

**A. Course Information**

Grade Level: 9

Length of Course: One Semester

Type: Non- tracked

Recommendation for Enrollment : The students enrolled in this course are interested in becoming selected into the culinary academy. This class must be successfully completed before enrolling into Introduction to Culinary Arts.

**B. Brief Description of the Course:**

Core A serves as the introductory course in a coherent sequence of courses in Consumer and Family Studies. It has foundation instruction for the career pathways through many content areas including foods and nutrition, family life, child development, fashion and apparel and leadership skills.

**C. Board-adopted Textbook:**

Louise A. Liddell. Building Life Skills. (Copyright 2008) Goodheart-Willcox Company. Adopted 2008.

**D. Supplementary Instructional Materials:**

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Media
2. Guest speakers
3. Current pamphlets, periodicals, newspaper articles
4. Work Samples
5. Projects
6. Computer Activities
7. Individualized learning activities

**E. Brief Outline of Course Content:**

1. Foods and Nutrition
  - a. Safety and sanitation
  - b. Food Preparation
  - c. Equipment and supplies
  - d. Nutrition and dietary needs
  - e. Budgeting time, energy, resources

2. Child Development
  - a. Nutrition and safety
  - b. Teen parenting issues
3. Family Living
  - a. Building intergenerational relationships
  - b. Conflict and crisis resolution
  - c. Environmental concerns
4. Individual and Family Health
  - a. Health and safety in family and work environments
  - b. Potential health risks and hazards
  - c. Community resources
  - d. Economic impact of health care issues
5. Consumer Education
  - a. Steps in the decision-making process
  - b. Budgeting for personal needs
  - c. Consumer rights and responsibilities
  - d. Influences of the media on consumer decision
6. Image and Apparel Decision
  - a. Selecting wardrobe for the appropriate occasions
  - b. Grooming and appearance to meet social, physical, and psychological needs
  - c. Budgeting resources to meet clothing needs
7. Leadership/careers
  - a. Using leadership skills in a diverse setting
  - b. Exploring career pathways
  - c. Working cooperatively in team and group settings
  - d. Employability
  - e. Thinking skills

**F. Content Standards for CORE A—CULINARY EMPHASIS:**

The Consumer and Family Studies Comprehensive Core serves as the introductory course in a coherent sequence of courses that includes many concentration courses and culminates in a capstone course in one of the related HECT career pathways. This course includes instruction in many of the CFS content areas and is the foundation instruction for the career pathways through the many content areas. The following standards will be covered as per the State Department of Education:

- 2.2 Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development.
- 7.2 Analyze and apply safety and sanitation practices that can be used to prevent and treat childhood illnesses and accidents.
- 7.3 Describe, plan, and evaluate a nutritionally balanced diet which promotes a child's optimum health.
- 8.1 Define values, goals, needs, and wants.
- 8.2 Define and apply personal values, short- and long-term goals, needs, and wants as they relate to consumer decisions.
- 8.3 Identify the key steps in decision-making models and apply the process to a variety of consumer situations.

- 8.7 Evaluate sources of information about goods and services to determine their reliability.
- 8.8 Identify, compare, and evaluate retail and wholesale sources for consumer goods and services.
- 8.9 Evaluate warranties, guarantees, and labels for consumer purchases.
- 9.2 Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyle.
- 9.10 Evaluate information about available financial services.
- 9.11 Compute the cost of credit and compute various sources of credit.
- 9.12 Relate the effective use of loans to the ability to achieve short- and long term goals.
- 10.1 Explain consumer rights and responsibilities.
- 10.2 Analyze acceptable and ethical consumer practices and behaviors.
- 10.7 Identify the purposes for which taxes are collected at the local, state and federal levels.
- 10.8 Analyze the consequences of consumer legislation on consumers, business and the economy.
- 10.13 Identify factors that determine supply and demand.
- 10.14 Analyze the effects of increase and decreases in supply and demand on price and quantity.
- 10.15 Describe ways in which competition affects the quantities and prices of goods and services available to consumers.
- 14.2 Apply strategies for coping with personal, social and work related conflicts and crises.
- 15.2 Differentiate between appropriate and inappropriate dress for a variety of social, casual and workplace situations.
- 20.1 Select fashion, textile and apparel products that are appropriate for a variety of situations.
- 21.2 Compare an individual's daily diet with average needs for each food group in the USDA MyPyramid based on age, gender, and physical activity.
- 22.2 Employ sanitary practices before, during, and after food preparation and service.
- 22.3 Demonstrate and compare the proper techniques for safe storage and preparation of food.
- 23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products.
- 23.10 Use appropriate equipment and techniques for dry and liquid measurements.
- 27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment.
- 36.2 Determine and compare appropriate caloric and energy needs to maintain, lose, or gain weight through the life cycle.
- 37.2 Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance and health.
- 40.1 Identify the relationship of the content areas for consumer and family studies to the come economics related career pathways.
- 43.1 Explain how consumer and family studies knowledge and skills can be transferred to advanced education and careers, including entrepreneurship.

