

Browse **Quality Core Curriculum Standards by subject****Subject: Family & Consumer Science****Grade: 9-12**Course: Consumer Services: Core Skills

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- 1**     **Topic:** Basic Skills  
**Standard:** Locate, understand, and interpret written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.
- 2**     **Topic:** Basic Skills  
**Standard:** Communicate thoughts, ideas, information, and messages in writing and technologically create documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- 3**     **Topic:** Basic Skills  
**Standard:** Perform and apply numerical concepts and calculations, and solve problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.
- 4**     **Topic:** Basic Skills  
**Standard:** Receive, interpret, and respond to verbal and nonverbal messages in a manner appropriate to a given situation.
- 5**     **Topic:** Basic Skills  
**Standard:** Organize ideas and communicate orally in a clear, concise, and courteous manner.
- 6**     **Topic:** Thinking Skills  
**Standard:** Specify goals, objectives, constraints, and supporting factors.
- 7**     **Topic:** Thinking Skills  
**Standard:** Identify problems, alternative solutions, and consequences of alternative solutions, and use appropriate techniques to resolve given problems.
- 8**     **Topic:** Thinking Skills  
**Standard:** Implement a plan of action making modifications as needed to achieve stated objectives.
- 9**     **Topic:** Thinking Skills  
**Standard:** Use effective learning techniques to acquire and apply new knowledge and skills.
- 10**    **Topic:** Personal Qualities  
**Standard:** Assess self accurately, set personal goals, monitor progress, and exhibit self-control.
- 11**    **Topic:** Personal Qualities  
**Standard:** Choose ethical courses of action.
- 12**    **Topic:** Personal Qualities  
**Standard:** Take initiative to accomplish tasks in a timely manner.
- 13**    **Topic:** Personal Qualities  
**Standard:** Exert a high level of effort and persevere towards goal attainment.
- 14**    **Topic:** Personal Qualities  
**Standard:** Demonstrate adaptability, dependability, responsibility, and such social behaviors as tolerance, honesty, empathy, and courtesy.
- 15**    **Topic:** Interpersonal Skills  
**Standard:** Participate and interact as a team member and leader.

- 16**      **Topic:** Interpersonal Skills  
**Standard:** Share knowledge and skills with others.
- 17**      **Topic:** Interpersonal Skills  
**Standard:** Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.
- 18**      **Topic:** Interpersonal Skills  
**Standard:** Work to satisfy customer/client expectations.
- 19**      **Topic:** Interpersonal Skills  
**Standard:** Use strategies appropriate to a given situation to prevent and resolve conflicts.
- 20**      **Topic:** Resources  
**Standard:** Select goal-relevant activities, prioritize them, manage time, and prepare and follow schedules.
- 21**      **Topic:** Resources  
**Standard:** Use or prepare budgets, make projections, keep records, and make adjustments to meet objectives.
- 22**      **Topic:** Resources  
**Standard:** Acquire, store, allocate, and use materials and space efficiently.
- 23**      **Topic:** Technology  
**Standard:** Prevent, identify, or solve problems with technical or electronic equipment.
- 24**      **Topic:** Technology  
**Standard:** Operate and maintain technical equipment and the work environment safely following applicable industry regulations and guidelines.
- 25**      **Topic:** Technology  
**Standard:** Utilize a variety of technologies.
- 26**      **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of basic economic concepts and how they are applied in business functions and activities.
- 27**      **Topic:** Business Aspects  
**Standard:** Identify forms of business ownership.
- 28**      **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.
- 29**      **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the individual’s role, responsibilities, and relationships in the organizational structure of a business.
- 30**      **Topic:** Business Aspects  
**Standard:** Maintain safety, health, and environmental standards, and address ergonomic concerns.
- 31**      **Topic:** Career Development  
**Standard:** Make potential career decisions based upon interests, abilities, and values, and formulate appropriate plans to reach career goals.
- 32**      **Topic:** Career Development  
**Standard:** Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
- 33**      **Topic:** Career Development  
**Standard:** Demonstrate effective skills for seeking and securing employment.
- 34**      **Topic:** Career Development  
**Standard:** Demonstrate understanding of education and career development as a lifelong learning process that requires

preparation for change.

