

2026 – 2027

FAMILY AND CONSUMER SCIENCES COURSES

KENTUCKY CTE
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Today's Career and Technical Education



FAMILY AND CONSUMER SCIENCES COURSES

2026 – 2027

Table of Contents

FAMILY AND CONSUMER SCIENCES COURSES.....	2
080310 Entrepreneurship	4
080719 Financial Literacy.....	6
200113 FCS Essentials	8
200161 FCS Essentials Health.....	9
200171 Relationships	11
200173 Parenting	12
200191 Consumer and Family Services Co-op	13
200192 Consumer and Family Services Internship	14
200199 FCS Leaders at Work	15
200201 Early Childhood Education Internship.....	17
200210 Early Childhood Education Co-op.....	18
200223 Early Lifespan Development.....	19
200226 Middle to Late Lifespan Development	20
200261 Child Development Services I.....	21
200262 Child Development Services II.....	22
200291 Fundamentals of Teaching Co-op	23
200292 Fundamentals of Teaching Internship	24
200409 Culinary Arts Co-op	25
200411 Culinary Arts I	26
200412 Culinary Arts II	28
200414 Fundamentals of Dietetics	30
200415 Nutritional Food Science	31
200416 Nutritional Food Science (Interdisciplinary)	32
200441 Foods and Nutrition	33
200442 Advanced Foods and Nutrition	35
200478 Culinary Arts Internship	37
200491 Food Science and Dietetics Co-op	38

200492 Food Science and Dietetics Internship	39
200601 Hospitality, Travel, Tourism and Recreation Internship	40
200610 Principles of Hospitality	41
200641 Specialized Services in Hospitality	42
200690 Hospitality, Travel, Tourism and Recreation Co-op	43
200801 Fashion and Interior Design Internship	44
200810 Fashion and Interior Design Co-op	45
200821 Fashion and Interior Design I	46
200825 Fashion and Interior Design II	47
200826 Fashion and Interior Design III	48
201015 Consumer Economics within Social Studies	49
331020 Principles of Teaching I	51

080310 Entrepreneurship

This course is designed to provide students with the skills needed to effectively organize, develop, create, and manage their own business. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, operations, promotion, and selling. The culminating project of the course is the development of a comprehensive business plan. Cooperative education or shadowing experiences may be used to enhance course instruction. DECA, FBLA (Future Business Leaders of America) and/or Family, Career and Community Leaders of America (FCCLA) will be an integral component of course content and leadership development.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Utilize computers and electronic equipment, business software, web software, and other kinds of technology to collect, organize, and communicate information and ideas.
2. Explain career strategies associated with entrepreneurship.
3. Conduct self-assessment to determine entrepreneurial potential.
4. Explain the factors and personality traits that contribute to the success of a small business entrepreneur.
5. Explain the importance of customer service to an entrepreneur.
6. Describe the financial statements needed for a business plan and the purposes of financial planning.
7. Investigate the role of international trade, opportunities of global markets, and the potential of international trade.
8. Describe the legal considerations for starting a business.
9. Formulate a business plan and describe its components, recognizing the many roles of a small business owner.
10. Identify sources of business start-up information.
11. Discuss market analysis to determine the target market.
12. Examine the role of management in a successful business, specific management techniques for small business, and management strategies.
13. Analyze the risks and rewards of starting a business.
14. Analyze pricing in the marketing mix, pricing strategies, and the establishment of a pricing strategy.
15. Evaluate types of business ownership.
16. Determine the cost of the product (breakeven, markup).
17. Explain the nature of overhead and operating expenses.
18. Identify, evaluate, and select sources for financing a business venture.
19. Identify training procedures, hiring policies, and rights and responsibilities of small business employees.
20. Explain the types of promotion.
21. Prepare a promotional budget.
22. Select and analyze computer software and hardware options for small businesses; examine the benefits of organizational membership.
23. Demonstrate technology skills needed in the workplace.
24. Exemplify entrepreneurship decision-making through projects and simulations.
25. Identify individual work habits and ethics (individual and team skills, confidentiality,

problem-solving, punctuality, self-discipline, and communication skills) and explain their importance in the workplace.

