

Course Title: CTE Child Development/Preschool to School-Age

Credit: .5

Level: G

Grade: 10, 11, 12

Prerequisites: Child Development/Prenatal to Toddler is recommended

Course Description: This course is designed to study growth and development of children ages 3-6 years through project and experience based learning. Students will develop an understanding of preschool children through observation, visitation of childcare and preschool programs in the community, and teaching in a preschool setting. Approximately 8 off site visits are required for course completion and finding transportation will be the student's responsibility. Topics covered will include but are not limited to career opportunities, theories in practice, child abuse/neglect, and first aid/emergency training.

Adopted Text: Child Care Today, Glencoe

Content	Skills
HDPS 1.1 Apply concepts from human development theories to the preschool through school-aged children.	<ul style="list-style-type: none"> Observe growth and development in a preschool or elementary school setting Research educational theories and theorists Compare human development theories with current societal practices and conditions
HDPS 1.2 Analyze physical, social, emotional, cognitive development of preschool and school-aged children.	<ul style="list-style-type: none"> Identify what physical, social, emotional and cognitive development is and what it looks like at the preschool/school age level Create comparison charts of growth and development of different age groups Observe growth and development in a preschool or elementary school setting
HDPS 2.1 Examine the effects of culture, environment, and inherited influences on growth and human development.	<ul style="list-style-type: none"> Assess how culture, environment, and inherited traits influence growth and human development Compare and contrast child development practices from different cultures Compare/contrast cultural backgrounds and environments with classmates and analyze how they affected development
HDPS 2.2 Analyze the effects of life events	<ul style="list-style-type: none"> Research major life events and the impact they can have on development Create a life event timeline and discuss the impact that a major life even would have on the time line
HDPS 2.3 Analyze geographic, legislative, and global influences on growth and development.	<ul style="list-style-type: none"> Research laws that affect children and childcare Compare and contrast rural versus urban opportunities for young children
HDPS 3.1 Create and maintain a safe and healthy learning environment for preschool through school-aged children.	<ul style="list-style-type: none"> Plan and make safe and healthy meals/snacks Evaluate toys and other items for safety concerns Identify standards for issues like staff/child ratios, playground safety, spacing of cribs and sleeping areas, sanitations procedures Understand state mandatory reporting for childcare workers Identify signs of abuse and neglect Research importance of immunization and the effects it has on childcare facilities

	<ul style="list-style-type: none"> • Distinguish between safe and unsafe environments • Create a plan to deal with illness, accidents, emergencies while working with preschool/school age children
HDPS 3.2 Design strategies that promote physical, social, emotional and cognitive development.	<ul style="list-style-type: none"> • Create developmentally appropriate activities to enhance each area of growth and development • Plan and implement activities with a preschool or school aged child to promote physical, social, emotional and cognitive development • Create a publication as a resource for parents to help them promote development at home • Create a lesson plan for a day in a classroom
HDPS 3.3 Connect with support systems that provide for services for caregivers for preschoolers and school-aged children.	<ul style="list-style-type: none"> • Evaluate child care facilities within the community • Invite people from agencies within the community to talk about the support they have available to caregivers. • Highlight importance of support services available in the community • Create a resource/product for services available in various communities.
HDPS 4.1 Explain the roles and functions of individuals engaged in careers working with preschool to school-aged children.	<ul style="list-style-type: none"> • Job shadow a career professional working in preschool or elementary school level • Research roles and positions available in the ECE industry
HDPS 4.2 Summarize knowledge and skills for a career working with children.	<ul style="list-style-type: none"> • Research requirements needed for a career working with children • Reflect on skills students have now that qualify them to work with children

Course Title: CTE Child Development: Prenatal to Toddler

Credit: .5

Level: G

Grade: 9, 10, 11, 12

Prerequisites: None

Course Description: This course will focus on the social, physical, emotional, and intellectual development of a child from prenatal through age 3. It will include understanding patterns, sequences, and stages of development vital for guiding infants and toddlers. This class will not be geared just towards future parents, but for individuals seeking careers in education, health, medical, human service professions, and many other careers that involve working with infants and toddlers.

