutrients on health, appearance, and peak performance.
- 31 Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
- 32 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 33 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 34 Analyze conditions and practices that promote safe food handling.
- 35 Analyze safety and sanitation practice throughout the food chain.
- 36 Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 37 Discuss how scientific and technical advances influence the nutrient content, availability and safety of foods.
- 38 Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

**III. Interpersonal Communication & Collaboration**

- 1 Discuss principles of food production to maximize nutrient retention in prepared foods.
- 4 Discuss the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 5 Discuss cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 6 Explore and explain different roles while working cooperatively and effectively in a team situation.

**High School – Food Service I (continued)**

**IV. Productivity & Accountability**

- 3 Operate tools and equipment following safety procedures and OSHA requirements.
- 4 Maintain tools and equipment following safety procedures and OSHA requirements.
- 5 Demonstrate procedures for safe and secure storage of equipment and tools.
- 7 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 9 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
- 11 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 12 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 14 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 15 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 18 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 19 Discuss and demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 20 Demonstrate waste disposal and recycling methods.
- 21 Maintain test kitchen/laboratory and related equipment and supplies.
- 25 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 26 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**V. Leadership & Responsibility**

- 1 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 4 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
- 7 Demonstrate strategies for assuming responsibility in a cooperative activity.
- 9 Demonstrate strategies for effectively managing time over a long-term assignment.
- 10 Demonstrate strategies for assuming responsibility in a cooperative activity in class.



**High School – Food Service II**

**I. Creativity & Innovation**

- 2 Examine the applicability of convenience food items.
- 3 Critique the selection of foods to promote a healthy lifestyle.
- 5 Prepare food for presentation and assessment.
- 6 Implement procedures that affect quality product performance.
- 7 Identify sensory evaluations of food products.
- 11 Design strategies that meet the health and nutrition requirements of individuals with special needs.

**II. Critical Thinking & Problem Solving**

- 2 Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)
- 4 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 5 Understand proper purchasing; receiving, storage, and handling of both raw and prepared foods.
- 6 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 7 Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 9 Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 10 Analyze food, equipment, and supplies needed for menus.
- 12 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 17 Discuss factors that contribute to food-borne illness.
- 19 Discuss nutrient requirements across the lifespan addressing the diversity of people, culture, and religions.
- 20 Analyze nutritional data.
- 21 Discuss and analyze recipe/formula proportions and modifications for food production.
- 22 Analyze nutritional needs of individuals.

**High School – Food Service II (continued)**

**II. Critical Thinking & Problem Solving (continued)**

- 23 Investigate nutrition for health maintenance and disease prevention.
- 24 Apply standards for food quality.
- 25 Analyze new products.
- 26 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- 27 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 28 Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 29 Explore the governmental, economic, and technological influences on food choices and practices.
- 30 Analyze the effect of nutrients on health, appearance, and peak performance.
- 31 Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
- 32 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 33 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 34 Analyze conditions and practices that promote safe food handling.
- 35 Analyze safety and sanitation practice throughout the food chain.
- 36 Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 37 Discuss how scientific and technical advances influence the nutrient content, availability and safety of foods.
- 38 Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

**III. Interpersonal Communication & Collaboration**

- 1 Discuss principles of food production to maximize nutrient retention in prepared foods.
- 3 Discuss the effects of global and local events and conditions on food choices and practices.
- 4 Discuss the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 5 Discuss cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 6 Explore and explain different roles while working cooperatively and effectively in a team situation.

**High School – Food Service II (continued)**

**IV. Productivity & Accountability**

- 3 Operate tools and equipment following safety procedures and OSHA requirements.
- 4 Maintain tools and equipment following safety procedures and OSHA requirements.
- 5 Demonstrate procedures for safe and secure storage of equipment and tools.
- 7 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 9 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
- 11 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 12 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 14 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 15 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 18 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 19 Discuss and demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 20 Demonstrate waste disposal and recycling methods.
- 21 Maintain test kitchen/laboratory and related equipment and supplies.
- 25 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 26 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**V. Leadership & Responsibility**

- 1 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 4 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
- 7 Demonstrate strategies for assuming responsibility in a cooperative activity.
- 9 Demonstrate strategies for effectively managing time over a long-term assignment.
- 10 Demonstrate strategies for assuming responsibility in a cooperative activity in class.

