



**School
District of the
City of St.
Charles**

9-12 Family Consumer Science(FACS)

Approved by the Board of Education
July 15, 2021



**Family and Consumer Science (FACS)
Curriculum Committee**

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Family and Consumer Sciences Philosophy

Family and Consumer Sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work and their interrelationships.

Students in today's society need a variety of life skills that Family and Consumer Sciences courses provide. The City of St. Charles School District's Family and Consumer Sciences curriculum provides the bridges needed by students to deal with societal issues such as work, family, child care, global economics, and technology usage. Our courses give students a strong foundation of the knowledge and skills needed for successfully living and working in a global society.

The core values of Family and Consumer Sciences professionals include the following:

- *Believe in the family as a fundamental unit of society.*
- *Embrace diversity and value all people.*
- *Support life-long learning and diverse scholarship.*
- *Exemplify integrity and ethical behavior.*
- *Seek new ideas and initiatives and embrace change.*
- *Promote an integrative and holistic approach, aligned with the FCS body of knowledge, to support professionals who work with individuals, families, and communities.*

Our curriculum abides by the core values and mission of the American Association of Family and Consumer Sciences Association.

Family and Consumer Sciences Rationale

Family & Consumer Sciences courses introduce students to possible careers, develop practical skills for employment and life, and understand the importance of personal and family wellbeing. Through these courses students develop and fine tune leadership, teamwork, and time management skills which allows them to become critical thinkers who can solve personal, family, career, and community issues they will encounter throughout their lives.

Students are introduced to technologies, equipment, and tools that help bring the curriculum to life, while also helping prepare them for future endeavors. Through hands-on learning opportunities Family and Consumer Sciences classes allow all students to build practical skills, while providing students the chance to be creative and express themselves. These courses also provide a place for students of all ability levels to be successful and explore new concepts, while learning to be accepting of peers who are different from them.

Family and Consumer Sciences courses teach students how to be effective members of the community. They learn to become friends, respectful children, siblings, parents, employees, managers, business owners, teachers, and caregivers. From the St. Charles School District alone, students who have completed our Family

and Consumer Sciences courses have gone on to become teachers, paraprofessionals, dieticians, food scientists, interior designers, doctors, nurses, and even a fashion designer on Project Runway among others!

Family and Consumer Sciences Program Goals

This curriculum was developed with the understanding that all students can be successful and learn skills that are essential for everyday life. Our Family and Consumer Sciences department aligns our curriculum with the City of St. Charles School District's Mission of REACH, TEACH, and EMPOWER. Students will collaborate with peers to encourage leadership, teamwork, critical thinking, and time management skills that will be used in their future life and career. Through the various courses that we teach, students will:

Use critical thinking, flexibility, and creative thinking skills to strengthen the well-being of individuals, families, and communities throughout their lives.

Become responsible citizens and leaders in their families, communities, and work settings, while respecting other feelings and views.

Provide students the opportunity to make connections to core academic skills through cross curricular content.

Allow students the opportunity to learn and grow through authentic, hands on, community service learning activities.

Teach students to evaluate choices and consequences when encountering practical problems related to:

- Building healthy lifestyles
- Caring for and guiding children
- Training and searching for a career
- Building healthy relationships
- Setting future goals and plans
- Demonstrating smart consumer strategies

Family and Consumer Sciences(FACS) Course Descriptions

FASHION DESIGN AND CONSTRUCTION 1

1/2 unit Practical Arts, 9-12, Prerequisite: None

This is an entry level course where students will be introduced to fashion and sewing. There will be a focus on the elements and principles of design and the role they play in fashion and selecting fabrics for sewing projects. Students will gain knowledge of how fibers and fabrics are created, as well as become familiar with the different types of fabric. Students will gain knowledge of a sewing machine, clothing care and repair of clothing items, and build basic clothing construction skills. Students will create a variety of sewing projects throughout the semester.

FASHION DESIGN AND CONSTRUCTION 2

1/2 unit Practical Arts, 9-12, Prerequisite: Clothing and Textiles 1

This course is designed to extend skills gained in Fashion Design and Construction 1. Students will explore historical fashion, today's fashion, and personal fitting techniques. Creative construction techniques will also be applied, where students will expand upon their clothing construction knowledge. Students will be introduced to the fashion and textile industry, while still building their construction skills. As the course progresses projects will be tailored to meet the construction skills of each student.

FASHION DESIGN AND CONSTRUCTION STUDIO

1/2 unit Practical Arts, 10-12, Prerequisite: Fashion Design and Construction 1 and 2

Signature of instructor is required for enrollment **This course can be taken multiple times for creditInstructor permission to enroll.**

The focus of this advanced class extends skills acquired in previous Clothing and Textile courses as well as allows students to demonstrate their knowledge of the fashion and textiles industry. Students will construct garments and sewing projects that require the use of advanced sewing techniques. This course is highly recommended for those wanting to explore career opportunities in the textiles, apparel and design industry. Instructor permission to enroll. **This course can be taken multiple times for credit.**

FASHION DESIGN AND MERCHANDISING

1/2 unit Practical Arts, 11-12, No Prerequisite

This course is intended to introduce students to a variety of careers related to the fashion industry, as well as make them knowledgeable consumers within the appeal market. This course will cover entry-level business and fashion fundamentals. Topics will include the business functions of the fashion industry, including basic fashion concepts and marketing terminology, careers in the clothing and textile industry, fashion cycles and the history of fashion. Students will also examine trending textiles, designers, the design process, and visual merchandising. This is not a clothing construction-based course (but you will be creating).

FOOD FUNDAMENTALS

1/2 unit Practical Arts, 9-12, Prerequisite: None

This introductory semester course exposes students to the relationship of food science and nutrition principles to health and wellness. Activities include food selection, food preparation as well as the care and storage of food. The main focus of the class is the study of food accomplished through written work and supported by lab experiences, class notes, written assignments and evaluations. This class serves as the foundation for ALL upper level Foods classes.

ADVANCED FOODS: REGIONAL AND INTERNATIONAL FOODS

1/2 unit Practical Arts, 9-12, Prerequisite: Food Fundamentals

This semester course will continue with the principles introduced in Foods and Nutrition I and expand into creative cookery. Units on Regional Foods will expose students to different cultures and cuisines within our own country. Units on International Foods will expose students to multicultural themes fostering greater appreciation for social differences. Exploring food choices in our society and the utilization of informed consumer practices will also be examined.

ADVANCED FOODS: BAKING AND PASTRY ARTS

1/2 unit Practical Arts, 9-12, Prerequisite: Food Fundamentals

This semester course will continue with the principles introduced in Food Fundamentals and expand into creative baking. Units on quick breads, yeast breads, cakes, pies, and specialty desserts will help students understand the food science behind baking. Exploring food choices in our society and the utilization of informed consumer practices will also be examined.

ADVANCED FOODS: FOODSERVICE INDUSTRY

1/2 unit Practical Arts Instructor permission to enroll, 11-12, Prerequisite: Food Fundamentals, Baking and Pastry Arts, & Regional and International Foods

This semester course will continue with the principles introduced in the previous foods courses while expanding skills on a culinary level. Units like Introducing the Foodservice Industry will give a comprehensive look on culinary history and how different cuisines developed. Ingredient Preparation and Presentation will allow for creativity to develop in culinary artistry. This course will prepare students to go into the Culinary Industry as well as assist students to be able to create nutritious global cuisines. Instructor permission to enroll.

CHILD DEVELOPMENT 1

(Practical Arts) 1/2 unit; 9-12; prerequisite: None

Child Development I is an introduction course that explores human development from conception to age three. The course prepares individuals to understand children's physical, intellectual, emotional, and social growth and development. The students will participate in a variety of hands-on activities, and will be able to observe the growth and development of children. Students interested in parenting skills and careers related to children will find the class useful.

CHILD DEVELOPMENT 2

(Practical Arts) 1/2 unit; 9-12; prerequisite: Child Development 1

Child Development 2 is an instructional program that provides advanced study in child development and guidance; including the physical, social, emotional, and intellectual development of preschool age children. The students will operate a preschool lab for one quarter where they will identify, plan, and demonstrate through example best practices and developmentally appropriate activities to use when working with pre- school age children. Actual experience in supervising children provides the opportunity to explore careers related to child development and generate employment skills. This course may be eligible for college credit.

CAREER PATHWAYS FOR THE TEACHING PROFESSION 1

Practical Arts 1/2 unit, 11-12, Prerequisite: Child Development 1 and 2 are highly recommended to take before this course ***Instructor permission to enroll

This advanced course will enable students to experience occupational environments associated with child development and teaching careers involving the educational instruction of children. It examines qualities and skills necessary for working effectively with students in educational settings. Students will receive practical experience with children in community preschools, day care centers, and elementary & secondary school settings. This course is highly recommended for those wanting to explore careers working with children. ***Instructor permission to enroll.

CAREER PATHWAYS FOR THE TEACHING PROFESSION 2

Practical Arts 1/2 unit, 11-12, Prerequisite: Career Pathways for the Teaching Profession 1 is a required prerequisite; Child Development 1 and 2 are highly recommended to take before Career Pathways for the Teaching Profession 1 & 2

*****Instructor permission to enroll**

This advanced course extends skills acquired in previous Child Development and Career Pathways for the Teaching Profession courses. The Career Pathways for the Teaching Profession focuses on the theory and practice of learning and teaching; the principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. It examines qualities and skills necessary for working effectively with children in educational settings. This course focuses on educational policy in regards to educational systems. Students will receive practical experience working with children in community preschools, daycare centers, elementary and secondary school settings. This course is highly recommended for those wanting to explore careers working in an educational setting. ***Instructor permission to enroll

HUMAN RELATIONS

(Practical Arts) 1/2 unit; 11-12; prerequisite: None

This course will prepare individuals to understand the function of the family and the importance of strong family values, goals, cultures and traditions. They will investigate family dynamics and how they are ever changing in our global society. Families that spend time together are more equipped to handle a crisis, if one arises. It allows the individuals to study how heredity and environment play a crucial role in how they develop into the person they become. They will learn how to have a healthy dating relationship which in turn helps them establish a healthy marital relationship later in life. Learning to balance all of their responsibilities and maintain a healthy lifestyle will ensure they meet their goals and become productive members of society.

HOUSING AND INTERIOR DESIGN

(Practical Arts) 1/2 unit; 10-12; prerequisite: None

This course combines the principles of interior design and the factors related to securing a living environment. The main focus will be to create and design interior spaces that are functional, aesthetically pleasing, safe and secure. Additional influences such as current housing trends and architectural elements will be explored as examining universal design housing features that meet the needs of all people, including those with special needs. This course is recommended for those interested in interior design and the housing industry as well as those interested in having the knowledge to do minor improvements as "Do it yourself" projects on their own.

HEALTH AND WELLNESS

(Practical Arts) 1/2 unit; 9-12; prerequisite: None. This class fulfills the Health graduation requirement

This is an instructional program that prepares individuals to understand the related aspects of health and wellness with special emphasis on: nutrition, emotional health, and physical health; the relationship of the health of an individual to the wellness of the family; the prevention of illness; and the basic care of the ill, including the elderly, the young child, and individuals with disabilities.

ADAPTIVE FACS

Practical Arts 1/2 unit, 9-12, No Prerequisite

This course will prepare individuals by providing life skills in the Family and Consumer Sciences curriculum. This course will go through several units of study such as, Child Development, Housing, Personal Finance, Human Relationships, Foods and Nutrition, and Clothing. They will learn the basics of each of these areas.

Family and Consumer Sciences (FACS) Enduring Understandings/Essential Learning Outcomes

CHILD DEVELOPMENT 1

- Justify the importance of responsibility of family roles and using the correct guidance and discipline techniques for young children.
- Describe the process of development of a child in utero, as well as the difference between labor and delivery.
- Analyze the relationships of the four areas of development and appropriate activities to reach all four of them.
- Analyze career clusters and careers related to child development, care, and guidance.

CHILD DEVELOPMENT 2

- Evaluate developmental stages of preschool age children and identify major theories of child development.
- Evaluate and apply appropriate health and safety concerns for preschoolers in both a preschool and home environment.
- Analyze the relationships of the four areas of development and appropriate activities to reach all four of them.
- Plan and analyze developmentally appropriate activities for children.
- Implement age and developmentally appropriate activities to advance all areas of development in preschoolers.
- Execute observations on young children effectively by the end of this course.
- Demonstrate techniques for positive collaborative relationships with parents and children, and maintain a safe and clean daily environment.

CAREER PATHWAYS FOR THE TEACHING PROFESSION 1

- Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession.
- Create a professional portfolio that could be used in future education courses.
- Demonstrate professionalism in educational settings.

CAREER PATHWAYS FOR THE TEACHING PROFESSION 2

- Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession.
- Create a professional portfolio that could be used in future education courses.
- Demonstrate professional practices and standards related to working with children, youth, and adults.
- Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults.

FASHION DESIGN AND CONSTRUCTION 1

- Students will understand fashion throughout history, the changes that have occurred, and the cause for the changes.
- The role elements and principles of design play on clothing.
- Basic equipment care and safe usage.
- Students will demonstrate basic fashion construction skills.

FASHION DESIGN AND CONSTRUCTION 2

- Students will explain influences on the fashion world.
- Students will understand different types of fabrics and how to work with them.
- Basic equipment care and safe usage.
- Students will demonstrate fashion construction skills.

FASHION DESIGN AND CONSTRUCTION STUDIO

- Demonstrate professional garment construction techniques.
- Examine influences on the textile, fashion, and apparel industry.
- Explore textile, fashion, and apparel related careers.

FASHION DESIGN AND MERCHANDISING

- Recognize basic fashion and business concepts.
- Know the history of fashion and influences of fashion.
- Apply elements and principles of design in the fashion industry.
- Demonstrate the skills involved in the design process and the design components that make a fashion garment.
- Demonstrate different marketing techniques.
- Recognize various careers in the Fashion and Merchandising industry.

FOOD FUNDAMENTALS

- Demonstrate food and kitchen safety practices.
- Analyze concepts of healthy eating habits.
- Apply recipe and content knowledge while working in a lab setting.

ADVANCED FOODS: BAKING AND PASTRY ARTS

- Demonstrate the ability to apply food safety procedures from production through consumption.
- Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the baking and pastry industry.
- Create a variety of baked food products.
- Demonstrate professionalism when working in the kitchen.

ADVANCED FOODS: REGIONAL AND INTERNATIONAL FOODS

- Demonstrate safety and sanitation skills while in a lab.
- Evaluate cuisine and culture in countries around the world.
- Demonstrate preparation techniques and proper use of equipment.

ADVANCED FOODS: INTRODUCTION INTO THE FOOD SERVICE INDUSTRY

- Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the foodservice industry.
- Create a variety of food products and produce appealing garnishes and plating.
- Demonstrate professionalism when working in the kitchen.

HUMAN RELATIONS

- Use communication tools for effective communication in all aspects of your life.
- Develop skills to process stress, anger, anxiety, and depression.
- Use skills necessary to build strong, healthy relationships with others.
- Understand how future goals, families, parenting and careers are different based on culture, socioeconomic status, or gender.
- Demonstrate employability skills and how to apply those skills to your current jobs and future careers.
- Understand how to manage your life and resources to meet your goals.

HOUSING AND INTERIOR DESIGN

- Demonstrate knowledge of the elements and principles of design.
- Analyze and create floor plans according to the principles of universal design.
- Apply concepts to create aesthetically pleasing interior and exteriors.
- Evaluate housing industry concepts and trends.

7-12 FACS Scope and Sequence																		
I = Introduce R = Review/Develop E = Expand/Advance	Standard Reference #	7th Grade Family and Consumer Sciences	8th Grade Family and Consumer Sciences	Child Development 1	Child Development 2	Career Pathways for the Teaching Profession 1	Career Pathways for the Teaching Profession 2	Fashion Design and Construction 1	Fashion Design and Construction 2	Fashion Design and Construction Studio	Fashion Design and Merchandising	Food Fundamentals	Advanced Foods: Baking and Pastry Arts	Advanced Foods: Regional and International Foods	Advanced Foods: Introduction into the Foodservice Industry	Housing and Interior Design	Human Relations	
Caring For Children		I		IR	RE	RE	RE											
Hand Sewing		I						IR	RE	E	E							
Food and Kitchen Safety		I	IR									IR	R	R	E			
Food Preparation		I	IR									IR	R	R	E			
Focus on You		I																I, R, E
Machine Sewing			I					IR	RE	RE	E							
Food and Kitchen Safety		I	IR									IR	R	R	E			
Kitchen Management		I	IR									IR	R	R	E			
Healthy Food Preparation		I	I									IR	RE	RE	E			
Parenting and Family Roles	12.2, 12.3, 15.1, 15.2, 15.4	I		IR	RE													
Guidance and Discipline Through Infancy and Toddlerhood	12.1, 12.2, 12.3, 15.1, 15.2, 15.4	I		I	RE	RE	RE											
Pregnancy and Prenatal Care	12.1, 12.2, 15.1, 15.2, 15.3, 15.4			IRE														
Childbirth	12.1, 12.2, 12.3, 15.1, 15.2, 15.4			IRE														
Developmental Stages of Young Children, Ages Birth Through One Year	4.2, 4.4, 12.1, 12.2, 12.3, 15.1, 15.22, 15.3			I	RE	RE	E											
Developmental Stages of Young Children, Ages One Through Three Years	4.2, 4.4, 12.1, 12.2, 12.3, 15.1, 15.22, 15.3			I	RE	RE	E											
Guidance and Discipline Techniques in Child Care Programs	4.2, 12.1, 12.3, 15.2, 15.3			I	RE	RE	E											
Theories and Their Theories	4.2			I	R	RE	RE											
Health and Safety of Young Children	4.2, 4.4, 12.1, 12.2, 12.3, 15.1, 15.2, 15.3			I	R	RE	RE											
Developing Children's Activities	4.2, 4.3, 4.4			I	IR	RE	RE											
Observing Young Children	4.2, 4.5			I	IR	E	E											
Maintaining Relationships in the Classroom	4.1, 4.2, 4.3, 4.4, 4.5, 4.6				IR	RE	E											
Instructing and Working with Young Children	4.1, 4.2, 4.3, 4.4, 4.5			I	IR	RE	E											
The Teaching Profession	4.1, 4.6					IR	RE											
Learning Environments	4.2, 4.3, 4.4					IR	RE											
Classroom Management and Diverse Learners	4.2, 4.3, 12.1, 12.2, 12.3				I	R	E											
Historical and Contemporary Views on Education	4.2, 4.3					I	RE											
Classroom Experiences (CPTEP 1 and 2)	4.2, 4.3, 4.4					I	RE											
Educational Policy	4.1, 4.6						I											
Educational Systems	4.1, 4.6						IR											
Teaching Strategies	4.2, 4.3, 4.4				I	RE	E											
Assessment Strategies	4.2, 4.3, 4.4, 4.5				I	R	E											
Understanding Fashion	16.3, 16.5, 16.7							I	R	E	IR							
Elements and Principles of Design (FDC 1 and Studio)	16.3	I	I						I	R	IRE							

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Equipment Management and Maintenance (FDC 1, 2 and Studio)	16.4	I	I					I	R	E							
Skills Portfolio (FDC 1, 2 and Studio)	16.1, 16.2, 16.3, 16.4							I	R	E							
Tailoring: Measuring and Fitting (FDC 1, 2 and Studio)	16.2, 16.3, 16.4							I	R	E							
Pattern Skills: Layout and Cutting (FDC 1, 2 and Studio)	16.2, 16.3, 16.4							I	R	E							
Basics of Fashion Construction Skills	16.1, 16.2, 16.3, 16.4							I	R	E	I						
Influences on the Fashion World	16.3, 16.5, 16.7							I	R		IRE						
Fiber to Fabric	16.2, 16.3								I	RE	IR						
Advanced Fashion Construction Skills (FDC 1 and Studio)	16.1, 16.2, 16.3, 16.4							I	IR	E							
Textile, Fashion and Apparel Industry	16.2, 16.4							I	R	E	IRE						
Entrepreneurship, Marketing and Merchandising	16.1, 16.5, 16.6, 16.7										IRE						
The Business of Fashion	16.5, 16.6, 16.7										IRE						
Fashion History, Designers and Impact of Culture	16.3								I		IRE						
The Design Process	16.2, 16.3, 16.4										IRE						
Fashion Promotion and Marketing	16.5										IRE						
Food Fundamentals																	
Safety and Sanitation (FF, B&P, R&F, and FS)	6.2, 9.3, 9.2, 14.4	I	I									IR	R	R	E		
Kitchen Management (FF, B&P, R&F, and FS)	6.3, 9.5, 14.3	I	I									IR	R	R	E		
Nutrition and Your Body	6.3, 9.3, 9.4, 14.2, 14.3, 14.4	I	I									IR	R	R			
Fruits	6.5, 9.3, 9.5, 14.3											IR					
Vegetables	6.5, 9.3, 14.3											IR			R	R	
Protein	6.5, 9.3, 14.3											IR			R	R	
Grains	6.5, 9.3, 14.3											IR			R	R	
Dairy	6.5, 9.3, 14.4											IR					
Meal Planning	9.3, 14.5											IR				R/E	
Quick Breads	6.5, 9.5											IR	R			E	
Yeast Breads	9.5												I, R			E	
Pies, Tarts and Fillings	6.5, 9.5, 9.6												IR			E	
Cake, Icing and Cake Assembly	6.5, 9.5, 9.6												IR			E	
Cookies	9.5											IR	IR			E	
Specialty Desserts	8.5												IR			E	
Making Healthy Choices	6.4, 8.5, 9.3, 9.4, 14.3											IR	IR		R	E	
Regional Foods	6.2, 8.3, 8.5, 14.3, 14.4											IR			RE		
Central and South America	6.2, 8.3, 8.5, 14.3, 14.5														IRE		
Middle East and Africa	6.2, 8.3, 8.5, 14.3, 14.6														IRE		
Europe and the Mediterranean	6.2, 8.3, 8.5, 14.3, 14.7														IRE		

7-12 FACS Scope and Sequence																	
I = Introduce R = Review/Develop E = Expand/Advance	Standard Reference #	7th Grade Family and Consumer Sciences	8th Grade Family and Consumer Sciences	Child Development 1	Child Development 2	Career Pathways for the Teaching Profession 1	Career Pathways for the Teaching Profession 2	Fashion Design and Construction 1	Fashion Design and Construction 2	Fashion Design and Construction Studio	Fashion Design and Merchandising	Food Fundamentals	Advanced Foods: Baking and Pastry Arts	Advanced Foods: Regional and International Foods	Advanced Foods: Introduction into the Foodservice Industry	Housing and Interior Design	Human Relations
Asia	8.2, 8.3, 8.5, 14.3, 14.6														IRE		
Discovering Our World	8.1, 9.1														IRE		
Introducing the Foodservice Industry	8.1, 8.2, 8.7															IR	
Culinary Tools and Knife Safety	8.3, 8.4, 8.5											IR	R	R	RE		
Principles of Cooking	8.5											IR	R	R	RE		
Ingredient Preparation and Presentation	8.5	I	I									IR	R	R	RE		
Meal Set-up and Service	8.4														IRE		
Housing Wants and Needs	11.5, 11.6															IRE	
Buying, Renting and Selling	11.1, 11.3															IRE	
Housing Styles and Exteriors	11.5, 11.7															IRE	
Floor Planning	11.3, 11.4, 11.7															IRE	
Design Fundamentals and Aesthetics	11.2															IRE	
Designing Interiors	11.3, 11.4, 11.5															IRE	
Maintenance and Utilities	11.3, 11.8															IRE	
You and Your Potential	12.1, 12.2, 12.3, 13.5		I														IRE
You and Your Family and Friends	6.1, 6.2, 31.1, 13.2, 13.3, 13.4		I														IRE
You and Your Mature Relationships	13.1, 13.2, 13.3, 13.4																IRE
You and Your Decisions	1.1, 1.2, 13.3		I														IRE
You and Your Community	13.5, 13.6																IRE
You and Your World	2.1, 2.5, 2.6																IRE
Careers (included in all classes)	4.1, 16.1, 11.1, 11.7			I	R	E	E	I	R	RE	IRE	I	R	R	E	IRE	IRE

**Child Development 1
Course Overview**

Grade level(s): 9-12

Credits earned: .5 practical art credit

Course Rationale

This course will introduce students to the development and the care of a child from conception to age three. Understanding the types of parenting styles, guiding and disciplining children, as well as the development of a child, will prepare a student for a future as a parent. In addition, the study of early childhood will help students understand best practices for the care and education of young children, while recognizing appropriate behaviors of infants and toddlers.

Course Description

This course is an introductory course that explores human development from conception to age three. The course prepares individuals to understand children’s physical, intellectual, emotional, and social growth and development. The students will participate in a variety of hands-on activities, and will be able to observe the growth and development of children. Students interested in careers related to children will find this class useful.

Transfer Goals/Big Ideas

- **Justify the importance of responsibility of family roles and using the correct guidance and discipline techniques for young children.**
- **Describe the process of development of a child in utero, as well as the difference between labor and delivery.**
- **Analyze the relationships of the four areas of development and appropriate activities to reach all four of them.**
- **Analyze career clusters and careers related to child development, care, and guidance.**

Priority Missouri Learning Standards/National Standards

- 4.1 Analyze career paths within early childhood, education & related services.
- 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- 4.4 Demonstrate a safe and healthy learning environment for children.
- 12.1 Analyze principles of human growth and development across the lifespan.
- 12.2 Analyze conditions that influence human growth and development.
- 12.3 Analyze strategies that promote growth and development across the lifespan.
- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 15.3 Evaluate external support systems that provide services for parents.
- 15.4 Analyze physical and emotional factors related to beginning the parenting process.



Unit 1: Parenting and Family Roles Desired Results

Standards	Transfer Goal(s)/Big Ideas	
12.2.1 15.1.2 12.2.2 15.1.3 12.2.3 15.1.4 12.2.4 15.2.1 12.2.5 15.2.2 12.3.1 15.2.4 12.3.2 15.4.4 15.1.1	<ul style="list-style-type: none"> Justify the importance of responsibility of family roles and using the correct guidance and discipline techniques for young children. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> Students will understand the roles that family members have in the development of young children. Students will understand ways to promote positive and strong family structures. Students will understand how society affects family structures today. 	<ul style="list-style-type: none"> What qualities make up a positive and strong family structure? How does society's perception and reality of parenthood differ? What are the goals of parenthood? What are the reasons someone would want to become a parent?
Learning Targets		
Students will... <ul style="list-style-type: none"> Describe leadership qualities and skills for problem solving as parents. Describe how childhood of the past differs from that of the present day. Explain the functions of the family. Understand the importance of being responsible family members and citizens. Evaluate factors and choices related to parenting. Produce a list of items and activities that build a strong family. Discuss how society's view of parenting affects families. 		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Analysis of societal trends affecting today’s families ● Discuss functions of families ● Discuss factors and choices related to parenting ● Identify factors that promote building a strong family ● Identify the changes of childhood, past vs. present ● Recognize types of families, child abuse, and cultural differences of families



Unit 2: Guidance and Discipline Through Infancy and Toddlerhood

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
12.1.1 12.1.2 12.2.5	<ul style="list-style-type: none"> ● Justify the importance of responsibility of family roles and using the correct guidance and discipline techniques for young children. 	
12.3.1 12.3.3 15.1.1 15.1.5 15.2.1 15.2.3 15.4.3	<p style="text-align: center;">Enduring Understanding</p> <ul style="list-style-type: none"> ● Students will understand the proper ways to communicate limits and discipline to infants and toddlers. ● Students will understand appropriate ways to promote self-esteem in infants and toddlers through communication practices. ● Students will understand how parenting styles affect the development of children. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ● What are proper parenting practices that promote, or constrain, proper human growth and development? ● What are the appropriate ways to communicate to infants and toddlers that fosters development throughout their lifespan? ● How do parenting styles differ?

Learning Targets

Students will...

- Justify the importance for using the correct guidance and discipline techniques for infants and toddlers.
- Understand the differences in parenting styles and their effect on children.
- Describe proper care and guidance in the areas of child development.
- Explain parental communication skills that promote self-esteem in infants and toddlers.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Discuss different parenting styles and their effects on development of young children
- Discuss the importance of appropriate guidance and discipline techniques for infants and toddlers
- Describe communication skills that promote positive self-esteem in infants and toddlers



Unit 3: Pregnancy and Prenatal Care
Desired Results

Standards	Transfer Goal(s)/Big Ideas	
12.1.3 12.2.1 12.2.2 12.2.4 15.1.5 15.2.3 15.2.5 15.3.1 15.4.1 15.4.2 15.4.4	<ul style="list-style-type: none"> Describe the process of development of a child in utero, as well as the difference between labor and delivery. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> Students will understand how pregnancy is achieved through natural and artificial ways. Students will understand the steps to take to prepare for and sustain a healthy pregnancy. Students will understand fetal development, and maternal changes, from conception through full gestation. 	<ul style="list-style-type: none"> How is pregnancy achieved? What steps need to be taken to have a healthy pregnancy and development of a fetus? What factors affect appropriate fetal development? What do parents need to do to ensure a healthy emotional and physical beginning for both parents and children?

Learning Targets

<p>Students will...</p> <ul style="list-style-type: none"> Determine the purpose and function of both male and female reproductive organs. Describe the process of fertilization/conception. Discuss alternative ways to achieve pregnancy. Diagram the three stages of prenatal development. Diagram the three trimesters of pregnancy. Determine the preparation expectant parents should make to have a healthy pregnancy. Assess the risk factors that affect pregnancy, such as substance and alcohol use/abuse and environmental factors. List the factors that affect a teenage pregnancy.

Unit Duration:

4 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Create a diagram of the three stages of prenatal development ● Create a diagram of the three trimesters of prenatal development ● Explain how a fetus develops from conception to 40+ weeks gestation ● Discuss the purpose of both male and female reproductive organs ● Discuss factors that affect pregnancy ● Possible Assessment <ul style="list-style-type: none"> ○ Empathy Belly



Unit 4: Childbirth Desired Results

Standards	Transfer Goal(s)/Big Ideas	
12.1.3 12.2.1 12.3.1 15.1.5 15.2.1 15.4.1 15.4.2	<ul style="list-style-type: none"> ● Describe the process of development of a child in utero, as well as the difference between labor and delivery. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand what happens in all three stages of labor and delivery. ● Students will understand the pros and cons of both vaginal and cesarean section deliveries. 	<ul style="list-style-type: none"> ● What are the three stages of labor and delivery? ● What is the process of, and differences between, vaginal and cesarean section deliveries?

Learning Targets

Students will...

- Diagram and determine the differences between the three stages of labor and delivery.
- Analyze the pros and cons of both a vaginal birth and a cesarean section delivery.
- Describe the common testing that happens after an infant is delivered.
- Describe the common reflexes of a newborn infant and how they are vital for their survival.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Create a chart that outlines the three stages of labor and delivery
- Discuss the advantages and disadvantages of both types of delivery processes
- Discuss the variety of ways an infant is monitored after delivery




Unit 5: Developmental Stages of Young Children, Ages Birth Through One Year
Desired Results


Standards	Transfer Goal(s)/Big Ideas	
4.2.3 15.1.1 4.2.4 15.1.2	<ul style="list-style-type: none"> Analyze the relationships of the four areas of development and appropriate activities to reach all four of them. 	
4.2.5 15.1.3 4.4.1 15.1.5	Enduring Understanding	Essential Questions
4.4.2 15.2.1 4.4.4 15.2.3 4.4.7 15.2.4 12.1.1 15.3.1 12.1.2 12.1.3 12.2.1 12.2.2 12.2.3 12.2.4 12.2.5 12.3.1 12.3.2 12.3.3	<ul style="list-style-type: none"> Students will understand the four areas of development and how they affect one another. Students will understand the normal sequence of development from birth to age one. Students will understand what factors affect normal development throughout the lifespan. Students will understand the components of a safe environment for infants. Students will understand safe and developmentally appropriate activities and toys for infants. 	<ul style="list-style-type: none"> What factors affect human growth and development throughout the lifespan? How do the four areas of development affect one another? What is the normal sequence of development, in all four areas, up to age one? What are safe environments for infants and their development? What are safe and developmentally appropriate activities and toys for infants?

Learning Targets

- Students will...
- Compare and contrast the relationships among the four areas of child development; physical, social, emotional and intellectual.
 - Evaluate major characteristics of each area of development.
 - Outline the sequence of normal development of infants through one year.
 - Determine and list the components of a safe environment for infants, ages birth to one year.
 - Identify age and developmentally appropriate activities for infants, ages birth to one year.
 - Identify age and developmentally appropriate toys for infants, ages birth to one year.

Unit Duration:
3 weeks

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Discuss the relationship among the four areas of child development ● Outline the normal sequence of development for infants, birth to age one ● Describe major characteristics of each developmental area ● Possible Assessment <ul style="list-style-type: none"> ○ Mini Preschool Lab ○ Realcare Infant Simulator

 Unit 6: Developmental Stages of Young Children, Ages One Through Three Years Desired Results		
Standards	Transfer Goal(s)/Big Ideas	
4.2.3 15.1.1 4.2.4 15.1.2 4.2.5 15.1.3 4.4.1 15.1.5 4.4.2 15.2.1 4.4.4 15.2.3 4.4.7 15.2.4 12.1.1 15.3.1 12.1.2 12.1.3 12.2.1	<ul style="list-style-type: none"> ● Analyze the relationships of the four areas of development and appropriate activities to reach all four of them. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the four areas of development and how they affect one another. ● Students will understand the normal sequence of development from ages one to three years. 	<ul style="list-style-type: none"> ● What factors affect human growth and development throughout the lifespan? ● How do the four areas of development affect one another? ● What is the normal sequence of development, in all four areas, from ages one to three years?

12.2.2 12.2.3 12.2.4 12.2.5 12.3.1 12.3.2 12.3.3		<ul style="list-style-type: none"> • Students will understand what factors affect normal development throughout the lifespan. • Students will understand the components of a safe environment for toddlers. • Students will understand safe and developmentally appropriate activities and toys for toddlers. 	<ul style="list-style-type: none"> • What are safe environments for toddlers and their development? • What are safe and developmentally appropriate activities and toys for toddlers?
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Learning Targets

Students will...

- Compare and contrast the relationships among the four areas of child development; physical, social, emotional and intellectual.
- Outline the sequence of normal development of toddlers, ages one to three years.
- Evaluate major characteristics of each area of development.
- Determine and list the components of a safe environment for toddlers, ages one to three years.
- Identify age and developmentally appropriate activities for toddlers, ages one to three years.
- Identify age and developmentally appropriate toys for toddlers, ages one to three years.