## Course: Consumer Services: 20.45100 Consumer Services I

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- 35**     **Topic:** Consumer Services Industry Awareness  
**Standard:** Describe the scope of the consumer services industry and distinguish between the major categories of consumer services: consumer education affairs, protection, and communications; financial services; consumer services areas of product development/testing and energy, and environmental and resource management.
- 36**     **Topic:** Consumer Services Industry Awareness  
**Standard:** Identify various types of public, private and not-for-profit organizations, agencies, and/or institutions that provide consumer services and identify their mission.
- 37**     **Topic:** Consumer Services Industry Awareness  
**Standard:** Identify entrepreneurial opportunities for consumer services.
- 38**     **Topic:** Consumer Services Industry Awareness  
**Standard:** Outline the roles and responsibilities of individuals engaged in various types of consumer services careers.
- 39**     **Topic:** Consumer Services Industry Awareness  
**Standard:** Describe the education, training, employment requirements, and skills of entry- level, technical-level, and professional-level consumer services careers.
- 40**     **Topic:** Consumer Services Industry Awareness  
**Standard:** Describe legislative, economic, and social trends that have an impact on careers in the consumer services industry.
- 41**     **Topic:** External Influences  
**Standard:** Identify local, state, national, and international issues that affect consumers.
- 42**     **Topic:** External Influences  
**Standard:** Describe how cultural diversity affects consumer services.
- 43**     **Topic:** External Influences  
**Standard:** Identify the effects of current technology on the ability of customer service agencies to reach a wider customer base.
- 44**     **Topic:** External Influences  
**Standard:** Describe ways in which national and international business trends affect the operations of a consumer services organization.
- 45**     **Topic:** External Influences  
**Standard:** Describe how cultural, economic, and societal influences impact consumer choices.
- 46**     **Topic:** Consumer Rights and Responsibilities  
**Standard:** Identify eight basic consumer rights.
- 47**     **Topic:** Consumer Rights and Responsibilities  
**Standard:** Identify responsibilities consumers must assume for each of the eight rights.
- 48**     **Topic:** Consumer Rights and Responsibilities  
**Standard:** Identify community sources of consumer information (Governor's Office of Consumer Affairs, Better Business Bureau) and type of information they provide to help consumers make informed decisions.
- 49**     **Topic:** Consumer Rights and Responsibilities  
**Standard:** Identify criteria to use in assessing the accuracy, objectivity, and reliability of different sources of consumer information.
- 50**     **Topic:** Consumer Rights and Responsibilities  
**Standard:** Identify the criteria to be used to assess the quality of goods and services (e.g. workmanship, construction techniques, reliability, durability, and product information).
- 51**     **Topic:** Consumer Rights and Responsibilities

**Standard:** Identify examples of propaganda and the impact of advertising on forming consumer opinion.

52

**Topic:** Consumer Rights and Responsibilities

**Standard:** Identify examples of deceptive business practices such as “bait and switch” and “loss leader.”

53

**Topic:** Consumer Protection

**Standard:** Describe the historical evolution of the consumer movement.

54

**Topic:** Consumer Protection

**Standard:** Identify local, state, and national governmental agencies that assist consumers and protect consumer interests.

55

**Topic:** Consumer Protection

**Standard:** Identify different types of regulatory groups at the state and national levels and outline their roles.

56

**Topic:** Consumer Protection

**Standard:** Identify how advocacy groups such as AARP, Consumer Federation of America, and consumer action panels raise consumer awareness.

57

**Topic:** Consumer Protection

**Standard:** Describe how business ethics change because of public opinion and discuss the role of ethics in business and the role of government in consumer protection.

58

**Topic:** Consumer Protection

**Standard:** Explain the statement “caveat emptor.”

59

**Topic:** Consumer Protection

**Standard:** Outline the types of issues, activities, and factors that contribute to the creation of consumer protection laws and regulations.

60

**Topic:** Consumer Protection

**Standard:** Describe the role of the media as consumer and investigative reporters.

61

**Topic:** Consumer Protection

**Standard:** Identify and outline the major provisions of national consumer protection laws.

62

**Topic:** Consumer Protection

**Standard:** Identify employee responsibilities and procedural requirements for complying with laws and regulations and the penalties for failing to comply.