**VI. Career Awareness**

- 5 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

**High School – Culinary I**

**I. Creativity & Innovation**

- 2 Examine the applicability of convenience food items.
- 4 Construct a modified diet based on nutritional needs and health conditions.
- 5 Prepare food for presentation and assessment.
- 6 Implement procedures that affect quality product performance.
- 7 Identify sensory evaluations of food products.
- 8 Build menus to customer/client preferences.
- 9 Implement food preparation, production, and testing systems.
- 10 Apply basic food preparation and service skills in catering operations.

**II. Critical Thinking & Problem Solving**

- 1 Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 2 Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)
- 3 Use knowledge of systems to prevent food-borne illness.
- 4 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 5 Understand proper purchasing; receiving, storage, and handling of both raw and prepared foods.
- 6 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 7 Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 9 Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 10 Analyze food, equipment, and supplies needed for menus.
- 11 Record performance of menu items to analyze sales and determine menu revisions.
- 12 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 13 Discuss the areas of risk management and legal liability within the food service industry.

**High School – Culinary I (continued)**

**II. Critical Thinking & Problem Solving (continued)**

- 14 Explore human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
- 15 Investigate the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.
- 16 Analyze the role of quality service as a strategic component of exceptional performance.
- 17 Discuss factors that contribute to food-borne illness.
- 18 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 21 Discuss and analyze recipe/formula proportions and modifications for food production.
- 24 Apply standards for food quality.
- 25 Analyze new products.
- 26 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- 27 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 28 Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 29 Explore the governmental, economic, and technological influences on food choices and practices.
- 32 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 33 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 34 Analyze conditions and practices that promote safe food handling.
- 35 Analyze safety and sanitation practice throughout the food chain.
- 36 Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 37 Discuss how scientific and technical advances influence the nutrient content, availability and safety of foods.
- 38 Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

**High School – Culinary I (continued)**

**III. Interpersonal Communication & Collaboration (continued)**

- 4 Discuss the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 5 Discuss cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 6 Explore and explain different roles while working cooperatively and effectively in a team situation.

**IV. Productivity & Accountability**

- 1 Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
- 2 Maintain necessary records to document time and temperature control, HACCP, and other elements of food preparation, storage, and presentation.
- 3 Operate tools and equipment following safety procedures and OSHA requirements.
- 4 Maintain tools and equipment following safety procedures and OSHA requirements.
- 5 Demonstrate procedures for safe and secure storage of equipment and tools.
- 6 Develop a variety of menu layouts, themes, and design styles.
- 7 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8 Demonstrate professional skill in a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technology.
- 9 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
- 10 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- 11 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 12 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 13 Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.
- 14 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 15 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 16 Study and practice inventory procedures including first in/first out concept, date marking, and specific record keeping.

**High School – Culinary I (continued)**

**IV. Productivity & Accountability (continued)**

- 17 Implement marketing plan for food service operations.
- 18 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 19 Discuss and demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 20 Demonstrate waste disposal and recycling methods.
- 21 Maintain test kitchen/laboratory and related equipment and supplies.
- 22 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
- 23 Perform cash handling, accounting, and financial transactions.
- 24 Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
- 26 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**V. Leadership & Responsibility**

- 1 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 2 Apply menu-planning principles to develop and modify menus.
- 3 Prepare requisitions for food, equipment, and supplies to meet production requirements.
- 4 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
- 5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- 6 Develop a selective menu.
- 7 Demonstrate strategies for assuming responsibility in a cooperative activity.
- 9 Demonstrate strategies for effectively managing time over a long-term assignment.
- 10 Demonstrate strategies for assuming responsibility in a cooperative activity in class.

**High School – Culinary I (continued)**

**VI. Career Awareness**

- 1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 2 Explore opportunities for employment and entrepreneurial endeavors.
- 3 Explore education and training requirements and opportunities for career paths in food production and services.
- 5 Demonstrate safe and environmentally responsible waste disposal and recycling methods.
- 7 Explore opportunities for employment and entrepreneurial endeavors.
- 8 Investigate educational and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
- 9 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
- 10 Investigate opportunities for employment in hospitality, tourism, and recreation careers.
- 11 Explore education and training requirements and opportunities for career paths in hospitality.