Unit Duration:

3 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Discuss the relationship among the four areas of child development • Outline the normal sequence of development for toddlers, ages one to three years • Describe major characteristics of each developmental area • Possible Assessment <ul style="list-style-type: none"> ○ Mini Preschool Lab



Unit 7: Careers Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.1.1 4.1.2 4.1.3	<ul style="list-style-type: none"> Analyze career clusters and careers related to child development, care, and guidance. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> Students will know the opportunities available to them through the child care industry. Students will understand what careers are possible with a degree related to child care. 	<ul style="list-style-type: none"> What career options are available right now in the child care industry? What are the different options for careers related to the child care industry?
Learning Targets		
Students will... <ul style="list-style-type: none"> Assess personal characteristics and professional requirements for child related occupations. Identify career clusters and careers relating to the care, guidance and development of children. Research and describe a career relating to child development. 		
Unit Duration:		
1 week		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> Discuss personal characteristics and professional requirements for child related occupations Research and describe career clusters and the multiple careers related to the care, guidance and development of children



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	Unit 1: Parenting and Family Roles		<ul style="list-style-type: none">● Describe leadership qualities and skills for problem solving as parents.● Describe how childhood of the past differs from that of the present day.● Explain the functions of the family.● Understand the importance of being responsible family members and citizens.● Evaluate factors and choices related to parenting.● Produce a list of items and activities that build a strong family.● Discuss how society's view of parenting affects families.	<ul style="list-style-type: none">● Analysis of societal trends affecting today's families● Discuss functions of families● Discuss factors and choices related to parenting● Identify factors that promote building a strong family● Identify the changes of childhood, past vs. present● Recognize types of families, child abuse, and cultural differences of families
2 weeks	Unit 2: Guidance and Discipline Through Infancy and Toddlerhood		<ul style="list-style-type: none">● Justify the importance for using the correct guidance and discipline techniques for infants and toddlers.● Understand the differences in parenting styles and their effect on children.● Describe proper care and guidance in the areas of child development.● Explain parental communication skills that promote self-esteem in infants and toddlers.	<ul style="list-style-type: none">● Discuss different parenting styles and their effects on development of young children● Discuss the importance of appropriate guidance and discipline techniques for infants and toddlers● Describe communication skills that promote positive self-esteem in infants and toddlers

4 weeks	Unit 3: Pregnancy and Prenatal Care		<ul style="list-style-type: none"> ● Determine the purpose and function of both male and female reproductive organs. ● Describe the process of fertilization/conception. ● Discuss alternative ways to achieve pregnancy. ● Diagram the three stages of prenatal development. ● Diagram the three trimesters of pregnancy. ● Determine the preparation expectant parents should make to have a healthy pregnancy. ● Assess the risk factors that affect pregnancy, such as substance and alcohol use/abuse and environmental factors. ● List the factors that affect a teenage pregnancy. 	<ul style="list-style-type: none"> ● Create a diagram of the three stages of prenatal development ● Create a diagram of the three trimesters of prenatal development ● Explain how a fetus develops from conception to 40+ weeks gestation ● Discuss the purpose of both male and female reproductive organs ● Discuss factors that affect pregnancy ● Possible Assessment <ul style="list-style-type: none"> ○ Empathy Belly
2 weeks	Unit 4: Childbirth		<ul style="list-style-type: none"> ● Diagram and determine the differences between the three stages of labor and delivery. ● Analyze the pros and cons of both a vaginal birth and a cesarean section delivery. ● Describe the common testing that happens after an infant is delivered. ● Describe the common reflexes of a newborn infant and how they are vital for their survival. 	<ul style="list-style-type: none"> ● Create a chart that outlines the three stages of labor and delivery ● Discuss the advantages and disadvantages of both types of delivery processes ● Discuss the variety of ways an infant is monitored after delivery

3 weeks	Unit 5: Developmental Stages of Young Children, Ages Birth Through One Year		<ul style="list-style-type: none"> ● Compare and contrast the relationships among the four areas of child development; physical, social, emotional and intellectual. ● Evaluate major characteristics of each area of development. ● Outline the sequence of normal development of infants through one year. ● Determine and list the components of a safe environment for infants, ages birth to one year. ● Identify age and developmentally appropriate activities for infants, ages birth to one year. ● Identify age and developmentally appropriate toys for infants, ages birth to one year. 	<ul style="list-style-type: none"> ● Discuss the relationship among the four areas of child development ● Outline the normal sequence of development for infants, birth to age one ● Describe major characteristics of each developmental area ● Possible Assessment <ul style="list-style-type: none"> ○ Mini Preschool Lab ○ Realcare Infant Simulator
3 weeks	Unit 6: Developmental Stages of Young Children, Ages One Through Three Years		<ul style="list-style-type: none"> ● Compare and contrast the relationships among the four areas of child development; physical, social, emotional and intellectual. ● Outline the sequence of normal development of toddlers, ages one to three years. ● Evaluate major characteristics of each area of development. ● Determine and list the components of a safe environment for toddlers, ages one to three years. 	<ul style="list-style-type: none"> ● Discuss the relationship among the four areas of child development ● Outline the normal sequence of development for toddlers, ages one to three years ● Describe major characteristics of each developmental area ● Possible Assessment <ul style="list-style-type: none"> ○ Mini Preschool Lab

			<ul style="list-style-type: none"> ● Identify age and developmentally appropriate activities for toddlers, ages one to three years. ● Identify age and developmentally appropriate toys for toddlers, ages one to three years. 	
1 week	Unit 7: Careers		<ul style="list-style-type: none"> ● Assess personal characteristics and professional requirements for child related occupations. ● Identify career clusters and careers relating to the care, guidance and development of children. ● Research and describe a career relating to child development. 	<ul style="list-style-type: none"> ● Discuss personal characteristics and professional requirements for child related occupations ● Research and describe career clusters and the multiple careers related to the care, guidance and development of children

Unit 1: Parenting and Family Roles

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Connect evolutionary trends of families in the past to present day families. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Analyze and evaluate roles and responsibilities of being responsible family members and citizens, and functions of the family. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> types of families types of abuse Family structure performs basic processes, such as: <ul style="list-style-type: none"> describe parenting practices in different cultures. list changes and adaptations needed for parenting roles. compare childhood from the past to the present. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 2: Guidance and Discipline Through Infancy and Toddlerhood		
Grade: 9-12		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> Justify the importance of using the correct guidance and discipline techniques for young children. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Justify the importance of using the correct guidance and discipline techniques for young children. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Explain communication skills that promote positive self-esteem in infants and children Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> guidance, care, parenting styles describe parenting practices in different cultures. Performs basic processes, such as: <ul style="list-style-type: none"> identify five guidance and discipline techniques. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Pregnancy and Prenatal Care			
Grade: 9-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
		<ul style="list-style-type: none"> Analyze the factors that affect a teenage pregnancy and explain what teenage expectant parents should do to prepare for a healthy pregnancy. Analyze the development of a fetus during all three stages of prenatal development. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Determine the preparation expectant parents should make regarding the care necessary for a healthy pregnancy. Using the proper terminology, show how fetal development progresses during pregnancy from the point of fertilization to 40 weeks. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> hazardous substances, genetic factors, substance use and abuse, prenatal care. Identify and explain effects of substance use and abuse related to pregnancy. Identify the environmental factors that affect pregnancy. Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> zygote, embryo, fetus, prenatal development, components of both the male and female reproductive organs. Determine the purpose of the reproductive organs and process of fertilization and conception. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Unit 4: Childbirth

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Evaluate the difference between, and pros and cons of, a normal birth and a Cesarean Birth. Detail why a Cesarean birth would be necessary. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Diagram and determine the differences between the stages of labor and delivery. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> lightening, crowning, labor, delivery, Dilation, cord blood, contractions, cervix, stem cells, false labor, premature birth and fetal monitoring. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 5: Developmental Stages of Young Children, Ages Birth Through One Year

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> Compare and contrast the relationships among the four areas of child development in regards to infants under 12 months old. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> The student will describe major characteristics of each area of development in regards to infants under 12 months old. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> physical, intellectual, emotional, and social development. Identify the sequence of normal development of young children. Identify the major theories of Child Development. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 6: Developmental Stages of Young Children, Ages One Through Three Years

Grade: 9-12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Compare and contrast the relationships among the four areas of child development in regards to children ages one to three years old. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Analyze and evaluate the relationships among the four areas of child development in children from the age of one year to the age of three years. The student exhibits no major errors or omissions.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> physical, intellectual, emotional, and social development. Identify the sequence of normal development of young children. Describe major characteristics of each area of development. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Unit 7: Careers

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Assess personal characteristics and professional requirements for child related occupations. Assess personal characteristics and defend for which career working with children would best suit themselves. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Analyze career clusters and careers related to child development, care, and guidance. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> career clusters, job, résumé, appropriate dress and interview. Performs basic processes, such as: <ul style="list-style-type: none"> identify career clusters and careers related to child development, care and guidance. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Child Development 2 Course Overview

Grade level(s): 9-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
This course will introduce best practices when working with preschool aged children. Through real hands-on experiences, students will learn how to organize a proper lesson plan, implement that lesson and reflect on better practices for the next time it is used. They will also learn how to use applicable observation practices to gain knowledge of age-appropriate development and behavior.	This course is an instructional program that provides advanced study in child development and guidance; including the physical, social, emotional, and intellectual development of preschool age children. The students will operate a preschool lab where they will identify, plan, and demonstrate through example best practices and developmentally appropriate activities to use when working with preschool aged children. Actual experience in supervising children provides the opportunity to explore careers related to child development and generate employment skills.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Evaluate developmental stages of preschool age children and identify major theories of child development. ● Evaluate and apply appropriate health and safety concerns for preschoolers in both a preschool and home environment. ● Analyze the relationships of the four areas of development and appropriate activities to reach all four of them. ● Plan and analyze developmentally appropriate activities for children. ● Implement age and developmentally appropriate activities to advance all areas of development in preschoolers. ● Execute observations on young children effectively by the end of this course. ● Demonstrate techniques for positive collaborative relationships with parents and children, and maintain a safe and clean daily environment. 	
Priority Missouri Learning Standards/National Standards	
<p>4.1 Analyze career paths within early childhood, education & related services.</p> <p>4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.</p> <p>4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.</p> <p>4.4 Demonstrate a safe and healthy learning environment for children.</p>	

- 4.5 Demonstrate techniques for positive collaborative relationships with children.
- 4.6 Demonstrate professional practices and standards related to working with children.
- 5.5 Demonstrate a work environment that provides safety and security.
- 12.1 Analyze principles of human growth and development across the lifespan.
- 12.2 Analyze conditions that influence human growth and development.
- 12.3 Analyze strategies that promote growth and development across the lifespan.
- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 15.3 Evaluate external support systems that provide services for parents.



Unit 1: Guidance and Discipline in Child Care Programs

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.2.4 4.2.5	<ul style="list-style-type: none"> ● Evaluate and apply appropriate health and safety concerns for preschoolers in both a preschool and home environment. 	
12.1.1 12.1.2 12.3.1 12.3.2 15.2.1 15.2.2 15.2.3 15.2.5 15.3.1	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the qualities that make up a superior child care program. ● Students will understand the differences between the multiple types of out of home child care. ● Students will understand the proper ways to communicate limits and discipline to preschool aged children. ● Students will understand appropriate ways to promote self-esteem in preschool aged children through communication practices. 	<ul style="list-style-type: none"> ● What ways do different child care programs focus on education versus play? ● What qualities make up a good child care program? ● What are proper parenting practices that promote, or constrain, proper human growth and development?

Learning Targets

Students will...

- Describe qualities of a quality child care program.
- Identify characteristics of a good child care provider.
- Compare different types of child care programs.
- Justify the importance for using the correct guidance and discipline techniques for preschool aged children.
- Explain how caregiver communication skills promote self-esteem in preschool aged children.
- Evaluate the value of self-regulation and mindfulness in regards to guidance practices while working with preschoolers.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Discuss qualities of a superior child care program
- Identify characteristics of an adequate child care provider
- Discuss the different types of child care programs and identify what makes them quality
 - Montessori, Head Start, Family Day Care, Play Groups, Early Childhood Center, In Home Care, Latch Key
- Discuss the importance of appropriate guidance and discipline techniques for preschool aged children
- Describe communication skills that promote positive self-esteem in preschool aged children



Unit 2: Theorists and Their Theories

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.2.1 4.2.2 4.2.3 4.2.5	<ul style="list-style-type: none">Evaluate developmental stages of preschool age children and identify major theories of child development.	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none">Students will understand the different early childhood theorists and their theories.Students will understand how to implement different theories into their teachings.Students will know how to create lessons based on the needs and interests of their students.	<ul style="list-style-type: none">How do we determine children's differences in learning styles and understanding of content?What are developmentally appropriate practices in childhood education?What can we do to understand the developmental needs and interests of children?
Learning Targets		
Students will... <ul style="list-style-type: none">Compare and categorize the major theorists in child development, and their theories.Describe how the theories are put into practice within a classroom.Analyze the implementation of a variety of child development theories.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Discuss major child development theorists and their theories <ul style="list-style-type: none"> ○ Suggestions: Piaget, Erikson, Maslow, Bowlby, Baumrind, Freud, Coles, Broffenbrenner, Vygotsky ● Recognize or recall specific terminology related to the theories and how they are implemented into early childhood education ● Paraphrases child development theories and the role it plays in their life



Unit 3: Developmental Stages of Young Children, Ages Two to Five Years

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.2.3 12.2.4 4.2.4 12.2.5 4.2.5 12.3.1 4.4.1 12.3.2 4.4.2 12.3.3 4.4.4 15.1.1 4.4.7 15.1.2 12.1.1 15.1.3 12.1.2 15.1.5 12.1.3 15.2.1 12.2.1 15.2.3 12.2.2 15.2.4 12.2.3 15.3.1	<ul style="list-style-type: none"> ● Analyze the relationships of the four areas of development and appropriate activities to reach all four of them. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the four areas of development and how they affect one another. ● Students will understand the normal sequence of development from ages two to five years. ● Students will understand what factors affect normal development throughout the lifespan. 	<ul style="list-style-type: none"> ● What factors affect human growth and development throughout the lifespan? ● How do the four areas of development affect one another? ● What is the normal sequence of development, in all four areas, from ages two to five years?

Learning Targets

Students will...

- Compare and contrast the relationships among the four areas of child development; physical, social, emotional and intellectual.
- Outline the sequence of normal development of preschoolers, ages two to five years.
- Describe major characteristics of each area of development.
- Apply knowledge of developmental stages to observation and /or interaction with individual children.
- Compare and contrast normal versus atypical child development.
- Distinguish individual differences of young children and compare the difference to a predictable developmental sequence.
- Plan developmentally appropriate activities for all developmental areas.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Explain the developmental stages of preschool age children● Discuss the main characteristics in each area of development● Discuss developmentally appropriate activities for all developmental areas● Create and implement developmentally appropriate lessons● Preschool lab



Unit 4: Health and Safety of Young Children

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.4.1 4.4.2 4.4.3 4.4.7	<ul style="list-style-type: none"> Evaluate and apply appropriate health and safety concerns for preschoolers in both a preschool and home environment. 	
5.5.1 5.5.2 5.5.3	<p style="text-align: center;">Enduring Understanding</p> <ul style="list-style-type: none"> Students will understand what developmentally appropriate practices to maintain a safe classroom environment. Students will understand the proper emergency procedures and how to execute them. Students will understand how to avoid hazards within the classroom. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> What are developmentally appropriate practices to maintain the health and safety of all students? How do you ensure safety, from illnesses, physical damage and through food, in a preschool classroom? What kind of emergency procedures need to be created and practiced in the preschool classroom? How do you maintain a safe classroom?

Learning Targets

Students will...

- Determine appropriate health and safety concerns for preschoolers in both a preschool and home environment.
- Maintain a safe, healthy, and developmentally appropriate environment for children.
- Choose and maintain age appropriate toys and equipment.
- Identify symptoms of various common childhood illnesses and diseases.
- Identify immunization trends and describe immunization exemption policies.
- Develop policies for maintaining safety procedures when working with various age groups.
- Review emergency procedures necessary for the child's environment.
- Identify guidelines and practices for healthy nutrition.

Unit Duration:

1 week



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Discuss appropriate toys and equipment ● Discuss immunization trends and exemption policies ● Develop policies for maintaining safety procedures when working with various age groups ● Discuss emergency procedures necessary for the child’s environment. ● Preschool lab



Unit 5: Developing Children’s Activities Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.2.3 4.2.4 4.2.5 4.3.1	<ul style="list-style-type: none"> ● Plan and analyze developmentally appropriate activities for children. ● Implement age and developmentally appropriate activities to advance all areas of development in preschoolers. 	
4.3.3 4.3.4 4.3.5 4.3.6 4.4.1 4.4.2	<p style="text-align: center;">Enduring Understanding</p> <ul style="list-style-type: none"> ● Students will understand how to create lesson plans that are developmentally appropriate for preschoolers. ● Students will understand the needs and interests to create interesting lesson plans for preschoolers. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ● What are developmentally appropriate activities for preschool aged students? ● What are the developmental needs and interests of our preschoolers? ● What resources are needed to meet children’s needs and interests?

Learning Targets

Students will...

- Plan age and developmentally appropriate activities.
- Analyze play and its influence on the development of children.
- Evaluate age and developmentally appropriate activities.
- Implement bulletin boards and classroom decorations varied by themes.
- Assist in conducting preschool in accordance with program goals, including lesson plans, schedules and snacks.

Unit Duration:

10 weeks, through preschool lab



Assessment Evidence

Rubric/Scoring

Assessment

- Plan age and developmentally appropriate activities
- Implement bulletin boards and classroom decorations varied by themes
- Work in the preschool lab



Unit 6: Observing Young Children

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.2.2 4.2.3 4.2.4 4.2.5 4.5.5	<ul style="list-style-type: none"> Execute observations on young children effectively by the end of this course. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> Students will understand how to use observations to create meaningful and purposeful lesson plans for preschoolers. Students will understand the importance of observations and how the results of them can guide preschooler learning. 	<ul style="list-style-type: none"> Why are observations important to understanding the ways children develop? How do accurate observations help in planning meaningful lessons? How can you use observations to help diagnose learning difficulties?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> Use appropriate behavior of an observer. Implement different methods for observing young children. Identify reasons for observing young children. Identify temperament's impact on behavior and self esteem. Complete evaluations of learning activities and preschool experience. Observe and complete observations on child's growth and development. Use observations to create meaningful lesson plans for other teaching days. 		
Unit Duration:		
10 weeks, through preschool lab		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Using appropriate behavior of an observer ● Describe different methods of learning ● Creating and implementing meaningful lesson plans ● Taking accurate observations in the preschool lab ● Using observations to determine appropriate development of a preschooler



Unit 7: Maintaining Relationships in the Classroom

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.1.1 4.2.4 4.2.5	<ul style="list-style-type: none"> ● Demonstrate techniques for positive collaborative relationships with parents and children, and maintain a safe and clean daily environment. 	
4.3.1 4.4.1 4.4.2 4.4.3 4.4.7 4.5.1 4.5.2 4.5.3 4.5.4 4.6.4	<p style="text-align: center;">Enduring Understanding</p> <ul style="list-style-type: none"> ● Students will understand what effect the school environment has on a student and their ability to learn. ● Students will understand how to create a classroom environment that will promote learning and safety for preschoolers. ● Students will understand appropriate communication with preschoolers and their parents. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ● What are the standards for a safe, healthy learning environment? ● What criteria should be used to decide how to provide a safe, healthy learning environment? ● What communication skills (verbal and nonverbal) are needed for communicating effectively with parents and students?

Learning Targets

Students will...

- Practice verbal and nonverbal communication skills.
- Communicate effectively with parents.
- Maintain worthwhile relationships with children and parents.
- Maintain a positive and safe classroom environment daily.
- Assist in conducting preschool in accordance with program' goals, including interaction with children, schedules, snacks, preparing the room, setting up centers and parent interactions.

Unit Duration:

10 weeks, through preschool lab



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Practice verbal and nonverbal communication skills● Communicate effectively with parents● Maintain relationships with children and parents● Maintain a positive and safe environment daily● Preschool lab



Unit 8: Instructing and Working with Young Children

Desired Results

Standards	Transfer Goal(s)/Big Ideas	
4.1.5 4.4.1 4.2.1 4.4.3 4.2.2 4.4.4 4.2.3 4.5.2 4.2.4 4.5.3 4.2.5 4.5.4 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6	<ul style="list-style-type: none"> ● Plan and analyze developmentally appropriate activities for children. ● Implement age and developmentally appropriate activities to advance all areas of development in preschoolers. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand how to effectively implement a lesson to preschoolers. ● Students will understand how to use developmentally appropriate practices to reach preschool learning. ● Students will understand how to differentiate instruction to different levels of learners. 	<ul style="list-style-type: none"> ● What are developmentally appropriate practices? ● How do you effectively implement lessons to preschoolers? ● How do you understand children’s differences in relations to developmentally appropriate practices? ● How do you teach preschoolers with different academic standings?

Learning Targets

Students will...

- Implement age and developmentally appropriate activities that advance all areas of development.
- Adapt activities for children with special needs.
- Adapt activities to the environment.
- Demonstrate discipline and guidance techniques.
- Build positive self-concept attitudes and promote individual differences.
- Assist in conducting preschool in accordance with program’ goals, including interaction with children, lesson plans, schedules, snacks, preparing the room, setting up centers and parent interactions.

Unit Duration:

10 weeks, through preschool lab



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Implementation of age and developmentally appropriate activities ● Adaption of lesson plans based on the different learners in the classroom ● Demonstrate discipline and guidance techniques ● Be lead teachers in the preschool lab



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	Unit 1: Guidance and Discipline Techniques in Child Care Programs		<ul style="list-style-type: none"> ● Describe qualities of a quality child care program. ● Identify characteristics of a good child care provider. ● Compare different types of child care programs. ● Justify the importance for using the correct guidance and discipline techniques for preschool aged children. ● Explain how caregiver communication skills promote self-esteem in preschool aged children. ● Evaluate the value of self-regulation and mindfulness in regards to 	<ul style="list-style-type: none"> ● Discuss qualities of a superior child care program ● Identify characteristics of an adequate child care provider ● Discuss the different types of child care programs and identify what makes them quality <ul style="list-style-type: none"> ○ Montessori, Head Start, Family Day Care, Play Groups, Early Childhood Center, In Home Care, Latch Key ● Discuss the importance of appropriate guidance and discipline techniques for preschool aged children ● Describe communication skills that promote positive self-esteem in preschool aged children

			guidance practices while working with preschoolers.	
2 weeks	Unit 2: Theorists and Their Theories		<ul style="list-style-type: none"> ● Compare and categorize the major theorists in child development, and their theories. ● Describe how the theories are put into practice within a classroom. ● Analyze the implementation of a variety of child development theories. 	<ul style="list-style-type: none"> ● Discuss major child development theorists and their theories <ul style="list-style-type: none"> ○ Suggestions: Piaget, Erikson, Maslow, Bowlby, Baumrind, Freud, Coles, Broffenbrenner, Vygotsky ● Recognize or recall specific terminology related to the theories and how they are implemented into early childhood education ● Paraphrases child development theories and the role it plays in their life
2 weeks	Unit 3: Developmental Stages of Young Children, Ages Two to Six Years		<ul style="list-style-type: none"> ● Compare and contrast the relationships among the four areas of child development; physical, social, emotional and intellectual. ● Outline the sequence of normal development of preschoolers, ages two to five years. ● Describe major characteristics of each area of development. ● Apply knowledge of developmental stages to observation and /or interaction with individual children. ● Compare and contrast normal versus atypical child development. ● Distinguish individual differences of young children and compare the difference to a predictable developmental sequence. 	<ul style="list-style-type: none"> ● Explain the developmental stages of preschool age children ● Discuss the main characteristics in each area of development ● Discuss developmentally appropriate activities for all developmental areas ● Create and implement developmentally appropriate lessons ● Preschool lab

			<ul style="list-style-type: none"> ● Plan developmentally appropriate activities for all developmental areas. 	
1 week	Unit 4: Health and Safety of Young Children		<ul style="list-style-type: none"> ● Determine appropriate health and safety concerns for preschoolers in both a preschool and home environment. ● Maintain a safe, healthy, and developmentally appropriate environment for children. ● Choose and maintain age appropriate toys and equipment. ● Identify symptoms of various common childhood illnesses and diseases. ● Identify immunization trends and describe immunization exemption policies. ● Develop policies for maintaining safety procedures when working with various age groups. ● Review emergency procedures necessary for the child's environment. ● Identify guidelines and practices for healthy nutrition. 	<ul style="list-style-type: none"> ● Discuss appropriate toys and equipment ● Discuss immunization trends and exemption policies ● Develop policies for maintaining safety procedures when working with various age groups ● Discuss emergency procedures necessary for the child's environment. ● Preschool lab
10 weeks (through preschool lab)	Unit 5: Developing Children's Activities		<ul style="list-style-type: none"> ● Plan age and developmentally appropriate activities. ● Analyze play and its influence on the development of children. ● Evaluate age and developmentally appropriate activities. 	<ul style="list-style-type: none"> ● Plan age and developmentally appropriate activities ● Implement bulletin boards and classroom decorations varied by themes ● Work in the preschool lab

			<ul style="list-style-type: none"> ● Implement bulletin boards and classroom decorations varied by themes. ● Assist in conducting preschool in accordance with program goals, including lesson plans, schedules and snacks. 	
10 weeks (through preschool lab)	Unit 6: Observing Young Children		<ul style="list-style-type: none"> ● Use appropriate behavior of an observer. ● Implement different methods for observing young children. ● Identify reasons for observing young children. ● Identify temperament's impact on behavior and self esteem. ● Complete evaluations of learning activities and preschool experience. ● Observe and complete observations on child's growth and development. ● Use observations to create meaningful lesson plans for other teaching days. 	<ul style="list-style-type: none"> ● Using appropriate behavior of an observer ● Describe different methods of learning ● Creating and implementing meaningful lesson plans ● Taking accurate observations in the preschool lab ● Using observations to determine appropriate development of a preschooler
10 weeks (through preschool lab)	Unit 7: Maintaining Relationships in the Classroom		<ul style="list-style-type: none"> ● Practice verbal and nonverbal communication skills. ● Communicate effectively with parents. ● Maintain worthwhile relationships with children and parents. ● Maintain a positive and safe classroom environment daily. 	<ul style="list-style-type: none"> ● Practice verbal and nonverbal communication skills ● Communicate effectively with parents ● Maintain relationships with children and parents ● Maintain a positive and safe environment daily ● Preschool lab

			<ul style="list-style-type: none"> ● Assist in conducting preschool in accordance with program' goals, including interaction with children, schedules, snacks, preparing the room, setting up centers and parent interactions. 	
10 weeks (through preschool lab)	Unit 8: Instructing and Working with Young Children		<ul style="list-style-type: none"> ● Implement age and developmentally appropriate activities that advance all areas of development. ● Adapt activities for children with special needs. ● Adapt activities to the environment. ● Demonstrate discipline and guidance techniques. ● Build positive self-concept attitudes and promote individual differences. ● Assist in conducting preschool in accordance with program' goals, including interaction with children, lesson plans, schedules, snacks, preparing the room, setting up centers and parent interactions. 	<ul style="list-style-type: none"> ● Implementation of age and developmentally appropriate activities ● Adaption of lesson plans based on the different learners in the classroom ● Demonstrate discipline and guidance techniques ● Be lead teachers in the preschool lab

Unit 1: Guidance and Discipline Techniques in Child Care Programs

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> • Compare and contrast the types of substitute care available to caregivers including cost; assess which is best in specific scenarios. • Justify the importance for using the correct guidance and discipline techniques for young children 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Analyze qualities of a quality child care program. • Justify the importance of using the correct guidance and discipline techniques for young children. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ substitute care, caregivers, latch-key, daycare, in-home care and preschool. • Explain the Options of substitute care available to caregivers for children 0-5 years as well as school age children. • Identify components of quality child care programs. • Performs basic processes, such as: <ul style="list-style-type: none"> ○ list types of substitute care. • Explain communication skills that promote positive self-esteem in infants and children • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ guidance, care, parenting styles ○ describe parenting practices in different cultures. • Performs basic processes, such as: <ul style="list-style-type: none"> ○ identify five guidance and discipline techniques. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 2: Theorists and Their Theories

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Compare and categorize the major child development theorists and their theories. 	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Select and outline one major child development theory. <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ attachment Theory, Personality Stage Theory, Psychosocial Stage Theory, Moral Understanding Stage Theory, Cognitive Development Stage Theory, Ecological Systems Theory ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ paraphrase child development theory and how it affects our lives. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Developmental Stages of Young Children, Ages Two to Six Years

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> Analyze the four developmental domains of preschool age children in normal and atypical development. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Evaluate developmental stages of preschool age children within the 3 domains. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Describe main characteristics in each area of development Interpret individual differences of young children Performs basic processes, such as: <ul style="list-style-type: none"> explain developmental stages of preschool age children affective, psychomotor, cognitive (emotional, social, physical, intellectual) However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 4: Health and Safety of Young Children

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Critique guidelines and practices for healthy nutrition and create a recommendation to improve nutrition in preschools. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Maintain a safe, healthy, and developmentally appropriate environment for children, and choose and maintain age appropriate toys and equipment. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Determine appropriate health and safety concerns for preschoolers in both a preschool and home environment. ● Identify symptoms of various common childhood illnesses and diseases ● Identify immunization trends and describe immunization exemption policies ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ review emergency procedures necessary for the child’s environment. ○ identify guidelines and practices for healthy nutrition. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 5: Developing Children’s Activities

Grade: 9-12

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student: <ul style="list-style-type: none"> Plan and practice, age and developmentally appropriate activities. The student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Plan and implement bulletin boards and classroom decorations varied by themes. Assist in conducting preschool in accordance with the program's goals, including lesson plans, schedules, and snacks. Performs basic processes, such as: <ul style="list-style-type: none"> create decorations, collaborate with team However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Unit 6: Observing Young Children

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Defend the importance of observation in the young childhood classroom and evaluate your own observations. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Conduct observations on young children effectively. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Explain methods of observing young children Observe and complete observations on child’s growth and development. Performs basic processes, such as: <ul style="list-style-type: none"> use appropriate behavior of observer identify reasons for observing young children identify temperament’s impact on behavior and self esteem <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 7: Maintaining Relationships in the Classroom

Grade: 9-12

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		<ul style="list-style-type: none"> Consistently work with parents and children to maintain relationships. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		<p>The student:</p> <ul style="list-style-type: none"> Demonstrate techniques for positive collaborative relationships with parents and children. Maintain a safe and clean daily environment. <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Practice verbal and nonverbal communication skills. Maintain relationships with children and parents. Maintain a classroom environment daily. Performs basic processes, such as: <ul style="list-style-type: none"> assist in conducting preschool in accordance with the program's goals, including interaction with children, schedules, snacks, preparing the room, setting up centers, and parent interactions. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Unit 8: Instructing and Working with Young Children

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Consistently implement age and developmentally appropriate activities to advance all areas of development in preschoolers. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Implement age and developmentally appropriate activities that advance all areas of development. Demonstrate effective discipline and guidance techniques. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Adapt activities for children with special needs. Adapt activities to the environment. Build positive self concept attitudes and promote differences. Performs basic processes, such as: <ul style="list-style-type: none"> assist in conducting preschool in accordance with the program's goals, including interaction with children, lesson plans, schedules, snacks, preparing the room, setting up centers, and parent interactions. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	

Career Pathway in the Teaching Profession 1 Course Overview

Grade level(s): 11-12

Credits earned: .5 practical art credit

Course Rationale

This course will introduce students to the field of education as a social and psychological experience. Students will be presented with information pertaining to the teaching profession. An effective teacher is someone who understands the social and philosophical foundations of formal education, the role of state and federal governance, and the pedagogical theory and practice in education. This course will give students the opportunity to have hands-on experience in educational settings so they are better prepared. This course will help students understand what is involved in the Teaching Profession.

Course Description

This advanced course will enable students to experience occupational environments associated with child development and teaching careers involving the educational instruction of children. It examines qualities and skills necessary for working effectively with students in educational settings. Students will receive practical experience with children in community preschools, day care centers, and elementary & secondary school settings. This course is highly recommended for those wanting to explore careers working with children.

***Instructor permission to enroll.

Transfer Goals/Big Ideas

- **Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession.**
- **Create a professional portfolio that could be used in future education courses.**
- **Demonstrate professionalism in educational settings.**

Priority Missouri Learning Standards/National Standards

- 4.1 Analyze career paths within early childhood, education and related services.
- 4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.
- 4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults.
- 4.4 Demonstrate a safe and healthy learning environment for children.
- 4.6 Demonstrate professional practices and standards related to working with children, youth and adults.
- 12.1 Analyze principles of human growth and development across the lifespan.
- 12.2 Analyze conditions that influence human growth and development.
- 12.3 Analyze strategies that promote growth and development across the lifespan.



Unit 1: The Teaching Profession

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
4.1.1 4.1.3 4.1.6 4.6.1 4.6.2 4.6.3 4.6.4	<ul style="list-style-type: none"> ● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession. ● Create a professional portfolio that could be used in future education courses. ● Demonstrate professionalism in educational settings. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand that there are specific attributes that help a person be successful in the education field. ● Students will understand that professional organizations and networking is vital in education. 	<ul style="list-style-type: none"> ● What does it take to work in the education field? ● What skills and attributes make a successful teacher? Administrator? Paraprofessional? etc. ● How do your personal attributes make you a good candidate for a position in a school?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Analyze the teaching profession. ● Explain personal characteristics, abilities, knowledge and skills needed to work in education careers. ● Examine the roles, functions, education and training requirements needed to work in the education field. ● Analyze the role of professional organizations in education. ● Promote and model digital etiquette and responsible social interaction related to the use of technology and information. ● Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice. 		
Unit Duration:		
3 weeks		



Assessment Evidence


Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Ethical scenarios • Create cover letter and resume • Complete practice interview questions and demonstrate skills necessary for a successful interview • Analyze characteristics of a successful teacher



Unit 2: Learning Environments Desired Results

Standards	Transfer Goal(s) /Big Ideas	
4.2. 4.4.1 4 4.4.2 4.2. 4.4.4 3 4.4.6 4.2. 4.4.7 5 4.3. 1 4.3. 2 4.3. 3 4.3. 4 4.3. 5	<ul style="list-style-type: none"> • Create a professional portfolio that could be used in future education courses. • Demonstrate professionalism in educational settings. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand how to create a safe space for students. • Students will understand the importance of trauma informed practices. • Students will understand the use of transitions, routines, and schedules that promote positive learning environments. 	<ul style="list-style-type: none"> • What is trauma informed practice? • What is the teacher’s responsibility in creating a safe space for students? • How do routines, transitions, and schedules help students?