## **1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the career technical area that they choose.

### **1.1 Mathematics**

Specific applications of Number Sense standards (grade seven):

- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

- (1.6) Calculate the percentage of increases and decreases of a quantity.
  - (2.2) Add and subtract fractions by using factoring to find common denominators.
- Specific applications of Mathematical Reasoning standards (grade seven);
- (2.8) Make precise calculations and check the validity of the results from the context of the problem.
- Specific applications of Algebra I standards (grades eight through twelve):
- (13.0) Students add, subtract, multiply, and divide rational expression and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- Specific applications of Geometry standards (grades eight through twelve):
- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

## 1.2 Science

Specific applications of Chemistry standards ( grades nine through twelve);

- (10.c) Students know amino acids are the building blocks of proteins.

## 2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

### 2.1 Reading (English-Language Arts (E.L.A.) Reading Comprehension)

Specific applications of Reading Comprehension standards (grades nine and ten):

- E.L.A. 9/10 (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

### 2.2 Writing (E.L.A. 2.0 Writing Applications)

Specific applications of Writing Strategies and Applications standards (grades nine and ten)

- E.L.A. 9/10 (2.5) Write business letters:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - c. Highlight central ideas and images.
  - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- E.L.A. 9/10 (2.6) Write technical documents
  - a. Report information and convey ideas logically and correctly.
  - b. Offer detailed and accurate specifications.
  - c. Include scenarios, definitions, and examples to aid comprehension.
  - d. Anticipate readers' problems, mistakes, and misunderstandings.
- 2.4 Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.
- 2.5 Use appropriate vocabulary and the specialized terminology of the industry.
- 2.6 Understand verbal and nonverbal communication and respond appropriately.
- 2.7 Understand trends and new information by reading and interpreting the professional literature of the professions within a selected career pathway.

## 3.0 Career Planning and Management

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

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3. Develop a career plan that is designed to reflect career interests, pathways, and post secondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job application, resume writing, interviewing skills and preparation of a portfolio.

#### **4.0 Technology**

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments.

- 4.4 Use appropriate technology in the chosen career pathway.

#### **5.0 Problem Solving and Critical Thinking**

Students understand how to create alternative solutions by using critical and creative thinking skills - Such as logical reasoning, analytical thinking, and problem solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work related issues and tasks.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work and community life.

#### **6.0 Health and Safety**

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

- 6.1 Know the policies, procedure, and regulations regarding health and safety in the workplace including employers, and employees' responsibilities.
- 6.2 Understand the critical elements of health and safety practices related to storing, cleaning and maintaining tools, equipments and supplies.

#### **7.0 Responsibility and Flexibility**

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to carried roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

## **8.0 Ethics and Legal Responsibilities**

Students understand professional, ethical and legal behavior consistent with applicable laws, regulations and organizational norms;

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

## **9.0 Leadership and Teamwork**

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community and workplace settings.
- 9.2 Understand the ways in which paraprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others

### Workplace Skills

Students will demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for this level of coursework:

#### **I. Basic Employability Skills**

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

#### **II. Employee Relations Skills**

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills

- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

### **III. Job Success Skills**

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

### **G. Assessment Procedures:**

The following is a list of techniques that may be used in assessing student progress and/or achievement:

1. Exams
2. Quizzes
3. Research papers
4. Homework Assignments
5. Projects
6. Classroom Participation
7. Final Exams
8. Classroom assignments