63

**Topic:** Consumer Protection

**Standard:** Identify agencies that consumers should contact with complaints, such as the Governor’s Office of Consumer Affairs, National Fraud Information Center, Federal Trade Commission, and the Bureau of Consumer Protection.

64

**Topic:** Consumer Protection

**Standard:** Outline the major provisions of the Telemarketing Sales Rule (TSR) and identify consumer rights.

65

**Topic:** Consumer Protection

**Standard:** Identify consumer programs, information, and services provided by the government, public utilities, resource recovery businesses, and environmental organizations.

66

**Topic:** Consumer Affairs and Services

**Standard:** Explain how customer complaints and feedback affect management decisions and policies.

67

**Topic:** Consumer Affairs and Services

**Standard:** Identify factors that contribute to quality customer relationships.

68

**Topic:** Consumer Affairs and Services

**Standard:** Describe the interaction of consumer service professionals with social service agencies, government agencies, and educators.

69

**Topic:** Consumer Affairs and Services

**Standard:** Identify classifications of customer services.

70

**Topic:** Consumer Affairs and Services

**Standard:** Suggest ways to solve performance problems, quality problems, billing errors, or misunderstandings to satisfy the consumer.

**71** **Topic:** Consumer Affairs and Services

**Standard:** Describe deceptive practices and the procedure for educating consumers on how to identify deception and fraud practices.

**72** **Topic:** Consumer Affairs and Services

**Standard:** Demonstrate the ability to acquire, use, and record consumer information for the purpose of opening a customer account and for handling a customer complaint.

**73** **Topic:** Consumer Affairs and Services

**Standard:** Explain and demonstrate telephone activities unique to customer service.

**74** **Topic:** Consumer Affairs and Services

**Standard:** Describe skills necessary for success in customer service such as the realities of the work environment including pace of work and monitoring calls.

**75** **Topic:** Consumer Affairs and Services

**Standard:** Identify the major differences between an extended warranty, a service warranty, and a service contract.

**76** **Topic:** Consumer Affairs and Services

**Standard:** Describe the relationship of consumer affairs and services to the implementation of management functions.

**77** **Topic:** Consumer Affairs and Services

**Standard:** Demonstrate an understanding of basic contractual obligations.

**78** **Topic:** Consumer Affairs and Services

**Standard:** Demonstrate empathetic and effective communication skills in customer service relations that are sensitive to individual and cultural differences.

**79** **Topic:** Consumer Financial Planning

**Standard:** Explain the impact of the United States economic system on personal income, individual and family security, consumer decisions, and the importance of consumer spending to the economy.

**80** **Topic:** Consumer Financial Planning

**Standard:** Identify key life transitions related to financial planning, and the needs of each age group.

**81** **Topic:** Consumer Financial Planning

**Standard:** Describe the components of a financial plan and prepare a spending plan.

**82** **Topic:** Consumer Financial Planning

**Standard:** Examine the components of a financial plan that reflects the distinction between needs and wants, values, goals and economic resources.

**83** **Topic:** Consumer Financial Planning

**Standard:** Identify assets, liabilities, debt, and net worth.

**84** **Topic:** Consumer Financial Planning

**Standard:** Identify the relationship between income, expenditures, and savings.

**85** **Topic:** Consumer Financial Planning

**Standard:** Identify types of financial institutions and the types of financial services provided.

**86** **Topic:** Consumer Financial Planning

**Standard:** Identify types of investment alternatives and their risk vs. return relationship.

**87** **Topic:** Consumer Financial Planning

**Standard:** Calculate and describe the "rule of 72" and "time and value of money."

**88** **Topic:** Consumer Financial Planning

**Standard:** Identify personal and legal documents consumers should have in order to manage their finances.

**89** **Topic:** Consumer Credit

**Standard:** Define terms such as credit card, debit card, credit rating and credit rating sources, credit score, and the cost of credit.