Adopted Text: The Developing Child, Glencoe

Content	Skills
HDPT 1.1 Investigate human development theories to predict infant and toddler behavior.	<ul style="list-style-type: none">• Identify human development theories• Reflect on the impact of developmental theories on infant and toddler• Compare human development theories with current societal practices and conditions• Chart age appropriate development according to theories
HDPT 1.2 Analyze socio-cultural, inherited, and environmental factors that influence infant toddler development.	<ul style="list-style-type: none">• Identify socio-cultural, inherited and environmental factors that influence infant and toddler development
HDPT 2.1 Critique healthy prenatal development and child birth.	<ul style="list-style-type: none">• Identify healthy prenatal development• Classify prenatal habits that are healthy for the mother and baby• Research prenatal concerns that can affect the mother and the child• Identify childbirth complications• Reflect on birth plan options they would consider
HDPT 2.2 Analyze the physical, emotional, social, and intellectual development of infants and toddlers.	<ul style="list-style-type: none">• Create timelines of milestones for infant and toddler development• Identify activities that will encourage and guide development of infant and toddlers physically, emotionally, socially and intellectually• Observe infant and toddlers at different ages and compare to normative development• Critique a safe and healthy environment for optimal infant and toddler development

Course Title: CTE Resources and Services for Life

Credit: .5

Level: G

Grade: 10, 11, 12

Prerequisites: None

Course Description: This course is designed and ran as a simulation for students who wish to broaden their knowledge of the consumer and management skills necessary for independent living. These include personal decision making, finding a place to live; job seeking strategies; managing resources; clothing maintenance; grocery shopping; and finding and maintaining transportation, insurance, and credit.

Adopted Text: Consumer Education and Economics, Glencoe

Content	Skills
IHS 1.1 Describe personal values, interests, and personalities.	<ul style="list-style-type: none"> • Take interest survey • Reflect on personality survey • Create a list of personal values they plan to live by
IHS 1.2 Identify personal abilities, learning styles and skills.	<ul style="list-style-type: none"> • Identify jobs they may or may not like in the workforce using a checklist of their abilities, learning styles and skills they have
IHS 1.3 Compare personal attributes to those needed for careers in Human Services.	<ul style="list-style-type: none"> • Research a career they have personal attributes for, creating a list of attributes needs for the position
IHS 2.1 Identify the Human Service Pathways.	<ul style="list-style-type: none"> • Examine current career trends across in South Dakota and Across the US
IHS 2.2 Examine current social issues and support agencies related to each of the Human Service pathways.	<ul style="list-style-type: none"> • Discuss how agencies meet societal needs. • Compare and contrast affordable quality housing •
IHS 3.1 Summarize ethical, legal and safety issues in Human Services.	<ul style="list-style-type: none"> • Distinguish ethical from unethical behavior in personal and professional context.
IHS 3.2 Demonstrate effective management skills.	<ul style="list-style-type: none"> • Use management skill concepts to solve non-routine problems within their life • Demonstrate various management Skills such as: time management, organization, appropriate use of resources, and stress management
IHS 3.3 Analyze the importance of a professional image and professional behavior.	<ul style="list-style-type: none"> • Identify professional behavior and effective communication skills in the workplace • Evaluate dress and behavior in a professional setting • Analyze the importance of appropriate use of Social Media
IHS 3.4 Demonstrate effective communication and conflict resolution strategies.	<ul style="list-style-type: none"> • Demonstrate conflict management and resolution skills • Demonstrate effective communication skills

Course Title: CTE Relationships Across the Lifespan

Credit: .5

Level: G

Grade: 11, 12

Prerequisites: None

Course Description: This class will focus on examining the function and dynamics of interpersonal relationships. Through this course, students will analyze healthy relationships with children and adults of all ages in the context of family and the workplace. These standards are designed to help students examine roles, responsibilities, influences, practices, and support related to the creating relationships along with communication in the family and in the workforce across the lifespan. The Real Care Baby Simulation OR an alternate research project is a requirement in this course

Adopted Text: Interpersonal Relationships, Goodheart-Willcox

Content	Skills
RAL 1.1 Demonstrate communication skills that contribute to positive relationships.	<ul style="list-style-type: none"> Name the parts of the communication cycle. Identify barriers to effective communication. Use "I" statements Understand the importance of body language Demonstrate active listening techniques Determine the cause and effect between communication and healthy relationships.
RAL 1.2 Identify effective conflict prevention and management strategies.	<ul style="list-style-type: none"> Role play conflict resolution strategies Understand different levels of appropriate communication and how to communicate with each to prevent conflict
RAL 1.3 Investigate the diversity of family roles and structures.	<ul style="list-style-type: none"> Identify family structures Chart the family live cycle Discuss diversity of family structure, roles and responsibilities of members in different family types Compare/Contrast families in the classroom
RAL 1.4 Recognize the influence that internal and external conditions have on interpersonal relationships.	<ul style="list-style-type: none"> Research internal and external conditions that influence interpersonal relationships
RAL 2.1 Assess conditions that impact relationships with children such as culture, society, and technology.	<ul style="list-style-type: none"> Research societal conditions that impact parenting practices. Reflect on personal nurturing experiences and how they have impacted your life. Discuss the pros and cons of modern technology effects on parents and children.
RAL 2.2 Examine roles and responsibilities of families including discipline, parenting styles, and nurturing strategies.	<ul style="list-style-type: none"> Identify different parenting styles Identify the roles and responsibilities of families Create a job description for a parent
RAL 3.1 Discuss the effect of lifestyle choices.	<ul style="list-style-type: none"> Identify lifestyle choices Identify needs, wants, values, and goals (S.M.A.R.T) of individuals across the lifespan Investigate the consequences of healthy and unhealthy lifestyle choices. Illustrate how Maslow's Hierarchy of Needs relates to your own life.