**High School – Culinary II**

**I. Creativity & Innovation**

- 1 Demonstrate professional plating, garnishing, and food presentation techniques.
- 2 Examine the applicability of convenience food items.
- 4 Construct a modified diet based on nutritional needs and health conditions.
- 5 Prepare food for presentation and assessment.
- 6 Implement procedures that affect quality product performance.
- 7 Identify sensory evaluations of food products.
- 8 Build menus to customer/client preferences.
- 9 Implement food preparation, production, and testing systems.
- 10 Apply basic food preparation and service skills in catering operations.

**II. Critical Thinking & Problem Solving**

- 1 Identify characteristics of major food- borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 2 Discuss and employ food service management safety/sanitation program procedures and first aid. (Note: very modified)
- 3 Use knowledge of systems to prevent food-borne illness.
- 4 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 5 Understand proper purchasing; receiving, storage, and handling of both raw and prepared foods.
- 6 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 7 Explore current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 9 Select a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 10 Analyze food, equipment, and supplies needed for menus.
- 11 Record performance of menu items to analyze sales and determine menu revisions.
- 12 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 13 Discuss the areas of risk management and legal liability within the food service industry.

High School – Culinary II (continued)

**II. Critical Thinking & Problem Solving (continued)**

- 14 Explore human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
- 15 Investigate the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.
- 16 Analyze the role of quality service as a strategic component of exceptional performance.
- 17 Discuss factors that contribute to food-borne illness.
- 18 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food-borne illness.
- 21 Discuss and analyze recipe/formula proportions and modifications for food production.
- 24 Apply standards for food quality.
- 25 Analyze new products.
- 26 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- 27 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 28 Explore the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 29 Explore the governmental, economic, and technological influences on food choices and practices.
- 32 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 33 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 34 Analyze conditions and practices that promote safe food handling.
- 35 Analyze safety and sanitation practice throughout the food chain.
- 36 Discuss and analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 37 Discuss how scientific and technical advances influence the nutrient content, availability and safety of foods.
- 38 Discuss how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

**High School – Culinary II (continued)**

**III. Interpersonal Communication & Collaboration (continued)**

- 4 Discuss the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 5 Discuss cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 6 Explore and explain different roles while working cooperatively and effectively in a team situation.

**IV. Productivity & Accountability**

- 1 Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
- 2 Maintain necessary records to document time and temperature control, HACCP, and other elements of food preparation, storage, and presentation.
- 3 Operate tools and equipment following safety procedures and OSHA requirements.
- 4 Maintain tools and equipment following safety procedures and OSHA requirements.
- 5 Demonstrate procedures for safe and secure storage of equipment and tools.
- 6 Develop a variety of menu layouts, themes, and design styles.
- 7 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8 Demonstrate professional skill in a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technology.
- 9 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
- 10 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- 11 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 12 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 13 Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.
- 14 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 15 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 16 Study and practice inventory procedures including first in/first out concept, date marking, and specific record keeping.

**High School – Culinary II (continued)**

**IV. Productivity & Accountability (continued)**

- 17 Implement marketing plan for food service operations.
- 18 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 19 Discuss and demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 20 Demonstrate waste disposal and recycling methods.
- 21 Maintain test kitchen/laboratory and related equipment and supplies.
- 22 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
- 23 Perform cash handling, accounting, and financial transactions.
- 24 Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
- 26 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**V. Leadership & Responsibility**

- 1 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 2 Apply menu-planning principles to develop and modify menus.
- 3 Prepare requisitions for food, equipment, and supplies to meet production requirements.
- 4 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
- 5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- 6 Develop a selective menu.
- 7 Demonstrate strategies for assuming responsibility in a cooperative activity.
- 9 Demonstrate strategies for effectively managing time over a long-term assignment.
- 10 Demonstrate strategies for assuming responsibility in a cooperative activity in class.

**High School – Culinary II (continued)**

**VI. Career Awareness**

- 1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 2 Explore opportunities for employment and entrepreneurial endeavors.
- 3 Explore education and training requirements and opportunities for career paths in food production and services.
- 5 Demonstrate safe and environmentally responsible waste disposal and recycling methods.
- 7 Explore opportunities for employment and entrepreneurial endeavors.
- 8 Investigate educational and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
- 9 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
- 10 Investigate opportunities for employment in hospitality, tourism, and recreation careers.
- 11 Explore education and training requirements and opportunities for career paths in hospitality.