26. Apply math and communication skills within the technical content.

080719 Financial Literacy

The goal of the Financial Literacy elective course is to equip students with the knowledge needed to make informed financial decisions that contribute to life-long financial stability. This course aligns to the *Kentucky Academic Standards for Financial Literacy* and focuses on student understanding and skills in such areas as money management, budgeting, savings and investing, financial goal attainment, debt, the wise use of credit, insurance and risk management (including personal insurance policies) and taxes. Throughout the course, students explore the necessity of critically reviewing documents prior to signing agreements, practice providing a signature in cursive, and examine real-world challenges that individuals commonly encounter when responsibly managing their personal finances. Leadership development can be provided through DECA, FBLA, and/or FCCLA.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Explain how different career choices, education levels, and training correlate with potential lifetime income and personal financial goals.
2. Analyze how economic conditions (e.g., job outlook, cost of living) affect income and career opportunities.
3. Identify and evaluate various funding sources for post-secondary education (e.g., loans, grants, scholarships) and understand the FAFSA process.
4. Students can compare different compensation methods (hourly, salary, commission) and evaluate the value of benefits and retirement plans.
5. Interpret a paycheck stub and differentiate between gross, net, and taxable income, along with the purpose of common IRS forms (W-4, W-2).
6. Interpret the key components of a credit report and explain how credit scores impact financial options.
7. Analyze the costs and benefits of using credit, including understanding APR, grace periods, and the "5 C's of Creditworthiness."
8. Identify strategies for controlling and managing debt, including understanding the implications of bankruptcy.
9. Identify the role of emotions, attitudes, and personal responsibility in financial choices and analyze opportunity costs.
10. Apply a structured decision-making model (e.g., PACED) to solve a financial problem.
11. Explain how social factors, economics, peer pressure, status, and ads (e.g., bandwagon, emotional appeal) sway buying, and explore their positive/negative effects (e.g., misleading info, social media).
12. Develop a personal budget based on calculated income and categorize expenses (fixed, variable, periodic).
13. Emphasize proactive budget priorities such as "pay yourself first," emergency funds, and insurance.
14. Compare tools for tracking budgets and explain the importance of comparison shopping and negotiation in purchasing.
15. Develop a system for securely maintaining and disposing of personal financial documents.
16. Identify major types of financial institutions and differentiate between their common products (e.g., checking, savings, CDs).

17. Demonstrate how to use various payment methods, including checks, debit cards, and digital services.
18. Compare different types of financial professionals, their credentials, compensation, and potential conflicts of interest.
19. Explain the concept of the time value of money, analyze inflation's effect on purchasing power, and calculate compound interest.
20. Differentiate between insured deposits and uninsured investments, and describe basic characteristics of stocks, bonds, mutual funds, and IRAs.
21. Explain the components of a prudent investment strategy, including risk vs. reward, risk tolerance, diversification, and rebalancing.
22. Explain the three functions of money (medium of exchange, unit of measure, store of value) and how it facilitates economic activity.
23. Explain how the government uses taxation and social insurance programs, and how supply and demand determine prices in markets.
24. Identify the role and function of key financial regulatory agencies (e.g., Federal Reserve, FDIC, SEC, IRS).
25. Identify common risk management strategies (e.g., insurance, emergency funds) and differentiate between major types of insurance (e.g., health, auto, life, homeowners).
26. Identify strategies to avoid identity theft and fraud, describe steps for recovery, and recognize common financial scams.

200113 FCS Essentials

This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore and select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, the introduction of textiles, interiors and design, financial management, parenting, establishing healthy relationships, creating a foundation for healthy lifestyles, and nutrition.