4.3. 6			
Learning Targets			
<p>Students will...</p> <ul style="list-style-type: none"> ● Identify and describe a teacher’s responsibility for creating a safe learning environment. ● Evaluate classroom management theories, routines, and transitions that promote a positive learning environment. ● Evaluate and control risks to safety, health, and the environment in learning settings. ● Explain emergency response plans. ● Describe how to create an emotionally and physically safe learning environment for all students. 			
Unit Duration:			
2 weeks			

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Emergency procedures and drills ● Create behavior management plan ● Guest speaker- trauma informed practices ● Create emergency response plan



Unit 3: Classroom Management and Diverse Learners

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
4.2.1 4.2.2 4.2.3 4.3.1 4.3.2 12.1.1 12.1.3 12.2.1 12.2.2 12.3.3	<ul style="list-style-type: none"> ● Create a professional portfolio that could be used in future education courses. ● Demonstrate professionalism in educational settings. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand how barriers to learning may affect children in a classroom setting. ● Students will understand how to effectively instruct children in a classroom setting. ● Students will demonstrate how to modify or make accommodations to lessons. ● Students will understand the role theories play in the field of education. 	<ul style="list-style-type: none"> ● What are barriers to learning that students may face? ● What can teachers do to accommodate or modify lessons for students? ● How can teachers provide effective instruction to all students? ● What are the best practices for accommodations and modifications in relation to the educational theorists?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Analyze and demonstrate effective management of diverse learners and the learning process. ● Examine physical, emotional, social, and intellectual development of children and adolescents. ● Identify and apply learning theories to learners and effective teaching instruction. ● Explain the barriers to learning and achievement. ● Examine teacher responsibility for student safety, growth, and development in relationship to the barriers to learning and achievement. ● Recognize the symptoms of child abuse, neglect and trauma and the appropriate reporting protocol. 		
Unit Duration:		
4 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Create a behavior management plan ● Barriers to learning, special education ● PIES project, accommodation vs modification ● Lesson planning ● Wicket's Wad (disability or special education reflection)



Unit 4: Historical and Contemporary Views on Education Desired Results

Standards	Transfer Goal(s) /Big Ideas	
4.2.5 4.3.1 4.3.2 4.3.3 4.3.4	<ul style="list-style-type: none"> ● Create a professional portfolio that could be used in future education courses. ● Demonstrate professionalism in educational settings. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the historical events that shape the field of education. ● Students will understand the educational philosophies impacting the field of education. 	<ul style="list-style-type: none"> ● How did the historical events shape the current field of education? ● What are the lasting effects of the major influences on education? ● How do the philosophies of education influence classroom instruction and set up?

Learning Targets

Students will...

- Explain and analyze the influence of the historical, philosophical, and sociological role and the impact on contemporary education.
- Examine the historical and current significance of education.
- Compare the organizational structures of education and training today to historical and sociological factors.
- Compare and contrast the major philosophies of education.

Unit Duration:

3 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- History of education QR code search and test
- Educational philosophy and presentation
- Write personal teaching philosophies



Unit 5: Classroom Experiences

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
4.2.4 4.2.3 4.2.5 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.4.1 4.4.2 4.4.4 4.4.6 4.4.6	<ul style="list-style-type: none">● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession.● Create a professional portfolio that could be used in future education courses;● Demonstrate professionalism in educational settings.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand how to create effective lessons and assessments.● Students will understand how to correctly observe children in educational settings.● Students will understand how to plan and prepare activities in educational settings.	<ul style="list-style-type: none">● Why is observation used in education?● How do you properly plan effective lessons?● What makes an assessment effective?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none">● Demonstrate the ability to plan and prepare activities in several curricular areas.● Create effective assessments for their created lessons.● Teach learning activities in the observed curriculum activities, meeting the needs of all learners.● Evaluate learning activities and lessons.● Analyze classroom management strategies of the cooperating teacher.● Discuss reasons why observation is used to study children.● Complete objective observations in a formal educational setting.		
Unit Duration:		
6 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Plan lessons ● Implement activities ● Perform observations and reflect ● Educational placement



Learning Plan

Week(s)	Topic	Resources/ Texts	Learning Targets	Assessment
3 weeks	Unit 1: The Teaching Profession		<ul style="list-style-type: none"> ● Analyze the teaching profession. ● Explain personal characteristics, abilities, knowledge and skills needed to work in education careers. ● Examine the roles, functions, education and training requirements needed to work in the education field. ● Analyze the role of professional organizations in education. ● Promote and model digital etiquette and responsible social interaction related to the use of technology and information. ● Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice. 	<ul style="list-style-type: none"> ● Ethical scenarios ● Create cover letter and resume ● Complete practice interview questions and demonstrate skills necessary for a successful interview ● Analyze characteristics of a successful teacher

2 weeks	Unit 2: Learning Environments		<ul style="list-style-type: none"> ● Identify and describe a teacher’s responsibility for creating a safe learning environment. ● Evaluate classroom management theories, routines, and transitions that promote a positive learning environment. ● Evaluate and control risks to safety, health, and the environment in learning settings. ● Explain emergency response plans. ● Describe how to create an emotionally and physically safe learning environment for all students. 	<ul style="list-style-type: none"> ● Emergency procedures and drills ● Create behavior management plan ● Guest speaker- trauma informed practices ● Create emergency response plan
3 weeks	Unit 3: Classroom Management and Diverse Learners		<ul style="list-style-type: none"> ● Analyze and demonstrate effective management of diverse learners and the learning process. ● Examine physical, emotional, social, and intellectual development of children and adolescents. ● Identify and apply learning theories to learners and effective teaching instruction. ● Explain the barriers to learning and achievement. ● Examine teacher responsibility for student safety, growth, and development in relationship to the barriers to learning and achievement. ● Recognize the symptoms of child abuse, neglect and trauma and the appropriate reporting protocol. 	<ul style="list-style-type: none"> ● Create a behavior management plan ● Barriers to learning, special education ● PIES project, accommodation vs modification ● Lesson planning ● Wicket’s Wad (disability or special education reflection)
3 weeks	Unit 4: Historical and Contemporary Views on Education		<ul style="list-style-type: none"> ● Explain and analyze the influence of the historical, philosophical, and sociological role and the impact on contemporary education. ● Examine the historical and current significance of education. ● Compare the organizational structures of education and training today to historical and sociological factors. ● Compare and contrast the major philosophies 	<ul style="list-style-type: none"> ● History of education QR code search and test ● Educational philosophy and presentation ● Write personal teaching philosophies

			of education.	
6 weeks	Unit 5: Classroom Experiences		<ul style="list-style-type: none"> • Demonstrate the ability to plan and prepare activities in several curricular areas. • Create effective assessments for their created lessons. • Teach learning activities in the observed curriculum activities, meeting the needs of all learners. • Evaluate learning activities and lessons. • Analyze classroom management strategies of the cooperating teacher. • Discuss reasons why observation is used to study children. • Complete objective observations in a formal educational setting. 	<ul style="list-style-type: none"> • Plan lessons • Implement activities • Perform observations and reflect • Educational placement

Unit 1: The Teaching Profession			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	<ul style="list-style-type: none"> • Analyze the teaching Profession and their own skills, abilities, and attributes as it relates to educational settings. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> • Demonstrate professional behavior when working with peers, adults, and children (Accountability, Positive/Appropriate communication, attendance, 100% of assignments turned in). • Evaluate the importance of ethics and professionalism in child related careers. The student exhibits no major errors or omissions.		

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ role models, ethical dilemmas ○ self image ○ professional behavior ○ professional organizations such as NAEYC ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ project a positive self image to colleagues and parents. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 2: Learning Environments		
Grade: 11-12		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> ● Using the concept of “whole child” assess the long term effects of exposure to unsafe environments. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Analyze safe and healthy learning environments and the factors affecting the safety and wellbeing of children. ● Assess how classroom climate impacts the development of the whole child. <p>The student exhibits no major errors or omissions.</p>	

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ abuse, neglect, “whole child” ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ describe the importance of a safe and healthy learning environment. ○ explain role of trauma informed classroom ○ explain the purpose of a schedule and use of transitions. ○ select and organize materials for early childhood classrooms. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 3: Classroom Management and Diverse Learners		
Grade: 11-12		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> ● Analyze and demonstrate effective management of diverse learners and the learning process ● Evaluate 3 different learning styles and how a teacher must revise their teaching style according to the learning styles in class. 	Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student: <ul style="list-style-type: none"> ● Examine physical emotional, social, and intellectual development of children and adolescents 	

	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ developmental stages, theorists, special needs ○ learning and teaching styles ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ identify and compare developmental stages ○ identify common milestones in childhood. ○ explain different ways children learn ○ barriers to learning and achievement ○ identify guidance and discipline techniques However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 4 : Historical and Contemporary Views on Education		
Grade: 11-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Explain and analyze the influence of the historical, philosophical, and sociological role and the impact on contemporary education 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student: <ul style="list-style-type: none"> ● Analyze how the views on childhood have changed over the centuries and the events that influence early childhood education. The student exhibits no major errors or omissions.	

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ discuss how views on childhood have changed ○ identify historical roots of childcare and education ○ research theorists and philosophers of education ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ paraphrase child development theory and how it affects our lives. ○ compare the organizational structures of education and training today to historical and sociological factors. ○ compare and contrast the major philosophies of education <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Unit 5 : Classroom Experiences		
Grade: 11-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Teach a self-created lesson in all curricular areas and reflect on each of the experiences. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to plan and implement age appropriate lessons. ● Effectively use observations to conduct a case study on a chosen child. 	

	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ demonstrate the ability to plan, prepare, and evaluate activities in curricular areas. ○ teach learning activities. ○ plan a social studies unit including multicultural concepts. ○ complete objective observations ○ explain importance of observation <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Career Pathways in the Teaching Profession 2 Course Overview

Grade level(s): 11-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
This course will reinforce concepts from Career Pathways in the Teaching Profession 1. Students will understand the field of education as a social and psychological experience. Students will be presented with	This advanced course extends skills acquired in previous Child Development and Career Pathways for the Teaching Profession courses. The Career Pathways for the Teaching Profession focuses on the theory and practice of learning and teaching; the principles of educational psychology; the art of teaching; the planning and

information pertaining to the teaching profession. An effective teacher is someone who understands the social and philosophical foundations of formal education, the role of state and federal governance, and the pedagogical theory and practice in education. This course will give students the opportunity to have hands-on experience in educational settings so they are better prepared. This course will help students understand what is involved in the Teaching Profession.

administration of educational activities; school safety and health issues; and the social foundations of education. It examines qualities and skills necessary for working effectively with children in educational settings. This course focuses on educational policy in regards to educational systems. Students will receive practical experience working with children in community preschools, daycare centers, elementary and secondary school settings. This course is highly recommended for those wanting to explore careers working in an educational setting.

***Instructor permission to enroll

Transfer Goals/Big Ideas

- **Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession.**
- **Create a professional portfolio that could be used in future education courses.**
- **Demonstrate professional practices and standards related to working with children, youth, and adults.**
- **Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults.**

Priority Missouri Learning Standards/National Standards

4.1 Analyze career paths within early childhood, education and related services.

4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.

4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults.

4.4 Demonstrate a safe and healthy learning environment for children.

4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments.

4.6 Demonstrate professional practices and standards related to working with children, youth and adults.



Unit 1: Educational Policy

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
4.1.1 4.1.3 4.1.4 4.2.1 4.6.1 4.6.2 4.6.3 4.6.6	<ul style="list-style-type: none"> ● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession. ● Create a professional portfolio that could be used in future education courses. ● Demonstrate professional practices and standards related to working with children, youth, and adults. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the impact of educational policies and laws on American education. ● Students will understand the legal rights of teachers, school districts, and parents. ● Students will understand the ethical principles that impact education. 	<ul style="list-style-type: none"> ● How do people who work in educational settings need to respond to ethical dilemmas? ● What are the legal rights of school districts and parents in regards to education? ● What are the legal implications in educational settings?

Learning Targets

Students will...

- Identify and assess the impact of educational policy, school law, and reforms on American Education.
- Explain the ethical and legal standards and principles that impact education.
- Describe the legal implication and processes (e.g. FERPA) for communicating student progress with students, parents and colleagues.
- Explain the legal rights of parents.
- Analyze the legal rights of teachers and school districts.
- Apply research strategies to investigate, evaluate and respond to educational perspectives, issues, topics and problems.

Unit Duration:

1 week



Assessment Evidence


Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Legal rights of parents and school districts● Guest speaker questions for District Lawyer or HR● Reflection on educational Policies (FERPA)



Unit 2: Educational Systems Desired Results

Standards	Transfer Goal(s) /Big Ideas
4.1.1 4.1.3 4.1.4 4.1.6 4.6.1	<ul style="list-style-type: none">● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession.● Create a professional portfolio that could be used in future education courses.● Demonstrate professional practices and standards related to working with children, youth, and adults.

4.6.2 4.6.3 4.6.6	Enduring Understandings <ul style="list-style-type: none"> • Students will understand the governing and financing of educational systems. • Students will understand the organizational structures of educational systems and training. 	Essential Questions <ul style="list-style-type: none"> • How are schools financed? • How are educational systems governed? • What are the various types of organizations who deliver education or training?
Learning Targets		
Students will... <ul style="list-style-type: none"> • Explain the governing and financing of educational systems. • Describe the organizational structures of the education and training system. • Identify systems that deliver education and training (i.e. public, private, virtual, etc.). • Explain how schools are financed. 		
Unit Duration:		
2 weeks		

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Finance structures of educational settings research project • Discussion on various types and forms of education and training • Board versus central office and governance project

	Unit 3: Teaching Strategies
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Desired Results

Standards	Transfer Goal(s) /Big Ideas	
4.2.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.4.1	<ul style="list-style-type: none"> ● Create a professional portfolio that could be used in future education courses. ● Demonstrate professional practices and standards related to working with children, youth, and adults. ● Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand how to plan lessons. ● Students will understand how to implement lessons. ● The students will understand how to differentiate and modify lessons to support all children. 	<ul style="list-style-type: none"> ● How do you effectively plan lessons? ● How do you enhance learner achievement? ● What do teachers need to do to support the learning needs of all students?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Identify and implement lesson planning and teaching strategies that affect student achievement. ● Examine and integrate a variety of instructional strategies within educational and training settings to enhance learner achievement. ● Align student learning activities to clearly defined instructional goals, content standards, and district priorities. ● Differentiate instruction to support the learning needs of all students. 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Plan lessons● Lesson implementation● Modify lesson project● Reflection on accommodations to lessons● Instructional strategies for teachers● Backwards design project




Unit 4: Assessment Strategies


Desired Results

Standards	Transfer Goal(s) /Big Ideas
4.2.3 4.2.4 4.2.5 4.3.1 4.3.2	<ul style="list-style-type: none">● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession.● Create a professional portfolio that could be used in future education courses.● Demonstrate professional practices and standards related to working with children, youth, and adults.

4.3.3 4.3.4 4.4.7 4.5.2 4.5.4 4.5.5	<ul style="list-style-type: none"> • Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand how to assess student achievement. • Students will create assessments. • Students will understand how to monitor student progress and learning. 	<ul style="list-style-type: none"> • How do teachers assess student achievement? • How do teachers modify and differentiate assessments for students? • What are the various forms of assessments?
Learning Targets		
Students will... <ul style="list-style-type: none"> • Examine and apply techniques for assessing student learning. • Explain diagnostic, formative, and summative assessments, their purposes and the data they generate. • Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction. • Apply knowledge of assessment methods to enhance learner achievement. • Describe how to involve learners in self-assessment and goal setting to address gaps between performance and potential. 		
Unit Duration:		
4 weeks		

 Assessment Evidence	
Rubric/Scoring	Assessment

- Grading scenarios
- Create formative assessment to use in a lesson plan
- Create a summative assessment to use in the lesson plan
- Student led conference
- Research project on diagnostics used in educational systems

 Unit 5: Classroom Experiences Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
4.2.4 4.2.3 4.2.5 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.4.6 4.4.1 4.4.2 4.4.4 4.4.7	<ul style="list-style-type: none"> ● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the teaching profession. ● Create a professional portfolio that could be used in future education courses. ● Demonstrate professional practices and standards related to working with children, youth, and adults. ● Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand how to plan lessons to encourage development in all areas of child development. ● Students will understand how to plan special units. ● Students will understand how to complete specific observations on child development. 	<ul style="list-style-type: none"> ● What are the developmental areas to be aware of when creating lessons? ● How are curriculums created? ● How are observations completed?
Learning Targets		

Students will...

- Demonstrate the ability to plan and prepare activities in several curricular areas and including all learning modalities.
- Teach learning activities in the observed curriculum area.
- Plan a “special unit” following teacher guidelines.
- Complete lesson plans and evaluations on all presented learning activities.
- Complete a variety of child, teacher, and center observations.

Unit Duration:

8 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">• Observations• Reflections• Lesson plan and implementation• Teacher evaluations



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
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1 week	Unit 1: Educational Policy		<ul style="list-style-type: none"> ● Identify and assess the impact of educational policy, school law, and reforms on American Education. ● Explain the ethical and legal standards and principles that impact education. ● Describe the legal implication and processes (e.g. FERPA) for communicating student progress with students, parents and colleagues. ● Explain the legal rights of parents. ● Analyze the legal rights of teachers and school districts. ● Apply research strategies to investigate, evaluate and respond to educational perspectives, issues, topics and problems. 	<ul style="list-style-type: none"> ● Legal rights of parents and school districts ● Guest speaker questions for District Lawyer or HR ● Reflection on educational Policies (FERPA)
2 weeks	Unit 2: Educational Systems		<ul style="list-style-type: none"> ● Explain the governing and financing of educational systems. ● Describe the organizational structures of the education and training system. ● Identify systems that deliver education and training (i.e. public, private, virtual, etc.). ● Explain how schools are financed. 	<ul style="list-style-type: none"> ● Finance structures of educational settings research project ● Discussion on various types and forms of education and training ● Board versus central office and governance project

3 weeks	Unit 3: Teaching Strategies		<ul style="list-style-type: none"> ● Identify and implement lesson planning and teaching strategies that affect student achievement. ● Examine and integrate a variety of instructional strategies within educational and training settings to enhance learner achievement. ● Align student learning activities to clearly defined instructional goals, content standards, and district priorities. ● Differentiate instruction to support the learning needs of all students. 	<ul style="list-style-type: none"> ● Plan lessons ● Lesson implementation ● Modify lesson project ● Reflection on accommodations to lessons ● Instructional strategies for teachers ● Backwards design project
3 weeks	Unit 4: Assessment Strategies		<ul style="list-style-type: none"> ● Examine and apply techniques for assessing student learning. ● Explain diagnostic, formative, and summative assessments, their purposes and the data they generate. ● Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction. ● Apply knowledge of assessment methods to enhance learner achievement. ● Describe how to involve learners in self-assessment and goal setting to address gaps between performance and potential. 	<ul style="list-style-type: none"> ● Grading scenarios ● Create formative assessment to use in a lesson plan ● Create a summative assessment to use in the lesson plan ● Student led conference ● Research project on diagnostics used in educational systems
8 weeks	Unit 5: Classroom Experiences		<ul style="list-style-type: none"> ● Demonstrate the ability to plan and prepare activities in several curricular areas and including all learning modalities. ● Teach learning activities in the observed curriculum area. ● Plan a “special unit” following teacher guidelines. ● Complete lesson plans and evaluations on all presented learning activities. 	<ul style="list-style-type: none"> ● Observations ● Reflections ● Lesson plan and implementation ● Teacher evaluations ● ** Observations happen simultaneously with several Units. Students should go to

- Complete a variety of child, teacher, and center observations.

placements and meet back and discuss throughout the semester (Example: Observations happen everyday except Wednesday for 12 weeks of semester, every Wednesday the students stay at school to review and discuss placement and classwork).

Unit 1: Educational Policy			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate professionalism while working with children (accountability, positive, appropriate behavior, communication, attendance, 100% of assignments turned in). ● Analyze the legal rights of school districts, parents, and teachers in the educational system. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ role models, ethical dilemmas ○ self image ○ professional behavior ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ describe how networking with other professionals and community agencies supports professional development. ○ identify child related professional organizations. ○ discuss professional and legal issues in child care and education. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 2: Educational Systems			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	● Evaluate educational systems in regards to financing.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Analyze the governing and financing of educational systems. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> public private virtual Performs basic processes, such as: <ul style="list-style-type: none"> identify systems that deliver education and training. explain how schools are financed. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 3: Teaching Strategies

Grade: 11-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Teach more than the required amount of lessons and reflect those lessons in detail. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Align student learning activities to clearly defined instructional goals, content standards, and district priorities. Effectively plan and teach learning activities in 2 curriculum areas. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> curriculum, lesson plan, unit, observations Performs basic processes, such as: <ul style="list-style-type: none"> complete lesson plans and evaluations on all presented learning activities. complete a variety of child, teacher, and center observations. demonstrate the ability to plan and prepare activities in all curricular areas and including all learning modalities. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
	<p>1.0 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 4: Assessment Strategies

Grade: 11-12

		Sample Activities
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> Assess all of the learning styles of children and evaluate how a teacher must change their teaching style according to the class make up. Apply this to your classroom. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Examine and apply techniques for assessing student learning. Analyze data to monitor student progress and learning, and to plan, differentiate, and modify instruction assessment. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> developmental stages, theorists, special needs. learning and teaching styles. assessment strategies. Performs basic processes, such as: <ul style="list-style-type: none"> describe how to involve learners in self-assessment and goal setting. explain diagnostic, formative, and summative assessments, their purposes and the data they generate. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	1.0 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 5: Classroom Experiences

Grade: 11-12

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities	
		<ul style="list-style-type: none"> ● Teach a self-created lesson in all curricular areas and reflect on each of the experiences. 			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0		The student: <ul style="list-style-type: none"> ● Demonstrate the ability to plan and implement age appropriate lessons. ● Effectively use observations to conduct a case study on a chosen child. The student exhibits no major errors or omissions.			
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ demonstrate the ability to plan, prepare, and evaluate activities in curricular areas. ○ teach learning activities. ○ plan a special unit including multicultural concepts. ○ complete objective observations. ○ explain the importance of observation. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score 0.0		Even with help, no understanding or skill demonstrated.			

Fashion Design and Construction 1

Course Overview

Grade level(s): 9-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
Students will develop problem solving, and time management skills while working on class sewing projects. They will also learn techniques and develop skills that are used in garment construction. They will have the opportunity to learn how to use small sewing equipment, sewing machines, and sergers. The course will introduce students to many aspects of the fashion world. As well as provide them with an introduction to the career possibilities related to fashion design and construction.	This is an entry level course where students will be introduced to fashion and sewing. There will be a focus on the elements and principles of design and the role they play in fashion and selecting fabrics for sewing projects. Students will gain knowledge of how fibers and fabrics are created, as well as become familiar with the different types of fabric. Students will gain knowledge of a sewing machine, clothing care and repair of clothing items, and build basic clothing construction skills. Students will create a variety of sewing projects throughout the semester.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Students will understand fashion throughout history, the changes that have occurred, and the cause for the changes. ● The role elements and principles of design play on clothing. ● Basic equipment care and safe usage. ● Students will demonstrate basic fashion construction skills. 	
Priority Missouri Learning Standards/National Standards	
<p>16.1 Analyze career paths within textile apparel and design industries.</p> <p>16.2 Evaluate textiles, fashion, and apparel products and materials.</p> <p>16.3 Demonstrate textiles, fashion, and apparel design skills.</p> <p>16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.</p> <p>16.5 Evaluate elements of textile, apparel, and fashion merchandising.</p> <p>16.7 Demonstrate general operational procedures required for business profitability and career success.</p>	



Unit 1: Understanding Fashion Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.3.8 16.3.7 16.5.1 16.5.5 16.7.6	<ul style="list-style-type: none">Students will understand fashion throughout history, the changes that have occurred, and the cause for the changes.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">Students will understand current fashion.Students will understand how fashion has changed over time.Students will understand fashion terminology.	<ul style="list-style-type: none">What are current fashion trends and how have they changed in your lifetime?How has clothing changed throughout history?What causes and influences fashion to change over time?
Learning Targets		
Students will... <ul style="list-style-type: none">Describe current fashion trends.Contrast fad pieces and classic pieces.Discuss changes to fashion over time.Utilize proper fashion terminology throughout the unit.Provide examples of fashion that fit into the course terminology.		
Unit Duration:		
2-3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Discussion the role fashion/apparel plays in our lives ● Create visual of fad pieces vs. classic pieces ● Fashion terminology notes ● Research activity: fashion through history



Unit 2: Elements and Principles of Design

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.3.1 16.3.2 16.3.3 16.3.6	<ul style="list-style-type: none"> ● The role the elements and principles of design play on clothing. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the elements and principles of design ● Students will understand the effects color plays on body figures, skin tones, ect. 	<ul style="list-style-type: none"> ● How do elements and principles of design affect the appearance of clothing? ● What elements and principles of design help flatter different body figures? ● What are color schemes and why are they important? ● What role does color have on a variety of body figures, and skin tones?

Learning Targets

Students will...

- Identify the elements and principles of design.
- Compile samples of elements and principles of design in fashion.
- Evaluate the effects colors have on body figures, and skin tones.
- Create fashion samples following color schemes.

Unit Duration:

1-2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Elements and principles of design discussion and activity
- Dressing yourself project



Unit 3: Equipment Management and Maintenance

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.4.1 16.4.3 16.4.4 16.4.5	<ul style="list-style-type: none">Basic equipment care and safe usage.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">Students will understand basic sewing machine parts and usage.Students will understand basic small sewing equipment.Students will understand how to safely use a sewing machine and serger.	<ul style="list-style-type: none">What are the parts of a sewing machine?What equipment is needed for successfully sewing?What steps need to be followed to sew safely?
Learning Targets		
Students will... <ul style="list-style-type: none">Label parts of a sewing machine.Identify the function of each part of the sewing machine.Demonstrate how to thread a sewing machine.Implement safe usage of sewing equipment, sewing machine, and serger.		
Unit Duration:		
1-2 week; throughout semester		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Equipment and machine notes and activity • Threading skills assessment • Safety assessment



Unit 4: Skills Portfolio

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.1.2 16.1.5 16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none"> • Basic equipment care and safe usage. • Students will demonstrate basic fashion construction skills. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand basic fashion construction skills. • Students will understand basic fashion construction seams. • Students will understand the importance of creating a professional portfolio. 	<ul style="list-style-type: none"> • How do you create a standard/ basic seam? • What is a seam finish and how can they be created? • What value does a professional portfolio provide?
Learning Targets		
Students will... <ul style="list-style-type: none"> • Create seam samples for the following: back stitch, zig zag stitch, basting stitch, standard seam, zig zag seam finish, pinking shears seam finish, serged seam finish, machine hem, button, slip stitch. • Create a portfolio compiling all seam skills and work samples. 		
Unit Duration:		
1-2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
Seam Sample Scoring Sheet	<ul style="list-style-type: none"> Seam samples Skills portfolio (fashion notebook)



Unit 5: Tailoring: Measuring and Fitting

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none"> Students will demonstrate basic fashion construction skills. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will understand measuring techniques. Students will understand how to fit and adjust garments. 	<ul style="list-style-type: none"> How are body measurements taken? What adjustments can be made to apparel to make it fit more appropriately? How are pattern pieces and fabric measured?
Learning Targets		
Students will... <ul style="list-style-type: none"> Measure fabric. Take body measurements for themselves. Describe how to make changes so a garment fits more appropriately. 		
Unit Duration:		
1 week; throughout semester		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Personal body measurements ● Fitting activity ● Upcycling project



Unit 6: Pattern Skills: Layout and Cutting Desired Results


Standards	Transfer Goal(s) /Big Ideas	
16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none"> ● Basic equipment care and safe usage. ● Students will demonstrate basic fashion construction skills. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand proper laying and cutting techniques. ● Students will understand commercial patterns. 	<ul style="list-style-type: none"> ● How are pattern pieces laid out on fabric? ● What techniques are used for clean, effective cutting of fabric? ● What information does a commercial pattern provide users?

Learning Targets

Students will...

- Demonstrate effective cutting techniques.
- Demonstrate proper pattern layout skills.
- Demonstrate skills to follow a commercial pattern.

Unit Duration:
1 week: throughout semester

 Assessment Evidence	
Rubric/Scoring	Assessment
<i>Pillowcase Self Evaluation Rubric</i>	<ul style="list-style-type: none"> • Pillow case (or similar) • “Easy” commercial pattern



Unit 7: Basics of Fashion Construction Skills

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.1.2 16.1.5 16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none">● Basic equipment care and safe usage.● Students will demonstrate basic fashion construction skills.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand basic fashion construction skills.● Students will understand how to use sewing equipment.● Students will demonstrate the process to create a hem.● Students will demonstrate professional finishing techniques.	<ul style="list-style-type: none">● What equipment is needed for basic fashion construction?● What are the steps in completing a hem?● What steps need to be completed to create a finished professional garment?
Learning Targets		
Students will... <ul style="list-style-type: none">● Demonstrate skills to complete a garment.● Analyze aspects of professional fashion construction.● Demonstrate cutting, sewing, pressing, and finishing skills.● Organize work samples in a skills portfolio.		
Unit Duration:		
5-8 weeks; throughout semester		



Assessment Evidence

Rubric/Scoring	Assessment
Drawstring Bag Self Evaluation Rubric PJ Pants Self Evaluation Rubric	<ul style="list-style-type: none"> ● Drawstring bag (or similar) ● PJ pants/shorts (or basic commercial pattern)



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2-3 weeks	Unit 1: Understanding Fashion		<ul style="list-style-type: none"> ● Describe current fashion trends. ● Contrast fad pieces and classic pieces. ● Discuss changes to fashion over time. ● Utilize proper fashion terminology throughout the unit. ● Provide examples of fashion that fit into the course terminology. 	<ul style="list-style-type: none"> ● Discussion the role fashion/apparel plays in our lives ● Create visual of fad pieces vs. classic pieces ● Fashion terminology notes ● Research activity: fashion through history
1-2 weeks	Unit 2: Elements and Principles of Design		<ul style="list-style-type: none"> ● Identify the elements and principles of design. ● Compile samples of elements and principles of design in fashion. ● Evaluate the effects colors have on body figures, and skin tones. ● Create fashion samples following color schemes. 	<ul style="list-style-type: none"> ● Elements and principles of design discussion and activity ● Dressing yourself project

1-2 weeks; throughout semester	Unit 3: Equipment Management and Maintenance		<ul style="list-style-type: none"> ● Label parts of a sewing machine. ● Identify the function of each part of the sewing machine. ● Demonstrate how to thread a sewing machine. ● Implement safe usage of sewing equipment, sewing machine, and serger. 	<ul style="list-style-type: none"> ● Equipment and machine notes and activity ● Threading skills assessment ● Safety assessment
1-2 weeks	Unit 4: Skills Portfolio		<ul style="list-style-type: none"> ● Create seam samples for the following: back stitch, zig zag stitch, basting stitch, standard seam, zig zag seam finish, pinking shears seam finish, serged seam finish, machine hem, button, slip stitch. ● Create a portfolio compiling all seam skills and work samples. 	<ul style="list-style-type: none"> ● Seam samples ● Skills portfolio (fashion notebook)
1 week; throughout semester	Unit 5: Tailoring: Measuring and Fitting		<ul style="list-style-type: none"> ● Measure fabric. ● Take body measurements for themselves. ● Describe how to make changes so a garment fits more appropriately. 	<ul style="list-style-type: none"> ● Personal body measurements ● Fitting activity ● Upcycling project
1 week; throughout semester	Unit 6: Pattern Skills: Layout and Cutting		<ul style="list-style-type: none"> ● Demonstrate effective cutting techniques. ● Demonstrate proper pattern layout skills. ● Demonstrate skills to follow a commercial pattern. 	<ul style="list-style-type: none"> ● Pillow case (or similar) ● “Easy” commercial pattern
5-8 weeks; throughout semester	Unit 7: Basics of Fashion Construction Skills		<ul style="list-style-type: none"> ● Demonstrate skills to complete a garment. ● Analyze aspects of professional fashion construction. ● Demonstrate cutting, sewing, pressing, and finishing skills. 	<ul style="list-style-type: none"> ● Drawstring bag (or similar) ● PJ pants/shorts (or basic commercial pattern)

			<ul style="list-style-type: none"> Organize work samples in a skills portfolio. 	
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Unit 1: Understanding Fashion				
Grade: 9-12				
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.			Sample Activities
			<ul style="list-style-type: none"> Analyze past and current fashion trends 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	The student: <ul style="list-style-type: none"> Compare cultural, historical and technological influences in fashion. The student exhibits no major errors or omissions.			
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: Fashion, style, trends, classic, fad, cycle, vintage, etc. Performs basic processes, such as: <ul style="list-style-type: none"> identify purchasing options in textile, apparel and fashion. summarize factors that influence clothing choices (ID, Physical, etc.) However, the student exhibits major errors or omissions regarding the more complex ideas and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.			