# **Child Care Competencies**

**Grades 6-12**

## Family & Consumer Science Curriculum – Child Development Project Grid

<b>Course</b>	<b>Unit Topics</b>	<b>Key Projects/Applications</b>	<b>Key Areas of Focus</b>
Child Care & Development (6)	<ul style="list-style-type: none"> <li>• Intro to Child Care &amp; Dev.</li> <li>• Child Care Info Card</li> <li>• Growth &amp; Development</li>   <li>• Toys &amp; Play</li>   <li>• First Aid</li> <li>• Discipline and Supervision</li> <li>• Home Alone Responsibilities</li>   <li>• Child Care Blues</li> <li>• Babysitting Safety</li>   <li>• Basic Child Care</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care Basics pamphlet</li> <li>• Creating Info Card</li> <li>• Researching Age Groups;</li> <li>• Completion of packet</li> <li>• Teaching class age group info</li>   <li>• Application of age group knowledge</li> <li>• Choosing appropriate toys</li> <li>• “Child’s Play” DVD</li>   <li>• First Aid Card</li> <li>• Situation Cards</li>   <li>• Home Alone Card</li>   <li>• Child Care Blues activity</li> <li>• “Babysitting – Safety First” DVD</li> <li>• Feeding/Diapering</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the scope of Child Care</li>   <li>• Emergency numbers &amp; contacts</li>   <li>• Learning the four age groups:</li> <li>• Infant</li> <li>• Toddler</li> <li>• Preschooler</li> <li>• Schoolager</li>   <li>• Learning to distinguish appropriate toys for appropriate age group</li>   <li>• Learning what to do until help arrives</li>   <li>• Discipline Strategies</li>   <li>• Developing strategies for situations that May occur when you are home alone</li>   <li>• Solving babysitting issues</li> <li>• Identifying and Solving babysitting problems</li>   <li>• Feeding and diapering on dolls</li> </ul>

<b>Content Standards</b>		Child Care and Development (6)	Child Development (HS)	Children A Closer Look (HS)
<b>I. Creativity and Innovation</b>				
1	Assess the use of technology and its effect on quality of life.			X
2	Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.		X	
3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.	X	X	



Family & Consumer Science Curriculum – Child Development Competencies

<b>Content Standards</b>		Child Care and Development (6)	Child Development (HS)	Children A Closer Look (HS)
<b>II. Critical Thinking and Problem Solving</b>				
1	Explore local and global policies, issues, and trends in the workplace and community that affect individuals and families.	X	X	X
2	Explore and evaluate the effects of social, economic, and technological change on work and family dynamics.		X	
3	Identify and apply factors that contribute to maintaining safe and healthy school, work and community environments.		X	X
4	Develop and demonstrate work ethic and professionalism.	X	X	X
5	Investigate community resources and systems of formal and informal support available to individuals and families.		X	X
6	Analyze options about providing safe and nutritious food for individuals and families.	X	X	X
7	Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.			X
8	Identify the effects of early childhood education, and services occupations on local, state, national, and global economies.		X	
9	Analyze child development theories and their implications for educational and childcare practices.		X	
10	Explore a variety of assessment methods to observe and interpret children's growth and development.	X	X	
11	Explore cultural and environmental influences when assessing children's development.	X	X	
12	Explore abilities and needs of children and their effects on children's growth and development.	X	X	

<b>Content Standards</b>		Child Care and Development (6)	Child Development (HS)	Children A Closer Look (HS)
<b>II. Critical Thinking and Problem Solving</b> (continued)				
13	Explore strategies that promote children's growth and development.	X	X	X
14	Analyze child development theories and their implications for educational and childcare practices.		X	
15	Analyze cultural and environmental influences when assessing children's development.		X	
16	Analyze abilities and needs of children and their effects on children's growth and development.		X	
17	Analyze strategies that promote children's growth and development.		X	X
18	Analyze the role of family in transmitting societal expectations.		X	X
19	Analyze global influences on today's families		X	X
20	Analyze the role of family in teaching culture and traditions across the life span.		X	X
21	Analyze the role of family in developing independence, interdependence, and commitment of family members.		X	X
22	Identify and discuss the effects of change and transitions over the life course.		X	X
23	Develop and demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.	X	X	
24	Analyze situations which require crisis intervention	X	X	X
25	Explore physical, emotional, social, spiritual, and intellectual development.	X	X	X