Recommended Grade Level: 9 – 10

Recommended Credit: 1

Students will:

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

200161 FCS Essentials Health

FCS Essentials Health is a .5 credit, interdisciplinary elective course that can serve as a student's health education requirement. Students gain an understanding of the knowledge, attitudes, skills, and behaviors impacting health lifestyles. This course provides basic principles of individual and family well-being, wellness, nutrition, non-communicable diseases, goals, decisions, time management, stress management, behavioral choices, mental health problems, conflict resolution, body systems and structure, first aid, emergencies and safety, and related careers.

Recommended Grade Level: 9 – 10

Recommended Credit: .5

Students will:

1. Describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases such as hepatitis, tuberculosis, STI (sexually transmitted infections) and HIV (Human Immunodeficiency Virus) and non-communicable diseases such as cancer, diabetes, obesity, cardiovascular disease, arthritis, and osteoporosis.
2. Explain the process of human reproduction and development through conception, birth, childhood, adolescence, and adulthood, and explain its impact on an individual's well-being.
3. Identify some positive and negative influences of peers on adolescent behavior.
4. Compare causes, symptoms, and treatment of mental and emotional health for individuals and families.
5. Evaluate the risks, such as sexually transmitted infections, unwanted pregnancies, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome), of being sexually active and the strategies for delaying sexual activity, including abstinence, using refusal skills, talking with parents, doctors, and counselors.
6. Use the decision-making process.
7. Plan a personal budget.
8. Analyze how responsible use of machinery, motorized vehicles, and firearms reduces the risk of accidents and saves lives.
9. Explain proper first aid procedures, CPR (cardiopulmonary resuscitation), and rescue breathing for responding to emergency situations.
10. Develop personal short-term and long-term goals.
11. Identify physical, psychological, social, and health influences on personal wellness and practice social skills such as dining etiquette and social media.
12. Analyze the causes and consequences of diet, exercise, rest, and other substance choices on various body systems.
13. Explain ways to make responsible buying decisions in relation to wants and needs.
14. Plan menus for a day using the Dietary Guidelines for Americans/MyPlate and evaluate a meal for essential nutrients.
15. Analyze advertising techniques that influence a consumer's decision.
16. Evaluate financial management practices, including budgeting, banking, savings, investments, and credits.
17. Predict how consumer actions impact the environment.
18. Evaluate food labels and nutritional facts for nutritional content.
19. Evaluate the consequences of high-risk behaviors.
20. Develop a plan to improve social skills.

21. Describe the relationship between agencies (public, private and non-profit) and compare services.
22. Compare consumer products and services.
23. Demonstrate employability and social skills relevant to the career cluster.
24. Analyze career pathways in Human Services and Health Sciences.
25. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
26. Apply math, science, and communication skills within technical content.

200171 Relationships

This course assists students to develop self-understanding, understanding of others, interpersonal skills, awareness of others' needs, and physical, mental, and emotional wellness. Family life education comprises a portion of this course, including dating and married relationships. Preparations for and the achievement of a successful marriage are emphasized.

Recommended Grade Level: 10 – 12

Recommended Credit: .5 – 1

Students will:

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

200173 Parenting

This course is designed to educate students in parenting and caregiving skills that can be applied in a variety of situations. Major topics include the family, roles and responsibilities of parenting, preparing for a family, conception, prenatal and birth, infancy, health and safety, and early childhood education careers. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA).

Recommended Grade Level: 10 – 12

Recommended Credit: .5 – 1

Students will:

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

200191 Consumer and Family Services Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised worksite experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

200192 Consumer and Family Services Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

200199 FCS Leaders at Work

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

Recommended Grade Level: 9 – 12

Recommended Credit: .5 – 1

Students will:

1. Assess individual personality traits and use them to create a professional growth plan.
2. Utilize leadership styles and personality inventories to assign roles and responsibilities.
3. Apply the decision-making process effectively.
4. Develop personal and professional goals using the SMART goals template.
5. Model proper communication skills in the workplace.
6. Perform the elements of effective public speaking to convey information to an audience.
7. Discuss how teams can contribute to an organization's effectiveness.
8. Use problem-solving techniques to mediate conflicts that occur in the workplace.
9. Analyze the history of Family and Consumer Sciences and its impact on today's society.
10. Explain the historical foundations of Family and Consumer Sciences, its evaluation over time, its mission, and its focus.
11. Analyze career opportunities in each of the FCS (Family and Consumer Sciences) Career Pathways with an emphasis on Family and Consumer Sciences Education.
12. Appraise the importance of Family and Consumer Sciences Education.
13. Defend the need for Family and Consumer Sciences Teachers in public and private settings.
14. Advocate for Family and Consumer Sciences Education.
15. Analyze organizational structures and their components including bylaws, officers, committees, and program of work.
16. Explain the procedures of parliamentary law using Robert's Rules of Order.
17. Demonstrate the use of proper parliamentary procedure skills.
18. Assess the importance of active membership and leadership in professional organizations in terms of growing as a professional and keeping abreast of new information in your field. (Examples: ACTE, KACTE, NATFCS, KATFCS, AAFCS, KAFCS, Family, Career and Community Leaders of America (FCCLA) Alumni and Associates, FCSEA, NEA, KEA, and career pathway-related professional organizations.)
19. Correlate the role of service learning with social responsibilities and needs.
20. Collect data to defend the need for a service-learning project.
21. Construct professional written communication such as business letters, business emails, cover letters, letters of application, resumes, memos, and other forms of correspondence.
22. Demonstrate appropriate professional etiquette.
23. Understand the importance of an ethical climate in the workplace.
24. Develop a tool to increase time management, planning skills, and organization in the workplace.

25. Justify the value of diversity in the workplace (cultural, socio-economic, ethnicity, disability, gender).
26. Determine the impact of social, economic, cultural, and technological forces on employee development and performance through evaluation tools.
27. Practice confidentiality and other workplace policies in work-based learning placements.
28. Integrate new technology trends in the workplace utilizing web tools, new software programs and hardware.
29. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
30. Apply math, science, and communication skills within technical content.

200201 Early Childhood Education Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

200210 Early Childhood Education Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised worksite experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

200223 Early Lifespan Development

This course addresses the topics of early lifespan development, including conception and pregnancy, labor and delivery, infants, toddlers, preschoolers, school-age children, health and safety, and exceptional children. Students will explore career opportunities within the early childhood education industry. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA).

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

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

200226 Middle to Late Lifespan Development

This course addresses the practical problems related to understanding the areas and stages of lifespan development, reviewing the effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, and promoting optimum growth and development in middle childhood, adolescence, adulthood, and elderly stages. Careers in human development and adult care services are explored.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

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

200261 Child Development Services I

This course provides training for entry-level positions in early childhood education programs. Students study professionalism, employability skills, child growth and development, health, safety and nutrition, learning environments and curriculum, child assessment, program management and evaluation as well as family and community partnerships. The subject content is reinforced with work experience in a variety of childcare establishments. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 2

Students will:

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

200262 Child Development Services II

Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to further their training in early childhood education. Students gain in-depth work experiences in childcare establishments, preschool centers, and other early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

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

200291 Fundamentals of Teaching Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised worksite experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

200292 Fundamentals of Teaching Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

200409 Culinary Arts Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised worksite experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

200411 Culinary Arts I

This advanced course allows students to increase competencies in a variety of food preparation techniques. Emphasis will be placed on food presentation, garnishing, menu planning, and the skills necessary to prepare for a career in the culinary arts profession.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

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

36. Practice and implement HACCP (Hazardous Analysis Critical Control Point) concepts.
37. Examine opportunities for acquiring industry certifications.
38. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
39. Apply math, science, English/language arts, and communication skills within technical content.

200412 Culinary Arts II

In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided, and higher levels of skills are taught. Time is provided for work-based learning opportunities.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

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

28. Update employability portfolio.
29. Demonstrate employability and social skills relevant to the career cluster.
30. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
31. Apply math, science, and communication skills within technical content.