RAL 3.2 Contrast healthy and unhealthy relationships.	<ul style="list-style-type: none">• Discuss qualities of healthy and unhealthy relationship.• Identify warning signs of unhealthy behavior are present and when one should seek help.
RAL 3.3 Investigate the impact of aging in family and community relationships.	<ul style="list-style-type: none">• Illustrate the Family Life Cycle• Investigate roles and responsibilities of each of the life cycle stages• Create a list of resources each stage may need from the community

Course Title: CTE Fashion Design

Credit: .5

Level: G

Grade: 9, 10, 11, 12

Prerequisites: None

Course Description: Fashion Design is an applied knowledge course intended to help students explore different aspects of careers in the fashion design industry. Students will study the history of fashion, elements and principles of design related to fashion, textile composition and fashion illustration. Students will explore trends in fashion design and produce a fashion line.

Adopted Text: Fashion, Goodheart-Willcox

Content	Skills (SWBAT)
FD 1.1 Classify career opportunities in fashion design	<ul style="list-style-type: none">List fashion design careersIdentify and research one fashion career of interestCompare career opportunities in fashion designResearch and present information on a current fashion designer, including the path they took to become famous
FD 1.2 Identify basic resources commonly used in the fashion design industry	<ul style="list-style-type: none">Label given resources commonly used in the fashion design industry.
FD 2.1 Differentiate legal and copyright issues related to the fashion design industry	<ul style="list-style-type: none">Research and present current historical legal and/or copyright cases related to design and fashion.Submit a copyright requisition for their designed product for the fashion line
FD 2.2 Identify professional codes of ethics	<ul style="list-style-type: none">Rewrite professional code of ethics from the International Textile and Apparel Association for personal understanding
FD 3.1 Interpret the influences of art and media on fashion	<ul style="list-style-type: none">Compare and contrast art and clothing from the same time periodWatch clips of movies that were portraying time periods, clips of movies that were portraying futuristic clothing compare and contrast the similarities to what the actual clothing of the time period looked like
FD 3.2 Differentiate how politics, society, economics, culture, and aesthetics influence fashion	<ul style="list-style-type: none">Use old yearbooks to compare how past styles have changed and how they influence present fashion.Research clothing from a past decade to create a visible timeline of fashion and important events from the time period that influenced the clothing choices
FD 4.1 Classify clothing details used to recognize, understand, and interpret fashion	<ul style="list-style-type: none">Identify different clothing detailsResearch how clothing details have evolved through the years.
FD 4.2 Evaluate fibers, yarns, fabrics and finishes for end use	<ul style="list-style-type: none">Create a visual of the farm to store processFeel and identify different fabrics and finishes
FD 5.1 Critique fashion for application of the elements and principles of design	<ul style="list-style-type: none">Create a portfolio with examples illustrations/magazine clippings of each of the elements and principles of designCreate an illustration of fashion purposefully

	using some of the elements and principles of design
FD 5.2 Critique how color theory and color forecasting impact fashion design	<ul style="list-style-type: none">• Identify your seasonal color and outfits that would look best on you• Create an illustration of fashion purposefully using current color trends
FD 5.3 Create a fashion line	<ul style="list-style-type: none">• Prepare a portfolio of all fashion illustrations from class• Create an item to be used in a class fashion show

Course Title: CTE Interior Design

Credit: .5

Level: G

Grade: 10, 11, 12

Prerequisites: None

Course Description: This course will provide students with the opportunity to explore the history and current trends in interior design, career options related to the interior design industry, the elements and principles of design related to interiors, design and function of interior spaces, items used in interior environments, and interior design project presentation skills.