<b>Content Standards</b>		Child Care and Development (6)	Child Development (HS)	Children A Closer Look (HS)
<b>II. Critical Thinking and Problem Solving</b> (continued)				
26	Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.	X		
27	Explore the role of nurturance on human growth and development.	X	X	X
28	Explore the role of communication on human growth and development.	X	X	X
29	Explore the role of family and social services support systems in meeting human growth and development needs.	X	X	X
30	Analyze the effects of self-esteem and self-image on relationships.	X		
31	Analyze communication styles and their effects on relationships.	X		
32	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span (Note: Minimal in child care)	X		X
33	Analyze expectations and responsibilities of parenting.	X	X	X
34	Analyze consequences of parenting practices to the individual, family, and society.	X	X	
35	Analyze societal conditions that influence parenting across the life span.	X	X	X

Content Standards		Child Care and Development (6)	Child Development (HS)	Children A Closer Look (HS)
<b>III. Interpersonal Communication and Collaboration</b>				
1	Apply communication skills in school, community and workplace settings.	X		X
2	Demonstrate teamwork skills in school, community and workplace settings.	X	X	X
3	Discuss community resources available to provide support to families.	X	X	X
4	Explain the roles and functions of individuals engaged in early childhood, education, and services.	X	X	X
5	Discuss and analyze family as the basic unit of society	X	X	X
6	Discuss the effect of heredity and environment on human growth and development.	X	X	
7	Discuss the effects of gender, ethnicity, and culture on individual development.	X		
8	Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.	X		
9	Explain the effects of personal standards and behaviors on interpersonal relationships.	X		
10	Demonstrate effective listening and feedback techniques.	X		
11	Explain cultural differences in roles and responsibilities of parenting.	X	X	
12	Apply communication strategies that promote positive self-esteem in family members.	X	X	X

<b>Content Standards</b>		Child Care and Development (6)	Child Development (HS)	Children A Closer Look (HS)
<b>IV. Productivity and Accountability</b>				
1	Define goals for life-long learning and leisure opportunities for all family members.			X
2	Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.	X	X	
3	Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.		X	
4	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.	X	X	X
5	Demonstrate sources of food and nutrition information, including food labels, related to health and wellness.	X	X	X
6	Choose nurturing practices that support human growth and development.	X	X	X
7	Apply criteria for selecting care and services for children.	X	X	

<b>Content Standards</b>		<b>Child Care and Development (6)</b>	<b>Child Development (HS)</b>	<b>Children A Closer Look (HS)</b>
<b>V. Leadership and Responsibility</b>				
1	Develop and demonstrate leadership skills and abilities in school.	X	X	X
2	Assess common practices and emerging research about discipline on human growth and development.	X	X	X
3	Assess the effects of abuse and neglect on children and families and determine methods for prevention.	X	X	X
4	Assess community resources and services available to families.	X	X	X

<b>Content Standards</b>		<b>Child Care and Development (6)</b>	<b>Child Development (HS)</b>	<b>Children A Closer Look (HS)</b>
<b>VI. Career Awareness</b>				
1	Analyze potential effects of career path decisions on balancing work and family.			X
2	Explore and develop a plan, including pathways to acquiring the knowledge and skills needed for career paths in family and community services.	X	X	X
3	Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.			X
4	Demonstrate job seeking and job keeping skills.			X
5	Discuss and explore opportunities for employment and entrepreneurial endeavors.	X	X	X
6	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.	X		X
7	Explain the roles and functions of individuals engaged in family and community services careers.	X	X	X

# Family & Consumer Science Curriculum – Child Development Competencies

## Grade 6 - Child Care & Development

### **I. Creativity & Innovation**

- 3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

### **II. Critical Thinking & Problem Solving**

- 1 Explore local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 4 Develop and demonstrate work ethic and professionalism.
- 6 Analyze options about providing safe and nutritious food for individuals and families.
- 10 Explore a variety of assessment methods to observe and interpret children's growth and development.
- 11 Explore cultural and environmental influences when assessing children's development.
- 12 Explore abilities and needs of children and their effects on children's growth and development.
- 13 Explore strategies that promote children's growth and development.
- 23 Develop and demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
- 24 Analyze situations which require crisis intervention
- 25 Explore physical, emotional, social, spiritual, and intellectual development.
- 26 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 27 Explore the role of nurturance on human growth and development.
- 28 Explore the role of communication on human growth and development.
- 29 Explore the role of family and social services support systems in meeting human growth and development needs.
- 30 Analyze the effects of self-esteem and self-image on relationships.
- 31 Analyze communication styles and their effects on relationships.
- 32 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span (Note: Minimal in child care)
- 33 Analyze expectations and responsibilities of parenting.
- 34 Analyze consequences of parenting practices to the individual, family, and society.
- 35 Analyze societal conditions that influence parenting across the life span.