200414 Fundamentals of Dietetics

This course provides an overview of the dietetics field of work, including the study of professional ethics and practices, career training and credentialing requirements, dietary research, lifespan and community nutrition, counseling and communication, and legislative law related to the field of dietetics and human nutrition. Laboratory instruction and work-based learning opportunities should be provided through the course curriculum.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 2

Students will:

1. Explore career opportunities within the dietetics field.
2. Demonstrate employability and social skills relevant to the dietetics field.
3. Create a portfolio to use when applying for internships and work-based learning opportunities in the dietetics and nutrition industries.
4. Review the functions of the six essential nutrients.
5. Outline the dietary requirements for the six essential nutrients.
6. Analyze nutrient requirements across the lifespan, addressing the diversity of people, cultures, and religions.
7. Produce dietary plans for individuals with specific dietary needs.
8. Analyze safety and sanitation practices in retail, institutions, and homes, including the use of equipment.
9. Identify government agencies that regulate the safety of the food supply.
10. Research laws and regulations related to food safety.
11. Investigate and debate current food trends and policies.
12. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
13. Apply math, science, and communication skills within the technical content.

200415 Nutritional Food Science

Nutritional Food Science is an interdisciplinary course that has a variety of applications to everyday life. The content of this course is directed toward providing students with knowledge of the various concepts and relationships between nutrition and science. Scientific methods are used to conduct laboratory experiments with food, applying both biology and chemistry principles. Students explore career possibilities in the field of food science.

This course may be used as an interdisciplinary course for Life Science credit.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

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

200416 Nutritional Food Science (Interdisciplinary)

The entire description and all tasks/standards for Nutritional Food Science (Interdisciplinary) may be found in Nutritional Food Science [200415](#).

200441 Foods and Nutrition

This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation, and careers in nutrition and food service.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

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

student organization as an integral component of course content and leadership development.

30. Apply math, science, and communication skills within technical content.

200442 Advanced Foods and Nutrition

This course is designed to assist students in principles related to food preparation. Specific content addressed will include planning, serving, food presentation, special diets, nutrition for the lifespan, serving, and food planning for entertainment services. An emphasis on careers related to food service and nutrition will be addressed. Lab instruction emphasizes the application process.

Recommended Grade Level: 10 – 12

Recommended Credit: .5 – 1

Students will:

1. Apply menu planning principles to develop and modify menus.
2. Prepare various meats, seafood, and poultry.
3. Prepare various stocks, soups, sauces, and gravies.
4. Prepare canapés and appetizers.
5. Manage a safe, effective, and productive lab while utilizing teamwork.
6. Apply principles of purchasing, cost per serving, and receiving in food service operations.
7. Plan, prepare, and serve a variety of meals and special events.
8. Apply the fundamentals of baking to a variety of products, including yeast breads, pie crusts, pastries, and other breads.
9. Develop a plan for weight loss, weight gain, or maintenance while examining nutrition through the life cycle (infant, children, teens, pregnancy, adulthood, and elderly).
10. Plan and examine a diet plan for a specific need such as high fiber, low fat, low cholesterol, low sodium, diabetic, athlete, heart disease, or lactose intolerance.
11. Illustrate table settings for special occasions.
12. Practice using different styles of meal service.
13. Demonstrate and determine the correct cooking methods for a variety of food products such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, wok, convection, microwaving, and other emerging technologies.
14. Use garnishes to plan a simple food gathering for entertainment purposes.
15. Demonstrate proper safety, sanitation and storage techniques in handling food from purchase, preparation, cooking, cooling, to reheating.
16. Research careers in nutrition/food service according to the skill required and type of job.
17. Prepare a variety of regional and international foods using appropriate methods and techniques.
18. Use nutritional information in preparing and serving food to guests.
19. Operate tools and equipment following safety procedures and OSHA (Occupational Safety and Health Administration) requirements.
20. Apply principles of food preparation to produce a variety of food products and beverages.
21. Practice food presentation techniques.
22. Demonstrate proper measuring techniques.
23. Assess employment opportunities and preparation requirements.
24. Demonstrate employability and social skills relevant to the industry.
25. Demonstrate safe, sanitary work habits required by the field.
26. Demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food-borne illness.
27. Practice proper waste disposal and recycling methods.