Adopted Text: Interior Design, Goodheart-Willcox

Content	Skills
FID 1.1 Explain the influence of past and present interior designers on the profession	<ul style="list-style-type: none"> • Create a timeline including past designers that identifies their style • Research current interior designers
FID 1.2 Describe current trends in the interior design profession	<ul style="list-style-type: none"> • Create a timeline including trends of interior designers • Create a sales pitch of why you should use one of the current trends of interior design
FID 2.1 Summarize career opportunities in the interior design profession	<ul style="list-style-type: none"> • List interior design careers • Identify and research one interior design career of interest • Compare career opportunities in interior design
FID 2.2 Evaluate relationship between designer and client	<ul style="list-style-type: none"> • Evaluate the designer/client relationship • Role play interacting with potential clients
FID 3.1 Analyze the effect and application of elements of design in interior design	<ul style="list-style-type: none"> • Create a portfolio with practical application examples of all the elements and design as related to interior design • Create a model interior space that incorporates the elements and principles of interior design
FID 3.2 Describe the use of principles of design in interior design	<ul style="list-style-type: none"> • Create a portfolio with practical application examples of all the elements and design as related to interior design • Create a model interior space that incorporates the elements and principles of interior design
FID 4.1 Explain the components of floor plans, such as living zones, circulation patterns, open and closed plans	<ul style="list-style-type: none"> • Label components of a floor plan on blue prints • Create a floor plan layout including the knowledge of the components of the floor plans
FID 4.2 Apply guidelines for space planning and traffic patterns in interior spaces	<ul style="list-style-type: none"> • Diagram traffic patterns on a floor plan • Create a floor plan layout including the knowledge of the space planning and traffic patterns
FID 4.3 Interpret blueprints and elevation drawings, including legends, keys, and architectural symbols	<ul style="list-style-type: none"> • Label components of a floor plan on blue prints • Create a key for a blue print that is already labeled

<p>FID 4.4 Demonstrate proficiency in basic concepts of scale drawings for interior space</p>	<ul style="list-style-type: none"> • Draw an interior space to scale • Make a scale model of a blue print/floor plan
<p>FID 5.1 Compare characteristics of different components of the interior environment, such as types of flooring, lighting, wall and surface finishes, and accessories</p>	<ul style="list-style-type: none"> • Research different types of flooring, lighting, wall and surface finishes and accessories • Create a chart of when each type of interior components should be best used
<p>FID 5.2 Distinguish key features of architectural structural elements, such as windows, doors, cabinetry, and fixtures</p>	<ul style="list-style-type: none"> • Label key architectural structural elements on a blue print • Create a chart of when each type of architectural structural element should best be used.
<p>FID 5.3 Compare different types of window treatments</p>	<ul style="list-style-type: none"> • Classify window treatments according to type
<p>FID 5.4 Formulate guidelines for selection of furniture</p>	<ul style="list-style-type: none"> • Develop furniture selection guides
<p>FID 6.1 Describe the basic components of project budgets used in interior design proposals</p>	<ul style="list-style-type: none"> • Categorize expenses of a budget for interior design proposal • Create a budget proposal outline
<p>FID 6.2 Identify characteristics of effective visual presentations tools used for interior design proposals</p>	<ul style="list-style-type: none"> • Define effective visual presentation tool characteristics • Choose a visual presentation tool using identified characteristics
<p>FID 6.3 Explain the components of verbal presentation of interior design proposals</p>	<ul style="list-style-type: none"> • Summarize verbal presentation components in a sample design proposal.
<p>FID 6.4 Apply concepts of proposal development to meet client's needs</p>	<ul style="list-style-type: none"> • Compose a design proposal for a specific client

Course Title: Food Concepts

Credit: .5

Level: G

Grade: 9, 10, 11, 12

Prerequisites: None

Course Description: This course is designed to explore safe and effective basic food preparation. Students will apply food selection and preparation guidelines. Topics include kitchen safety, food safety, quick breads, yeast breads, grains, eggs, fruit and vegetables, meats, & combination foods. **There will be a \$10.00 lab fee for this course.**