Unit 2: Elements and Principles of Design

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze the elements and principles of design concepts as related to appearance and clothing design. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Explain how the elements of design principles of design affect the appearance of textiles, fashion, and apparel. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> elements of design, principles of design, color terms, color schemes, color wheel, body types, etc. Performs basic processes, such as: <ul style="list-style-type: none"> describe and assess colors that enhance skin tone, eye color, body type, and personality. Identify body types. Identify color terms, color schemes, and the color wheel. Describe the elements of design and principles of design and their use in clothing design. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	

	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 3: Equipment Management and Maintenance

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	<ul style="list-style-type: none"> ● Demonstrate the use, care and operation of advanced sewing equipment 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Consistently demonstrate independent use and care of sewing machines ● Consistently demonstrate independent use and care of serger machines. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ sewing machine, serger, hand wheel, bobbin, bobbin case, thread, needle, looper, knife blade, tension discs, shears, tape measure, seam gauge, iron, iron board, press cloth, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ identify the parts and functions of a sewing machine and serger. ○ identify and demonstrate independent use of sewing tools, supplies, and pressing equipment. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 4: Skills Portfolio		
Grade: 9-12		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> • Create construction examples showing all suggested various sewing techniques for the level. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> • Develop a Skills Portfolio using specific sewing machines, serger and hand sewing techniques independently. • Consistently demonstrate proper pressing techniques. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • seam, seam allowance, seam finishes, backstitching, trimming threads, pressing, pressing open, top stitching, zig-zag, etc. • Performs basic processes, such as: <ul style="list-style-type: none"> • threading sewing machine • winding bobbin • sewing straight line, backstitching (standard seam) • change stitch length However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	

Score 0.0	Even with help, no understanding or skill demonstrated.	
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Unit 5: Tailoring: Measuring and Fitting		
Grade: 9-12		
Score	Description	Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Demonstrate how to create a professional hem. 	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Summarize the basics of taking accurate body measurements. <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> bust, chest, waist, hips, back length, sleeve length, inseam, height, girls, misses, women's, men's, teen boy sizes, Performs basic processes, such as: <ul style="list-style-type: none"> take accurate measurements. access personal figure type and pattern size. select a pattern size based on garment type. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 6: Laying and Cutting

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Apply skills and concepts of laying out patterns on directional fabric or plaid fabric. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Manipulate pattern pieces by pinning to fabric and cutting accurately. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> grain lines, selvages, marking symbols, tracing wheel and paper, layouts, etc. Performs basic processes, such as: <ul style="list-style-type: none"> identify the symbols and markings found on a pattern piece. demonstrate how to find fabric grain. demonstrate how to prepare the fabric for cutting and sewing demonstrate how to mark fabric symbols. demonstrate how to pin correctly. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 7: Basics of Fashion Construction

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Construct a class project with no errors. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply sewing techniques to construct quality projects and garments. Critique projects and garments. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> guide sheet, trimming, seam finish, matching seams, elastic, casing, hem, etc. Performs basic processes, such as: <ul style="list-style-type: none"> demonstrate proper basic construction techniques. demonstrate proper pressing techniques. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Fashion Design and Construction 2

Course Overview

Grade level(s): 9-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
Students will continue to build and develop their fashion construction skills allowing them to build upon their problem solving skills. Students will also develop their time management skills, as they begin choosing their own projects and setting their own pacing. Students will be introduced to textile production, as well as the adversity in types of fabrics. They will continue to build their construction skills, as well as expand their knowledge of fashion. While working through the course material they will be introduced to a wide array of fashion design and construction related careers.	This course is designed to extend skills gained in Fashion Design and Construction 1. Students will explore historical fashion, today's fashion, and personal fitting techniques. Creative construction techniques will also be applied, where students will expand upon their clothing construction knowledge. Students will be introduced to the fashion and textile industry, while still building their construction skills. As the course progresses projects will be tailored to meet the construction skills of each student.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Students will explain influences on the fashion world. ● Students will understand different types of fabrics and how to work with them. ● Basic equipment care and safe usage. ● Students will demonstrate fashion construction skills. 	
Priority Missouri Learning Standards/National Standards	

- 16.1 Analyze career paths within the textile, fashion, and apparel industry
- 16.2 Evaluate textiles, fashion, and apparel products and materials.
- 16.3 Demonstrate textiles, fashion, and apparel design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.



Unit 1: Influences in the Fashion World

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.3.8 16.3.7 16.5.1 16.5.5 16.7.6	<ul style="list-style-type: none"> ● Students will explain influences on the fashion world. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will identify people who have influenced the fashion world. ● Students will explain how technology has influenced the fashion world. ● Students will explore products and clothing items that consider diverse populations. 	<ul style="list-style-type: none"> ● Who has made and had a lasting impact on the fashion world? ● What machines/equipment had impacted the fashions world? ● Who or what companies have stayed relevant in the fashion world?

Learning Targets

Students will...

- Research and discuss individuals or companies who have had a lasting impact on the fashion world.
- Describe the impact technology has had on the fashion world.

Unit Duration:

2 weeks



Assessment Evidence


Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Fashion world discussion● Fashion influences research project




Unit 2: Fiber to Fabric Desired results

Standards	Transfer Goal(s) /Big Ideas	
16.2.1 16.2.2 16.2.4 16.2.6 16.2.7 16.3.1	<ul style="list-style-type: none">● Students will understand different types of fabrics and how to work with them.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand how fibers are turned into fabric.● Students will understand the different types of fabric.	<ul style="list-style-type: none">● How do fibers become fabric?● What are the two major types of fabric?
Learning Targets		

Students will... <ul style="list-style-type: none"> • Describe the process of fabric becoming fiber. • Classify natural and synthetic fibers. • Determine appropriate fabrics for given projects.
Unit Duration:
1 week

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Fabric burn test • Fabric identification/research activity

 Unit 3: Equipment Management and Maintenance Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
16.4.1 16.4.3 16.4.4 16.4.5	<ul style="list-style-type: none"> • Basic equipment care and safe usage. 	
	Enduring Understandings	Essential Questions

	<ul style="list-style-type: none"> ● Students will understand basic sewing machine parts and usage. ● Students will understand basic small sewing equipment. ● Students will understand how to safely use a sewing machine, seger, and embroidery machine. ● Students will understand how to safely use a rotary cutter. 	<ul style="list-style-type: none"> ● What are the parts of a sewing machine? ● What equipment is needed for successfully sewing? ● What steps need to be followed to safely sewing? ● What safety concerns are involved while using a rotary cutter?
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Learning Targets

Students will...

- Label parts of a sewing machine.
- Identify the functions the parts of a sewing machine have.
- Demonstrate how to thread a sewing machine.
- Implement safe usage of sewing equipment and machines.

Unit Duration:

1-2 week; throughout semester



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Equipment and machine notes and activity ● Threading skills assessment ● Safety assessment



Unit 4: Skills Portfolio Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.1.2 16.1.5 16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none">• Basic equipment care and safe usage.• Students will demonstrate basic fashion construction skills.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">• Students will understand advanced fashion construction skills.• Students will understand basic fashion construction seams.	<ul style="list-style-type: none">• How are standard seams created?• What is a seam finish and how can they be created?
Learning Targets		
Students will... <ul style="list-style-type: none">• Create seam samples for the following: French seam, standard seam with topstitch, flat felled seam, grading, stay stitching, dart, gather, slip stitch embroidery sample.• Create a portfolio compiling all seam skills and work samples.		
Unit Duration:		

1-2 weeks



Assessment Evidence


Rubric/Scoring	Assessment
Seam Sample Scoring Rubric	<ul style="list-style-type: none">Seam samplesSkills portfolio (fashion notebook)




Unit 5: Tailoring: Measuring and Fitting Desired Results


Standards	Transfer Goal(s) /Big Ideas	
16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none">Students will demonstrate basic fashion construction skills.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">Students will understand measuring techniques.Students will understand how to fit and adjust garments.Students will create true to size garments.	<ul style="list-style-type: none">How do you take body measurements of yourself and others?What adjustments can be made to apparel to make it fit more appropriately?How are pattern pieces and fabric measured?
Learning Targets		
Students will... <ul style="list-style-type: none">Measure fabric and place pattern pieces.Take body measurements for themselves.Describe how to make changes so a garment fits more appropriately.		


Unit Duration:
1 week; throughout semester

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Personal body measurements • Fitting activity

 Unit 6: Pattern Skills: Layout and Cutting Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none"> • Basic equipment care and safe usage. • Students will demonstrate basic fashion construction skills. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand proper laying and cutting techniques. • Students will use commercial patterns. • Students will find and utilize online pattern tutorials. 	<ul style="list-style-type: none"> • How are pattern pieces laid out on fabric? • What techniques are used for clean, effective cutting of fabric? • What information does a commercial pattern provide users? • What information needs to be included in an online tutorial to ensure it is successful?
Learning Targets		

Students will... <ul style="list-style-type: none"> ● Demonstrate effective cutting techniques. ● Demonstrate proper pattern layout skills. ● Demonstrate skills to follow a commercial pattern or online tutorial.
Unit Duration:
1 week; throughout semester

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Boxy pouch ● ¼ zip jacket (or similar)

 Unit 7: Advanced Fashion Construction Skills Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
16.1.2 16.1.5 16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none"> ● Basic equipment care and safe usage. ● Students will demonstrate advanced fashion construction skills. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand advanced fashion construction skills. ● Students will understand how to use professional sewing equipment. ● Students will demonstrate professional finishing techniques. 	<ul style="list-style-type: none"> ● What equipment is needed for advanced fashion construction? ● What steps need to be completed to create a finished professional garment? ● What information can be found in a commercial pattern?

- Students will demonstrate knowledge of commercial patterns.

Learning Targets

Students will...

- Demonstrate skills to complete a professionally finished gramnet.
- Analyze aspects of professional fashion construction.
- Demonstrate cutting, sewing, pressing, and finishing skills.
- Organize work samples in a skills portfolio.

Unit Duration:

5-8 weeks; throughout semester



Assessment Evidence

Rubric/Scoring

Assessment

- 1-3 Commercial pattern sewing project
- 2-4 tutorial sewing projects



Learning Plan

Week(s)

Topic

Resources/Texts

Learning Targets

Assessment

2 weeks	Unit 1: Influences on the Fashion World		<ul style="list-style-type: none"> ● Research and discuss individuals or companies who have had a lasting impact on the fashion world. ● Describe the impact technology has had on the fashion world. 	<ul style="list-style-type: none"> ● Fashion world discussion ● Fashion influences research project
1 week	Unit 2: Fibers to Fabric		<ul style="list-style-type: none"> ● Describe the process of fabric becoming fiber. ● Classify natural and synthetic fibers. ● Determine appropriate fabrics for given projects. 	<ul style="list-style-type: none"> ● Fabric burn test ● Fabric identification/research activity
1-2 weeks; throughout semester	Unit 3: Equipment Management and Maintenance		<ul style="list-style-type: none"> ● Label parts of a sewing machine. ● Identify the functions the parts of a sewing machine have. ● Demonstrate how to thread a sewing machine. ● Implement safe usage of sewing equipment and machines. 	<ul style="list-style-type: none"> ● Equipment and machine notes and activity ● Threading skills assessment ● Safety assessment
1-2 weeks	Unit 4: Skills Portfolio		<ul style="list-style-type: none"> ● Create seam samples for the following: French seam, standard seam with topstitch, flat felled seam, grading, stay stitching, dart, gather, slip stitch embroidery sample. ● Create a portfolio compiling all seam skills and work samples. 	<ul style="list-style-type: none"> ● Seam samples ● Skills portfolio (fashion notebook)
1 week; throughout semester	Unit 5: Tailoring: Measuring and Fitting		<ul style="list-style-type: none"> ● Measure fabric and place pattern pieces. ● Take body measurements for themselves. ● Describe how to make changes so a garment fits more appropriately. 	<ul style="list-style-type: none"> ● Personal body measurements ● Fitting activity

1-2 weeks; throughout semester	Unit 6: Pattern Skills: Layout and Cutting		<ul style="list-style-type: none"> • Demonstrate effective cutting techniques. • Demonstrate proper pattern layout skills. • Demonstrate skills to follow a commercial pattern or online tutorial. 	<ul style="list-style-type: none"> • Boxy pouch • ¼ zip jacket (or similar)
5-8 weeks; throughout semester	Unit 7: Advanced Fashion Construction Skills		<ul style="list-style-type: none"> • Demonstrate skills to complete a professionally finished garment. • Analyze aspects of professional fashion construction. • Demonstrate cutting, sewing, pressing, and finishing skills. • Organize work samples in a skills portfolio. 	<ul style="list-style-type: none"> • 1-3 Commercial pattern sewing project • 2-4 tutorial sewing projects

Unit 1: Influences in the Fashion World

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	<ul style="list-style-type: none"> • Analyze fashion designers and their influences of the fashion world. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> • Evaluate fashion designers or equipment and their influences of the fashion world in relation to ready-to-wear and couture and the fashion industry The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ couture, ready-to-wear, fashion capitals, fashion designers ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ identify some of today's top fashion designers. ○ identify designers/companies who have had a lasting impact on the industry. ○ summarize clothing for diverse populations. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Unit 2: Fiber to Fabric		
Grade: 9-12		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Analyze effects of textile characteristics on design, construction, production, care, use, and maintenance of textile products. 	Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Summarize the characteristics, care and uses of natural and synthetic fibers and a fabric's construction influences the care of textile products. <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.

Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ natural fibers, synthetic fibers, yarns, fabrics, ect. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ identify fiber characteristics that affect appearance and performance of fibers. ○ identify the different types of natural and synthetic fibers. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 3:Equipment Management and Maintenance

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> ● Consistently demonstrate equipment troubleshooting skills and repairs. 		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Consistently demonstrate independent use and care of sewing machines, sergers, embroidery machines and equipment. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ bobbin, tension, presser foot lifter, presser foot, tweezers, press cloth, iron, ironing board, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ identify the parts and functions of a sewing machine, serger and embroidery machine. ○ identify and demonstrate independent use of sewing tools, supplies, and pressing equipment <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Unit 4: Skills Portfolio

Grade: 9-12

Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Create a Portfolio example for student use. 		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Develop a Sample Portfolio using specific sewing machines, serger, hand sewing techniques and an embroidery design. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ seam finish, topstitching, french sema, gathering, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ develop samples using specific hand sewing techniques independently. ○ develop samples using specific sewing machines and serger techniques independently. ○ develop samples using specific embroidery designs. ○ consistently demonstrate proper pressing techniques. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Unit 5: Tailoring: Measuring and Fitting

Grade: 9-12

Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Analyze body measurements in comparison to constructed garments. 		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Consistently demonstrate how to select pattern size based on garment type and body measurements. ● Consistently demonstrate appropriate alterations to pattern pieces. <p>The student exhibits no major errors or omissions.</p>		

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ ease, figure type, pattern catalog, commercial pattern, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ take accurate body measurements ○ access personal figure type and pattern size. ○ identify appropriate tailoring/alterations. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 6: Pattern Skills: Layout and Cutting

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> ● Apply concepts of marking, cutting, and sewing different fabric types. 		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Consistently demonstrate skills needed to layout, cut and mark fashion, apparel and textile products. The student exhibits no major errors or omissions.		

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ guide sheet, layouts, fabric folds, grain line, nap, tracing wheel, tracing paper, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ select the layout suited to fabric width, design, size, view and nap requirements. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 7: Advanced Fashion Construction Skills

Grade: 9-12

Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Construct class projects with no errors. 	Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Apply sewing techniques to construct projects and garments. ● Critique projects and garments. <p>The student exhibits no major errors or omissions.</p>	

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ notches, seam finish, stay stitching, stitch length, stitch width, ect. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ layout, pinning, cutting, sewing, etc. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Fashion Design and Construction Studio Course Overview

Grade level(s): 10-12	Credits earned: .5 practical art edit
Course Rationale	Course Description


<p>Through this course students will pay specific attention to fine tuning time management and problem solving skills while working through their choice sewing projects. Students will also be introduced to and explore textile, fashion, and apparel careers. They will also explore the basics of merchandising and marketing fashion, and apparel. All aspects of the course will help students build their construction skills, and expand their workplace knowledge and skills related to the industry, and help them plan for future careers.</p>	<p>The focus of this advanced class extends skills acquired in previous Fashion Design and Construction courses as well as allows students to demonstrate their knowledge of the fashion and textiles industry. Students will construct garments and sewing projects that require the use of advanced sewing techniques. This course is highly recommended for those wanting to explore career opportunities in the textiles, apparel and design industry. Instructor permission to enroll. This course can be taken multiple times for credit.</p>
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Transfer Goals/Big Ideas


- **Demonstrate professional garment construction techniques.**
- **Examine influences on the textile, fashion, and apparel industry.**
- **Explore textile, fashion, and apparel related careers.**

Priority Missouri Learning Standards/National Standards

- 16.1 Analyze career paths within the textile, fashion, and apparel industry
- 16.2 Evaluate textiles, fashion, and apparel products and materials.
- 16.3 Demonstrate textiles, fashion, and apparel design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

 Unit 1: Textile, Fashion and Apparel Industry Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
16.2.2 16.2.3 16.2.6	<ul style="list-style-type: none"> ● Examine influences on the textile, fashion, and apparel industry. 	
	Enduring Understandings	Essential Questions

16.2.7 16.4.4	<ul style="list-style-type: none"> ● Students will understand what influences the fashion world. ● Students will understand global impacts on the textiles, fashion, and apparel industry. ● Students will understand the role of sustainability in the textile, fashion, and apparel industry. 	<ul style="list-style-type: none"> ● What media impacts the textile, fashion and apparel industry? ● What are the consequences of moving textile, fashion, and apparel manufacturing to developing countries? ● What role does sustainability play in the industry?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Discuss ethical concerns and consequences of moving textile, fashion, and apparel manufacturers to developing countries. ● Explore the role sustainability plays in the fashion industry. ● Analyze aspects of the textile, fashion, and apparel industry. 		
Unit Duration:		
1-2 weeks		

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Textile, fashion, apparel code of ethics activity ● Sustainability project ● Industry research activity



Unit 2: Entrepreneurship, Marketing and Merchandising

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.1.2 16.5.1 16.5.3 16.5.4 16.5.5 16.6.1 16.6.2 16.7.6	<ul style="list-style-type: none"> Explore textile, fashion, and apparel related careers. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will understand entrepreneurship opportunities related to the textile, fashion and apparel industry. Students will understand how to choose, price, and merchandise an item to sell. Students will understand how to market items to specific groups. 	<ul style="list-style-type: none"> What needs to be considered and included in entrepreneurship businesses? How do you market items to a target audience? What are merchandising techniques used in the textile, fashion and apparel industry?
Learning Targets		
Students will... <ul style="list-style-type: none"> Develop a business plan for an entrepreneur business related to the textile, fashion, and apparel industry. Design a display applying merchandising, and marketing concepts to the fashion and apparel industry. 		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> Entrepreneur interview Business plan Display board and research project of fashion/apparel industry



Unit 3: Careers Desired Results

Standards	Transfer Goal(s) /Big Ideas					
16.1.1	<ul style="list-style-type: none"> Explore textile, fashion, and apparel careers. 					
16.1.2						
16.1.3	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="405 329 1077 394">Enduring Understandings</th> <th data-bbox="1077 329 1959 394">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 394 1077 621"> <ul style="list-style-type: none"> Students will understand careers in the textile, fashion and apparel industry. Students will understand skills needed in specific careers in the textile, fashion and apparel industry. </td> <td data-bbox="1077 394 1959 621"> <ul style="list-style-type: none"> What careers are involved in the textile, fashion and apparel industry? What skills are needed for a career in the textile, fashion and apparel industry? What resource or training is needed for a career in the textile, fashion and apparel industry? </td> </tr> </tbody> </table>		Enduring Understandings	Essential Questions	<ul style="list-style-type: none"> Students will understand careers in the textile, fashion and apparel industry. Students will understand skills needed in specific careers in the textile, fashion and apparel industry. 	<ul style="list-style-type: none"> What careers are involved in the textile, fashion and apparel industry? What skills are needed for a career in the textile, fashion and apparel industry? What resource or training is needed for a career in the textile, fashion and apparel industry?
Enduring Understandings	Essential Questions					
<ul style="list-style-type: none"> Students will understand careers in the textile, fashion and apparel industry. Students will understand skills needed in specific careers in the textile, fashion and apparel industry. 	<ul style="list-style-type: none"> What careers are involved in the textile, fashion and apparel industry? What skills are needed for a career in the textile, fashion and apparel industry? What resource or training is needed for a career in the textile, fashion and apparel industry? 					
16.1.4						
Learning Targets						
<p>Students will...</p> <ul style="list-style-type: none"> Explore career possibilities in the textile, fashion and apparel industry. Determine the steps needed to start specific careers in the textile, fashion and apparel industry. Analyze what characteristics, skills, and qualities are needed for careers in the textile, fashion and apparel industry. 						
Unit Duration:						
1 week						



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> Career exploration Career research project



Unit 4: Equipment Management and Maintenance

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.4.1 16.4.3 16.4.4 16.4.5	<ul style="list-style-type: none"> Demonstrate professional garment construction techniques. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will understand basic sewing machine parts and usage. Students will understand basic small sewing equipment. Students will understand how to safely use a sewing machine, seger, and embroidery machine. Students will understand how to safely use a rotary cutter. 	<ul style="list-style-type: none"> What are the parts of a sewing machine? What equipment is needed for successfully sewing? What steps need to be followed to safely sew? What safety concerns are involved while using a rotary cutter?
Learning Targets		
Students will... <ul style="list-style-type: none"> Identify the functions the parts of a sewing machine have. Demonstrate how to use a sewing machine and the specific features of the machine. Implement safe usage of sewing equipment and machines. Demonstrate proper skills for using a serger. 		
Unit Duration:		
Throughout the semester		



Assessment Evidence


Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> Threading skills assessment Safety assessment Serger assessment Embroidery machine assessment



Unit 5: Skills Portfolio
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.1.2	● Demonstrate professional garment construction techniques.	
16.1.5		
16.2.5		
16.3.7		
16.4.1	Enduring Understandings	Essential Questions

16.4.3 16.4.5	<ul style="list-style-type: none"> • Students will understand advanced fashion construction skills that pertain to their choice projects. • Students will understand fashion construction seams in regards to their choice projects. 	<ul style="list-style-type: none"> • What are professional garment construction techniques? • How are professional garments constructed?
Learning Targets		
Students will... <ul style="list-style-type: none"> • Demonstrate seam skills and build upon their existing portfolio and work samples. • Demonstrate professional garment construction techniques by completing a variety of choice projects • Choose choice projects that build upon prior knowledge and existing skills to challenge their skill set. 		
Unit Duration:		
1-2 weeks, throughout semester		

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Skills portfolio (fashion notebook)



Unit 6: Tailoring: Measuring and Fitting

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.2.5	<ul style="list-style-type: none"> Demonstrate professional garment construction techniques. 	
16.3.7		
16.4.1	Enduring Understandings	Essential Questions
16.4.3	<ul style="list-style-type: none"> Students will understand measuring techniques. Students will understand how to fit and adjust garments. Students will create true to size garments. 	<ul style="list-style-type: none"> How do you take body measurements of yourself and others? What adjustments can be made to apparel to make it fit more appropriately? How are pattern pieces and fabric measured?
16.4.5		
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> Measure fabric and place pattern pieces. Demonstrate how to take body measurements for themselves and others. Demonstrate how to make changes to garments to make them fit more appropriately. 		
Unit Duration:		
Throughout semester		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> Personal body measurements Other's body measurements Fitting/draping activity



Unit 7: Pattern Skills: Layout and Cutting

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none"> ● Demonstrate professional garment construction techniques. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand proper laying and cutting techniques. ● Students will use commercial patterns. ● Students will find and utilize online pattern tutorials. 	<ul style="list-style-type: none"> ● How are pattern pieces laid out on fabric? ● What techniques are used for clean, effective cutting of fabric? ● What information does a commercial pattern provide users? ● What information needs to be included in an online tutorial to ensure it is successful?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Demonstrate effective cutting techniques. ● Demonstrate proper pattern layout skills. ● Demonstrate skills to follow a commercial pattern or online tutorial. ● Analyze online sewing tutorials looking for high quality patterns. 		
Unit Duration:		
1 week, throughout semester		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● 1-3 commercial pattern sewing project ● 1-3 tutorial sewing projects

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Unit 8: Advanced Fashion Construction Skills

Desired Results


Standards	Transfer Goal(s) /Big Ideas	
16.1.2 16.1.5 16.2.5 16.3.7 16.4.1 16.4.3 16.4.5	<ul style="list-style-type: none"> • Demonstrate professional garment construction techniques. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand advanced fashion construction skills. • Students will understand how to use professional sewing equipment. • Students will demonstrate professional finishing techniques. • Students will demonstrate knowledge of commercial patterns. 	<ul style="list-style-type: none"> • What equipment is needed for advanced fashion construction? • What steps need to be completed to create a finished professional garment? • What information can be found in a commercial pattern?

Learning Targets

Students will...

- Demonstrate skills to complete a professionally finished garment.
- Analyze aspects of professional fashion construction.
- Demonstrate cutting, sewing, pressing, and finishing skills.
- Organize work samples in a skills portfolio.

Unit Duration:
Throughout semester

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • 1-3 commercial pattern sewing project • 2-4 tutorial sewing projects

 Learning Plan				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment

1-2 weeks	Unit 1: Textile, Fashion and Apparel Industry		<ul style="list-style-type: none"> ● Discuss ethical concerns and consequences of moving textile, fashion, and apparel manufacturers to developing countries. ● Explore the role sustainability plays in the fashion industry. ● Analyze aspects of the textile, fashion, and apparel industry. 	<ul style="list-style-type: none"> ● Textile, fashion, apparel code of ethics activity ● Sustainability project ● Industry research activity
2 weeks	Unit 2: Entrepreneurship, Marketing and Merchandising		<ul style="list-style-type: none"> ● Develop a business plan for an entrepreneur business related to the textile, fashion, and apparel industry. ● Design a display applying merchandising, and marketing concepts to the fashion and apparel industry. 	<ul style="list-style-type: none"> ● Entrepreneur interview ● Business plan ● Display board and research project of fashion/apparel industry
1 week	Unit 3: Careers		<ul style="list-style-type: none"> ● Explore career possibilities in the textile, fashion and apparel industry. ● Determine the steps needed to start specific careers in the textile, fashion and apparel industry. ● Analyze what characteristics, skills, and qualities are needed for careers in the textile, fashion and apparel industry. 	<ul style="list-style-type: none"> ● Career exploration ● Career research project
Throughout semester	Unit 4: Equipment Management and Maintenance		<ul style="list-style-type: none"> ● Identify the functions the parts of a sewing machine have. ● Demonstrate how to use a sewing machine and the specific features of the machine. ● Implement safe usage of sewing equipment and machines. ● Demonstrate proper skills for using a serger. 	<ul style="list-style-type: none"> ● Threading skills assessment ● Safety assessment ● Serger assessment ● Embroidery machine assessment

1-2 weeks; through out semester	Unit 5: Skills Portfolio		<ul style="list-style-type: none"> ● Demonstrate seam skills and build upon their existing portfolio and work samples. ● Demonstrate professional garment construction techniques by completing a variety of choice projects ● Choose choice projects that build upon prior knowledge and existing skills to challenge their skill set. 	<ul style="list-style-type: none"> ● Skills portfolio (fashion notebook)
Through out semester	Unit 6: Tailoring: Measuring and Fitting		<ul style="list-style-type: none"> ● Measure fabric and place pattern pieces. ● Demonstrate how to take body measurements for themselves and others. ● Demonstrate how to make changes to garments to make them fit more appropriately. 	<ul style="list-style-type: none"> ● Personal body measurements ● Other's body measurements ● Fitting/draping activity
1 week; through out semester	Unit7: Pattern Skills: Layout and Cutting		<ul style="list-style-type: none"> ● Demonstrate effective cutting techniques. ● Demonstrate proper pattern layout skills. ● Demonstrate skills to follow a commercial pattern or online tutorial. ● Analyze online sewing tutorials looking for high quality patterns. 	<ul style="list-style-type: none"> ● 1-3 commercial pattern sewing project ● 1-3 tutorial sewing projects
Through out semester	Unit 8: Advanced Fashion Construction Skills		<ul style="list-style-type: none"> ● Demonstrate skills to complete a professionally finished garment. ● Analyze aspects of professional fashion construction. ● Demonstrate cutting, sewing, pressing, and finishing skills. ● Organize work samples in a skills portfolio. 	<ul style="list-style-type: none"> ● 1-3 commercial pattern sewing project ● 2-4 tutorial sewing projects

Unit 1: Textiles Fashion and Apparel

Grade: 10-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Evaluate 3 specific production systems in the fashion and textile industry. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Analyze aspects of the textile, fashion, and apparel industry. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Discuss ethical concerns and consequences of moving textile, fashion, and apparel manufacturers to developing countries. Explore the role sustainability plays in the fashion industry. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 2: Entrepreneurship, Marketing, and Merchandising

Grade: 10-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Develop a business plan for an entrepreneur business related to textiles, apparel products and service. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Investigate how to stage a space, choose, price and merchandise items to sell. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> entrepreneur merchandising, marketing, business plan Performs basic processes, such as: <ul style="list-style-type: none"> summarize entrepreneurial opportunities related to textiles and apparel products and services. assess pros, cons, and characteristics of an entrepreneurial business. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 3: Careers

Grade: 10-12

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> Develop a cover letter of application, and resume and a follow-up letter. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Compare occupations and careers in the textile production, apparel production, and the retail segments and the education and training they require. Create a skills portfolio <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> job, career, occupation, textile production, apparel production, retail segment, resume, letter of application, follow up letter, aptitudes, etc. Performs basic processes, such as: <ul style="list-style-type: none"> summarize the difference between a job and a career. summarize the process of getting a job. summarize what it takes to succeed on the job. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 4: Equipment Management and Maintenance

Grade: 10-12

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	●	Apply skills to create a garment using a serger for almost all of the construction.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrate independent use and care of sewing machines, sergers, embroidery machine, sewing tools, supplies and pressing equipment <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> pressing, seam allowance, stitch width, topstitching, under stitch, ect. Performs basic processes, such as: <ul style="list-style-type: none"> summarize advanced functions of a sewing machine, serger and embroidery machine. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Unit 5: Skills Portfolio			
Grade: 10-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	<ul style="list-style-type: none"> Apply skills to create a portfolio and provide step by step directions of the creation process 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Develop a Sample Portfolio using specific sewing machines, serger, hand sewing techniques and an embroidery design. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Performs basic processes, such as: <ul style="list-style-type: none"> develop samples using specific hand sewing techniques independently. develop samples using specific sewing machines and serger techniques independently. develop samples using specific embroidery designs. consistently demonstrate proper pressing techniques. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 6: Tailoring: Measuring and Fitting

Grade: 10-12

Score 4.0		Sample Activities
	<p align="center">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Analyze pattern sizing methods of the US and Europe. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<p>Score 3.0</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Consistently demonstrate how to select pattern size based on garment type and body measurements. ● Consistently demonstrate appropriate alterations to pattern pieces. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<p>Score 2.0</p>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ ease, figure type, pattern catalog, commercial pattern, lengthening, shortening, hemlines, adjustment lines, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ take accurate body measurements ○ access personal figure type and pattern size. ○ identify appropriate alterations. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p>Score 1.0</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 7: Pattern Skills: Layout and Cutting

Grade: 10-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	<ul style="list-style-type: none"> ● Apply concepts of a grain line test. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Consistently demonstrate skills needed to layout, cut and mark fashion, apparel and textile products <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ guide sheet, layouts, fabric folds, grain line, nap tracing wheel, tracing paper, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ select the layout suited to fabric width, design, size, view and nap requirements. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Unit 8: Advanced Fashion Construction Skills

Grade: 10-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	<ul style="list-style-type: none"> Construct a class project using advanced techniques with no errors. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Apply sewing techniques to construct projects and garments and critique projects and garments. Calculate cost of construction including hours needed to construct product. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ease, topstitch, understitch, straight of grain, centerfold, ect. Performs basic processes, such as: <ul style="list-style-type: none"> layout, pinning, cutting, sewing, seam finishes, etc However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Fashion Merchandising Course Overview

Grade level(s): 9-12	Credits earned: .5 practical arts credit
Course Rationale	Course Description
<p>Fashion merchandising includes the largest sector of the fashion industry, which includes nearly 1.5 million people in the United States. This course is designed to help foster students' abilities in the art and business of the fashion industry (Bogle, 2016).</p> <p>Bogle, S. (2016). <i>What is Fashion Merchandising and How to Make it Your Career?</i> Southern New Hampshire University. https://www.snhu.edu/about-us/newsroom/2016/07/what-is-fashion-merchandising.</p>	<p>This course is intended to introduce students to a variety of careers related to the fashion industry, as well as make them knowledgeable consumers within the appeal market. This course will cover entry-level business and fashion fundamentals. Topics will include the business functions of the fashion industry, including basic fashion concepts and marketing terminology, careers in the clothing and textile industry, fashion cycles and the history of fashion. Students will also examine trending textiles, designers, the design process, and visual merchandising. This is not a clothing construction based course (but you will be creating).</p>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Recognize basic fashion and business concepts. ● Know the history of fashion and influences on fashion. ● Apply elements and principles of design in the fashion industry. ● Demonstrate the skills involved in the design process and the design components that make a fashion garment. ● Demonstrate different marketing techniques. ● Recognize various careers in the Fashion and Merchandising industry. 	
Priority Missouri Learning Standards/National Standards	
<p>16.1 Analyze career paths within the textile, fashion, and apparel industry</p> <p>16.2 Evaluate textiles, fashion, and apparel products and materials.</p> <p>16.3 Demonstrate textiles, fashion, and apparel design skills.</p> <p>16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.</p> <p>16.5 Evaluate elements of textile, apparel, and fashion merchandising.</p> <p>16.6 Evaluate the components of customer service.</p> <p>16.7 Demonstrate general operational procedures required for business profitability and career success.</p>	



Unit 1: The Business of Fashion

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.5.1 16.5.3 16.5.5 16.6.1 16.7.5	<ul style="list-style-type: none">Recognize basic fashion and business concepts.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">Students will demonstrate the process of product development, marketing and pricing in fashion.Students will know factors in good customer relations.Students will know the types of merchandising.	<ul style="list-style-type: none">What is the process of product development?What are the best practices in marketing and pricing fashion?What are types of merchandising?What are the factors that contribute to quality customer relations?
Learning Targets		
Students will... <ul style="list-style-type: none">Analyze the types of marketing in retail, ready to wear and wholesales.Know the process of product development and marketing a project to a targeted audience.Evaluate customer relations in fashion.Discover basic terms in the fashion industry.Analyze types of marketing and merchandising techniques.		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Lab/Project Suggestions: <ul style="list-style-type: none"> ○ Research what people select that clothing they wear ○ Discover the the concepts of marketing and merchandising throughout history ○ Create a product develop pricing, marketing, merchandising and customer relations



Unit 2: Fashion History, Designers and Impact of Culture

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.3.5	<ul style="list-style-type: none"> ● Know the history of fashion and influence fashion. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the events and influences that impact the history of fashion. ● Students will know various designers that influence fashion. ● Students will analyze the change in marketing overtime. ● Students will discuss and analyze the psychology and the social role of the fashion movement. 	<ul style="list-style-type: none"> ● What is the history of fashion? ● What are fashion designers that have influenced fads, trends, classics and style? ● How has marketing changed over time? ● How does culture and historical events impact fashion? ● What are the psychological and social roles of the fashion movement?