28. Demonstrate written, verbal, and non-verbal communication skills.
29. Apply time management skills.
30. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
31. Apply math, science, and communication skills within technical content.

200478 Culinary Arts Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

200491 Food Science and Dietetics Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised worksite experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

200492 Food Science and Dietetics Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

200601 Hospitality, Travel, Tourism and Recreation Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

200610 Principles of Hospitality

This course is designed for students interested in careers in the hospitality industry. The instruction includes career awareness in the areas of recreation, travel and tourism, hotel and motel, and the restaurant industries. This course is based on the family and consumer sciences core that includes communication skills, economics, food and beverage operations, promotion, selling, and product and service management.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

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

200641 Specialized Services in Hospitality

This course is designed to provide training in specialized services within the hospitality field. Job and career opportunities will be explored. Instruction will include skill development and practice. Shadowing and work experiences will be included in a variety of commercial establishments such as hotels, motels, restaurants, local convention bureaus, and tourism centers.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

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

200690 Hospitality, Travel, Tourism and Recreation Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised worksite experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

200801 Fashion and Interior Design Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

200810 Fashion and Interior Design Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised worksite experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

200821 Fashion and Interior Design I

This course provides opportunities for students to explore career competencies in the fashion and interior design industry. Students will examine the impact of history, culture, and the environment on current and future trends in the fashion and interior design industries. Students will evaluate elements and principles of design as well as construct fashion and interior design projects that demonstrate comprehension.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Explain personal and societal influences on clothing choice.
2. Summarize the relationship of clothing and housing and environments to behavior.
3. Describe the evolution of fashion from early civilizations to the 21st century.
4. Explain how the fashion industry operates.
5. Explain the role of fashion designers in the apparel industry.
6. Predict factors that affect fashion and interior design trends.
7. Identify elements and principles of design in fashion and interior design.
8. Classify fibers, yarns, and fabrics.
9. Compare and contrast performance characteristics of fibers, yarns, and fabrics.
10. Compare and contrast natural and synthetic fibers.
11. Demonstrate the various types of weaves.
12. Comprehend and follow product care labels.
13. Select appropriate fabric care products.
14. Describe how the family life cycle influences housing needs.
15. Identify the impact of technology on housing choices.
16. Identify housing and furniture styles from various periods.
17. Differentiate types of floor and wall coverings, window treatments, and furniture.
18. Draw furniture arrangements for the social, private, and service zones of a home.
19. Design floor plans and visual presentations.
20. Apply measuring skills to create scale drawings and to determine body measurements.
21. Demonstrate basic sewing machine procedures.
22. Practice safety procedures for operating and caring for industry-related equipment.
23. Evaluate and perform construction techniques for a variety of projects.
24. Select, design, and construct items for self.
25. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
26. Apply math, sciences, and communication skills within technical content.