Adopted Text: Food for Today, McGraw-Hill

Content	Skills
<p>IFP 1 Students will demonstrate food safety and sanitation procedures. IFP 1.1 Apply established safety rules and guidelines to maintain a safe working environment</p>	<ul style="list-style-type: none"> -Students will explain procedures for handling and preventing common kitchen accidents. -Students will practice procedures for handling and preventing common kitchen accidents.
<p>IFP 1 Students will demonstrate food safety and sanitation procedures. IFP 1.2 Identify proper first-aid procedures for cuts, burns, and electrical shock</p>	<ul style="list-style-type: none"> -Students will identify common first-aid techniques appropriate for kitchen accidents.
<p>IFP 1 Students will demonstrate food safety and sanitation procedures. IFP 1.3 Identify health and hygiene best practices for food handling, e.g. handwashing; grooming and hygiene</p>	<ul style="list-style-type: none"> -Students will practice safe food handling. -Students will practice handwashing, proper grooming, and hygiene.
<p>IFP 1 Students will demonstrate food safety and sanitation procedures. IFP 1.4 Identify and apply sanitation rules and regulations</p>	<ul style="list-style-type: none"> -Students will explain and demonstrate sanitation rules and regulations for kitchen use.
<p>IFP 1 Students will demonstrate food safety and sanitation procedures. IFP 1.5 Identify methods that prevent food-borne illnesses and contamination</p>	<ul style="list-style-type: none"> -Students will explain procedures for safe food handling and storing.
<p>IFP 2 Students will apply skills related to kitchen equipment and management. IFP 2.1 Identify types, use and care of kitchen equipment</p>	<ul style="list-style-type: none"> -Students will identify kitchen equipment. -Students will compare and contrast different kitchen utensils and appliances. -Students will practice safe care and use of kitchen equipment
<p>IFP 2 Students will apply skills related to kitchen equipment and management. IFP 2.2 Identify food measurement terminology and abbreviations</p>	<ul style="list-style-type: none"> -Students will identify common cooking terms. -Students will differentiate between dry measurements and liquid measurements.
<p>IFP 2 Students will apply skills related to kitchen equipment and management. IFP 2.3 Demonstrate proper measuring techniques</p>	<ul style="list-style-type: none"> -Students will demonstrate proper measuring techniques for dry and liquid ingredients.
<p>IFP 2 Students will apply skills related to kitchen equipment and management. IFP 2.4 Apply mathematic concept through equivalents, recipe adjustments and conversions</p>	<ul style="list-style-type: none"> -Students will adjust recipes to be larger or smaller than indicated on the original recipe. -Students will identify common kitchen equivalents.

<p>IFP 2 Students will apply skills related to kitchen equipment and management. IFP 2.5 Identify basic food preparation terminology</p>	<ul style="list-style-type: none"> -Students will learn basic vocabulary related to food preparation.
<p>IFP 2 Students will apply skills related to kitchen equipment and management. IFP 2.6 Practice management skills, e.g. shopping lists, table settings, time management, budgeting, nutritional needs</p>	<ul style="list-style-type: none"> -Students will practice making grocery lists, setting tables appropriately, budgeting, and meeting nutritional needs according to My Plate. -Students will gain experience with time management during kitchen labs.
<p>IFP 3 Students will apply food selection and preparation guidelines while preparing foods. IFP 3.1 Identify components of selecting food products</p>	<ul style="list-style-type: none"> -Students will discuss techniques used to select the best food products when at the store.
<p>IFP 3 Students will apply food selection and preparation guidelines while preparing foods. IFP 3.2 Demonstrate preparation methods for basic food products, e.g. quick breads, yeast breads, eggs, fruit smoothies, soups, salads, open-faced sandwiches</p>	<ul style="list-style-type: none"> - Students will discuss the types of quick breads; the ingredients and their functions and differences between the muffin method and biscuit method of mixing quick breads. -Students will identify the steps in making yeast breads, and describe the procedure for making yeast breads. -Students will describe the structure of the egg; nutritional value; guidelines for buying and storing; and preparation methods. -Students will identify the nutrients found in fruits and vegetables, recognize qualities to look for when buying produce, and discuss guidelines for storing produce. -Students will discuss nutrients found in different types of combination foods, techniques to prepare combination foods, and ways to include all food groups when preparing combination foods.
<p>IFP 4 Students will identify career pathways within the food service industry. IFP 4.1 Recognize employment opportunities within the food service industry</p>	<ul style="list-style-type: none"> -Students will explore careers related to the food service industry. -Students will discuss different career options related to the food service industry.
<p>IFP 4 Students will identify career pathways within the food service industry. IFP 4.2 Explore education and training opportunities in the food service industry</p>	<ul style="list-style-type: none"> -Students will explain different career pathways related to education and training opportunities within the food service industry.

Course Title: *Advanced Food Concepts*

Credit: .5

Level: G

Grade: 9, 10, 11, 12

Prerequisites: Food Concepts

Course Description: This course will build upon information from Food Concepts with an introduction to culinary arts. The topics include safety and sanitation, menu planning and management, culinary terms and skills, yeast and quick breads, cake decorating, desserts, pastries, and appetizers. **There will be a \$10.00 lab fee for this course.**