# Family & Consumer Science Curriculum – Child Development Competencies

## Grade 6 – Child Care & Development (continued)

### **III. Interpersonal Communication & Collaboration**

- 1 Apply communication skills in school, community and workplace settings.
- 2 Demonstrate teamwork skills in school, community and workplace settings.
- 3 Discuss community resources available to provide support to families.
- 4 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 5 Discuss and analyze family as the basic unit of society
- 6 Discuss the effect of heredity and environment on human growth and development.
- 7 Discuss the effects of gender, ethnicity, and culture on individual development.
- 8 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 9 Explain the effects of personal standards and behaviors on interpersonal relationships.
- 10 Demonstrate effective listening and feedback techniques.
- 11 Explain cultural differences in roles and responsibilities of parenting.
- 12 Apply communication strategies that promote positive self-esteem in family members.

### **IV. Productivity & Accountability**

- 2 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
- 4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 5 Demonstrate sources of food and nutrition information, including food labels, related to health and wellness.
- 6 Choose nurturing practices that support human growth and development.
- 7 Apply criteria for selecting care and services for children.

### **V. Leadership & Responsibility**

- 1 Develop and demonstrate leadership skills and abilities in school.
- 2 Assess common practices and emerging research about discipline on human growth and development.
- 3 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
- 4 Assess community resources and services available to families.

# Family & Consumer Science Curriculum – Child Development Competencies

## Grade 6 – Child Care & Development (continued)

### **VI. Career Awareness**

- 2 Explore and develop a plan, including pathways to acquiring the knowledge and skills needed for career paths in family and community services.
- 5 Discuss and explore opportunities for employment and entrepreneurial endeavors.
- 6 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 7 Explain the roles and functions of individuals engaged in family and community services careers.

# Family & Consumer Science Curriculum – Child Development Competencies

## High School – Child Development

### **I. Creativity & Innovation**

- 2 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
- 3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

### **II. Critical Thinking & Problem Solving**

- 1 Explore local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 2 Explore and evaluate the effects of social, economic, and technological change on work and family dynamics.
- 3 Identify and apply factors that contribute to maintaining safe and healthy school, work and community environments.
- 4 Develop and demonstrate work ethic and professionalism.
- 5 Investigate community resources and systems of formal and informal support available to individuals and families.
- 6 Analyze options about providing safe and nutritious food for individuals and families.
- 8 Identify the effects of early childhood education, and services occupations on local, state, national, and global economies.
- 9 Analyze child development theories and their implications for educational and childcare practices.
- 10 Explore a variety of assessment methods to observe and interpret children's growth and development.
- 11 Explore cultural and environmental influences when assessing children's development.
- 12 Explore abilities and needs of children and their effects on children's growth and development.
- 13 Explore strategies that promote children's growth and development.
- 14 Analyze child development theories and their implications for educational and childcare practices.
- 15 Analyze cultural and environmental influences when assessing children's development.
- 16 Analyze abilities and needs of children and their effects on children's growth and development.
- 17 Analyze strategies that promote children's growth and development.
- 18 Analyze the role of family in transmitting societal expectations.
- 19 Analyze global influences on today's families
- 20 Analyze the role of family in teaching culture and traditions across the life span.
- 21 Analyze the role of family in developing independence, interdependence, and commitment of family members.

# Family & Consumer Science Curriculum – Child Development Competencies

## High School – Child Development

### **II. Critical Thinking & Problem Solving (continued)**

- 22 Identify and discuss the effects of change and transitions over the life course.
- 24 Analyze situations which require crisis intervention
- 25 Explore physical, emotional, social, spiritual, and intellectual development.
- 27 Explore the role of nurturance on human growth and development.
- 28 Explore the role of communication on human growth and development.
- 29 Explore the role of family and social services support systems in meeting human growth and development needs.
- 33 Analyze expectations and responsibilities of parenting.
- 34 Analyze consequences of parenting practices to the individual, family, and society.
- 35 Analyze societal conditions that influence parenting across the life span.