200825 Fashion and Interior Design II

This course provides opportunities for students to develop career competencies in the fashion and interior design industry. Advanced fiber classification, textile performance, and construction techniques are used for client designs and applications as an integral component of this course. Students will implement technology to create visual presentations for clients and the development of an individual digital portfolio.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Develop employability and social skills relevant to the career pathway.
2. Create a professional student digital design portfolio.
3. Research the skills, training, and entrepreneurial opportunities relating to careers in fashion and interior design.
4. Describe job market changes that have resulted from technology and its increased use in a global economy.
5. Illustrate advanced use of elements and principles of design in various projects.
6. Practice safety procedures for operating and caring for industry-related equipment.
7. Compare the properties and performance of fibers and fabrics.
8. Use sketches and illustrations to communicate ideas.
9. Demonstrate the ability to drape on a dress form.
10. Interpret terminology for reading blueprints, floor plans, and patterns.
11. Explain how building codes are used to assure quality and safety in new homes.
12. Design floor plans and visual presentations using technological resources.
13. Evaluate product information and care of textiles, furnishings, technology, and equipment.
14. Utilize computer software for space planning.
15. Identify and compare performance standards of materials and textiles for fashion and interior design.
16. Identify factors that affect the appropriateness of textile selection to provide quality choices for clients.
17. Select, design, and construct items for others, including special populations.
18. Prepare and modify a budget based on client needs.
19. Apply knowledge of advanced pattern layouts and cutting for textile items.
20. Identify and perform advanced construction techniques for a variety of projects.
21. Create, present, and critique design plans that address client needs.
22. Demonstrate advanced sewing machine procedures.
23. Execute skills related to specialty equipment procedures such as, but not limited to, sergers and embroidery machines.
24. Construct advanced sewing projects.
25. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
26. Apply math, science, communication skills, problem-solving, and decision-making within technical content.

200826 Fashion and Interior Design III

This course provides opportunities for students to apply career competencies and equip students with entrepreneurial skills for the fashion and interior design industry. Students may develop a business plan and operate a student-run enterprise. An emphasis on client-based projects through advanced textile construction, creation of floor plans, and other related fashion and interior design projects are incorporated. Individual digital portfolios will be finalized to document growth and enhancement in the career pathway.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 2

Students will:

1. Apply employability and social skills relevant to the career pathway.
2. Formulate procedures for starting an entrepreneurial business in fashion and interior design.
3. Implement a budget based on business needs.
4. Explain the concepts of marketing and merchandising.
5. Explain the importance of visual merchandising.
6. Evaluate marketing and promotional methods in the fashion and interior design industries.
7. Create advertising media to influence business promotion.
8. Predict factors that affect fashion and interior design.
9. Practice estimating, ordering, and pricing skills for business needs.
10. Describe the parts of an operating system.
11. Practice safety procedures for operating and caring for industry-related equipment.
12. Apply knowledge of advanced patternmaking.
13. Demonstrate advanced sewing machine procedures.
14. Apply measuring skills to create scale drawings to determine body measurements.
15. Select, design, and construct items for others, including special populations.
16. Create, present, and critique design plans that address client needs.
17. Evaluate and perform advanced construction techniques for a variety of projects to meet client needs.
18. Utilize elements and principles of design in fashion and interiors.
19. Construct advanced apparel alterations and repairs.
20. Demonstrate work experience in the fashion and interior industry.
21. Design floor plans and visual presentations for client-based projects.
22. Demonstrate and execute skills for advanced equipment procedures such as, but not limited to, sergers, embroidery machines, heat presses, software, and vinyl cutters.
23. Finalize a professional digital portfolio.
24. Utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
25. Apply math, science, and communication skills within technical content.

201015 Consumer Economics within Social Studies

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

This is an interdisciplinary course for Social Studies – Economics credit.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Understand how the United States economy has changed from a rural economy to an industrial economy to a leader in the global economy.
2. Recognize that the U.S. Constitution contains few economic guidelines; therefore, economic policies are determined by elected officials.
3. Analyze how the number and complexity of economic issues have increased as the United States has entered the global economy.
4. Understand that the problem of scarcity (unlimited wants and limited resources) must be addressed by all nations.
5. Recognize that nations deal with scarcity by making choices that have consequences.
6. Analyze how national wealth and consequent trade potential are tied to its resources.
7. Explore how international trade and multinational corporations have led to the emergence of a global economy.
8. Understand that the basic economic problem confronting individuals, societies, and nations is scarcity or the imbalance between unlimited wants and limited resources available to satisfy those wants.
9. Recognize that, as a result of scarcity, individuals, societies, and nations must make choices/decisions that result in consequences.
10. Analyze economic concepts and understand their nature and relevance to different economic situations.
11. Analyze how individuals and nations deal with the issues of production, distribution, and consumption.
12. Recognize that markets (national, international, global) and economic institutions exist to enable buyers and sellers to exchange goods and services.
13. Recognize that economic systems are created by individuals and societies to achieve broad goals (security, growth, freedom, efficiency, and equity).
14. Apply management practices of individual and family resources, including food, clothing, shelter, health care, recreation and transportation.
15. Analyze the impact of technology on the individual's economic resources.
16. Analyze advertisements and personal financial management options.
17. Describe the relationships among the various economic institutions that comprise economic systems, such as households, business firms, banks, government agencies, labor unions, and corporations.