Adopted Text: Introduction to Culinary Arts, Pearson

Content	Skills
FT 1.1 Determine the contributions of food science to society.	<ul style="list-style-type: none">• Understand the benefits and role of the food preservation and processing• Compare and contrast nutrition labels from various sources including food packaging, menus, websites, recipes
FT 1.2 Summarize food science in relation to social change and technological advances.	<ul style="list-style-type: none">• Debate a food science advancement and its long term effects including ethical, environmental, health, or societal
FT 1.3 Explain contributions of food science to changing food quality and availability.	<ul style="list-style-type: none">• Investigate methods used to preserve quality of food chain
FT 1.4 Investigate careers in food science, food processing, culinology, and food production industries.	<ul style="list-style-type: none">• Tour a virtual/local food processing facility
FT 2.1 Determine the steps in the scientific method and demonstrate its use in scientific experimentation.	<ul style="list-style-type: none">• In a food lab, conduct multiple experiments using heat, cold and chemicals to change a food product and illustrate how and why the heat, cold and chemicals can change foods.
FT 2.2 Demonstrate safe laboratory practices.	<ul style="list-style-type: none">• Download and review a Material Safety Data Sheets (MSDS) of chemicals found in the lab• Prepare a complete set of guidelines for students that clearly explain laboratory safety with chemicals and laboratory equipment.• Create a safety contract• Identify good hygiene practices and describe how hygiene affects food safety.• Explain the difference between cleaning and sanitization.• Apply proper procedures for cleaning and sanitizing tools and equipment.
FT 2.3 Classify the skills needed for valid and reliable scientific experiments.	<ul style="list-style-type: none">• Have students practice measuring various food ingredients and weigh the measured ingredients. Compare the weights obtained.• Compare and contrast scientific measurements to common kitchen measurements based on using the same recipe
FT 3.1 Differentiate the roles of the three phases of water in food preparation and food processing and food safety.	<ul style="list-style-type: none">• Explain why adding sugar or salt to moist foods decreases perishability
FT 3.2 Explain the chemical composition of macro nutrients in food processing and	<ul style="list-style-type: none">• Food lab using hard and soft ball comparison

preparation.	<p>of caramels</p> <ul style="list-style-type: none"> • Food lab to determine proper temperature of cooking protein foods • Food lab to investigate the properties of fat used in cooking or baking food
FT 3.3 Explain the chemical composition of micro nutrients in food processing and preparation.	<ul style="list-style-type: none"> • Investigate the vitamin and mineral content of foods using MyPlate.gov
FT 4.1 Recognize practices and procedures that minimize the risks of food borne illness.	<ul style="list-style-type: none"> • Compare and contrast situations in which contamination and cross-contamination occur. • Examine the conditions under which bacteria multiply rapidly using the acronym FAT-TOM. • Identify regulatory agencies that protect the public from food borne illness. • Create a poster identifying prevention of a food borne illness
FT 4.2 Differentiate how microorganisms act in food and their effect on food products.	<ul style="list-style-type: none"> • Demonstrate useful microorganisms as in lab making yogurt, root beer, cheese, or yeast bread
FT 4.3 Classify sources of contamination: chemical, physical and biological.	<ul style="list-style-type: none"> • Investigate a current food recall
FT 5.1 Differentiate sensory characteristics that affect food preferences.	<ul style="list-style-type: none"> • Compare and contrast the texture of different foods • Compare and contrast name brand and house brand
FT 5.2 Implement procedures for evaluation of sensory characteristics.	<ul style="list-style-type: none"> • Develop a taste panel form, test it in the lab
FT 6.1 Distinguish scientific advances that have changed the food supply.	<ul style="list-style-type: none"> • Debate in class the advantages/disadvantages of a change, which may include GMO's
FT 6.2 Focus on the use of technology in new food product development.	<ul style="list-style-type: none"> • Determine the new technologies in food processing that have changed our food supply for example, quality, shelf stability, nutrient content, availability, and convenience

Course Title: Culinary Arts I (CTE) – ProStart® Program

Credit: 1.0

Level: G

Grade: 10, 11, 12

Prerequisites: Advanced Food Concepts (Required)

Course Description: The ProStart® program prepares students for careers in the restaurant and foodservice industry. Topics include the history of food service, potatoes and grains, the lodging industry, the art of service, successful customer relations, preparing and serving safe food, preventing accidents and injuries, kitchen basics, food-service equipment, stocks, soups and sauces, working with people, management, business math, fruits and vegetables, and building careers in the food industry. Students will run Central Café one day a week and will cater additional events which may take place outside of class time. Students will also go through ServSafe® training. **There will be a \$20 lab fee for this course.** Students who complete year one, year two, and the internship can receive certification. **Culinary Arts I** will be offered in the fall.