- 90**     **Topic:** Consumer Credit  
**Standard:** Identify the types and sources of credit.
- 91**     **Topic:** Consumer Credit  
**Standard:** Identify the advantages and disadvantages of using credit.
- 92**     **Topic:** Consumer Credit  
**Standard:** Identify ways to help protect against identify theft.
- 93**     **Topic:** Consumer Credit  
**Standard:** Identify alternative financial services.
- 94**     **Topic:** Consumer Services in Energy, Environmental and Resource Management  
**Standard:** Identify governmental agencies, public utilities, and businesses engaged in environmental protection and resource (recovery) and describe the types of consumer services they provide.
- 95**     **Topic:** Consumer Services in Energy, Environmental and Resource Management  
**Standard:** Identify factors that impact affect energy efficiency in the home.
- 96**     **Topic:** Consumer Services in Energy, Environmental and Resource Management  
**Standard:** Identify and explain the Energy Guide and Energy Star labels for appliances and manufactured housing.
- 97**     **Topic:** Consumer Services in Energy, Environmental and Resource Management  
**Standard:** Identify local and state regulations relating to the conservation of natural resources.
- 98**     **Topic:** Consumer Services in Energy, Environmental and Resource Management  
**Standard:** Outline behaviors that consumers can use to conserve, preserve, reuse and recycle resources, and reduce waste to maintain the environment.

## Course: Consumer Services: 20.45200 Consumer Services II

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- 35**     **Topic:** Exercising Consumer Rights  
**Standard:** Recommend strategies for consumers to use when exercising their rights.
- 36**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify procedures consumers should follow in filing a specific consumer complaint and/or in exercising their rights in a given consumer situation.
- 37**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify a course of action consumers should take if a manufacturer or seller does not solve a consumer problem.
- 38**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify reasons that a complaint might not be answered.
- 39**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify situations when binding arbitration, small claims court, or filing a lawsuit is needed to resolve a consumer problem.
- 40**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify steps consumers should follow if identity theft has occurred.
- 41**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify consumer rights regarding illegal credit card use.
- 42**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify the impact of consumer protection laws on the cost and quality of goods and services.

- 43**     **Topic:** Exercising Consumer Rights  
**Standard:** Identify the cost that shoplifting, employee dishonesty, and the non-ethical use of the return and exchange policy have on consumers.
- 44**     **Topic:** Consumer Communication/Public Relations  
**Standard:** Identify and evaluate media outlets commonly used to disseminate consumer information.
- 45**     **Topic:** Consumer Communication/Public Relations  
**Standard:** Prepare informational materials on selected products or issues for consumer use.
- 46**     **Topic:** Consumer Communication/Public Relations  
**Standard:** Outline a public relations plan for a selected business or organization that enhances customer relations.
- 47**     **Topic:** Consumer Communication/Public Relations  
**Standard:** Outline a consumer education program that a non-profit consumer advocacy organization could use to educate consumers on selected issues.
- 48**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Identify different types of market research.
- 49**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Identify the purpose of market research before a new product or service is developed and introduced.
- 50**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Conduct market research to determine consumer trends and product development needs.
- 51**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Analyze a consumer product.
- 52**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Compare the labeling, packaging, and support material of similar consumer products.
- 53**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Plan and conduct demonstrations that educate consumers on the features, use, and care of selected products.
- 54**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Utilize appropriate sales techniques to compare, demonstrate, assist, and advise consumers in the selection of goods and services that meet consumer needs.
- 55**     **Topic:** Product Development, Testing and Demonstration  
**Standard:** Identify factors to be considered in consumer product safety.
- 56**     **Topic:** Managing Consumer Resources  
**Standard:** Outline the advantages and disadvantages of finance options that could be presented to consumers in the purchase and lease of an automobile.
- 57**     **Topic:** Managing Consumer Resources  
**Standard:** Contrast the features and costs of different types of property insurance that could be recommended to a consumer.
- 58**     **Topic:** Managing Consumer Resources  
**Standard:** Outline an informational bulletin for consumers comparing the advantages and disadvantages of purchasing, renting, and leasing with the option to buy a home.
- 59**     **Topic:** Managing Consumer Resources  
**Standard:** Contrast the features and costs of different types of home mortgages to recommend to a consumer.
- 60**     **Topic:** Managing Consumer Resources  
**Standard:** Outline insurance needs for homeowners and renters.
- 61**     **Topic:** Managing Consumer Resources  
**Standard:** Contrast the advantages and disadvantages of purchasing, renting, or rent to own contracts for household furnishings and appliances.