18. Analyze the relationship of the environment to family and consumer resources.
19. Analyze factors in developing a long-term financial management plan.
20. Analyze resource consumption for conservation and waste management practices.
21. Demonstrate skills needed for product development, testing, and presentation.
22. Understand that voters influence economic policy and decision-making through the representatives they elect.
23. Recognize that the United States has a market economy, which is determined by the forces of supply and demand.
24. Explore other economic systems (command, traditional, mixed) to determine the economic forces that control them.
25. Analyze how decisions on the distribution of resources can be made by local, state, and/or federal levels of government.
26. Analyze policies that support consumer rights and responsibilities.
27. Analyze interrelationships between the economic system and consumer actions.
28. Analyze factors that impact consumer advocacy.
29. Understand how economic incentives of private ownership of property, business opportunities, and profit motives have attracted people from many nations to the United States.
30. Recognize that the economy of the United States is a social institution that attempts to meet the needs of the citizenry.
31. Analyze the role culture plays in economic issues of production, distribution, and consumption.
32. Analyze knowledge, skills, and practices required for careers in a global economy.
33. Evaluate the impact of technology on individual and family resources.

331020 Principles of Teaching I

This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels for a diverse population of student learners. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children and adolescents, and developmentally appropriate practices in educational settings. Students have the opportunity to gain field experience in classrooms with certified teachers as part of their coursework. Other components include the development of a four-year post-secondary plan, teacher evaluation system requirements, the Kentucky Code of Ethics, and educational pedagogy. Leadership experiences will be provided through various extra and co-curricular student organizations. This course can be taught by any certified teacher with a Rank II and 5 years of teaching experience.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 2

Students will:

1. Analyze the characteristics of an effective teacher.
2. Evaluate proper classroom management strategies.
3. Analyze challenges related to teaching and how teachers meet them.
4. Identify the qualities of teacher professionalism and leadership.
5. Describe the requirements to become a teacher in the state of Kentucky.
6. Introduce the Kentucky Teacher Standards and the Kentucky Code of Ethics.
7. Summarize the history of American education and how educational opportunities have evolved.
8. Compare and contrast various structures of education systems.
9. Explain how public schools are governed and funded.
10. Prioritize current education trends and issues such as the Every Student Succeeds Act.
11. Describe societal challenges in education today, such as changing family patterns, cultures of schools, and risky teen behavior.
12. Explore diversity and its implications in the classroom, including diverse teaching methods.
13. Describe the components of a lesson plan.
14. Compare and contrast various examples of lesson plans.
15. Explore various teaching strategies.
16. Research the current educational content standards for Kentucky.
17. Distinguish between formative and summative assessment.
18. Analyze different methods used to assess student learning.
19. Design an instructional unit.
20. Create a lesson plan using strategies and methods taught in class.
21. Teach a lesson using the lesson plan developed by the student.
22. Research effective use of technology in education.
23. Recommend a plan for integrating technology into the everyday classroom.
24. Observe, interact, and reflect on teaching and learning within classrooms.
25. Complete a portfolio that demonstrates knowledge of the teaching profession.
26. Develop a four-year post-secondary plan.
27. Identify career opportunities for educators.
28. Identify the benefits of participation in professional associations for both students and

teachers.

29. Utilize activities of various extra and co-curricular organizations as an integral component of course content and leadership development, such as Family, Career and Community Leaders of America (FCCLA) or Educators Rising.
30. Apply reading and communication skills within technical content.
31. Demonstrate employability and social skills relevant to the career cluster.