Adopted Text: Foundations of Restaurant Management and Culinary Arts, Pearson

Content	Skills
1RMCA 1.1 Classify historical events and influences in the food service industry.	<ul style="list-style-type: none">• Develop presentations on famous chefs from history.
1RMCA 1.2 Summarize job acquisition skills needed for successful employment.	<ul style="list-style-type: none">• Write a thank you note to be used after completing a job interview.
1RMCA 1.3 Identify careers in the hospitality industry for employment and entrepreneurial endeavors.	<ul style="list-style-type: none">• Provide examples of career opportunities in foodservice industries.• Describe activities associated with the various departments within restaurant management and foodservice.• Categorize types of businesses that make up the tourism industry.• Identify career opportunities offered by travel and tourism.
1RMCA 2.1 Examine and apply sanitation procedures to ensure compliance with health codes.	<ul style="list-style-type: none">• Identify good hygiene practices and describe how hygiene affects food safety.• Explain the difference between cleaning and sanitization.• Apply proper procedures for cleaning and sanitizing tools and equipment.
1RMCA 2.2 Categorize potentially hazardous foods and food preparation practices.	<ul style="list-style-type: none">• Compare and contrast situations in which contamination and cross-contamination occur.• Examine the conditions under which bacteria multiply rapidly using the acronym FAT-TOM
1RMCA 2.3 Summarize proper food handling techniques.	<ul style="list-style-type: none">• Compare and contrast situations in which contamination and cross-contamination occur.• Examine the conditions under which bacteria multiply rapidly using the acronym FAT-TOM
1RMCA 3.1 Define safety procedures used to maintain a safe work environment.	<ul style="list-style-type: none">• Identify legal responsibilities for ensuring safe practices and work environment.• Define the role of Occupational Safety and Health Administration (OSHA) regulations.• Explain the Hazard Communication Standard requirements for employers.
1RMCA 3.2 Identify workplace hazards.	<ul style="list-style-type: none">• Identify electrical hazards that contribute to accidental fires.• Demonstrate proper lifting and carrying

	<p>procedures to avoid injury.</p> <ul style="list-style-type: none"> • Outline basic first aid concepts and procedures.
1RMCA 4.1 Execute basic kitchen skills used in food preparation.	<ul style="list-style-type: none"> • Label the parts of a standardized recipe and rank a selection of recipes according to how well the recipes are written. • Identify functions of several types of knives and demonstrate their proper uses by performing required basic knife cuts. • Calculate as purchased (AP) and edible portion (EP) amounts. • Calculate standard recipe cost and cost per serving.
1RMCA 4.2 Execute appropriate foodservice preparation techniques.	<ul style="list-style-type: none"> • Demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales, and scoops. • Demonstrate how to cut and mix foods using standard kitchen equipment. • Demonstrate how to hold and serve food and beverages using kitchen equipment. • Convert recipes to yield smaller and larger quantities.
1RMCA 4.3 Apply effective mise en place through practice.	<ul style="list-style-type: none"> • Select appropriate ingredients for a recipe. • Demonstrate proper methods to store and prepare foods. • Apply preparation techniques to create aesthetically pleasing foods.
1RMCA 5.1 Classify the four essential parts of stock and the proper ingredients for each.	<ul style="list-style-type: none"> • Employ proper storage techniques to guarantee food quality. • Use proper food preparation methods to prepare quality and aesthetically pleasing foods. • Identify cooling temperatures for soups and sauces for food safe storage.
1RMCA 5.2 Identify and describe different types of fruits and vegetables.	<ul style="list-style-type: none"> • Employ proper storage techniques to guarantee food quality. • Use proper food preparation methods to prepare quality and aesthetically pleasing foods. • Design a workspace for food preparation
1RMCA 5.3 Identify and describe different types of potatoes.	<ul style="list-style-type: none"> • Employ proper storage techniques to guarantee food quality. • Use proper food preparation methods to prepare quality and aesthetically pleasing foods. • Design a workspace for preparing food.
1RMCA 5.4 Identify and describe different types of grains and legumes.	<ul style="list-style-type: none"> • Use a variety of recipes and cooking methods to prepare grains and legumes. • Outline methods to select, receive, and store

	grains. <ul style="list-style-type: none"> • Identify and describe different types of pasta.
1RMCA 6.1 Compare different communication methods and processes.	<ul style="list-style-type: none"> • Distinguish between effective and ineffective communication with customers by using case studies and providing examples. • Demonstrate team work using each team member's strengths.
1RMCA 6.2 Explain the importance of customer service to the restaurant and food service industry.	<ul style="list-style-type: none"> • List ways to make a positive first impression in the foodservice industry • Role play examples to respond and resolve customer complaints.
1RMCA6.3 Demonstrate the different types of service used in the food service industry.	<ul style="list-style-type: none"> • List and describe the duties and responsibilities of traditional service staff. • Identify various serving tools and efficient ways to stock a service station. • Demonstrate procedures for properly setting and clearing items