- 62** **Topic:** Managing Consumer Resources  
**Standard:** Outline a presentation for a group of consumers that identifies the advantages and disadvantages of investment and savings alternatives.
- 63** **Topic:** Managing Consumer Resources  
**Standard:** Determine the effects of risk management strategies on long-term financial planning.
- 64** **Topic:** Managing Consumer Resources  
**Standard:** Explain the role of estate planning in long-term financial planning.
- 65** **Topic:** Managing Consumer Resources  
**Standard:** Identify the steps to follow in creating a financial management plan for a consumer.
- 66** **Topic:** Managing Consumer Resources  
**Standard:** Develop a short-term and long-term financial management plan that reflects the needs, wants, goals, and economic situations of a client.
- 67** **Topic:** Managing Consumer Resources  
**Standard:** Explain how short-term and long-term financial management plans affect consumer decisions.
- 68** **Topic:** Consumer Use of Credit  
**Standard:** Analyze the costs, risks, and benefits of consumer credit.
- 69** **Topic:** Consumer Use of Credit  
**Standard:** Identify the significance of establishing and maintaining good credit.
- 70** **Topic:** Consumer Use of Credit  
**Standard:** List warning signals for consumers using credit.
- 71** **Topic:** Consumer Use of Credit  
**Standard:** Identify different ways consumers can request a lower interest rate on their credit cards.
- 72** **Topic:** Consumer Use of Credit  
**Standard:** Identify the different types of bankruptcy and explain the cost to consumers, including how it affects a consumer's credit rating.
- 73** **Topic:** Consumer Use of Credit  
**Standard:** Identify credit reporting companies and outline the types of information they provide.
- 74** **Topic:** Consumer Use of Credit  
**Standard:** Identify and describe the features of legislation that protect the rights of consumers in relation to credit such as the Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Consumer Credit Protection Act, and Fair Debt Collection Practices Act.
- 75** **Topic:** Consumer Use of Credit  
**Standard:** Identify the impact of an individual's credit rating, average monthly credit balance, and minimum monthly payment on long-term financial planning.
- 76** **Topic:** Consumer Credit Counseling Services  
**Standard:** Identify agencies that help manage credit and the criteria consumers should use to select a qualified agency.
- 77** **Topic:** Consumer Credit Counseling Services  
**Standard:** Establish and define a relationship with the client.
- 78** **Topic:** Consumer Credit Counseling Services  
**Standard:** Assist clients in understanding needs and issues during a "money crisis."
- 79** **Topic:** Consumer Credit Counseling Services  
**Standard:** List possible warning signals for consumer credit use.
- 80** **Topic:** Consumer Credit Counseling Services  
**Standard:** Identify a client's income, debt, assets, and liabilities.

- 81**     **Topic:** Consumer Credit Counseling Services  
**Standard:** Recommend steps for a client to follow in creating a budget to meet individual needs.
- 82**     **Topic:** Consumer Advocacy  
**Standard:** Outline the contributions of legislative and business policy makers to consumer advocacy.
- 83**     **Topic:** Consumer Advocacy  
**Standard:** Describe the effects of consumer protection laws on advocacy.
- 84**     **Topic:** Consumer Advocacy  
**Standard:** Identify the role of the media in consumer advocacy.
- 85**     **Topic:** Consumer Advocacy  
**Standard:** Describe different strategies that individuals can use to become consumer advocates.
- 86**     **Topic:** Consumer Advocacy  
**Standard:** Describe strategies individuals can use to reduce the risk of consumer fraud.