Learning Targets

Students will...

- Know the different eras in history and the impact they made on fashion.
- Analyze various designers and the impact the fashion line had on fashion overall.
- Know the factors in history that changed in marketing.
- Understand that different cultures impact fashion.

Unit Duration:

3 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Lab/Project Suggestions:
 - Create a visual timeline of fashion styles throughout history
 - Cultural apparel research project



Unit 3: Elements and Principles of Design in Fashion

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.3.2 16.3.1 16.3.4	<ul style="list-style-type: none"> ● Recognize basic fashion and business concepts. ● Apply Elements and Principles of design in the fashion industry. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will discover elements and principles of design and how they are represented in fashion. ● Students will discover elements and principles of design and how they can improve marketing. ● Students will analyze how elements and principles of design impact the beauty, originality and appeal within a fashion piece. 	<ul style="list-style-type: none"> ● What are the elements and principles of design and how do you find them in fashion? ● How can you use elements and principles of design to evaluate the beauty, originality and overall design of a product? ● How are elements and principles of design used in marketing?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Apply elements and principles of design to design a fashion line. ● Identify elements and principles of design in fashion pieces. ● Analyze different ways you can apply elements and principles of design in fashion lines, marketing, and merchandising. ● Discuss fashion appeal within outfits and on different body types. 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Lab/Project Suggestions: <ul style="list-style-type: none"> ○ Create a color wheel using garments ○ Plan outfits following a given color scheme ○ Field trips to main street evaluate the use of EOD/POD used in window displays and fashion pieces



Unit 4: The Design Process

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.2.1 16.2.2 16.3.1 16.3.7 16.4.4	<ul style="list-style-type: none"> ● Demonstrate the skills involved in the design process and the design components that make a fashion garment. ● Recognize basic fashion and business concepts. ● Apply Elements and Principles of design in the fashion industry. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will recognize professional garment construction techniques. ● Students will identify various types of fabric. ● Students will understand the design process. 	<ul style="list-style-type: none"> ● What are the stitches, seams and seam finishes in clothing? ● What is the fashion design process? ● What are the types of fabrics used for various fashion products? ● What is the process of designing a fashion line?

Learning Targets

Students will...

- Identify various stitches, seams, finishes in clothing.
- Demonstrate the design process when creating a product line.
- Analyze different fabric and what fashion projects they are used in.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Lab/Project Suggestions:
 - De-construct a ready made garment (identify construct processed used)
 - Create a product using the design process
 - Field Trip to Jo-anns to identify types of fabric and finishes



Unit 5: Fashion Promotion and Marketing

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.5.1 16.5.4 16.5.5 16.5.6	<ul style="list-style-type: none"> ● Demonstrate different marketing techniques. ● Recognize basic fashion and business concepts. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will demonstrate the use of marketing techniques. ● Students will recognize types of retailers, and how they use marketing techniques. ● Students will demonstrate fashion journalism. ● Students will analyze best-practices in customer relations. 	<ul style="list-style-type: none"> ● What are marketing techniques? How and when do you use each to market products? ● What are the types of retailers and how each promotes and markets their brand and products? ● What is fashion journalism? ● What are the best-practices in customer relations?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> ● Recognize different marketing techniques with various audiences. ● Analyze the use of various marketing techniques such as, social media, internet, visual merchandising, advertisements, pop-up shops, websites, online shopping and more. ● Identify types of retailers and the various ways they use marketing techniques. ● Demonstrate the uses of effective fashion journalism. 		
Unit Duration:		
5 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Lab/Project Suggestions:<ul style="list-style-type: none">○ Create product and market/merchandise the product (t-shirt, cups, mugs, greeting card, ect.)○ Product description○ Identify target audience○ Create a visual marketing advertisement (Apply EOD/POD)○ Social media● Field trip Ideas:<ul style="list-style-type: none">○ Nordstrom Rack (marketing, sales, in store seamstress)○ Re-fresh (resell, business, window display/mannequin dressing)○ Macy's/Dillard's (retail, relationships with brands, personal fashion consultant)○ Wedding/Formal dress shop (counsualt, business office, tailoring)



**Unit 6: Careers
Desired Results**

Standards	Transfer Goal(s) /Big Ideas	
16.1.1 16.1.3	<ul style="list-style-type: none">● Recognize various careers in the Fashion and Merchandising industry.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will identify and describe a variety of careers within the fashion, and merchandising industry.● Students will discuss and demonstrate employability skills needed for the fashion merchandising industry.● Students will identify the various paths through education and training to reach a specific career within the fashion industry.	<ul style="list-style-type: none">● What are career opportunities within textiles, apparel and fashion industries?● What are employability skills needed to be successful?● What are the paths through education and training to reach a specific career within the fashion industry?
Learning Targets		
Students will... <ul style="list-style-type: none">● Recognize a variety of careers in the fashion and merchandising industry.● Demonstrate employability skills throughout the semester that are useful for the fashion merchandising industry.● Identify the paths through education and training to reach a specific career within the fashion industry.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Lab/Project Suggestions: <ul style="list-style-type: none"> ○ Guest speaker for different careers in fashion ● Field trip Ideas: <ul style="list-style-type: none"> ○ Nordstrom Rack (marketing, sales, in store seamstress) ○ Re-fresh (resell, business, window display/ mannequin dressing) ○ Macy's/Dillard's (retail, relationships with brands, personal fashion consultant) ○ Wedding/Formal dress shop (counselor, business office, tailoring) ○ Research project to further investigate career possibilities



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 weeks	Unit 1: The Business of Fashion		<ul style="list-style-type: none"> ● Analyze the types of marketing in retail, ready to wear and wholesales. ● Know the process of product development and marketing a project to a targeted audience. ● Evaluate customer relations in fashion. ● Discover basic terms in the fashion industry. ● Analyze types of marketing and merchandising techniques. 	<ul style="list-style-type: none"> ● Lab/Project Suggestions: <ul style="list-style-type: none"> ○ Research what people select that clothing they wear ○ Discover the the concepts of marketing and merchandising throughout history ○ Create a product develop pricing, marketing, merchandising and customer relations
3 weeks	Unit 2: Fashion History, Designers		<ul style="list-style-type: none"> ● Know the different eras in history and the impact they made on fashion. 	<ul style="list-style-type: none"> ● Lab/Project Suggestions:

	and Impact of Culture		<ul style="list-style-type: none"> Analyze various designers and the impact the fashion line had on fashion overall. Know the factors in history that changed in marketing. Understand that different cultures impact fashion. 	<ul style="list-style-type: none"> Create a visual timeline of fashion styles throughout history Cultural apparel research project
3 weeks	Unit 3: Elements and Principles of Design in Fashion		<ul style="list-style-type: none"> Apply elements and principles of design to design a fashion line. Identify elements and principles of design in fashion pieces. Analyze different ways you can apply elements and principles of design in fashion lines, marketing, and merchandising. Discuss fashion appeal within outfits and on different body types. 	<ul style="list-style-type: none"> Lab/Project Suggestions: <ul style="list-style-type: none"> Create a color wheel using garments Plan outfits following a given color scheme Field trips to main street evaluate the use of EOD/POD used in window displays and fashion pieces
2 weeks	Unit 4: The Design Process		<ul style="list-style-type: none"> Identify various stitches, seams, and finishes in clothing. Demonstrate the design process when creating a product line. Analyze different fabrics and what fashion projects they are used in. 	<ul style="list-style-type: none"> Lab/Project Suggestions: <ul style="list-style-type: none"> De-construct a ready made garment (identify construct processed used) Create a product using the design process Field Trip to Jo-anns to identify types of fabric and finishes
5 weeks	Unit 5: Fashion Promotion and Marketing		<ul style="list-style-type: none"> Recognize different marketing techniques with various audiences. Analyze the use of various marketing techniques such as, social media, internet, visual merchandising, advertisements, pop-up shops, websites, online shopping and more. 	<ul style="list-style-type: none"> Lab/Project Suggestions: <ul style="list-style-type: none"> Create product and market/merchandise the product (t-shirt, cups, mugs, greeting card, ect.) Product description Identify target audience

			<ul style="list-style-type: none"> ● Identify types of retailers and the various ways they use marketing techniques. ● Demonstrate the uses of effective fashion journalism. 	<ul style="list-style-type: none"> ○ Create a visual marketing advertisement (Apply EOD/POD) ○ Social media ● Field trip Ideas: <ul style="list-style-type: none"> ○ Nordstrom Rack (marketing, sales, in store seamstress) ○ Re-fresh (resell, business, window display/mannequin dressing) ○ Macy's/Dillard's (retail, relationships with brands, personal fashion consultant) ○ Wedding/Formal dress shop (counsualt, business office, tailoring)
2 weeks	Unit 6: Careers		<ul style="list-style-type: none"> ● Recognize a variety of careers in the fashion and merchandising industry. ● Demonstrate employability skills throughout the semester that are useful for the fashion merchandising industry. ● Identify the paths through education and training to reach a specific career within the fashion industry. 	<ul style="list-style-type: none"> ● Lab/Project Suggestions: <ul style="list-style-type: none"> ○ Guest speaker for different careers in fashion ● Field trip Ideas: <ul style="list-style-type: none"> ○ Nordstrom Rack (marketing, sales, in store seamstress) ○ Re-fresh (resell, business, window display/ mannequin dressing) ○ Macy's/Dillarrd's (retail, relationships with brands, personal fashion consultant) ○ Wedding/Formal dress shop (counsualt, business office, tailoring) ○ Research project to further investigate career possibilities

Unit 1: The Business of Fashion		
Grade: 9-12		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> ● Create a product develop pricing, marketing, merchandising and customer relations 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Analyze the types of marketing in retail, ready to wear and wholesales. ● Know the process of product development and marketing a project to a targeted audience. ● Evaluate customer relations in fashion. ● Analyze types of marketing and merchandising techniques. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Discover basic terms in the fashion industry. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 2: Fashion History, Designers and Impact of Culture

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> ● Cultural apparel research project 	Sample Activities
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Analyze various designers and the impact the fashion line had on fashion overall. ● Know the factors in history that changed in marketing. ● Understand that different cultures impact fashion. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Know the different eras in history and the impact they made on fashion. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Elements and Principles of Design in Fashion			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Plan outfits following a given color scheme 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply elements and principles of design to design a fashion line. Analyze different ways you can apply elements and principles of design in fashion lines, marketing, and merchandising. Discuss fashion appeal within outfits and on different body types. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identify elements and principles of design in fashion pieces. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 4: The Design Process		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> De-construct a ready made garment (identify construct processed used) 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Demonstrate the design process when creating a product line. Analyze different fabrics and what fashion projects they are used in. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Identify various stitches, seams, and finishes in clothing. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 5: Fashion Promotion and Marketing			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> ● Create a visual marketing advertisement (Apply EOD/POD) 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Recognize different marketing techniques with various audiences. ● Analyze the use of various marketing techniques such as, social media, internet, visual merchandising, advertisements, pop-up shops, websites, online shopping and more. ● Demonstrate the uses of effective fashion journalism. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identify types of retailers and the various ways they use marketing techniques. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 6: Careers

Grade: 9-12


		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Explain in detail the specific roles and functions of individuals engaged in a fashion merchandising career. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Recognize a variety of careers in the fashion and merchandising industry. Demonstrate employability skills throughout the semester that are useful for the fashion merchandising industry. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identify the paths through education and training to reach a specific career within the fashion industry. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Food Fundamentals

Course Overview

Grade level(s): 9-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
Through hands-on experiences, students will expand their knowledge on time management, professionalism, and communication skills. Through taking this course, students will have the opportunity to learn more about the importance of food in one's life. From choosing well balanced meals to learning how to prepare food, individuals use the principles discussed in this course on a daily basis. By understanding what goes into creating healthy meals, students will be able to fuel their bodies with the nutrients they need throughout their lifetime.	This introductory semester course exposes students to the relationship of food science and nutrition principles to health and wellness. Activities include food selection, food preparation as well as the care and storage of food. The main focus of the class is the study of food accomplished through written work and supported by lab experiences, class notes, written assignments and evaluations. This class serves as the foundation for ALL upper level Foods classes.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none">● Demonstrate food and kitchen safety practices.● Analyze concepts of healthy eating habits.● Apply recipe and content knowledge while working in a lab setting.	
Priority Missouri Learning Standards/National Standards	
8.1 Analyze career paths within the food production and food services industries. 8.2 Demonstrate food safety and sanitation procedures. 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. 9.2 Apply risk management procedures to food safety, food testing, and sanitation. 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	

- 9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
- 9.5 Demonstrate use of current technology in food product development and marketing.
- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.4 Evaluate factors that affect food safety from production through consumption.

 Unit 1: Safety and Sanitation Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
8.2.1 8.2.5 8.2.6 8.2.7 9.2.1 14.4.1 14.4.2 14.4.5 14.4.6	<ul style="list-style-type: none"> ● Demonstrate food and kitchen safety practices. ● Apply recipe and content knowledge while working in a lab setting. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand kitchen safety practices. ● Students will understand factors to keep food safe from production through consumption. 	<ul style="list-style-type: none"> ● How does one ensure safety in their kitchen? ● Why do we follow certain kitchen procedures? ● What can be done to facilitate food safety from proper storage to consumption?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Explain the importance of kitchen cleanliness. ● Identify causes of foodborne illness. ● Apply concepts of cooking, thawing, serving, and storing food safely. ● Describe how to prevent kitchen accidents. ● Describe basic first aid procedures for kitchen emergencies. ● Apply concepts of safe kitchen appliances and equipment use. 		

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Hand washing activity
- Demonstrate safe and sanitary food preparation practices in a lab
- Research a common food borne illness
- Unsafe kitchen scenarios
- Kitchen safety posters/presentations



Unit 2: Kitchen Management

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.3.6 8.3.5 8.5.1 14.3.3	<ul style="list-style-type: none">● Demonstrate food and kitchen safety practices.● Apply recipe and content knowledge while working in a lab setting.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand effective food preparation skills.● Students will understand safe knife practices.● Students will understand basic kitchen procedures and terms.	<ul style="list-style-type: none">● What is the advantage of using a recipe?● Do preparation techniques learned have an influence on food choices?● In what circumstance might you want to alter a recipe?
Learning Targets		
Students will... <ul style="list-style-type: none">● List types of information a recipe provides.● Demonstrate proper measuring techniques.● Calculate equivalencies.● Apply concepts of proper knife safety.● Identify basic kitchen equipment.● Recall basic cooking terms.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Measurement lab • Knife skills practice • Tools and functions activity



Unit 3: Nutrition and Your Body Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.3.6 9.3.1 9.3.2 9.3.6 9.4.1 14.2.4 14.2.3 14.3.1 14.4.1	<ul style="list-style-type: none"> • Demonstrate food and kitchen safety practices. • Analyze concepts of healthy eating habits. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand the digestive process. • Students will understand dietary recommendations and guidelines. • Students will understand how to read a food label. • Students will understand the six major nutrients and what they do for the body. 	<ul style="list-style-type: none"> • What does the digestive process look like? • What are dietary guidelines? • What is a food label? • What are the six major nutrients?

Learning Targets

Students will...

- Explain dietary recommendations and nutrition guidelines.
- Summarize the differences in nutrition needs throughout the lifespan.
- Critique dietary intake.
- Calculate calorie intake and physical activity.
- Identify parts of the digestive system.
- Describe the digestive process and stages.
- Analyze the six major nutrients and what they do for the body.
- Analyze food label information.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Nutrient project
- Food label analysis
- Discussion about major parts of the digestive system



Unit 4: Fruits Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.7 9.3.1 9.3.6 9.5.6 14.3.1 14.3.3	<ul style="list-style-type: none">● Demonstrate food and kitchen safety practices.● Analyze concepts of healthy eating habits.● Apply recipe and content knowledge while working in a lab setting.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand how fruits are classified.● Students will understand which nutrients fruits provide the body with.	<ul style="list-style-type: none">● What are fruits?● Why do we eat fruits?● How do we classify fruits?● What nutrients are found in fruits?
Learning Targets		
Students will... <ul style="list-style-type: none">● Identify major classifications of fruits.● List nutrients found in fruits.● Explain nutritional benefits of eating fruits.● Identify dietary recommendations for fruit.● Apply concepts for selecting, storing, and preparing fruits.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Fruit tasting ● Fruit presentation (foldable, slides presentation, etc.) ● Lab with fruit



Unit 5: Vegetables Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.7 9.3.1 9.3.6 14.3.1 14.3.3	<ul style="list-style-type: none"> ● Demonstrate food and kitchen safety practices. ● Analyze concepts of healthy eating habits. ● Apply recipe and content knowledge while working in a lab setting. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand how vegetables are classified. ● Students will understand which nutrients vegetables provide the body with. ● Students will understand the process of preparing, storing, and selecting vegetables. 	<ul style="list-style-type: none"> ● What are vegetables? ● Why do we eat vegetables? ● How do we classify vegetables? ● What nutrients are found in vegetables?

Learning Targets

Students will...

- Identify major classifications of vegetables.
- List nutrients found in vegetables.
- Explain nutritional benefits of eating vegetables.
- Identify dietary recommendations for vegetables.
- Apply concepts for selecting, storing, and preparing vegetables.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Lab including vegetables
- Vegetable graphic organizer



Unit 6: Protein Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.5 9.3.1 9.3.6 14.3.1 14.3.3	<ul style="list-style-type: none">• Demonstrate food and kitchen safety practices.• Analyze concepts of healthy eating habits.• Apply recipe and content knowledge while working in a lab setting.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">• Students will understand what are the nutritional benefits of protein.• Students will understand the process of preparing, storing, and selecting protein.• Students will understand different types of protein products.	<ul style="list-style-type: none">• What are the nutrients found in protein?• What are the proper cooking temperatures of various types of protein?• What are animal protein products? What are plant protein products?
Learning Targets		
Students will... <ul style="list-style-type: none">• List factors affecting the selection of protein foods.• Recall various foods that are protein dense.• List nutrients found in protein dense foods.• Apply concepts on how to select, prepare, and store foods containing protein.• Explain nutritional benefits of eating protein rich foods.• Demonstrate how to properly make a food item using eggs.• Identify dietary recommendations for protein.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Lab including protein ● Create collages/posters/pamphlets or presentations on protein foods and vegetarian options ● Egg experiments



Unit 7: Grain Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.7 8.5.10 9.3.1 9.3.6	<ul style="list-style-type: none"> ● Demonstrate food and kitchen safety practices. ● Analyze concepts of healthy eating habits. ● Apply recipe and content knowledge while working in a lab setting. 	
14.3.1 14.3.3	<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> ● Students will understand grain preparation. ● Students will understand what nutrients grains provide the body with. ● Students will understand various types of grains. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ● How are grains processed? ● What nutritional benefits of grain products? ● What are different ways to prepare grains for eating? ● What are different types of grain?

Learning Targets

Students will...

- Describe the different grains used in making grain products and how to prepare grains for eating.
- Explain how the processing of grains impacts their nutritional value.
- List nutrients that grains provide for the body.
- Name and describe grains used around the world.
- Apply concepts on how to make grain products.
- Demonstrate baking basics in labs.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Lab including grains
- Discussion comparing whole grains to enriched grains



Unit 8: Dairy Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.7 9.3.1 9.3.6 14.3.1 14.3.3	<ul style="list-style-type: none">● Demonstrate food and kitchen safety practices.● Analyze concepts of healthy eating habits.● Apply recipe and content knowledge while working in a lab setting.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand how to properly store, maintain, and prepare items containing dairy.● Students will understand the differences between types of cheeses.● Students will understand which nutrients are found in dairy products.	<ul style="list-style-type: none">● What are the nutritional benefits of eating dairy?● What types of foods contain dairy?● How do you prepare foods containing dairy?● What is the difference between the types of cheeses?
Learning Targets		
Students will... <ul style="list-style-type: none">● List different foods that come from milk.● Name nutrients that dairy provides for the body.● Describe the differences between cheeses.● Apply concepts on how to properly prepare and store dairy foods.● Analyze the effects of heat on dairy products.● Identify alternatives to dairy products.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Cheese tasting ● Lab including dairy ● Discussion on nutritional benefits of eating dairy products ● Discussion on different types of cheeses



Unit 9: Meal Planning

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
9.3.1 9.3.5 9.3.6 9.3.7 14.2.4 14.3.1 14.3.3	<ul style="list-style-type: none"> ● Analyze concepts of healthy eating habits. ● Apply recipe and content knowledge while working in a lab setting. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand balanced meals. ● Students will understand how to portion different food items. ● Students will understand purchasing costs. 	<ul style="list-style-type: none"> ● What do well balanced meals include? ● How much does food cost? ● How do you determine how much a recipe will cost?

Learning Targets

Students will...

- Evaluate criteria for purchasing/obtaining food.
- Utilize dietary recommendations to meet daily needs.
- Apply knowledge of meal planning.

Unit Duration:

1 week



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Lab incorporating dietary recommendation ● Costing analysis ● Dietary plan ● Creating a meal plan for various environments (families, schools, nursing homes, specialty diet).



Unit 10: Careers Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.1.1 8.1.2 8.1.3	<ul style="list-style-type: none"> ● Demonstrate food and kitchen safety practices. ● Analyze concepts of healthy eating habits. 	
9.1.1 9.1.2	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand methods of finding careers relating to food. ● Students will understand the idea of employability skills needed for careers. 	<ul style="list-style-type: none"> ● What are some employability skills that you need in the foodservice industry? ● How does one find a career? ● What careers are available for those interested in the food service industry?

Learning Targets

- Assess personal characteristics and professional requirements for occupations related to nutrition and wellness.
- Demonstrate how to use sources of career information.
- Apply concepts of employability skills in the lab setting.

Unit Duration:

1 week



Assessment Evidence

Rubric/Scoring

Assessment

- Career research project
- Discussion on professionalism in labs
- Lab tasks incorporating professional/job skills



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	Unit 1: Safety and Sanitation		<ul style="list-style-type: none">● Explain the importance of kitchen cleanliness.● Identify causes of foodborne illness.● Apply concepts of cooking, thawing, serving, and storing food safely.● Describe how to prevent kitchen accidents.● Describe basic first aid procedures for kitchen emergencies.● Apply concepts of safe kitchen appliances and equipment use.	<ul style="list-style-type: none">● Hand washing activity● Demonstrate safe and sanitary food preparation practices in a lab● Research a common food borne illness● Unsafe kitchen scenarios● Kitchen safety posters/presentations
2 weeks	Unit 2: Kitchen Management		<ul style="list-style-type: none">● List types of information a recipe provides.● Demonstrate proper measuring techniques.● Calculate equivalencies.● Apply concepts of proper knife safety.● Identify basic kitchen equipment.● Recall basic cooking terms.	<ul style="list-style-type: none">● Measurement lab● Knife skills practice● Tools and functions activity
2 weeks	Unit 3: Nutrition and Your Body		<ul style="list-style-type: none">● Explain dietary recommendations and nutrition guidelines.● Summarize the differences in nutrition needs throughout the lifespan.● Critique dietary intake.● Calculate calorie intake and physical activity.● Identify parts of the digestive system.● Describe the digestive process and stages.● Analyze the six major nutrients and what they do for the body.● Analyze food label information.	<ul style="list-style-type: none">● Nutrient project● Food label analysis● Discussion about major parts of the digestive system

2 weeks	Unit 4: Fruits		<ul style="list-style-type: none"> ● Identify major classifications of fruits. ● List nutrients found in fruits. ● Explain nutritional benefits of eating fruits. ● Identify dietary recommendations for fruit. ● Apply concepts for selecting, storing, and preparing fruits. 	<ul style="list-style-type: none"> ● Fruit tasting ● Fruit presentation (foldable, slides presentation, etc.) ● Lab with fruit
2 weeks	Unit 5: Vegetables		<ul style="list-style-type: none"> ● Identify major classifications of vegetables. ● List nutrients found in vegetables. ● Explain nutritional benefits of eating vegetables. ● Identify dietary recommendations for vegetables. ● Apply concepts for selecting, storing, and preparing vegetables. 	<ul style="list-style-type: none"> ● Lab including vegetables ● Vegetable graphic organizer
2 weeks	Unit 6: Protein		<ul style="list-style-type: none"> ● List factors affecting the selection of protein foods. ● Recall various foods that are protein dense. ● List nutrients found in protein dense foods. ● Apply concepts on how to select, prepare, and store foods containing protein. ● Explain nutritional benefits of eating protein rich foods. ● Demonstrate how to properly make a food item using eggs. ● Identify dietary recommendations for protein. 	<ul style="list-style-type: none"> ● Lab including protein ● Create collages/posters/pamphlets or presentations on protein foods and vegetarian options ● Egg experiments
2 weeks	Unit 7: Grains		<ul style="list-style-type: none"> ● Describe the different grains used in making grain products and how to prepare grains for eating. ● Explain how the processing of grains impacts their nutritional value. ● List nutrients that grains provide for the body. ● Name and describe grains used around the world. ● Apply concepts on how to make grain products. ● Demonstrate baking basics in labs. 	<ul style="list-style-type: none"> ● Lab including grains ● Discussion comparing whole grains to enriched grains

2 weeks	Unit 8: Dairy		<ul style="list-style-type: none"> ● List different foods that come from milk. ● Name nutrients that dairy provides for the body. ● Describe the differences between cheeses. ● Apply concepts on how to properly prepare and store dairy foods. ● Analyze the effects of heat on dairy products. ● Identify alternatives to dairy products. 	<ul style="list-style-type: none"> ● Cheese tasting ● Lab including dairy ● Discussion on nutritional benefits of eating dairy products ● Discussion on different types of cheeses
1 week	Unit 9: Meal Planning		<ul style="list-style-type: none"> ● Evaluate criteria for purchasing/obtaining food. ● Utilize dietary recommendations to meet daily needs. ● Apply knowledge of meal planning. 	<ul style="list-style-type: none"> ● Lab incorporating dietary recommendation ● Costing analysis ● Dietary plan ● Creating a meal plan for various environments (families, schools, nursing homes, specialty diet).
1 week	Unit 10: Careers		<ul style="list-style-type: none"> ● Assess personal characteristics and professional requirements for occupations related to nutrition and wellness. ● Demonstrate how to use sources of career information. ● Apply concepts of employability skills in the lab setting. 	<ul style="list-style-type: none"> ● Career research project ● Discussion on professionalism in labs ● Lab tasks incorporating professional/job skills

Unit 1: Safety and Sanitation			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Analyze bacteria factors in food safety and production. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts of cooking, thawing, serving and storing food safely. Apply concepts of safe kitchen appliances and equipment use. Describe how to prevent kitchen accidents. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> foodborne illness, food safety, sanitation, cross contamination, handwashing, danger zone, etc. Identify causes of foodborne illness. Explain the importance of kitchen cleanliness. Describe basic first aid procedures for kitchen emergencies. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Unit 2: Kitchen Management		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Analyze recipe/formula and modifications for food production. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Demonstrates proper measuring techniques. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ food preparation techniques and terms, equivalencies, abbreviations, etc. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ apply concepts of knife safety. ○ identify basic kitchen equipment. ○ lists types of information recipes provide. ○ calculate equivalencies. ○ recall basic cooking terms. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Nutrition		
Grade: 9-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Evaluate the effect of science and nutrients on the health and wellness of individuals and families across the lifespan. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Analyze the six major nutrients and what they do for the body. Analyze food label information. Critique dietary intake. Calculate calorie intake and physical activity. <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> nutrients, nutrition, digestion, digestive organs, dietary guidelines, food labels, etc. Identify parts of the digestive system. Describe the digestive process and stages. Explain dietary recommendations and the nutrition guidelines. Summarize the differences in nutrition needs throughout the lifespan. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 4: Fruits			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> ● Create a comparison for the nutritional value of different fruits. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Identify dietary recommendations for fruit. ● Apply concepts for selecting, storing, and preparing fruits. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ fruits, enzymatic browning, etc. ● Identify major classifications of fruits. ● List nutrients found in fruits. ● Explain nutritional benefits of eating fruits. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 5: Vegetables			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> ● Create a comparison for the nutritional value of different vegetables. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> ● Identify dietary recommendations for vegetables. ● Apply concepts for selecting, storing, and preparing vegetables. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ vegetables, types of vegetables ● Identify major classifications of vegetables. ● List nutrients found in vegetables. ● Explain nutritional benefits of eating vegetables. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 6: Protein			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Analyze safety and sanitation practices for cooking proteins. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Demonstrate how to properly make a food item using eggs. Identify dietary recommendations for protein. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> protein, internal cooking temperature, different types of meats, parts of eggs, parts of meat products, and legumes. Explain nutritional benefits of eating protein rich foods. Apply concepts on how to select, prepare, cook and store foods containing protein. List factors affecting the selection of protein foods. Recall various foods that are protein dense. List nutrients found in protein dense foods. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 7: Grains		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Evaluate the influence of science and technology on grain consumption. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate baking basics in labs. ● Apply concepts on how to make grain products. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ grains, al dente, leaving agents, quick breads, yeast breads, knead, etc. ● Describe the different grains used in making grain products and how to prepare grains for eating. ● Explain how the processing of grains impacts their nutritional value. ● List nutrients that grains provide for the body. ● Name and describe grains used around the world. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 8: Dairy

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze the effect of calcium on health, appearance and peak performance throughout the lifespan. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts on how to properly prepare and store dairy foods. Analyze the effects of heat on dairy products. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> pasteurized, homogenized, curds, whey, fresh cheese, ripened cheese, scorching, curdling, tempering, scalded milk, foam, etc. List different foods that come from milk. Name nutrients that dairy provides for the body. Describe the differences between cheeses. Identify alternatives to dairy products. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 9: Meal Planning		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Build menus to customer/client preferences demonstrating nutrition management principles and practices. 	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Apply knowledge of meal planning. ● Evaluate criteria for purchasing/obtaining food. <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ meal manager, menu, course, meal patterns, unit pricing, brands, organic food, and daily values ● Utilize dietary recommendations to meet daily needs. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 10: Careers		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Explain in detail the specific roles and functions of individuals engaged in food science, food technology, dietetic, nutrition industries, food production or food service industries. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate how to use sources of career information. ● Apply concepts of professionalism and teamwork in the lab setting. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ career, occupation, interest inventories, aptitudes, job application, cover letter, resume, entrepreneur. ● Assess personal characteristics and professional requirements for occupations related to nutrition and wellness. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Advanced Foods: Baking and Pastry Arts

Course Overview

Grade level(s): 9-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
<p>The occupational outlook for bakers is predicted to grow by 5% from 2019 to 2029 (U.S. Department of Labor Statistics, 2020). This Baking and Pastry Arts course will build a strong foundation of principles and skills and you will be able to apply those skills in a kitchen setting. This course could lead to future career opportunities in a bakeshop or help students who are interested in baking at home, learn the necessary skills.</p> <p>U.S. Department of Labor Statistics (2020, September 01). Bakers : Occupational outlook handbook. Retrieved March 30, 2021, from https://www.bls.gov/ooh/production/bakers.htm</p>	<p>This semester course will continue with the principles introduced in Food Fundamentals and expand into creative baking. Units on quick breads, yeast breads, cakes, pies, and specialty desserts will help students understand the food science behind baking. Exploring food choices in our society and the utilization of informed consumer practices will also be examined.</p>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Demonstrate the ability to apply food safety procedures from production through consumption. ● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the baking and pastry industry. ● Create a variety of baked food products. ● Demonstrate professionalism when working in the kitchen. 	
Priority Missouri Learning Standards/National Standards	
<p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings</p> <p>8.1 Analyze career paths within the food production and food services industries.</p> <p>8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</p>	

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs

9.5 Demonstrate use of current technology in food product development and marketing.

9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.4 Evaluate factors that affect food safety from production through consumption.



Unit 1: Safety and Sanitation

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.3 8.2.5 8.2.7 8.2.8	<ul style="list-style-type: none"> Students will be able to demonstrate the ability to apply food safety procedures from production through consumption. 	
14.3.3 14.4.1 14.4.2	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will understand kitchen safety practices. Students will understand factors to keep food safe from production through consumption. Students will understand the State of Missouri sets guidelines and the County will help enforce them. This helps food that we consume at a bakery is safe to consume. Students will understand the importance of practicing food safety in the kitchen due to food allergies and intolerances as well as bacteria. 	<ul style="list-style-type: none"> What should be done to facilitate food safety from production to consumption? How are Safety and Sanitation guidelines determined and used in a bakery? What can you do as a bakery to make your kitchen allergy friendly? What are the steps to have a proper safety and sanitation environment in food labs?

Learning Targets

Students will...

- Apply concepts of food and kitchen safety when baking.
- Describe the State of Missouri guidelines for safety and sanitation in a bakery.
- Demonstrate how to keep a kitchen environment safe for the worker and the product.
- Explain the reasons to keep a safe and sanitized kitchen.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

Lab Suggestions:

- Hand-washing activity
- Ask students to identify unsafe and safe practices in the kitchen.
- Research the safety and sanitation guidelines in Missouri and have students role play a guideline in the kitchen.
- Lab to create a clean environment for known food allergens, gluten, eggs, nuts, milk, fish or shellfish.
- Create a class “lab contract” setting the rules and expectations all food labs will follow, including basic and state guidelines learned in class. As well as, appropriate teamwork and communication expectations.

Lab Evaluations:

- Evaluate students on how they understand applying safety and sanitation guidelines in the food lab and the step they will be taking in each lab.

Guest Speakers:

- County or State Health Department



Unit 2: Kitchen Management

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.4.4 8.5.1 8.5.2 8.5.3 8.5.4 9.5.5 9.6.2 9.6.3 9.6.4	<ul style="list-style-type: none">● Demonstrate the ability to apply food safety procedures from production through consumption.● Create a variety of baked food products.● Demonstrate professionalism when working in the kitchen.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand what equipment in the kitchen is needed for a bake shop.● Students will understand how to measure ingredients by weight and volume to produce baked goods are two different ways to measure and both have benefits.● Students will understand workstations in a bakery and how to produce baked goods.	<ul style="list-style-type: none">● Why is weight a more exact measurement to produce recipes?● What equipment is used in the kitchen while baking?● What are the responsibilities of each workstation to make a successful baked product?
Learning Targets		
Students will... <ul style="list-style-type: none">● Identify the workstations and responsibilities of each.● Demonstrate different measuring techniques in baking.● Demonstrate the use of equipment in the kitchen and how to care for it.● Apply knowledge of how a bakery produces baked items.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	Lab Suggestions: <ul style="list-style-type: none"> • Measurement lab using volume and weight comparing the results • Stations lab, mass production lab • Introducing new and specialty baking equipment



Unit 3: Quick Breads Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.3 8.5.10 9.5.6	<ul style="list-style-type: none"> • Demonstrate the ability to apply food safety procedures from production through consumption. • Create a variety of baked food products. • Demonstrate professionalism when working in the kitchen. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand various chemical leavening agents, their functions and when to use each. • Students will understand different mixing methods to produce a variety of baked goods. • Students will understand common baking ingredients and functions of each. 	<ul style="list-style-type: none"> • What are the common baking ingredients and functions of each? • What are chemical leavening agents? • What function does a chemical leavening agent have for an item? • What is the process of the biscuit, creaming and muffin method?