### **III. Interpersonal Communication & Collaboration**

- 2 Demonstrate teamwork skills in school, community and workplace settings.
- 3 Discuss community resources available to provide support to families.
- 4 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 5 Discuss and analyze family as the basic unit of society
- 6 Discuss the effect of heredity and environment on human growth and development.
- 11 Explain cultural differences in roles and responsibilities of parenting.
- 12 Apply communication strategies that promote positive self-esteem in family members.

### **IV. Productivity & Accountability**

- 2 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
- 3 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.
- 4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 5 Demonstrate sources of food and nutrition information, including food labels, related to health and wellness.
- 6 Choose nurturing practices that support human growth and development.
- 7 Apply criteria for selecting care and services for children.

# Family & Consumer Science Curriculum – Child Development Competencies

## High School – Child Development (continued)

### **V. Leadership & Responsibility**

- 1 Develop and demonstrate leadership skills and abilities in school.
- 2 Assess common practices and emerging research about discipline on human growth and development.
- 3 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
- 4 Assess community resources and services available to families.

### **VI. Career Awareness**

- 2 Explore and develop a plan, including pathways to acquiring the knowledge and skills needed for career paths in family and community services.
- 5 Discuss and explore opportunities for employment and entrepreneurial endeavors.
- 7 Explain the roles and functions of individuals engaged in family and community services careers.

# Family & Consumer Science Curriculum – Child Development Competencies

## High School – Children a Closer Look

### **I. Creativity & Innovation**

- 1 Assess the use of technology and its effect on quality of life.

### **II. Critical Thinking & Problem Solving**

- 1 Explore local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 3 Identify and apply factors that contribute to maintaining safe and healthy school, work and community environments.
- 4 Develop and demonstrate work ethic and professionalism.
- 5 Investigate community resources and systems of formal and informal support available to individuals and families.
- 6 Analyze options about providing safe and nutritious food for individuals and families.
- 7 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
- 13 Explore strategies that promote children's growth and development.
- 17 Analyze strategies that promote children's growth and development.
- 18 Analyze the role of family in transmitting societal expectations.
- 19 Analyze global influences on today's families
- 20 Analyze the role of family in teaching culture and traditions across the life span.
- 21 Analyze the role of family in developing independence, interdependence, and commitment of family members.
- 22 Identify and discuss the effects of change and transitions over the life course.
- 24 Analyze situations which require crisis intervention
- 25 Explore physical, emotional, social, spiritual, and intellectual development.
- 27 Explore the role of nurturance on human growth and development.
- 28 Explore the role of communication on human growth and development.
- 29 Explore the role of family and social services support systems in meeting human growth and development needs.
- 32 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span (Note: Minimal in child care)
- 33 Analyze expectations and responsibilities of parenting.
- 35 Analyze societal conditions that influence parenting across the life span.

# Family & Consumer Science Curriculum – Child Development Competencies

## High School – Children a Closer Look (continued)

### **III. Interpersonal Communication & Collaboration**

- 1 Apply communication skills in school, community and workplace settings.
- 2 Demonstrate teamwork skills in school, community and workplace settings.
- 3 Discuss community resources available to provide support to families.
- 4 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 5 Discuss and analyze family as the basic unit of society
- 12 Apply communication strategies that promote positive self-esteem in family members.

### **IV. Productivity & Accountability**

- 1 Define goals for life-long learning and leisure opportunities for all family members.
- 4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 5 Demonstrate sources of food and nutrition information, including food labels, related to health and wellness.
- 6 Choose nurturing practices that support human growth and development.

### **V. Leadership & Responsibility**

- 1 Develop and demonstrate leadership skills and abilities in school.
- 2 Assess common practices and emerging research about discipline on human growth and development.
- 3 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
- 4 Assess community resources and services available to families.

### **VI. Career Awareness**

- 1 Analyze potential effects of career path decisions on balancing work and family.
- 2 Explore and develop a plan, including pathways to acquiring the knowledge and skills needed for career paths in family and community services.
- 3 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.

# Family & Consumer Science Curriculum – Child Development Competencies

## High School – Children a Closer Look (continued)

### **VI. Career Awareness (continued)**

- 4 Demonstrate job seeking and job keeping skills.
- 5 Discuss and explore opportunities for employment and entrepreneurial endeavors.
- 6 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 7 Explain the roles and functions of individuals engaged in family and community services careers.



# **Instructional Support**

# **Assessment**

# Appendix