Course Title: Culinary Arts II (CTE) – ProStart® Program

Credit: 1.0

Level: G

Grade: 10, 11, 12

Prerequisites: Culinary Arts I

Course Description: Topics addressed include nutrition, desserts and baked goods, breakfast foods and sandwiches, salads and garnishes, meat, poultry, seafood, marketing and the menu, controlling food costs, purchasing and inventory, sustainability in the restaurant and foodservice industry and global cuisine. **There is a \$20.00 lab fee for this course.** Students will run Central Café one day a week and will cater additional events which may take place outside of class time. Students who complete year one,

year two, and the internship can receive certification. **Culinary Arts II** will be offered in the spring to allow for participation in the ProStart culinary and management competition.

Adopted Text: Foundations of Restaurant Management and Culinary Arts, Pearson

Content	Skills
2RMCA 1.1 Classify career opportunities in culinary arts.	<ul style="list-style-type: none"> • Conduct interview with a professional in hospitality and culinary industry using different media.
2RMCA 1.2 Differentiate knowledge and skills necessary for the restaurant, food service and beverage industry.	<ul style="list-style-type: none"> • Use a case study to learn the different skills and knowledge needed to complete a task.
2RMCA 2.1 Describe techniques for food preparation that preserve nutrients.	<ul style="list-style-type: none"> • Identify foods that contain the six essential nutrients and create a brochure or online fact sheet
2RMCA 2.2 Demonstrate menu modifications based on standardized recipes to meet consumer needs.	<ul style="list-style-type: none"> • Revise recipes to improve their nutritional value in the diet.
2RMCA 2.3 Apply measuring techniques in relation to a standardized menu.	<ul style="list-style-type: none"> • Explain the role that standardized recipes play in maintaining product consistency. • Identify different measuring systems and the abbreviations. • Distinguish between volume and liquid measurements. • Convert recipes to yield smaller and larger quantities.
2RMCA 3.1 Demonstrate common food production skills.	<ul style="list-style-type: none"> • Identify types of knives used in the food production kitchen. • Demonstrate proper knife safety, sanitation, and maintenance. • Apply effective mise en place practices. • Demonstrate effective time management.
2RMCA 3.2 Classify the characteristics found in breakfast foods and sandwiches.	<ul style="list-style-type: none"> • Employ proper storage techniques to guarantee food quality. • Use proper food preparation methods to prepare breakfast foods that are nutritious and aesthetically pleasing. • Use proper food preparation methods to prepare sandwiches that are nutritious and aesthetically pleasing
2RMCA 3.3 Demonstrate food preparation techniques used for salads and garnishes.	<ul style="list-style-type: none"> • Employ proper storage techniques to guarantee food quality. • Use proper food preparation methods to prepare foods to be nutritious and aesthetically pleasing. • Apply food garnish skills for plate presentation.
2RMCA 3.4 Demonstrate food preparation techniques used with desserts and baked products.	<ul style="list-style-type: none"> • Compare basic baker's ingredients and role in baked goods. • Compare quality, cost, and consistency of convenience versus from scratch products.

<p>2 RMCA 3.5 Demonstrate food preparation techniques used with meats, poultry, and seafood.</p>	<ul style="list-style-type: none"> • Employ proper storage techniques to guarantee food quality. • Create a poster identifying meat, poultry, or seafood storage in a refrigerator. • Demonstrate dry heat, moist heat and combination cooking methods, identifying the foods best suited for each method.
<p>2 RMCA 3.6 Examine and compare the food preparation techniques and flavoring styles of the global cuisines.</p>	<ul style="list-style-type: none"> • Distinguish the cultural influences of food. • Explore the ingredients used in global cuisine.
<p>2 RMCA 4.1 Describe marketing techniques in managing a foodservice operation.</p>	<ul style="list-style-type: none"> • Distinguish among and discuss basic marketing concepts such as product service mix, marketing mix, and market trends. • Outline the components of a marketing plan. • Create, write, and analyze a restaurant promotion.
<p>2 RMCA 4.2 Use math skills needed to calculate and control foodservice costs.</p>	<ul style="list-style-type: none"> • Analyze the relationship between cost and sales to determine food cost percentage. • Calculate projected revenue, average cover, and find revenue level. • Calculate the average sales per customer. • Determine selling prices using the food cost percentage method.
<p>2 RMCA 4.3 Identify purchase and inventory management to control food service costs.</p>	<ul style="list-style-type: none"> • Analyze the steps of the purchasing process. • Describe factors that affect food prices.