Learning Targets

Students will...

- Identify several types of flours and the reasons for using each.
- Prepare a variety of quick breads.
- Discover the roles of leavening agents.
- Discover common baking ingredients and functions.
- Demonstrate mixing methods used to get the desired tenderness in a baked good.
- Discover type of batter: pour, drop and soft dough.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<p>Lab suggestions:</p> <ul style="list-style-type: none">● Lab comparing and discovering the effects of different leavening agents.● Muffin wars challenge, each group making a basic quick bread recipe and adding desired flavors.● Biscuits method, adding different flavors (savory or sweet)● The pancake experiment, creating a small pancake after adding a new ingredient to see the function on each.● Belgain waffles, popovers, doughnuts, tea breads, scones <p>Lab evaluations suggestions:</p> <ul style="list-style-type: none">● Include identifying functions of ingredients, mixing methods used and the result of the product.



Unit 4: Yeast Breads

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
9.5.5 9.5.6	<ul style="list-style-type: none"> ● Demonstrate the ability to apply food safety procedures from production through consumption. ● Create a variety of baked food products. ● Demonstrate professionalism when working in the kitchen. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the different types of yeast for differing results. ● Students will understand how to demonstrate how to make yeast breads. ● Students will understand the role gluten plays in baking. 	<ul style="list-style-type: none"> ● What are the types of yeast used in producing yeast breads? ● What are the 10 stages of yeast breads? What should the bread look like at each stage? ● What are some solutions to typical issues with making yeast breads? ● What is gluten and the role it plays in baking?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Demonstrate how to use yeast properly and produce a yeast bread product. ● Demonstrate how to properly activate gluten. ● Differentiate between the types of yeast. ● Demonstrate the 10 stage process in a variety of yeast products. ● Identify terms such as: proofing, punching, oven spring, scoring, washing. ● Differentiate a sourdough starter and explain how it is used to leaven yeast breads. ● Describe quality components in a yeast bread and be able to troubleshoot issues with a finished baked product. 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<p>Suggested labs:</p> <ul style="list-style-type: none"> ● Gluten ball lab ● Evaluating different yeast breads you find at the store and researching the process of how they were made. ● Dinner rolls, cinnamon rolls, cheesy/chive Rolls, challah, brioche, english muffins, croissants, bagels, pita pockets, pretzels, pizza crust <p>Lab evaluations suggestions:</p> <ul style="list-style-type: none"> ● Include evaluating the stages of the gluten activation, the different texture of breads lab, teamwork/peer evaluation.



Unit 5: Pie, Tarts and Fillings

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.10 8.5.12 9.5.3 9.5.6 9.6.6	<ul style="list-style-type: none"> ● Demonstrate the ability to apply food safety procedures from production through consumption. ● Create a variety of baked food products. ● Demonstrate professionalism when working in the kitchen 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● The students will understand that there are different textures in crusts and tarts to fit the desired taste. ● The students will understand the different techniques to help pies and tarts look pleasing to the eye. ● Students will understand the process and stage for a baked good. 	<ul style="list-style-type: none"> ● What is the difference between a pie and a tart? ● What are the different desired textures of a successful pie crust and tart crust? ● What are designs and techniques you can use to help make pies and tarts pleasing to the eye?

Learning Targets

Students will...

- Demonstrate how flakey and mealy dough are used for pies and quiches.
- Understand that a sweeter, less flaky crust is used to tarts.
- Demonstrate the different fillings for pies and tarts to include cream, fruit, custard and chiffon fillings, and how they change based on what type of crust you use for a baked good.
- Demonstrate types of pie crusts, tart doughs and common fillings.
- Identify the types of crusts and filling for both crusts and tarts.
- Demonstrate knowledge by baking a variety of pies and tarts.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

Lab Suggestions:

- Compare and evaluate the various types of pie crust.
- Types of pies: fruit, cream, custard, savory (pot pie/quiche)
- Bake a tart crust, make a filling and use cut fruit to make it pleasing to the eye.
 - Knife Skills: chop, dice, mince, julienne, cube, bias

Lab Evaluations:

- Evaluate students on teamwork, knife skills, setting up of filling.



Unit 6: Cakes, Icing and Cake Assembly

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.10 8.5.12 9.5.3 9.5.6 9.6.6	<ul style="list-style-type: none"> ● Demonstrate the ability to apply food safety procedures from production through consumption. ● Create a variety of baked food products. ● Demonstrate professionalism when working in the kitchen 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● The students will understand the process to bake a variety of cakes. ● The students will understand the proper ways to assemble and decorate a cake. 	<ul style="list-style-type: none"> ● What are the steps in baking various cakes? ● What are different types of icings and how to prepare them? ● What are the fillings you can put in cakes? ● How do you assemble and decorate a cake using simple decorating techniques?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> ● Demonstrate how to bake, decorate and price various cakes. ● Identify the different types of cakes and icings and be able to demonstrate baking, fillings and decorating cakes. ● Explain the cost of a completed tier cake and pricing for a bakeshop. ● Create how to bake a tender cake using different mixing methods. ● Describe and make types of icings and frostings used to assemble and decorate a cake. ● Evaluate the process and cost of making a cake from baking to a finished decorate product. ● Identify the difference between whipped egg cakes: genoise, sponge cakes, angel food, and chiffon cakes. 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<p>Lab Suggestions:</p> <ul style="list-style-type: none">● Cake baking, decorating for a desired or assigned “client”● “Dessert Imposters”- make a cake that looks like an item that is not typically a cake. For example: hamburger, hot dog, toilet paper. Judge on taste and execution of the “imposter”● Taste different types of icings: cooked (7-minute icing) or uncooked (Buttercream)● Piping icing practice and cupcake decorating (star and round Tips)● Cake decorating contest● Cakes: shortened, foam (angel food) <p>Lab Evaluations:</p> <ul style="list-style-type: none">● Evaluate teamwork, taste, execution, and skills.



Unit 7: Cookies Desired Results

Standards	Transfer Goal(s) /Big Ideas	
9.5.5 9.5.6	<ul style="list-style-type: none">● Demonstrate the ability to apply food safety procedures from production through consumption.● Create a variety of baked food products.● Demonstrate professionalism when working in the kitchen.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● The students will understand how to store cookies properly.● The students will understand how to troubleshoot cookies to get a desired texture of cookie.● The students will understand the various types of cookies and the role each ingredient plays in each type of cookie.	<ul style="list-style-type: none">● What are the types of cookies? How do you mix them?● How do you bake, cool and store cookies?● What is the best cookie formula for the desired texture?● What are the causes and solutions of cookie texture?
Learning Targets		
Students will... <ul style="list-style-type: none">● Demonstrate baking a variety of cookies including: drop, icebox, bar, sheet, cut-out, piped, molded and wafer.● Demonstrate a variety of baking, cooling and storing cookies.● Identify how to troubleshoot cookies to a desired texture.● Prepare a variety of cookie doughs and batters.● Demonstrate how to use a variety of mixing methods for cookies and brownies.		
Unit Duration:		
1 week		



Assessment Evidence

Rubric/Scoring	Assessment
	<p>Lab Suggestions:</p> <ul style="list-style-type: none">• Same type of cookie with different fats, leavening agents, and percentages of ingredients to compare the results.• Cookie wars contest• Brownies• Butter cookies <p>Lab Evaluations:</p> <ul style="list-style-type: none">• Evaluate students on the execution of the lab product, ability to troubleshoot, and teamwork



Unit 8: Speciality Dessert and Plating

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.10 8.5.12	<ul style="list-style-type: none">● Demonstrate the ability to apply food safety procedures from production through consumption.● Create a variety of baked food products.● Demonstrate professionalism when working in the kitchen.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● The students will understand the effects of plating and garnishing a dessert.● The students will understand the many ways to make specialty desserts.	<ul style="list-style-type: none">● What are types of specialty desserts?● What are proper techniques for plating and garnishing desserts?
Learning Targets		
Students will... <ul style="list-style-type: none">● Discover and recognize types of specialty desserts: frozen desserts, candy, tempering chocolate.● Demonstrate knowledge of production and plating methods for a variety of baked goods, desserts, and confectioneries.● Create product finishes such as washes, glazes, icings, frostings and fillings.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<p>Lab Suggestions:</p> <ul style="list-style-type: none"> ● Plating and garnishing a twinkie (or other “premade” item). ● Make ice cream with different methods and compare. ● Taste different varieties of specialty desserts. ● Tempering chocolate: chocolate molds and ganache. ● Candies: hard and soft ball stage <ul style="list-style-type: none"> ○ Crystalline: fudge, fondant, divinity ○ Noncrystalline: toffee, caramel, peanut brittle ● Sauces: vanilla, compote, glaze, dulce de leche



Unit 9: Careers Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.2.3 1.2.4 1.2.6 1.2.8 8.1.2 8.1.3	<ul style="list-style-type: none"> ● Demonstrate the ability to apply food safety procedures from production through consumption. ● Create a variety of baked food products. ● Demonstrate professionalism when working in the kitchen. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will demonstrate employability skills for problem solving, decision making, communication, teamwork and critical thinking used in the operation of a baking or pastry operation. ● Students will demonstrate the ability to conform to professional standards as they relate to good business ethics. ● Students will discover careers in the baking and pastry field. 	<ul style="list-style-type: none"> ● What are transferable and employability skills? ● What skills will be essential for an employee at a bakeshop? ● What are careers in baking and pastry? ● What are the professional standards and good business ethics?

Learning Targets

Students will...

- Demonstrate professionalism and employability skills in the classroom that they can carry to a desired career.
- Demonstrate transferable and employability skills in the classroom.
- Apply the employability skills learned how they are useful for bakeshop employees.
- Discover different baking and pastries jobs in the field.

Unit Duration:

1 week



Assessment Evidence

Rubric/Scoring	Assessment
	<p>Lab Suggestions:</p> <ul style="list-style-type: none">● Research different careers in the baking and pastry field.● Take a field trip to different local bakeries and ask questions about education/skills needs and business operations.● Fulfilling customer orders<ul style="list-style-type: none">○ Pies (or other baked good) sell to staff



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	Unit 1: Safety and Sanitation	https://www.sccmo.org/814/Food	<ul style="list-style-type: none">● Apply concepts of food and kitchen safety when baking.● Describe the State of Missouri guidelines for safety and sanitation in a bakery.● Demonstrate how to keep a kitchen environment safe for the worker and the product.● Explain the reasons to keep a safe and sanitized kitchen.	<p>Lab Suggestions:</p> <ul style="list-style-type: none">● Hand-washing activity● Ask students to identify unsafe and safe practices in the kitchen.● Research the safety and sanitation guidelines in Missouri and have students role play a guideline in the kitchen.● Lab to create a clean environment for known food allergens, gluten, eggs, nuts, milk, fish or shellfish.● Create a class “lab contract” setting the rules and expectations all food labs will follow, including basic and state guidelines learned in class. As well as, appropriate teamwork and communication expectations. <p>Lab Evaluations:</p> <ul style="list-style-type: none">● Evaluate students on how they understand applying safety and sanitation guidelines in the food lab and the steps they will be taking in each lab. <p>Guest Speakers:</p>

				<ul style="list-style-type: none"> ● County or State Health Department
2 weeks	Unit 2: Kitchen Management		<ul style="list-style-type: none"> ● Identify the workstations and responsibilities of each. ● Demonstrate different measuring techniques in baking. ● Demonstrate the use of equipment in the kitchen and how to care for it. ● Apply knowledge of how a bakery produces baked items. 	<p>Lab Suggestions:</p> <ul style="list-style-type: none"> ● Measurement lab using volume and weight comparing the results ● Stations lab, mass production lab ● Introducing new and specialty baking equipment
2 weeks	Unit 3: Quick Breads		<ul style="list-style-type: none"> ● Identify several types of flours and the reasons for using each. ● Prepare a variety of quick breads. ● Discover the roles of leavening agents. ● Discover common baking ingredients and functions. ● Demonstrate mixing methods used to get the desired tenderness in a baked good. ● Discover type of batter: pour, drop and soft dough. 	<p>Lab suggestions:</p> <ul style="list-style-type: none"> ● Lab comparing and discovering the effects of different leavening agents. ● Muffin wars challenge, each group making a basic quick bread recipe and adding desired flavors. ● Biscuits method, adding different flavors (savory or sweet) ● The pancake experiment, creating a small pancake after adding a new ingredient to see the function on each. ● Belgian waffles, popovers, doughnuts, tea breads, scones <p>Lab evaluations suggestions:</p> <ul style="list-style-type: none"> ● Include identifying functions of ingredients, mixing methods used and the result of the product.

3 weeks	Unit 4: Yeast Breads		<ul style="list-style-type: none"> ● Demonstrate how to use yeast properly and produce a yeast bread product. ● Demonstrate how to properly activate gluten. ● Differentiate between the types of yeast. ● Demonstrate the 10 stage process in a variety of yeast products. ● Identify terms such as: proofing, punching, oven spring, scoring, washing. ● Differentiate a sourdough starter and explain how it is used to leaven yeast breads. ● Describe quality components in a yeast bread and be able to troubleshoot issues with a finished baked product. 	<p>Suggested labs:</p> <ul style="list-style-type: none"> ● Gluten ball lab ● Evaluating different yeast breads you find at the store and researching the process of how they were made. ● Dinner rolls, cinnamon rolls, cheesy/chive Rolls, challah, brioche, english muffins, croissants, bagels, pita pockets, pretzels, pizza crust <p>Lab evaluations suggestions:</p> <ul style="list-style-type: none"> ● Include evaluating the stages of the gluten activation, the different texture of breads lab, teamwork/peer evaluation.
2 weeks	Unit 5: Pies, Tarts and Fillings		<ul style="list-style-type: none"> ● Demonstrate how flakey and mealy dough are used for pies and quiches. ● Understand that a sweeter, less flaky crust is used to tarts. ● Demonstrate the different fillings for pies and tarts to include cream, fruit, custard and chiffon fillings, and how they change based on what type of crust you use for a baked good. ● Demonstrate types of pie crusts, tart doughs and common fillings. ● Identify the types of crusts and filling for both crusts and tarts. ● Demonstrate knowledge by baking a variety of pies and tarts. 	<p>Lab Suggestions:</p> <ul style="list-style-type: none"> ● Compare and evaluate the various types of pie crust. ● Types of pies: fruit, cream, custard, savory (pot pie/quiche) ● Bake a tart crust, make a filling and use cut fruit to make it pleasing to the eye. <ul style="list-style-type: none"> ○ Knife Skills: chop, dice, mince, julienne, cube, bias <p>Lab Evaluations:</p> <ul style="list-style-type: none"> ● Evaluate students on teamwork, knife skills, setting up of filling.

3 weeks	Unit 6: Cake, Icing and Cake Assembly		<ul style="list-style-type: none"> ● Demonstrate how to bake, decorate and price various cakes. ● Identify the different types of cakes and icings and be able to demonstrate baking, fillings and decorating cakes. ● Explain the cost of a completed tier cake and pricing for a bakeshop. ● Create how to bake a tender cake using different mixing methods. ● Describe and make types of icings and frostings used to assemble and decorate a cake. ● Evaluate the process and cost of making a cake from baking to a finished decorate product. ● Identify the difference between whipped egg cakes: genoise, sponge cakes, angel food, and chiffon cakes. 	<p>Lab Suggestions:</p> <ul style="list-style-type: none"> ● Cake baking, decorating for a desired or assigned “client” ● “Dessert Imposters”- make a cake that looks like an item that is not typically a cake. For example: hamburger, hot dog, toilet paper. Judge on taste and execution of the “imposter” ● Taste different types of icings: cooked (7-minute icing) or uncooked (Buttercream) ● Piping icing practice and cupcake decorating (star and round Tips) ● Cake decorating contest ● Cakes: shortened, foam (angel food) <p>Lab Evaluations:</p> <ul style="list-style-type: none"> ● Evaluate teamwork, taste, execution, and skills.
1 week	Unit 7: Cookies		<ul style="list-style-type: none"> ● Demonstrate baking a variety of cookies including: drop, icebox, bar, sheet, cut-out, piped, molded and wafer. ● Demonstrate a variety of baking, cooling and storing cookies. ● Identify how to troubleshoot cookies to a desired texture. ● Prepare a variety of cookie doughs and batters. ● Demonstrate how to use a variety of mixing methods for cookies and brownies. 	<p>Lab Suggestions:</p> <ul style="list-style-type: none"> ● Same type of cookie with different fats, leavening agents, and percentages of ingredients to compare the results. ● Cookie wars contest ● Brownies ● Butter cookies <p>Lab Evaluations:</p> <ul style="list-style-type: none"> ● Evaluate students on the execution of the lab product,

				ability to troubleshoot, and teamwork
2 weeks	Unit 8: Specialty Desserts		<ul style="list-style-type: none"> • Discover and recognize types of specialty desserts: frozen desserts, candy, tempering chocolate. • Demonstrate knowledge of production and plating methods for a variety of baked goods, desserts, and confectioneries. • Create product finishes such as washes, glazes, icings, frostings and fillings. 	<p>Lab Suggestions:</p> <ul style="list-style-type: none"> • Plating and garnishing a twinkie (or other “premade” item). • Make ice cream with different methods and compare. • Taste different varieties of specialty desserts. • Tempering chocolate: chocolate molds and ganache. • Candies: hard and soft ball stage <ul style="list-style-type: none"> ○ Crystalline: fudge, fondant, divinity ○ Noncrystalline: toffee, caramel, peanut brittle • Sauces: vanilla, compote, glaze, dulce de leche
1 week	Unit 9: Careers		<ul style="list-style-type: none"> • Demonstrate professionalism and employability skills in the classroom that they can carry to a desired career. • Demonstrate transferable and employability skills in the classroom. • Apply the employability skills learned how they are useful for bakeshop employees. • Discover different baking and pastries jobs in the field. 	<p>Lab Suggestions:</p> <ul style="list-style-type: none"> • Research different careers in the baking and pastry field. • Take a field trip to different local bakeries and ask questions about education/skills needs and business operations. • Fulfilling customer orders <ul style="list-style-type: none"> ○ Pies (or other baked good) sell to staff

Unit 1: Safety and Sanitation

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> • Research the safety and sanitation guidelines in Missouri and have students role play a guideline in the kitchen 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> • Apply concepts of food and kitchen safety when baking. • Describe the State of Missouri guidelines for safety and sanitation in a bakery. • Demonstrate how to keep a kitchen environment safe for the worker and the product. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> • Explain the reasons to keep a safe and sanitized kitchen. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 2: Kitchen Management		
Grade: 9-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze recipe/formula and modifications for food production. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> Demonstrate different measuring techniques in baking. Demonstrate the use of equipment in the kitchen and how to care for it. Apply knowledge of how a bakery produces baked items. <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> Identify the workstations and responsibilities of each. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 3: Quick Breads		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Identifying functions of ingredients, mixing methods used and the result of the product. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> ● Identify several types of flours and the reasons for using each. ● Prepare a variety of quick breads. ● Demonstrate mixing methods used to get the desired tenderness in a baked good. ● Discover type of batter: pour, drop and soft dough. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> ● Discover the roles of leavening agents. ● Discover common baking ingredients and functions. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 4: Yeast Breads		
Grade: 9-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Evaluating different yeast breads you find at the store and researching the process of how they were made. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> Demonstrate how to use yeast properly and produce a yeast bread product. Demonstrate how to properly activate gluten. Demonstrate the 10 stage process in a variety of yeast products. Differentiate a sourdough starter and explain how it is used to leaven yeast breads. Describe quality components in a yeast bread and be able to troubleshoot issues with a finished baked product. <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> Identify terms such as: proofing, punching, oven spring, scoring, washing. Differentiate between the types of yeast. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 5: Pies, Tarts and Fillings		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Evaluate the various types of pie crust. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> Demonstrate how flakey and mealy dough are used for pies and quiches. Demonstrate the different fillings for pies and tarts to include cream, fruit, custard and chiffon fillings, and how they change based on what type of crust you use for a baked good. Demonstrate types of pie crusts, tart doughs and common fillings. Demonstrate knowledge by baking a variety of pies and tarts. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> Understand that a sweeter, less flaky crust is used to tarts. Identify the types of crusts and filling for both crusts and tarts. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 6: Cake, Icing and Cake Assembly

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> ● Demonstrate how to bake, decorate and price various cakes. ● Identify the different types of cakes and icings and be able to demonstrate baking, fillings and decorating cakes. ● Explain the cost of a completed tier cake and pricing for a bakeshop. ● Create how to bake a tender cake using different mixing methods. ● Evaluate the process and cost of making a cake from baking to a finished decorate product. ● Identify the difference between whipped egg cakes including: genoise, sponge cakes, angel food, and chiffon cakes. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> ● Describe and make types of icings and frostings used to assemble and decorate a cake. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 7: Cookies		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Research the cultural background of the different types of cookies. 	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> ● Demonstrate baking a variety of cookies including: drop, icebox, bar, sheet, cut-out, piped, molded and wafer. ● Demonstrate a variety of baking, cooling and storing cookies. ● Prepare a variety of cookie doughs and batters. ● Demonstrate how to use a variety of mixing methods for cookies and brownies. <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> ● Identify how to troubleshoot cookies to a desired texture. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 8: Specialty Desserts			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Tempering chocolate: chocolate molds and ganache. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> Demonstrate knowledge of production and plating methods for a variety of baked goods, desserts, and confectioneries. Create product finishes such as washes, glazes, icings, frostings and fillings. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> Discover and recognize types of specialty desserts: frozen desserts, candy, tempering chocolate. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 9: Careers			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Research different careers in the baking and pastry field. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student: (Learning Targets: Higher level thinking)</p> <ul style="list-style-type: none"> Demonstrate professionalism and employability skills in the classroom that they can carry to a desired career. Demonstrate transferable and employability skills in the classroom. Apply the employability skills learned how they are useful for bakeshop employees. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: (Learning Targets: Lower Level)</p> <ul style="list-style-type: none"> Discover different baking and pastries jobs in the field. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Regional and International Foods

Course Overview

Grade level(s): 9-12	Credits earned: .5 practical arts credit
Course Rationale	Course Description
Through this course, students will have the opportunity to build on career, leadership, and communication skills learned in Food Fundamentals. They will have the opportunity to explore and learn about diverse cultures through their foods. By learning about different cultures and their cuisine, students can learn about a variety of different perspectives. By the end of the semester, they will be able to better appreciate our differences and recognize our similarities.	This semester course will continue with the principles introduced in Foods and Nutrition I and expand into creative cookery. Units on Regional Foods will expose students to different cultures and cuisines within our own country. Units on International Foods will expose students to multicultural themes fostering greater appreciation for social differences. Exploring food choices in our society and the utilization of informed consumer practices will also be examined.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none">● Demonstrate safety and sanitation skills while in a lab.● Evaluate cuisine and culture in countries around the world.● Demonstrate preparation techniques and proper use of equipment.	
Priority Missouri Learning Standards/National Standards	
8.1 Analyze career paths within the food production and food services industries. 8.2 Demonstrate food safety and sanitation procedures. 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. 9.2 Apply risk management procedures to food safety, food testing, and sanitation. 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	

9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.4 Evaluate factors that affect food safety from production through consumption.



Unit 1: Safety and Sanitation Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.6 8.2.7 8.3.5 8.5.1 9.2.5	<ul style="list-style-type: none"> ● Demonstrate safety and sanitation skills while in a lab. ● Demonstrate preparation techniques and proper use of equipment. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand safety and sanitation procedures. ● Students will understand the process of keeping food safe from storage to consumption. ● Students will understand cross contamination and how it occurs. ● Students will understand safe usage of protein products. 	<ul style="list-style-type: none"> ● What is the temperature danger zone? ● How does one ensure safety in their kitchen? ● What can be done to facilitate food safety from proper storage to consumption?

Learning Targets

Students will...

- Demonstrate proper safety and sanitation techniques throughout labs.
- Evaluate how cross contamination occurs and how to prevent it.
- Apply concepts of safe equipment usage while in labs.
- Identify proper safety and sanitation procedures during selecting, storage, and preparation of foods.
- Describe how to appropriately and safely respond to kitchen mishaps such as fires.
- Demonstrate safe usage of protein products while in the lab.

Unit Duration:

2 weeks



Assessment Evidence


Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Discussion of lab safety and sanitation procedures • Demonstrate safety and sanitation skills while in the lab setting • Food and Kitchen Safety Video



Unit 2: Kitchen Management Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.3.5 8.3.6 8.4.7 8.5.1	<ul style="list-style-type: none"> • Demonstrate safety and sanitation skills while in a lab. • Demonstrate preparation techniques and proper use of equipment. 	
8.5.3	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand effective food preparation skills. • Students will understand safe knife practices. • Students will understand basic kitchen procedures, techniques, and terms. 	<ul style="list-style-type: none"> • How do you change the yield of a recipe? • What are the different types of knives? What are they used for? • What are some common kitchen terms?

Learning Targets	
Students will... <ul style="list-style-type: none"> ● Evaluate recipe concepts. ● Demonstrate proper measuring techniques. ● Calculate equivalencies. ● Demonstrate concepts of proper knife safety. ● Apply knowledge of basic cooking equipment. ● Recall basic cooking terms and preparation techniques. 	
Unit Duration:	
1 week	

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Knife skills demonstration ● Kitchen equivalencies practice ● Lab incorporating kitchen management skills

Unit 3: Making Healthy Choices

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.4.7 8.5.1 9.3.1 9.3.2 9.3.6 9.4.1 14.3.3	<ul style="list-style-type: none"> ● Demonstrate safety and sanitation skills while in a lab. ● Demonstrate preparation techniques and proper use of equipment. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the impact of their own food choices on their health. ● Students will understand resources available for managing health and food choices. 	<ul style="list-style-type: none"> ● What contextual factors would be considered when evaluating nutrition information? ● What might be the consequences for the well-being of the individual, families and societies when foods are not prepared and served to meet nutritional needs? ● How do we communicate nutritional information to others? ● What resources do we have to aid us in choosing foods to eat?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Recognize and evaluate regional food choices. ● Utilize food and health resources to meet daily needs. ● Analyze healthy eating habits around the world. 		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Dietary guideline webquest • Lab incorporating healthy ingredients



Unit 4: Regional Foods (United States)

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.7 8.3.5 8.5.1 8.5.2	<ul style="list-style-type: none"> • Demonstrate safety and sanitation skills while in a lab. • Evaluate cuisine and culture in countries around the world. • Demonstrate preparation techniques and proper use of equipment. 	
14.3.3 14.4.1 14.4.3	Enduring Understandings <ul style="list-style-type: none"> • Students will understand the eating habits of those living in the United States. • Students will understand common staple dishes for the United States and where they come from. • Students will understand geographic, historical, and climatic influences on food in the United States. 	Essential Questions <ul style="list-style-type: none"> • What are common dishes in each region in the United States? • What does table etiquette look like in the United States? • Why does the food differ per region? • What influences food selection in various regions?

Learning Targets

Students will...

- Identify geographic, historical, and climatic factors that have influenced cuisines throughout the United States.
- Describe food dishes and identifiers common in various United States regions.
- Apply concepts on how to make foods that are representative of different regions of the United States.
- Analyze table mannerisms and etiquette in the United States.
- Identify how to obtain/purchase food items in this culture.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Lab incorporating food from different regions in the United States● Indigenous Foods lab● United States food presentation (video, slides, poster, etc.)● Discussion about staple foods in the United States



Unit 5: Central and South America

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.7 8.3.5 8.5.1 8.5.2 14.3.3 14.4.1 14.4.3	<ul style="list-style-type: none">● Demonstrate safety and sanitation skills while in a lab.● Evaluate cuisine and culture in countries around the world.● Demonstrate preparation techniques and proper use of equipment.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand the eating habits of those from Central and South America.● Students will understand staple foods and common dishes from Central and South America.● Students will understand geographic, historical, and climatic factors and how they impact food choices in Central and South America.	<ul style="list-style-type: none">● What are the common meal times for this region of the world?● What does table etiquette look like for these countries?● What are some staple foods for these countries?● How does geography, history, and climate influence the cuisine in this area?

Learning Targets

Students will...

- Identify geographic and climatic factors that have influenced cuisines throughout Central and South America.
- Describe food dishes and customs of countries throughout Central and South America.
- Apply concepts on how to make foods that are representative of countries throughout Central and South America.
- Analyze table mannerisms and etiquette in Central/South America.
- Identify how to obtain/purchase food items in this culture.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Lab incorporating foods from Central and South America
- Discussion of geographic, historical, and climatic influences on foods in these countries
- Discussion of staple foods and common dishes
- Central and South America fruit and vegetables research
- Central and South America taste test
- Empanadas
- Pico de Gallo
- Guacamole



Unit 6: Middle East and Africa

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.7 8.3.5 8.5.1 8.5.2	<ul style="list-style-type: none"> ● Demonstrate safety and sanitation skills while in a lab. ● Evaluate cuisine and culture in countries around the world. ● Demonstrate preparation techniques and proper use of equipment. 	
14.3.3 14.4.1 14.4.3	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the eating habits of those from the Middle East and Africa. ● Students will understand stable foods and common dishes from the Middle East and Africa. ● Students will understand geographic, historical, and climatic factors and how they impact food choices in the Middle East and Africa. 	<ul style="list-style-type: none"> ● What are the common meal times for this region of the world? ● What does table etiquette look like for these countries? ● What are some staple foods for these countries? ● How does geography, history, and climate influence the cuisine in this area?

Learning Targets

Students will...

- Identify geographic and climatic factors that have influenced cuisines throughout the Middle East and Africa.
- Describe food dishes and customs of countries throughout Europe and the Middle East and Africa.
- Apply concepts on how to make foods that are representative of countries throughout the Middle East and Africa.
- Analyze table mannerisms and etiquette in the Middle East and Africa.
- Identify how to obtain/purchase food items in this culture.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Lab incorporating foods from the Middle East and Africa • Discussion of geographic, historical, and climatic influences on foods in these countries • Discussion of staple foods and common dishes • Chakchouka



Unit 7: Europe and the Mediterranean Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.7 8.3.5 8.5.1 8.5.2 14.3.3 14.4.1 14.4.3	<ul style="list-style-type: none"> • Demonstrate safety and sanitation skills while in a lab. • Evaluate cuisine and culture in countries around the world. • Demonstrate preparation techniques and proper use of equipment. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand the eating habits of those from Europe and the Mediterranean. • Students will understand stable foods and common dishes from Europe and the Mediterranean. • Students will understand geographic, historical, and climatic factors and how they impact food choices in Europe and the Mediterranean. 	<ul style="list-style-type: none"> • What are the common meal times for this region of the world? • What does table etiquette look like for these countries? • What are some staple foods for these countries? • How does geography, history, and climate influence the cuisine in this area?

Learning Targets

Students will...

- Identify geographic, historical, and climatic factors that have influenced cuisines throughout Europe and the Mediterranean.
- Describe food dishes and customs of countries throughout Europe and the Mediterranean.
- Apply concepts on how to make foods that are representative of countries throughout Europe and the Mediterranean.
- Analyze table mannerisms and etiquette in Europe and the Mediterranean.
- Identify how to obtain/purchase food items in this culture.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Cheese taste test
- Lab incorporating foods from Europe and the Mediterranean
- Discussion of geographic, historical, and climatic influences on foods in these countries
- Discussion of staple foods and common dishes
- Tea Cookies
- Pretzels



Unit 8: Asia

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.7 8.3.5 8.5.1 8.5.2 14.3.3 14.4.1 14.4.3	<ul style="list-style-type: none">● Demonstrate safety and sanitation skills while in a lab.● Evaluate cuisine and culture in countries around the world.● Demonstrate preparation techniques and proper use of equipment.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand the eating habits of those from Asia.● Students will understand staple foods and common dishes from Asia.● Students will understand geographic, historical, and climatic factors and how they impact food choices in Asia.	<ul style="list-style-type: none">● What are the common meal times for this region of the world?● What does table etiquette look like for these countries?● What are some staple foods for these countries?● How does geography, history, and climate influence the cuisine in this area?
Learning Targets		
Students will... <ul style="list-style-type: none">● Identify geographic and climatic factors that have influenced cuisines throughout Asia.● Describe food dishes and customs of countries throughout Asia.● Apply concepts on how to make foods that are representative of countries throughout Asia.● Analyze table mannerisms and etiquette in Asia.● Identify how to obtain/purchase food items in this culture.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Asian country research notes● Lab incorporating foods from Asia● Discussion of geographic, historical, and climatic influences on foods in these countries● Discussion of staple foods and common dishes● Wonton● Egg Rolls● Crab Rangoon● Beef Stroganoff or Russian Fried Potatoes (Russian)



Unit 9: Discovering Our World

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.1.1 8.1.2 8.1.3 8.1.4 9.1.2 9.1.4	<ul style="list-style-type: none"> ● Evaluate cuisine and culture in countries around the world. ● Demonstrate preparation techniques and proper use of equipment. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the eating habits in a country or region from an independent research project. ● Students will understand staple foods and common dishes from the selected country or region. ● Students will understand geographic, historical, and climatic factors and how they impact food choices in their selected country or region. 	<ul style="list-style-type: none"> ● What are the common meal times for this region of the world? ● What does the table etiquette look like for the selected country or region? ● What are some staple foods for the selected country or region? ● How does geography, history, and climate influence the cuisine in this area?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Recall common foods in some other countries around the world that do not fit into the regions that have been covered. ● Identify geographic and climatic factors that have influenced cuisines throughout the selected country or region. ● Describe food dishes and customs of countries throughout the selected country or region. ● Apply concepts on how to make foods that are representative of countries throughout the selected country or region. ● Analyze table mannerisms and etiquette of the selected country or region. ● Identify how to obtain/purchase food items in the selected country or region. 		
Unit Duration:		
1 week		



Assessment Evidence


Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Independent study over choice country or region • Class discussion over selected countries • Lab including selected countries



Unit 10: Careers Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.1.1 8.1.2 8.1.3 8.1.4	<ul style="list-style-type: none"> • Evaluate cuisine and culture in countries around the world. • Demonstrate preparation techniques and proper use of equipment. 	
9.1.2 9.1.4	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand career options relating to food that are available worldwide. • Students will understand employability skills associated with the industry. 	<ul style="list-style-type: none"> • What are some career options for those interested in food around the world? • What are some employability skills associated with these jobs?
Learning Targets		
Students will... <ul style="list-style-type: none"> • Assess personal characteristics and professional requirements for occupations related to food around the world. • Demonstrate how to use sources of career information. • Apply concepts of professionalism and teamwork in the lab setting. • Demonstrate cultural awareness in regards to foods/eating practices in relation to any career path. 		

Unit Duration:
1 week

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none">• Career research• Discussion of careers and skills



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	Unit 1: Safety and Sanitation		<ul style="list-style-type: none">● Demonstrate proper safety and sanitation techniques throughout labs.● Evaluate how cross contamination occurs and how to prevent it.● Apply concepts of safe equipment usage while in labs.● Identify proper safety and sanitation procedures during selecting, storage, and preparation of foods.● Describe how to appropriately and safely respond to kitchen mishaps such as fires.● Demonstrate safe usage of protein products while in the lab.	<ul style="list-style-type: none">● Discussion of lab safety and sanitation procedures● Demonstrate safety and sanitation skills while in the lab setting● Food and kitchen safety video
1 week	Unit 2: Kitchen Management		<ul style="list-style-type: none">● Evaluate recipe concepts.● Demonstrate proper measuring techniques.● Calculate equivalencies.● Demonstrate concepts of proper knife safety.● Apply knowledge of basic cooking equipment.● Recall basic cooking terms and preparation techniques.	<ul style="list-style-type: none">● Knife skills demonstration● Kitchen equivalencies practice● Lab incorporating kitchen management skills
2 weeks	Unit 3: Making Healthy Choices		<ul style="list-style-type: none">● Recognize and evaluate regional food choices.● Utilize food and health resources to meet daily needs.● Analyze healthy eating habits around the world.	<ul style="list-style-type: none">● Dietary guideline webquest● Lab incorporating healthy ingredients
2 weeks	Unit 4: Regional Foods (United States)		<ul style="list-style-type: none">● Identify geographic, historical, and climatic factors that have influenced cuisines throughout the United States.	<ul style="list-style-type: none">● Lab incorporating food from different regions in the United States

			<ul style="list-style-type: none"> ● Describe food dishes and identifiers common in various United States regions. ● Apply concepts on how to make foods that are representative of different regions of the United States. ● Analyze table mannerisms and etiquette in the United States. ● Identify how to obtain/purchase food items in this culture. 	<ul style="list-style-type: none"> ● Indigenous Foods lab ● United States food presentation (video, slides, poster, etc.) ● Discussion about staple foods in the United States
2 weeks	Unit 5: Central and South America		<ul style="list-style-type: none"> ● Identify geographic and climatic factors that have influenced cuisines throughout Central and South America. ● Describe food dishes and customs of countries throughout Central and South America. ● Apply concepts on how to make foods that are representative of countries throughout Central and South America. ● Analyze table mannerisms and etiquette in Central/South America. ● Identify how to obtain/purchase food items in this culture. 	<ul style="list-style-type: none"> ● Lab incorporating foods from Central and South America ● Discussion of geographic, historical, and climatic influences on foods in these countries ● Discussion of staple foods and common dishes ● Central and South America fruit and vegetables research ● Central and South America taste test ● Empanadas ● Pico de Gallo ● Guacamole ● Red Rice ● Horchata ● Rice Pudding
2 weeks	Unit 6: Middle East and Africa		<ul style="list-style-type: none"> ● Identify geographic and climatic factors that have influenced cuisines throughout the Middle East and Africa. 	<ul style="list-style-type: none"> ● Lab incorporating foods from the Middle East and Africa ● Discussion of geographic, historical, and climatic

			<ul style="list-style-type: none"> ● Describe food dishes and customs of countries throughout Europe and the Middle East and Africa. ● Apply concepts on how to make foods that are representative of countries throughout the Middle East and Africa. ● Analyze table mannerisms and etiquette in the Middle East and Africa. ● Identify how to obtain/purchase food items in this culture. 	<p>influences on foods in these countries</p> <ul style="list-style-type: none"> ● Discussion of staple foods and common dishes ● Chakchouka
2 weeks	Unit 7: Europe and the Mediterranean		<ul style="list-style-type: none"> ● Identify geographic, historical, and climatic factors that have influenced cuisines throughout Europe and the Mediterranean. ● Describe food dishes and customs of countries throughout Europe and the Mediterranean. ● Apply concepts on how to make foods that are representative of countries throughout Europe and the Mediterranean. ● Analyze table mannerisms and etiquette in Europe and the Mediterranean. ● Identify how to obtain/purchase food items in this culture. 	<ul style="list-style-type: none"> ● Cheese taste test ● Lab incorporating foods from Europe and the Mediterranean ● Discussion of geographic, historical, and climatic influences on foods in these countries ● Discussion of staple foods and common dishes ● Tea Cookies ● Pretzels ● Margherita Pizza ● Hungarian Dried Bread
2 weeks	Unit 8: Asia		<ul style="list-style-type: none"> ● Identify geographic and climatic factors that have influenced cuisines throughout Asia. ● Describe food dishes and customs of countries throughout Asia. ● Apply concepts on how to make foods that are representative of countries throughout Asia. ● Analyze table mannerisms and etiquette in Asia. 	<ul style="list-style-type: none"> ● Asian country research notes ● Lab incorporating foods from Asia ● Discussion of geographic, historical, and climatic influences on foods in these countries

			<ul style="list-style-type: none"> ● Identify how to obtain/purchase food items in this culture. 	<ul style="list-style-type: none"> ● Discussion of staple foods and common dishes ● Wonton ● Egg Rolls ● Crab Rangoon ● Beef Stroganoff or Russian Fried Potatoes (Russian)
1 week	Unit 9: Discovering Our World		<ul style="list-style-type: none"> ● Recall common foods in some other countries around the world that do not fit into the regions that have been covered. ● Identify geographic and climatic factors that have influenced cuisines throughout the selected country or region. ● Describe food dishes and customs of countries throughout the selected country or region. ● Apply concepts on how to make foods that are representative of countries throughout the selected country or region. ● Analyze table mannerisms and etiquette of the selected country or region. ● Identify how to obtain/purchase food items in the selected country or region. 	<ul style="list-style-type: none"> ● Independent study over choice country or region ● Class discussion over selected countries ● Lab including selected countries
1 week	Unit 10: Careers		<ul style="list-style-type: none"> ● Assess personal characteristics and professional requirements for occupations related to food around the world. ● Demonstrate how to use sources of career information. ● Apply concepts of professionalism and teamwork in the lab setting. ● Demonstrate cultural awareness in regards to foods/eating practices in relation to any career path. 	<ul style="list-style-type: none"> ● Career research ● Discussion of careers and skills

Unit 1: Safety and Sanitation			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Analyze hospitable conditions for bacteria growth. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts of safe equipment usage while in labs. Evaluate how cross contamination occurs and how to prevent it. Demonstrate proper safety and sanitation techniques throughout labs. Demonstrate safe usage of protein products while in the lab. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> cross contamination, internal cooking temperature, temperature danger zone, etc. Identify proper safety and sanitation procedures during selecting, storage, and preparation of foods. Describe how to appropriately and safely respond to kitchen mishaps such as fires. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Unit 2: Kitchen Management		
Grade: 9-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze professional recipes. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Demonstrate proper measuring techniques. Evaluate recipe concepts. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> food preparation techniques, food equipment, knife parts, equivalents, abbreviations Calculate equivalencies. Demonstrate concepts of proper knife safety. Apply knowledge of basic cooking equipment. Recall basic cooking terms. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 3: Making Healthy Choices

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze recipe/formula and modifications for food production. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Recognize and evaluate regional food choices. Analyze healthy eating habits around the world. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> eating disorders, weight management, basal metabolism, overweight, obesity, aerobic activity Utilize food and health resources to meet daily needs. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 4: Regional Foods (United States)

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze nutrient requirements across the lifespan addressing the diversity of people, culture and religion. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts on how to make foods that are representative of different regions of the United States. Analyze table mannerisms and etiquette in the United States. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> table etiquette, cultural cuisine, etc. Identify geographic, historical, and climatic factors that have influenced cuisines throughout the United States. Describe food dishes and identifiers common in various United States regions. Identify how to obtain/purchase food items in this culture. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 5: Central and South America

Grade: 9-12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Analyze nutrient requirements across the lifespan addressing the diversity of people, culture and religion. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts on how to make foods that are representative of countries throughout Central and South America. Analyze table mannerisms and etiquette in Central/South America. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> cuisine, table étiquette, etc. Identify geographic and climatic factors that have influenced cuisines throughout Central and South America. Describe food dishes and customs of countries throughout Central and South America. Identify how to obtain/purchase food items in this culture. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Unit 6: Middle East and Africa		
Grade: 9-12		
Score		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze nutrient requirements across the lifespan addressing the diversity of people, culture and religion. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts on how to make foods that are representative of countries throughout the Middle East and Africa. Analyze table mannerisms and etiquette in the Middle East and Africa. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> cuisine, table étiquette, etc. Identify geographic and climatic factors that have influenced cuisines throughout the Middle East and Africa. Describe food dishes and customs of countries throughout Europe and the Middle East and Africa. Identify how to obtain/purchase food items in this culture. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 7: Europe and the Mediterranean		
Grade: 9-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze nutrient requirements across the lifespan addressing the diversity of people, culture and religion. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts on how to make foods that are representative of countries throughout Europe and the Mediterranean. Analyze table mannerisms and etiquette in Europe and the Mediterranean. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> cuisine, table étiquette, etc. Identify geographic, historical, and climatic factors that have influenced cuisines throughout Europe and the Mediterranean. Describe food dishes and customs of countries throughout Europe and the Mediterranean. Identify how to obtain/purchase food items in this culture. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 8: Asia		
Grade: 9-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze nutrient requirements across the lifespan addressing the diversity of people, culture and religion. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts on how to make foods that are representative of countries throughout Asia. Analyze table mannerisms and etiquette in Asia. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> cuisine, table etiquette, etc. Identify geographic and climatic factors that have influenced cuisines throughout Asia. Describe food dishes and customs of countries throughout Asia. Identify how to obtain/purchase food items in this culture. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 9: Discovering our World

Grade: 9-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze nutrient requirements across the lifespan addressing the diversity of people, culture and religion. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Apply concepts on how to make foods that are representative of countries throughout the selected country or region. Analyze table mannerisms and etiquette of the selected country or region. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> cuisine, table étiquette, etc. Recall common foods in some other countries around the world that do not fit into the regions that have been covered. Identify geographic and climatic factors that have influenced cuisines throughout the selected country or region. Describe food dishes and customs of countries throughout the selected country or region. Identify how to obtain/purchase food items in the selected country or region. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 10: Careers		
Grade: 9-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Explain in detail the specific roles and functions of individuals engaged in food science, food technology, dietetic, nutrition industries, food production or food service industries. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Demonstrate how to use sources of career information. Apply concepts of professionalism and teamwork in the lab setting. Demonstrate cultural awareness in regards to foods/eating practices in relation to any career path. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> career, occupation, interest inventories, aptitudes, job application, cover letter, resume, entrepreneur. Assess personal characteristics and professional requirements for occupations related to food around the world. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Advanced Foods: Introduction into the Foodservice Industry

Course Overview

Grade level(s): 11-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
One of the fastest-growing industries in the nation is the hospitality and foodservice industry. The foodservice industry employs more than any other private-sector industry in the United States. This course will provide students with a deeper understanding of the food industry and more advanced food preparation skills. After completing this course, students will be able to use their critical thinking skills to solve problems related to foodservice.	This semester course will continue with the principles introduced in the previous foods courses while expanding skills on a culinary level. Units like Introducing the Foodservice Industry will give a comprehensive look on culinary history and how different cuisines developed. Ingredient preparation and presentation will allow for creativity to develop in culinary artistry. This course will prepare students to go into the Culinary Industry as well as assist students to be able to create nutritious global cuisines. Instructor permission to enroll.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the foodservice industry. ● Create a variety of food products and produce appealing garnishes and plating. ● Demonstrate professionalism when working in the kitchen. 	
Priority Missouri Learning Standards/National Standards	
<p>8.1 Analyze Career Paths within the food production and food services industries.</p> <p>8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p> <p>8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.7 Demonstrate the concept of internal and external customer service.</p>	



Unit 1: Introducing the Foodservice Industry and Careers

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.1.1 8.1.2 8.1.4 8.1.5 8.1.6	<ul style="list-style-type: none"> ● Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations in the foodservice industry. ● Demonstrate professionalism when working in the kitchen. 	
8.2.1 8.7.3	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the historical events that shaped the foodservice industry. ● Students will understand their own attributes that could contribute to a possible career in the foodservice industry. ● Students will understand various careers available in the industry. 	<ul style="list-style-type: none"> ● What is the brigade system? ● How did menus change throughout history? ● How are modern kitchens operated? ● What other jobs exist in the foodservice industry besides those strictly working in a restaurant?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Investigate and explain why it is important to study culinary history. ● Evaluate the modern foodservice operations. ● Understand the role of the culinary profession in the Hospitality Industry. ● Analyze the modern kitchen brigade system. ● Investigate and explain various careers in the food industry. ● Evaluate the various careers in modern foodservice operations as well as their own attributes that would benefit them in a related career. 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Historical menu project ● Brigade system matching ● Career investigation ● Personal inventory of skills, talents, and attributes ● Research project



Unit 2: Food Safety and Sanitation Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.1 8.2.2 8.2.3 8.2.4	<ul style="list-style-type: none"> ● Create a variety of food products and produce appealing garnishes and plating. ● Demonstrate professionalism when working in the kitchen. 	
8.2.5 8.2.6 8.2.7 8.2.8 8.2.9 8.3.2 8.3.3	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand HACCP guidelines. ● Students will understand proper safety and sanitation techniques throughout labs. ● Students will understand the process of keeping food safe from storage to consumption. 	<ul style="list-style-type: none"> ● What is HACCP? ● Why do restaurants utilize HACCP and OSHA? ● What is the danger zone and why is that important?

Learning Targets

Students will...

- Demonstrate proper safety and sanitation techniques throughout labs.
- Evaluate how cross contamination occurs and how to prevent it.
- Analyze the HACCP system in regards to food safety and sanitation procedures in the foodservice industry.
- Recognize chemical hazards and explain how to prevent them.
- Identify OSHA and its impact on modern foodservice operations.

Unit Duration:

2 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- HACCP outline
- Melanie's case study
- HACCP beef soup
- Bread experiment



Unit 3: Culinary Tools and Knife Skills

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.3.1 8.3.2 8.3.5 8.3.6 8.4.3 8.5.1 8.5.2 8.5.3	<ul style="list-style-type: none">● Create a variety of food products and produce appealing garnishes and plating.● Demonstrate professionalism when working in the kitchen.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand how to properly use various kitchen equipment.● Students will understand proper techniques when cutting and knife skills.	<ul style="list-style-type: none">● Why do restaurants use scaling techniques?● How do restaurants properly process, cook, hold, store, and serve food?● How do you properly use knives?
Learning Targets		
Students will... <ul style="list-style-type: none">● Demonstrate proper technique for cutting with various knives.● Recognize various smallwares and large equipment used in a commercial kitchen.● Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Types of knives and knife cuts • Knife skills lab • Demonstration of various kitchen equipment in lab settings • Identify terminology such as: chinois, julienne, rondelle, tang.



Unit 4: Kitchen Management Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.3.1 8.5.1 8.5.3 8.5.8 8.5.12 8.5.14	<ul style="list-style-type: none"> • Create a variety of food products and produce appealing garnishes and plating. • Demonstrate professionalism when working in the kitchen. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand how to choose herbs and spices. • Students will understand how to use a standardized recipe. • Students will understand how to use the concept of Mise En Place. 	<ul style="list-style-type: none"> • How do chefs select herbs and spices for each food item or recipe? • How do you use a standardized recipe? • Why would restaurants use standardized recipes?

Learning Targets

Students will...

- Analyze food flavorings such as herbs and spices and their uses in foods.
- Demonstrate using the concept of Mise En Place in lab settings.
- Understands standardized recipes and why foodservice operations would use them.
- Demonstrate proper measuring techniques using scales or measuring devices.

Unit Duration:

3 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Herb and spice guessing game
- How to properly cut whole chicken lab
- Mise En Place relay race
- Standardized recipe project
- Clarifying butter, sachet, mirepoix concepts
- Flavoring food labs



Unit 5: Principles of Cooking

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.1 8.5.2 8.5.3 8.5.4 8.5.5 8.5.6 8.5.7 8.5.8 8.5.9	<ul style="list-style-type: none">● Create a variety of food products and produce appealing garnishes and plating.● Demonstrate professionalism when working in the kitchen.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand what happens to food when it is cooked versus overcooked.● Students will understand how to properly cook food using various methods of cooking.● Students will understand why some cooking methods would be used for different products.	<ul style="list-style-type: none">● How do you determine which cooking method to use?● What is the difference between cooked versus overcooked?
Learning Targets		
Students will... <ul style="list-style-type: none">● Analyze and explain what happens to food when it is cooked versus overcooked.● Demonstrate various cooking methods to food products.● Categorize methods of heat transfer.● Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.● Evaluate the differences in cooking versus baking.● Recall factors that affect the flavor, texture, color and retention of nutrients of cooked products.		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Cooking methods stations ● Combo cooking methods ● Heat transfer discussion ● Demonstration of various cooking methods in lab ● Cooking versus baking lab



Unit 6: Preparation and Presentation Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.5.1 8.5.2 8.5.3 8.5.4	<ul style="list-style-type: none"> ● Create a variety of food products and produce appealing garnishes and plating. ● Demonstrate professionalism when working in the kitchen. 	
8.5.6 8.5.9 8.5.12 8.5.14	<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> ● Students will understand how to make food visually appealing with garnishes and plating. ● Students will understand the sauce system used in the foodservice industry. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ● Why is plating and garnishing important? ● Why would restaurants use the mother sauce and derivative system?

Learning Targets

Students will...

- Demonstrate how to properly create products that are visually appealing.
- Differentiate the differences between garnishing and plating.
- Identify various soups, stocks, and sauces.
- Create mother sauces and their derivatives and explain why the system is used in the foodservice industry.
- Identify how to select various sauces for foods produced with different cooking methods to produce a variety of products.

Unit Duration:

3 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Plating vs garnishing labs● Mother sauce and derivative sauces● Creating multiple foods labs, sweet and savory



Unit 7: Meal Set-up and Service

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.4.2 8.4.5 8.4.6 8.4.7	<ul style="list-style-type: none">● Create a variety of food products and produce appealing garnishes and plating.● Demonstrate professionalism when working in the kitchen.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand how to create an entire meal.● Students will understand how to modify and develop menus.	<ul style="list-style-type: none">● How is menu pricing determined?● How do foodservice operations develop and modify menus?● What goes into the meal planning process?
Learning Targets		
Students will... <ul style="list-style-type: none">● Investigate menu planning principles to develop and modify menus.● Prepare requisitions for food, equipment, and supplies to meet production requirements.● Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.● Demonstrate how to create a meal following various concepts.● Recall shopping strategies for grocery shopping in regards to creating a menu.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Menu planning assignment ● Food requisitions ● Lab and discussions on how to price menus for profit ● Food truck project



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 weeks	Unit 1: Introducing the Foodservice Industry and Careers		<ul style="list-style-type: none"> ● Investigate and explain why it is important to study culinary history. ● Evaluate the modern foodservice operations. ● Understand the role of the culinary profession in the Hospitality Industry. ● Analyze the modern kitchen brigade system. ● Investigate and explain various careers in the food industry. ● Evaluate the various careers in modern foodservice operations as well as their own attributes that would benefit them in a related career. 	<ul style="list-style-type: none"> ● Historical menu project ● Brigade system matching ● Career investigation ● Personal inventory of skills, talents, and attributes ● Research project
2 weeks	Unit 2: Food Safety and Sanitation		<ul style="list-style-type: none"> ● Demonstrate proper safety and sanitation techniques throughout labs. ● Evaluate how cross contamination occurs and how to prevent it. 	<ul style="list-style-type: none"> ● HACCP outline ● Melanie's case study ● HACCP beef soup ● Bread experiment

			<ul style="list-style-type: none"> Analyze the HACCP system in regards to food safety and sanitation procedures in the foodservice industry. Recognize chemical hazards and explain how to prevent them. Identify OSHA and its impact on modern foodservice operations. 	
2 weeks	Unit 3: Culinary Tools and Knife Skills		<ul style="list-style-type: none"> Demonstrate proper technique for cutting with various knives. Recognize various smallwares and large equipment used in a commercial kitchen. Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving. 	<ul style="list-style-type: none"> Types of knives and knife cuts Knife skills lab Demonstration of various kitchen equipment in lab settings Identify terminology such as: chinois, julienne, rondelle, tang.
3 weeks	Unit 4: Kitchen Management		<ul style="list-style-type: none"> Analyze food flavorings such as herbs and spices and their uses in foods. Demonstrate using the concept of Mise En Place in lab settings. Understands standardized recipes and why foodservice operations would use them. Demonstrate proper measuring techniques using scales or measuring devices. 	<ul style="list-style-type: none"> Herb and spice guessing game How to properly cut whole chicken lab Mise En Place relay race Standardized recipe project Clarifying butter, sachet, mirepoix concepts Flavoring food labs
3 weeks	Unit 5: Principles of Cooking		<ul style="list-style-type: none"> Analyze and explain what happens to food when it is cooked versus overcooked. Demonstrate various cooking methods to food products. Categorize methods of heat transfer. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods. 	<ul style="list-style-type: none"> Cooking methods stations Combo cooking methods Heat transfer discussion Demonstration of various cooking methods in lab Cooking versus baking lab

			<ul style="list-style-type: none"> ● Evaluate the differences in cooking versus baking. ● Recall factors that affect the flavor, texture, color and retention of nutrients of cooked products. 	
3 weeks	Unit 6: Ingredient Preparation and Presentation		<ul style="list-style-type: none"> ● Demonstrate how to properly create products that are visually appealing. ● Differentiate the differences between garnishing and plating. ● Identify various soups, stocks, and sauces. ● Create mother sauces and their derivatives and explain why the system is used in the foodservice industry. ● Identify how to select various sauces for foods produced with different cooking methods to produce a variety of products. 	<ul style="list-style-type: none"> ● Plating vs garnishing labs ● Mother sauce and derivative sauces ● Creating multiple foods labs, sweet and savory
2 weeks	Unit 7: Meal Set-up and Service		<ul style="list-style-type: none"> ● Investigate menu planning principles to develop and modify menus. ● Prepare requisitions for food, equipment, and supplies to meet production requirements. ● Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. ● Demonstrate how to create a meal following various concepts. ● Recall shopping strategies for grocery shopping in regards to creating a menu. 	<ul style="list-style-type: none"> ● Menu planning assignment ● Food requisitions ● Lab and discussions on how to price menus for profit ● Food truck project

Unit 1: Introducing the Foodservice Industry and Careers			
Grade: 11-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> ● Create a professional portfolio to use for possible future positions. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Evaluate the modern foodservice operations. ● Explore career clusters and sources for finding job opportunities. ● Investigate and explain why it is important to study culinary history. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ food service, hospitality, trends, restaurant types, appropriate dress, work ethic, resume, cuisines, brigade, cross training, executive chef, American Culinary Federation (ACF) ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ understands the role of the culinary profession in the Hospitality Industry. ○ understands the importance of Caramé and Escoffier in the modern kitchen. ○ summarize the importance of completing a job application. ○ identify personal strengths and prepare for a job search. ○ manipulate a resume template and discuss what employers may ask about you during an interview. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 2: Safety and Sanitation		
Grade: 11-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Create a comprehensive plan to prevent or respond to accidents in the kitchen. ● Identify which government agencies regulate this plan as well as their role in this plan. ● Critique the roles of the government, employers and employees in creating a safe workplace. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate proper safety and sanitation techniques throughout labs. ● Analyze the HACCP system in regards to food safety and sanitation. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ food safety, danger zone, pathogens, allergens, hazards, (PHF) Potentially Hazardous Foods, cross-contamination, HACCP, CPR, AED ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ recognize chemical hazards and explain how to prevent them. ○ identify OSHA and its impact on modern foodservice operations. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Culinary Tools and Knife Skills		
Grade: 11-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Analyze the various types of culinary tools and evaluate which is best for various scenarios. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of proper scaling and measurement techniques in labs. ● Demonstrate proper technique for cutting with various knives. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ tang, whetstone, knives, julienne, bâtonnet, rondelle, dice tourné, Smallwares ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ recognize various knives and hand tools used in the professional kitchen. ○ implement proper safety practices. ○ recognize various smallwares and large equipment used in a commercial kitchen <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 4: Kitchen Management		
Grade: 11-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Apply a conversion factor to ingredient lists to adjust recipe yields. ● Create a comprehensive list of fresh and dried herbs and spices in their various forms that should be found in a basic kitchen. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Analyze food flavorings such as herbs and spices and their uses in foods. ● Demonstrate using the concept of Mise En Place in lab settings. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ recipe, yield, portion size, mise en place, chiffonade, clarified butter, mirepoix, herbs, spices, condiments, permeate, rubs and marinades. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ understands standardized recipes and why foodservice operations would use them. ○ demonstrate proper measuring techniques using scales or measuring devices. ○ recalls the techniques for mirepoix and sachet. ○ recall basic seasonings used in professional kitchens and explain their uses in professional cookery. ○ summarize Mise en Place and its role in the professional kitchen. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 5: Principles of Cooking		
Grade: 11-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Demonstrate various cooking methods to food products with precision and accuracy. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Analyze and explain what happens to food when it is cooked and overcooked. Demonstrate various cooking methods to food products. Evaluate the differences in baking versus cooking. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> cooking, gelatinization, caramelization, sautéing, sweating, roasting, baking, poaching, frying, braising, conduction, convection, radiation. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods. Apply concepts learned in class to each food group cookery. Performs basic processes, such as: <ul style="list-style-type: none"> understands the reasons food is cooked. explain basic cooking methods. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 6: Ingredient Preparation and Presentation		
Grade: 11-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Create a PowerPoint presentation on the difference in working with fruits, vegetables, proteins, and starches. ● Explain how working with each food group is different and the main cooking principles you use with each food group. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate how to properly create products that are visually appealing. ● Create mother sauces and their derivatives and explain why the system is used in the foodservice industry. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ stock, base, broth, mother sauce, consommé, and puree ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ differentiate between different types of soups and sauces. ○ identify common garnishes used in foodservice. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 7: Meal Set-up and Service

Grade: 11-12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Using the skills learned, demonstrate the ability to plan, prepare, and host an event while using the meal plan created. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Investigate menu planning principles to develop and modify menus. ● Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ meal planning, portion control, food cost analysis, conversions. ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ prepare requisitions for food, equipment, and supplies to meet production requirements. ○ create a menu following menu planning principles. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Housing and Interior Design Course Overview

Grade level(s): 10-12

Credits earned: .5 practical art credit

Course Rationale

Housing and Interior Design allows for students to learn more about practical life decisions such as renting and buying homes as well as express their creativity through designing and modifying spaces to be more aesthetically pleasing. Students will have the opportunity to learn about the process of buying, selling, and renting their home. They will also have the opportunity to explore career options and learn applicable career skills throughout the semester.

Course Description

This semester course introduces the principles of the housing search, buying versus renting, the creation of a safe and organized floor plan/landscape; as well as creating and designing interior spaces that are functional, aesthetically pleasing, safe and secure. Additional influences such as current housing trends, architectural elements, and elements/principles of design will be explored. In addition, we will examine Universal Design housing features that meet the needs of all people, including those with special needs. This course is recommended for those interested in interior design and any aspect of the housing industry.

Transfer Goals/Big Ideas

- **Demonstrate knowledge of the elements and principles of design.**
- **Analyze and create floor plans according to the principles of universal design.**
- **Apply concepts to create aesthetically pleasing interior and exteriors.**
- **Evaluate housing industry concepts and trends.**

Priority Missouri Learning Standards/National Standards

- 11.1 Analyze career paths within the housing, interior design, and furnishings industries.
- 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
- 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
- 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.
- 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.
- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
- 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
- 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.



Unit 1: Housing Wants and Needs

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.5.2 11.5.5 11.5.4 11.6.1 11.6.2	<ul style="list-style-type: none"> ● Analyze and create floor plans according to the principles of universal design. ● Evaluate housing industry concepts and trends. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand how various factors impact housing choices. ● Students will understand wants and needs and their role in housing. ● Students will understand universal design principles. 	<ul style="list-style-type: none"> ● Why do we live where we do? ● What is universal design? ● What role does the government, culture, finances, and society play on where we live? ● How do the homes we choose change over the lifespan?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Compare and analyze factors that affect housing choices including value, space, cost, roles, lifestyles, and needs. ● Differentiate between the effects that the government, technology, and the economy have on housing. ● Determine the relationship between cultural, historical, and societal influences on housing. ● Summarize how housing needs change over the lifespan and how it impacts quality of life. ● Describe universal design and how it affects the layout of a house. ● Assess factors about region, community, and neighborhood that people should consider when choosing housing. 		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Task summative● Housing wants and needs analysis● Discussion on the factors that impact housing choices● Discussion about universal design features



Unit 2: Buying, Renting and Selling

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.1.4 11.1.3 11.3.5	<ul style="list-style-type: none">Evaluate housing industry concepts and trends.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">Students will understand the buying, renting, and selling processes.Students will understand renting and buying advantages and disadvantages.Students will understand housing terminology associated with buying, renting, and selling.	<ul style="list-style-type: none">What is a mortgage?What is a lease?What are some different types of housing that are available?What are some advantages and disadvantages to buying or renting a home?
Learning Targets		
Students will... <ul style="list-style-type: none">Assess advantages and disadvantages of renting and buying housing.Summarize the home buying process.Identify the process of signing a lease.Recognize resources for housing decisions.Evaluate and describe different types of available housing.Identify decisions involved in choosing a site and house.Describe the process of selling a home and terminology that is incorporated.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Buying and renting poster/presentation● Discussion of process of buying, renting, and selling● Selling a house project



Unit 3: Housing Styles and Exteriors

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.5.2 11.5.3 11.5.4 11.7.2	<ul style="list-style-type: none">● Demonstrate knowledge of the elements and principles of design.● Evaluate housing industry concepts and trends.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand architectural styles.● Students will understand how architecture has evolved throughout time.● Students will understand how various factors influence architecture.	<ul style="list-style-type: none">● What are some architectural features common to each housing style?● How does housing change based on geography, culture, and history?
Learning Targets		
Students will... <ul style="list-style-type: none">● Classify and summarize the development of exterior architectural styles throughout history.● Identify housing styles.● Determine appropriate housing styles for various needs.		
Unit Duration:		
1 week		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Housing styles project● Housing styles research● Discussion on housing features● Discussion on evolution of architecture



Unit 4: Floor Planning

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.3.3 11.3.6 11.4.2 11.4.3 11.7.6	<ul style="list-style-type: none">Analyze and create floor plans according to the principles of universal design.Apply concepts to create aesthetically pleasing interior and exteriors.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">Students will understand floor plans and how to draft them.Students will understand traffic patterns.Students will understand measurements and how to convert them to housing floor plans.	<ul style="list-style-type: none">What are floor plans used for?How do you depict a window, door, and wall on a floor plan?What are some ways to make more storage space?What are work, social, and quiet areas?
Learning Targets		
Students will... <ul style="list-style-type: none">Interpret architectural drawings.Create floor plans using appropriate measurements.Organize space by grouping rooms according to function.Plan and evaluate safe and convenient traffic patterns.Apply knowledge of drawing architectural symbols and their purpose.Understand the importance of using a scale floor plan to select and arrange furniture.Distinguish between basic types of windows and different types of doors used in houses.Describe how computers can assist in understanding house plans as well as the construction process.		
Unit Duration:		
4 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Draft of floor plan● Dream bedroom assignment● House floor plan● Measurement activity



Unit 5: Design Fundamentals and Aesthetics Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.2.1 11.2.2 11.2.3	<ul style="list-style-type: none">● Demonstrate knowledge of the elements and principles of design.● Apply concepts to create aesthetically pleasing interior and exteriors.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand the elements and principles of design.● Students will understand how color impacts design.● Students will understand designing a space to be functional as well as visually appealing.	<ul style="list-style-type: none">● What is color harmony?● What is color psychology?● What are the elements and principles of design?● How do you design a room to be visually appealing?
Learning Targets		
Students will... <ul style="list-style-type: none">● Analyze the effects the elements and principles of design have on aesthetics of a living space.● Identify and describe all elements and principles of design.● Summarize the characteristics and goals of good design.● Analyze and describe the relationships of colors on the color wheel.● Summarize how color influences human behavior and living spaces.● Describe the impact lighting can have on a space.● Create a space utilizing the elements and principles of design effectively.● Summarize the goals of landscaping.		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Color psychology project● Elements and Principles in the school● Design a room● Landscape floor plan



Unit 6: Designing Interiors Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.3.1 11.3.6 11.4.4 11.5.1	<ul style="list-style-type: none">● Demonstrate knowledge of the elements and principles of design.● Analyze and create floor plans according to the principles of universal design.● Apply concepts to create aesthetically pleasing interior and exteriors.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand furniture types and the arrangement of furniture.● Students will understand designing interiors of homes.	<ul style="list-style-type: none">● What are commonly used furniture types?● How do you arrange furniture to be aesthetically pleasing?● What materials are used for designing the interior of a home?
Learning Targets		
Students will... <ul style="list-style-type: none">● Describe materials commonly used in homes for decor and furniture.● Analyze furniture styles.● Analyze how to arrange furniture effectively.● Plan residential lighting for visual comfort, safety, and beauty.● Identify floor treatments that may be used in a home.● Analyze information for selecting appliances and consumer electronics.		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Furniture research● Floor plan with furniture used● Cost comparison for electronics and appliances● Discussion of lighting and design



Unit 7: Maintenance and Utilities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.3.2 11.8.1 11.8.4	<ul style="list-style-type: none">● Demonstrate knowledge of the elements and principles of design.● Apply concepts to create aesthetically pleasing interior and exteriors.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand maintaining homes to be visually pleasing and functional.● Students will understand parts of an electrical system as well as heating and cooling systems.	<ul style="list-style-type: none">● Are name brand products the best buy for appliances?● How do heating and cooling systems differ?● How do you keep your home safe?● How do you maintain your home?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none">● Compare and contrast heating and cooling systems.● Identify the parts of an electrical system.● Analyze ways to make a home secure from carbon monoxide poisoning, radon, fire, and intruders.● Evaluate choices in styles and features of various kitchen, laundry, and climate control appliances including manufacturer’s materials, care, and maintenance.● Summarize resources for general home maintenance.		
Unit Duration:		
1 week		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Develop a home safety plan● Discussion of electrical and heating cooling systems● Home maintenance checklist



Unit 8: Careers Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11.1.1 11.1.3 11.1.7 11.7.2	<ul style="list-style-type: none">● Create floor plans according to the principles of universal design.● Evaluate housing industry concepts and trends.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand careers in the housing and interior design industries.● Students will understand applicable employability skills.	<ul style="list-style-type: none">● What are some career options for those interested in housing and interior design?● What are employability skills associated with these careers?
Learning Targets		
Students will... <ul style="list-style-type: none">● Determine the significance of lifelong learning and transferable skills to a successful career.● Demonstrate how to use sources of career information.● Identify careers in both the housing and interior design industries.		
Unit Duration:		
1 week		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Career research● Discussion of career options in the industry● Demonstration of career readiness skills



Learning Plan

Week(s)	Topic	Resources/ Texts	Learning Targets	Assessment
2 weeks	Unit 1: Housing Wants and Needs		<ul style="list-style-type: none">● Compare and analyze factors that affect housing choices including value, space, cost, roles, lifestyles, and needs.● Differentiate between the effects that the government, technology, and the economy have on housing.● Determine the relationship between cultural, historical, and societal influences on housing.● Summarize how housing needs change over the lifespan and how it impacts quality of life.● Describe universal design and how it affects the layout of a house.● Assess factors about region, community, and neighborhood that people should consider when choosing housing.	<ul style="list-style-type: none">● Task summative● Housing wants and needs analysis● Discussion on the factors that impact housing choices● Discussion about universal design features
2 weeks	Unit 2: Buying, Renting and Selling		<ul style="list-style-type: none">● Assess advantages and disadvantages of renting and buying housing.● Summarize the home buying process.● Identify the process of signing a lease.● Recognize resources for housing decisions.● Evaluate and describe different types of available housing.● Identify decisions involved in choosing a site and house.● Describe the process of selling a home and terminology that is incorporated.	<ul style="list-style-type: none">● Buying and renting poster/presentation● Discussion of process of buying, renting, and selling● Selling a house project

1 week	Unit 3: Housing Styles and Exteriors		<ul style="list-style-type: none"> ● Classify and summarize the development of exterior architectural styles throughout history. ● Summarize the value of historical preservation. ● Identify housing styles. ● Determine appropriate housing styles for various needs. 	<ul style="list-style-type: none"> ● Housing styles project ● Housing styles research ● Discussion on housing features ● Discussion on evolution of architecture
4 weeks	Unit 4: Floor Planning		<ul style="list-style-type: none"> ● Interpret architectural drawings. ● Create floor plans using appropriate measurements. ● Organize space by grouping rooms according to function. ● Plan and evaluate safe and convenient traffic patterns. ● Apply knowledge of drawing architectural symbols and their purpose. ● Understand the importance of using a scale floor plan to select and arrange furniture. ● Distinguish between basic types of windows and different types of doors used in houses. ● Describe how computers can assist in understanding house plans as well as the construction process. 	<ul style="list-style-type: none"> ● Draft of floor plan ● Dream bedroom assignment ● House floor plan ● Measurement activity
3 weeks	Unit 5: Design Fundamentals and Aesthetics		<ul style="list-style-type: none"> ● Analyze the effects the elements and principles of design have on aesthetics of a living space. ● Identify and describe all elements and principles of design. ● Summarize the characteristics and goals of good design. ● Analyze and describe the relationships of colors on the color wheel. ● Summarize how color influences human behavior and living spaces. ● Describe the impact lighting can have on a space. ● Create a space utilizing the elements and principles of design effectively. 	<ul style="list-style-type: none"> ● Color psychology project ● Elements and Principles in the school ● Design a room ● Landscape floor plan

			<ul style="list-style-type: none"> Summarize the goals of landscaping. 	
3 weeks	Unit 6: Designing Interiors		<ul style="list-style-type: none"> Describe materials commonly used in homes for decor and furniture. Analyze furniture styles. Analyze how to arrange furniture effectively. Plan residential lighting for visual comfort, safety, and beauty. Identify floor treatments that may be used in a home. Analyze information for selecting appliances and consumer electronics. 	<ul style="list-style-type: none"> Furniture research Floor plan with furniture used Cost comparison for electronics and appliances Discussion of lighting and design
1 week	Unit 7: Maintenance and Utilities		<ul style="list-style-type: none"> Compare and contrast heating and cooling systems. Identify the parts of an electrical system. Analyze ways to make a home secure from carbon monoxide poisoning, radon, fire, and intruders. Evaluate choices in styles and features of various kitchen, laundry, and climate control appliances including manufacturer's materials, care, and maintenance. Summarize resources for general home maintenance. 	<ul style="list-style-type: none"> Develop a home safety plan Discussion of electrical and heating cooling systems Home maintenance checklist
1 week	Unit 8: Careers		<ul style="list-style-type: none"> Determine the significance of lifelong learning and transferable skills to a successful career. Demonstrate how to use sources of career information. Identify careers in both the housing and interior design industries. 	<ul style="list-style-type: none"> Career research Discussion of career options in the industry Demonstration of career readiness skills

Unit 1: Housing Wants and Needs

Grade: 10-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> • Create a comprehensive list of environmentally friendly materials used in housing today. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Compare and analyze factors that affect housing choices including value, space, cost, roles, lifestyles and needs. • Differentiate between the effects that the government, technology, and the economy have on housing. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ housing, physical needs, psychological needs, universal design, lifestyle, human ecology, and green design. • Summarize how housing needs change over the lifespan and how it impacts quality of life. • Determine the relationship between cultural, historical, and societal influences on housing. • Describe universal design and what it entails. • Assess factors about region, community, and neighborhood that people should consider when choosing housing. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 2: Buying, Renting, and Selling		
Grade: 10-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Analyze differences between types of housing. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Evaluate and describe different types of available housing. Assess advantages and disadvantages of renting and buying housing. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> multi-family housing, lease, single-family housing, reverse mortgage, as: down payment, interest, installment buying, lease, breach of conduct, foreclosure, debt to income ratio, title, deed Identify decisions involved in choosing a site and house. Describe the process of selling a home and terminology that is incorporated. Recognize resources for housing decisions. Summarize the home buying process. Identify the process of signing a lease. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Housing Styles and Exteriors

Grade: 10-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Create a comprehensive list of historical housing styles, compare and contrast each style. ● Hypothesize whether or not historical preservation measures affect these styles. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Classify and summarize the development of exterior architectural styles throughout history. ● Summarize the value of historical preservation. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ housing styles (modern, fairytale, craftsman, Greek revival, etc), housing features- roof types, dormer windows, etc. ● Identify housing styles. ● Determine appropriate housing styles for various needs. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 4: Floor Planning		
Grade: 10-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Assess and summarize ways to modify housing for individuals. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Create floor plans using appropriate measurements. Plan and evaluate safe and convenient traffic patterns. Interpret architectural drawings. Apply knowledge of drawing architectural symbols and their purpose. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> architectural drawings, construction drawings, specifications, symbols, work triangle, work area, traffic patterns Organize space by grouping rooms according to function. Understand the importance of using a scale floor plan to select and arrange furniture. Distinguish between basic types of windows and different types of doors used in houses. Describe how computers can assist in understanding house plans as well as the construction process. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 5: Design Fundamentals and Aesthetics		
Grade: 10-12		
Score		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Analyze the effects the elements and principles of design have on aesthetics. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Analyze and describe the relationships of colors on the color wheel. Create a space utilizing the elements and principles of design effectively. Create a landscape floor plan that is aesthetically pleasing. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> function, line, form, space, texture, geometric form, diagonal line, aesthetics, proportion, scale, emphasis, rhythm, harmony, radiation, color wheel, color harmonies, value, intensity, hue, tone, tint, pigment, warm colors, cool colors, primary colors, tertiary colors, color scheme. Identify and describe all elements and principles of design. Summarize the characteristics and goals of good design. Summarize how color influences human behavior. Describe the impact lighting can have on a space. Summarize the goals of landscaping. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 6: Designing Interiors		
Grade: 10-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> • Create an informational pamphlet and summarize consumer protections for buying furniture. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Analyze furniture styles. • Analyze how to arrange furniture effectively. • Plan residential lighting for visual comfort, safety, and beauty. • Analyze information for selecting appliances and consumer electronics. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ◦ casual style, antique, reproduction, multipurpose furniture, unassembled furniture, scale floor plan, etc. • Identify floor treatments that may be used in a home. • Describe materials commonly used in homes for decor and furniture. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 7: Maintenance and Utilities		
Grade: 10-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Appraise other appliances and consumer electronics for safety, cost, and quality. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Analyze ways to make a home secure from carbon monoxide poisoning, radon, fire and intruders. Evaluate choices in styles and features of various kitchen, laundry, and climate control appliances including manufacturer’s materials, care and maintenance. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> appliance, carbon monoxide monitor, heating and cooling systems, etc. Summarize resources for home maintenance. Compare and contrast heating and cooling systems. Identify the parts of the electrical system. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 8: Careers		
Grade: 10-12		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Create a video about appropriate communication in the workplace. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Determine the significance of lifelong learning and transferable skills to a successful career. ● Demonstrate how to use sources of career information . <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ career, job, occupation, skilled labor, lifelong learning,, aptitude, resume, reference. ● Identify careers in both the housing and interior design industries. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Human Relations Course Overview

Grade level(s): 11-12	Credits earned: .5 practical art credit
Course Rationale	Course Description
<p>This course covers a variety of topics that allow students to gain knowledge about creating relationships, understand family dynamics and the skills to determine and pursue the best career for them. Human Relations allows students to discover their capability of creating lasting relationships with friends and family, as well as potential coworkers and peers. Researching best fit careers and post secondary options to get them there, allows them to plan a proper route for their life after high school. Lastly, it raises awareness for cultural differences and understanding when interacting with others daily.</p>	<p>This course allows individuals to understand the functions of a family, investigate family dynamics and how they are ever changing in our global society. In addition, individuals will explore how heredity and environment play a crucial role in how they develop into the person they become. Students will learn how to prepare for, create and maintain healthy relationships with family, friends, and significant others. This, in turn, helps them establish and sustain stronger relationships later in life. Through this course, individuals will research different college and career choices. In addition, they will learn how to balance all of their responsibilities and maintain a healthy lifestyle to ensure they meet their short and long term goals, as well as becoming a productive member of society.</p>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Use communication tools for effective communication in all aspects of your life. ● Develop skills to process stress, anger, anxiety, and depression. ● Use skills necessary to build strong, healthy relationships with others. ● Understand how future goals, families, parenting and careers are different based on culture, socioeconomic status, or gender. ● Demonstrate employability skills and how to apply those skills to your current jobs and future careers. ● Understand how to manage your life and resources to meet your goals. 	
Priority Missouri Learning Standards/National Standards	
<p>1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</p> <p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings.</p>	

- 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- 2.5 Analyze relationships between the economic system and consumer actions.
- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 6.1 Analyze the effects of family as a system on individuals and society.
- 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.
- 12.1 Analyze principles of human growth and development across the lifespan.
- 12.2 Analyze conditions that influence human growth and development.
- 12.3 Analyze strategies that promote growth and development across the lifespan.
- 13.1 Analyze functions and expectations of various types of relationships.
- 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 13.6 Demonstrate standards that guide behavior in interpersonal relationships.



Unit 1: You and Your Potential Desired Results

Standards	Transfer Goal(s)/Big Ideas	
12.1.1 12.2.1 12.2.2 12.2.3 12.2.4 12.3.1 12.3.2 13.5.1	<ul style="list-style-type: none"> ● Develop skills to process stress, anger, anxiety, and depression. ● Understand how future goals, families, parenting and careers are different based on culture, socioeconomic status, or gender. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand factors to help gain self-esteem. ● Students will know how to set attainable short and long term goals. ● Students will understand how to identify and relieve stressors in their lives. 	<ul style="list-style-type: none"> ● What factors affect a person’s self concept/esteem? ● What is the difference between short and long term goals? How do you set them? ● How do you handle stress?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> ● Explain how personality is related to self concept, temperament, and human needs. ● Identify factors that impact your identity. ● Determine factors that influence character development. ● Develop skills for handling anger, anxiety, and depression. ● Recognize sources of stress. ● Describe ways to handle/overcome stress in a positive manner. ● Distinguish between short-term and long-term goals. ● Describe how people in different socioeconomic statuses perceive the world differently. 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Personality/identity reflection● Identify factors that cause stress in your life and ways to relieve stressors● Describe ways to handle anger, anxiety and depression● Identify positive ways to handle stress● Aces test (past trauma) with reflection● Create a list of long and short term goals for future life● Create a vision board for their year/life● Discuss how people in different socioeconomic statuses perceive the world differently● 7 Habits of a Highly Effective People/Teen book discussion● Who Moved My Cheese book discussion




Unit 2: You and Your Family and Friends Desired Results

Standards	Transfer Goal(s)/Big Ideas	
6.1.4 13.3.4 6.1.5 13.3.5 6.2.1 13.3.7 13.1.1 13.4.1 13.1.3 13.4.2 13.1.4 13.4.3 13.1.5 13.1.6 13.2.1 13.2.2 13.2.3 13.2.5 13.3.1 13.3.2 13.3.3	<ul style="list-style-type: none"> ● Use communication tools for effective communication in all aspects of your life. ● Use skills necessary to build strong relationships with others. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand positive ways to communicate with family members and friends to build strong relationships. ● Students will understand what it takes for a family or friendship to survive through a conflict. ● Students will understand the qualities of mature relationships. ● Students will understand the benefits of living and interacting with family members. ● Students will understand what makes a strong family unit. 	<ul style="list-style-type: none"> ● What are effective communication techniques? ● What are some of the qualities of good family members and friends? ● How do you build a quality relationship with a family member and/or friend? ● How do conflicts affect relationships with family members and friends? ● What interaction patterns lead to strong, healthy families and friendships?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Describe the communication process. ● Demonstrate effective verbal/noverbal communication, body language, and active/passive listening skills. ● Discuss the different levels of friendships, the qualities of each level, and how to form those relationships. ● Identify qualities that an individual would want in a friend, parent and sibling. ● Summarize what it means to have empathy for a family member and friend. ● Build the ability to understand multiple perspectives on a variety of topics. ● Distinguish the characteristics of various family structures. ● Break down and describe the function of the family. ● Describe the role of the different members within a family structure. 		

- Evaluate the reasons why a couple would want children.
- Evaluate the reasons why a couple would not want children, i.e. infertility cost, general cost, medical reasons, travel, work.
- Explain how conflicts (divorce, house loss, loss of a family member, loss of employment, severe injury, substance abuse) affect the family systems and friendships.
- Evaluate ways to resolve conflicts within family systems and friends.
- Determine effective, age-appropriate guidance and discipline techniques for parents with children of all ages.
- Analyze what activities can strengthen the family and why they strengthen them.

Unit Duration:

3 weeks

 Assessment Evidence	
Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● List the characteristics of an active and passive listener ● Listening/drawing activity ● Practice proper communication techniques ● Family tree activity ● Compare and contrast structures of families ● Plan a family strengthening activity ● Plan a relationship strengthening activity ● Research what family dynamics look like in different cultures ● Determine what holidays look like in different cultures ● Present different ways different cultures celebrate momentous occasions



Unit 3: You and Your Mature Relationships Desired Results

Standards	Transfer Goal(s)/Big Ideas	
13.1.1 13.1.3 13.1.4 13.1.5 13.2.1 13.2.2 13.2.3 13.2.4 13.3.1 13.3.2 13.3.3 13.4.1 13.4.2 13.4.3	<ul style="list-style-type: none"> ● Use communication tools for effective communication in all aspects of your life. ● Use skills necessary to build strong, healthy relationships with others. ● Understand how future goals, families, parenting and careers are different based on culture, socioeconomic status, or gender. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand how to determine what qualities they are looking for in a significant other. ● Students will understand the significance and meaning of long-term relationships. ● Students will understand the breakdown of a long-term relationship and a marriage. 	<ul style="list-style-type: none"> ● What do you look for in a significant other? ● What does it mean to date? ● What does it really mean to be in a long term relationship? ● How does a breakdown in a long-term or marital relationship affect family members?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Explore the functions of dating in our society. ● Discuss the different types of dating relationships and the qualities of each type. ● Identify qualities that an individual would want in a dating relationship. ● Distinguish between mature and romantic love. ● Analyze the qualities needed to sustain and strengthen a long-term relationship with a significant other, i.e. ability to give/receive love, emotional expression, flexibility, common interest, communication, decision-making, problem-solving, family involvement. ● Compare the stages of a relationship and the adjustments that happen in those stages. ● Describe what would cause a breakdown in a long term relationship and a marriage. ● Analyze ways to cope with the breakdown of a long term relationship and a marriage (with and without children). 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● 5 Love Languages quiz with reflection● 5 Love Languages book discussion● Create a future family plan● Research how a long term relationship and marriage differ based on culture



Unit 4: You and Your Decisions Desired Results

Standards	Transfer Goal(s)/Big Ideas	
1.1.6 1.2.1 1.2.2 13.3.4 13.3.5	<ul style="list-style-type: none">● Understand how future goals, families, parenting and careers are different based on culture, socioeconomic status, or gender.● Demonstrate employability skills and how to apply those skills to your current jobs and future careers.● Understand how to manage your life and resources to meet your goals.	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none">● Students will understand what goals should be set to achieve career goals after education.● Students will understand their career interests.● Students will understand how careers affect family members in positive or negative ways.	<ul style="list-style-type: none">● What kind of goals should be set to obtain a future career?● What factors should be considered when choosing a career?● How can a person balance work and family goals?
Learning Targets		
Students will... <ul style="list-style-type: none">● Use the decision making process to evaluate decisions.● Apply the decision making process to a real life situation.● List reasons people give for working.● Recognize factors that may influence your career choice.● Distinguish between short-term and long-term goals.● Determine what soft skills would be used to obtain your dream job.● Understand the usefulness of having a career plan.● Discuss what steps must be taken to find and obtain a job.● Describe the positive and negative impacts having a career has on family members.		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Create a career plan with short and long term goals● Research how careers differ between most men and women● Research what college, university or career training would be best suited for you● Research a dream career● Determine what soft skills would be used to obtain your dream job● Complete interest inventories● Complete job applications● Develop a resume with a cover letter



Unit 5: You and Your Community Desired Results

Standards	Transfer Goal(s)/Big Ideas	
13.5.1 13.5.2 13.5.3 13.5.4 13.5.5 13.5.6 13.5.7 13.6.4	<ul style="list-style-type: none"> ● Use communication tools for effective communication in all aspects of your life. ● Understand how future goals, families, parenting and careers are different based on culture, socioeconomic status, or gender. ● Demonstrate employability skills and how to apply those skills to your current jobs and future careers. ● Understand how to manage your life and resources to meet your goals. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand what it takes to maintain a career. ● Students will understand the traits it takes to be a successful group/team member. ● Students will understand their role within their community as a citizen. 	<ul style="list-style-type: none"> ● What skills and traits does an effective employee/group member possess? ● How are rights and responsibilities of citizenship interrelated?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> ● Determine what qualities make up a good employee, manager and co-worker. ● Understand the importance of customer service. ● Describe soft skills that are required to maintain a career. ● Describe the different types of leaders and how they are effective in a workplace. ● Compare qualities of a successful and unsuccessful group. ● Categorize the roles of different members of a successful group. ● Describe the role of a successful individual within a group. ● Understand the process to register to vote. ● Understand how the different levels of laws affect one another (federal, state and local). ● Understand how paying taxes help the community they live in. ● Discuss how and where to find volunteering opportunities in the community they live in. ● Discuss the rewards of volunteering throughout the community. 		
Unit Duration:		
2 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Analyze your leadership abilities● Volunteer day around school, school district or community● Practice proper communication techniques with a boss or coworker● Research how communities in other cultures are formed and thrive● Dealing with Difficult People: 24 Lessons for Bringing Out the Best in Everyone book discussion



Unit 6: You and Your World Desired Results

Standards	Transfer Goal(s)/Big Ideas	
2.1.4 2.1.5 2.1.6 2.1.8 2.5.1 2.6.1 2.6.2 2.6.3	<ul style="list-style-type: none"> Understand how to manage your life and resources to meet your goals. 	
	Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> Students will understand the use of good time management techniques for success. Students will understand how to make wise decisions with money and investments. Students will understand how to obtain housing in the future. Students will understand how to properly maintain large investments. Students will understand the importance of maintaining a healthy diet and workout routine. 	<ul style="list-style-type: none"> What are good time management techniques? How can setting and maintaining a budget help attain future goals? What housing options are available to an individual? How are they obtained? Why is maintaining large investments important? How does an individual maintain a healthy lifestyle?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> Understand appropriate time management techniques. Distinguish the difference between the different bank accounts, i.e. checking and savings. Demonstrate the ability to accurately track spending. Understand how the various types of budgets are helpful to individuals and families. Understand how to properly manage a credit card/loan. Describe the process of paying off a credit card/loan. Describe ways to properly protect money, investments and identity. Assess advantages and disadvantages of renting and buying housing. Recognize resources for housing decisions. 		

- Evaluate and describe different types of available housing.
- Identify decisions involved in choosing a location to live.
- Assess advantages and disadvantages of buying and leasing a vehicle.
- Recognize resources for obtaining a vehicle.
- Describe the purpose of the variety of insurances, i.e. house, car, life, personal, disability.
- Describe why proper maintenance and upkeep of large investments (car, house, property) is important.
- Summarize resources for large investment maintenance.
- Explain dietary recommendations and the nutrition guidelines.
- Analyze the six major nutrients and what they do for the body.
- Differentiate between healthful, and harmful, eating and recreational habits.
- Discuss how to prepare a healthy meal.
- Compare weight control to food intake and physical activity.
- Identify the various types of physical activity and how it benefits them.

Unit Duration:

4 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Create a budget plan for a specific family unit● Create a healthy meal plan with workouts● Buying and renting poster/presentation● Discussion of process of buying, renting, and selling● Guest speaker suggestions<ul style="list-style-type: none">○ Insurance agent○ Nutritionist○ Financial planner○ Investment manager

Learning Plan

Week(s)	Topic	Resources/ Texts	Learning Targets	Assessment
3 weeks	Unit 1: You and Your Potential		<ul style="list-style-type: none"> ● Explain how personality is related to self concept, temperament, and human needs. ● Identify factors that impact your identity. ● Determine factors that influence character development. ● Develop skills for handling anger, anxiety, and depression. ● Recognize sources of stress. ● Describe ways to handle/overcome stress in a positive manner. ● Distinguish between short-term and long-term goals. ● Describe how people in different socioeconomic statuses perceive the world differently 	<ul style="list-style-type: none"> ● Personality/identity reflection ● Identify factors that cause stress in your life and ways to relieve stressors ● Describe ways to handle anger, anxiety and depression ● Identify positive ways to handle stress ● Aces test (past trauma) with reflection ● Create a list of long and short term goals for future life ● Create a vision board for their year/life ● Discuss how people in different socioeconomic statuses perceive the world differently ● 7 Habits of a Highly Effective People/Teen book discussion ● Who Moved My Cheese book discussion
3 weeks	Unit 2: You and Your Family and Friends		<ul style="list-style-type: none"> ● Describe the communication process. ● Demonstrate effective verbal/nonverbal communication, body language, and active/passive listening skills. ● Discuss the different levels of friendships, the qualities of each level, and how to form those relationships. ● Identify qualities that an individual would want in a friend, parent and sibling. 	<ul style="list-style-type: none"> ● List the characteristics of an active and passive listener ● Listening/drawing activity ● Practice proper communication techniques ● Family tree activity ● Compare and contrast structures of families ● Plan a family strengthening activity ● Plan a relationship strengthening activity ● Research what family dynamics look like in different cultures ● Determine what holidays look like in different cultures

			<ul style="list-style-type: none"> ● Summarize what it means to have empathy for a family member and friend. ● Build the ability to understand multiple perspectives on a variety of topics. ● Distinguish the characteristics of various family structures. ● Break down and describe the function of the family. ● Describe the role of the different members within a family structure. ● Evaluate the reasons why a couple would want children. ● Evaluate the reasons why a couple would not want children, i.e. infertility cost, general cost, medical reasons, travel, work. ● Explain how conflicts (divorce, house loss, loss of a family member, loss of employment, severe injury, substance abuse) affect the family systems and friendships. ● Evaluate ways to resolve conflicts within family systems and friends. ● Determine effective, age-appropriate guidance and discipline techniques for parents with children of all ages. ● Analyze what activities can strengthen the family and why they strengthen them. 	<ul style="list-style-type: none"> ● Present different ways different cultures celebrate momentous occasions
3 weeks	Unit 3: You and Your Mature Relationships		<ul style="list-style-type: none"> ● Explore functions of dating in our society. ● Discuss the different types of dating relationships and the qualities of each 	<ul style="list-style-type: none"> ● 5 Love Languages quiz with reflection ● 5 Love Languages book discussion ● Create a future family plan ● Research how a long term relationship and

			<p>type.</p> <ul style="list-style-type: none"> ● Identify qualities that an individual would want in a dating relationship. ● Distinguish between mature and romantic love. ● Analyze the qualities needed to sustain and strengthen a long-term relationship with a significant other, i.e. ability to give/receive love, emotional expression, flexibility, common interest, communication, decision-making, problem-solving, family involvement. ● Compare the stages of a relationship and the adjustments that happen in those stages. ● Describe what would cause a breakdown in a long term relationship and a marriage. ● Analyze ways to cope with the breakdown of a long term relationship and a marriage (with and without children). 	<p>marriage differ based on culture</p>
2 weeks	Unit 4: You and Your Decisions		<ul style="list-style-type: none"> ● Use the decision making process to evaluate decisions. ● Apply the decision making process to a real life situation. ● List reasons people give for working. ● Recognize factors that may influence your career choice. ● Distinguish between short-term and long-term goals. ● Determine what soft skills would be used to obtain your dream job. 	<ul style="list-style-type: none"> ● Create a career plan with short and long term goals ● Research how careers differ between most men and women ● Research what college, university or career training would be best suited for you ● Research a dream career ● Determine what soft skills would be used to obtain your dream job ● Complete interest inventories ● Complete job applications ● Develop a resume with a cover letter

			<ul style="list-style-type: none"> ● Understand the usefulness of having a career plan. ● Discuss what steps must be taken to find and obtain a job. ● Describe the positive and negative impacts having a career has on family members. 	
2 weeks	Unit 5: You and Your Community		<ul style="list-style-type: none"> ● Determine what qualities make up a good employee, manager and co-worker. ● Understand the importance of customer service. ● Describe soft skills that are required to maintain a career. ● Describe the different types of leaders and how they are effective in a workplace. ● Compare qualities of a successful and unsuccessful group. ● Categorize the roles of different members of a successful group. ● Describe the role of a successful individual within a group. ● Understand the process to register to vote. ● Understand how the different levels of laws affect one another (federal, state and local). ● Understand how paying taxes help the community they live in. 	<ul style="list-style-type: none"> ● Analyze your leadership abilities ● Volunteer day around school, school district or community ● Practice proper communication techniques with a boss or coworker ● Research how communities in other cultures are formed and thrive ● Dealing with Difficult People: 24 Lessons for Bringing Out the Best in Everyone book discussion

			<ul style="list-style-type: none"> ● Discuss how and where to find volunteering opportunities in the community they live in. ● Discuss the rewards of volunteering throughout the community. 	
4 weeks	Unit 6: You and Your World		<ul style="list-style-type: none"> ● Understand appropriate time management techniques. ● Distinguish the difference between the different bank accounts, i.e. checking and savings. ● Demonstrate the ability to accurately track spending. ● Understand how the various types of budgets are helpful to individuals and families. ● Understand how to properly manage a credit card/loan. ● Describe the process of paying off a credit card/loan. ● Describe ways to properly protect money, investments and identity. ● Assess advantages and disadvantages of renting and buying housing. ● Recognize resources for housing decisions. ● Evaluate and describe different types of available housing. ● Identify decisions involved in choosing a location to live. ● Assess advantages and disadvantages of buying and leasing a vehicle. 	<ul style="list-style-type: none"> ● Create a budget plan for a specific family unit ● Create a healthy meal plan with workouts ● Buying and renting poster/presentation ● Discussion of process of buying, renting, and selling ● Guest speaker suggestions <ul style="list-style-type: none"> ○ Insurance agent ○ Nutritionist ○ Financial planner ○ Investment manager

			<ul style="list-style-type: none">● Recognize resources for obtaining a vehicle.● Describe the purpose of the variety of insurances, i.e. house, car, life, personal, disability.● Describe why proper maintenance and upkeep of large investments (car, house, property) is important.● Summarize resources for large investment maintenance.● Explain dietary recommendations and the nutrition guidelines.● Analyze the six major nutrients and what they do for the body.● Differentiate between healthful, and harmful, eating and recreational habits.● Discuss how to prepare a healthy meal.● Compare weight control to food intake and physical activity.● Identify the various types of physical activity and how it benefits them.	
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Unit 1: You and Your Potential			
Grade: 11-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Analyze physical, intellectual, social and emotional growth of teenagers. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Explain how personality is related to self concept, temperament, and human needs. Identify factors that impact your identity. Determine factors that influence character development. Develop skills for handling anger, anxiety, and depression. Describe ways to handle/overcome stress in a positive manner. Distinguish between short-term and long-term goals. Describe how people in different socioeconomic statuses perceive the world differently. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize sources of stress. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 2: You and Your Family and Friends

Grade: 11-12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> ● Research what family dynamics look like in different cultures. ● Determine what holidays look like in different cultures. ● Present different ways different cultures celebrate momentous occasions. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrate effective verbal/noverbal communication, body language, and active/passive listening skills. ● Identify qualities that an individual would want in a friend, parent and sibling. ● Distinguish the characteristics of various family structures. ● Evaluate the reasons why a couple would want children. ● Evaluate the reasons why a couple would not want children, i.e. infertility cost, general cost, medical reasons, travel, work. ● Explain how conflicts (divorce, house loss, loss of a family member, loss of employment, severe injury, substance abuse) affect the family systems and friendships. ● Evaluate ways to resolve conflicts within family systems and friends. ● Determine effective, age-appropriate guidance and discipline techniques for parents with children of all ages. ● Analyze what activities can strengthen the family and why they strengthen them. <p>The student exhibits no major errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Describe the communication process. ● Discuss the different levels of friendships, the qualities of each level, and how to form those relationships. ● Break down and describe the function of the family. ● Describe the role of the different members within a family structure. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: You and Your Mature Relationships		
Grade: 11-12		
Score		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Research how a long term relationship and marriage differ based on culture. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Discuss the different types of dating relationships and the qualities of each type. Identify qualities that an individual would want in a dating relationship. Distinguish between mature and romantic love. Analyze the qualities needed to sustain and strengthen a long-term relationship with a significant other, i.e. ability to give/receive love, emotional expression, flexibility, common interest, communication, decision-making, problem-solving, family involvement. Compare the stages of a relationship and the adjustments that happen in those stages. Describe what would cause a breakdown in a long term relationship and a marriage. Analyze ways to cope with the breakdown of a long term relationship and a marriage (with and without children). <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Explore the functions of dating in our society. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 4: You and Your Decisions			
Grade: 11-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> Research how careers differ between most men and women. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Use the decision making process to evaluate decisions. Apply the decision making process to a real life situation. Recognize factors that may influence your career choice. Distinguish between short-term and long-term goals. Determine what soft skills would be used to obtain your dream job. Discuss what steps must be taken to find and obtain a job. Describe the positive and negative impacts having a career has on family members. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> List reasons people give for working. Understand the usefulness of having a career plan. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 5: You and Your Community

Grade: 11-12

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Research how communities in other cultures are formed and thrive. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Understand the importance of customer service. ● Describe soft skills that are required to maintain a career. ● Describe the different types of leaders and how they are effective in a workplace. ● Compare qualities of a successful and unsuccessful group. ● Categorize the roles of different members of a successful group. ● Understand the process to register to vote. ● Understand how the different levels of laws affect one another (federal, state and local). ● Understand how paying taxes help the community they live in. ● Discuss how and where to find volunteering opportunities in the community they live in. ● Discuss the rewards of volunteering throughout the community. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Determine what qualities make up a good employee, manager and co-worker. ● Describe the role of a successful individual within a group. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 5: You and Your World			
Grade: 11-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> ● Create a budget plan for a specific family unit 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Distinguish the difference between the different bank accounts, i.e. checking and savings. ● Demonstrate the ability to accurately track spending. ● Understand how the various types of budgets are helpful to individuals and families. ● Understand how to properly manage a credit card/loan. ● Describe the process of paying off a credit card/loan. ● Describe ways to properly protect money, investments and identity. ● Assess advantages and disadvantages of renting and buying housing. ● Evaluate and describe different types of available housing. ● Identify decisions involved in choosing a location to live. ● Assess advantages and disadvantages of buying and leasing a vehicle. ● Recognize resources for obtaining a vehicle. ● Describe the purpose of the variety of insurances, i.e. house, car, life, personal, disability. ● Describe why proper maintenance and upkeep of large investments (car, house, property) is important. ● Explain dietary recommendations and the nutrition guidelines. ● Analyze the six major nutrients and what they do for the body. ● Differentiate between healthful, and harmful, eating and recreational habits. ● Compare weight control to food intake and physical activity. ● Identify the various types of physical activity and how it benefits them. <p>The student exhibits no major errors or omissions.</p>		

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Understand appropriate time management techniques. ● Recognize resources for housing decisions. ● Summarize resources for large investment maintenance. ● Discuss how to prepare a healthy meal. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		