## Course: Early Childhood: Core Skills

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- 1**     **Topic:** Basic Skills  
**Standard:** Locate, understand, and interpret written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.
- 2**     **Topic:** Basic Skills  
**Standard:** Communicate thoughts, ideas, information, and messages in writing and technologically create documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- 3**     **Topic:** Basic Skills  
**Standard:** Perform and apply numerical concepts and calculations, and solve problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.
- 4**     **Topic:** Basic Skills  
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**Standard:** Specify goals, objectives, constraints, and supporting factors.
- 7**     **Topic:** Thinking Skills  
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**Standard:** Implement a plan of action making modifications as needed to achieve stated objectives.
- 9**     **Topic:** Thinking Skills  
**Standard:** Use effective learning techniques to acquire and apply new knowledge and skills.
- 10**    **Topic:** Personal Qualities  
**Standard:** Assess self accurately, set personal goals, monitor progress, and exhibit self-control.
- 11**    **Topic:** Personal Qualities  
**Standard:** Choose ethical courses of action.
- 12**    **Topic:** Personal Qualities  
**Standard:** Take initiative to accomplish tasks in a timely manner.

- 13**      **Topic:** Personal Qualities  
**Standard:** Exert a high level of effort and persevere towards goal attainment.
- 14**      **Topic:** Personal Qualities  
**Standard:** Demonstrate adaptability, dependability, responsibility, and such social behaviors as tolerance, honesty, empathy, and courtesy.
- 15**      **Topic:** Interpersonal Skills  
**Standard:** Participate and interact as a team member and leader.
- 16**      **Topic:** Interpersonal Skills  
**Standard:** Share knowledge and skills with others.
- 17**      **Topic:** Interpersonal Skills  
**Standard:** Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.
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**Standard:** Work to satisfy customer/client expectations.
- 19**      **Topic:** Interpersonal Skills  
**Standard:** Use strategies appropriate to a given situation to prevent and resolve conflicts.
- 20**      **Topic:** Resources  
**Standard:** Select goal-relevant activities, prioritize them, manage time, and prepare and follow schedules.
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**Standard:** Use or prepare budgets, make projections, keep records, and make adjustments to meet objectives.
- 22**      **Topic:** Resources  
**Standard:** Acquire, store, allocate, and use materials and space efficiently.
- 23**      **Topic:** Technology  
**Standard:** Prevent, identify, or solve problems with technical or electronic equipment.
- 24**      **Topic:** Technology  
**Standard:** Operate and maintain technical equipment and the work environment safely following applicable industry regulations and guidelines.
- 25**      **Topic:** Technology  
**Standard:** Utilize a variety of technologies.
- 26**      **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of basic economic concepts and how they are applied in business functions and activities.
- 27**      **Topic:** Business Aspects  
**Standard:** Identify forms of business ownership.
- 28**      **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.
- 29**      **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.
- 30**      **Topic:** Business Aspects  
**Standard:** Maintain safety, health, and environmental standards, and address ergonomic concerns.
- 31**      **Topic:** Career Development  
**Standard:** Make potential career decisions based upon interests, abilities, and values, and formulate appropriate plans to reach career goals.

- 32 **Topic:** Career Development  
**Standard:** Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
- 33 **Topic:** Career Development  
**Standard:** Demonstrate effective skills for seeking and securing employment.
- 34 **Topic:** Career Development  
**Standard:** Demonstrate understanding of education and career development as a lifelong learning process that requires preparation for change.

## Course: Early Childhood: 20.52510 Early Childhood Education I

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- 35 **Topic:** Analyze Career Paths Within Early Childhood Education and Services  
**Standard:** Determine the roles and functions of individuals engaged in early childhood education and services.
- 36 **Topic:** Analyze Career Paths Within Early Childhood Education and Services  
**Standard:** Explore opportunities for employment and entrepreneurial endeavors.
- 37 **Topic:** Analyze Developmentally Appropriate Practices To Plan For Early Childhood Education and Services  
**Standard:** Examine child development theories and their implications for educational and childcare practices.
- 38 **Topic:** Analyze Developmentally Appropriate Practices To Plan For Early Childhood Education and Services  
**Standard:** Determine a variety of assessment methods to observe and interpret a child's growth and development.
- 39 **Topic:** Analyze Developmentally Appropriate Practices To Plan For Early Childhood Education and Services  
**Standard:** Interpret individual differences of young children and apply to predictable developmental sequences.
- 40 **Topic:** Analyze Developmentally Appropriate Practices To Plan For Early Childhood Education and Services  
**Standard:** Consider cultural and environmental influences when assessing children's development.
- 41 **Topic:** Analyze Developmentally Appropriate Practices To Plan For Early Childhood Education and Services  
**Standard:** Distinguish among developmental stages.
- 42 **Topic:** Analyze Developmentally Appropriate Practices To Plan For Early Childhood Education and Services  
**Standard:** Explain and relate individual differences in development.
- 43 **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Implement strategies to teach children health, safety, and sanitation habits.
- 44 **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Provide safe and healthy meals and snacks.
- 45 **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 46 **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Plan and execute safe and legal field trips.
- 47 **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Compare and contrast age-appropriate toys and equipment.
- 48 **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Identify symptoms of various common childhood illnesses and diseases.
- 49 **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Plan and implement age and developmentally appropriate activities.

**Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Adapt activities to the surroundings.

**51** **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Demonstrate, practice, and record security and emergency procedures.

**52** **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Determine and practice appropriate first-aid procedures and CPR.

**53** **Topic:** Demonstrate Techniques For Positive Collaborative Relationships With Children  
**Standard:** Establish developmentally appropriate guidelines for behavior.

**54** **Topic:** Demonstrate Techniques For Positive Collaborative Relationships With Children  
**Standard:** Demonstrate problem-solving skills with children.

**55** **Topic:** Demonstrate Techniques For Positive Collaborative Relationships With Children  
**Standard:** Demonstrate interpersonal skills that promote positive and productive relationships with children.

**56** **Topic:** Demonstrate Techniques For Positive Collaborative Relationships With Children  
**Standard:** Use appropriate verbal and nonverbal communication skills when disciplining or guiding young children.

**57** **Topic:** Interact With Children  
**Standard:** Use appropriate behavior of an observer.

**58** **Topic:** Interact With Children  
**Standard:** Identify reasons for observing young children (e.g., child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class, and shared with a parent).

**59** **Topic:** Interact With Children  
**Standard:** Explain methods for observing young children (e.g., checklist, anecdotal).

**60** **Topic:** Interact With Children  
**Standard:** Demonstrate discipline and guidance techniques.

**61** **Topic:** Interact With Children  
**Standard:** Describe age-appropriate behavioral expectations.

**62** **Topic:** Interact With Children  
**Standard:** Build positive self-concept attitudes and behaviors.

**63** **Topic:** Interact With Children  
**Standard:** Promote individual differences while building self-concept.

**64** **Topic:** Promote Physical Development  
**Standard:** Observe and describe a child's physical development.

**65** **Topic:** Promote Physical Development  
**Standard:** Provide and develop appropriate large motor activities.

**66** **Topic:** Promote Physical Development  
**Standard:** Provide activities to promote small motor skills.

**67** **Topic:** Promote Physical Development  
**Standard:** Plan and guide activities appropriate for outdoor play.

**68** **Topic:** Promote Physical Development  
**Standard:** Interact appropriately with child's physical activities.

**69** **Topic:** Promote Physical Development  
**Standard:** Provide opportunities for sensory experiences.

**70** **Topic:** Encourage Creativity

**Standard:** Evaluate characteristics of process-oriented activities for encouraging children's self-expression.

- 71**     **Topic:** Encourage Creativity  
**Standard:** Plan and guide opportunities for dramatic play.
- 72**     **Topic:** Encourage Creativity  
**Standard:** Plan and guide creative art activities.
- 73**     **Topic:** Encourage Creativity  
**Standard:** Plan and guide activities for self-expression through music and dance.
- 74**     **Topic:** Develop Social Skills  
**Standard:** Encourage cooperation in play.
- 75**     **Topic:** Develop Social Skills  
**Standard:** Identify the levels of play.
- 76**     **Topic:** Develop Social Skills  
**Standard:** Help children develop appropriate social skills.
- 77**     **Topic:** Develop Social Skills  
**Standard:** Observe and describe child's level of social development.
- 78**     **Topic:** Enhance Self Concepts  
**Standard:** Interact with child as an individual and in group settings.
- 79**     **Topic:** Enhance Self Concepts  
**Standard:** Identify behaviors that reflect negative and positive self-concepts.
- 80**     **Topic:** Enhance Self Concepts  
**Standard:** Recognize and respect the individual differences of child and family.
- 81**     **Topic:** Assuming Leadership Roles As Responsible Family Members and Citizens  
**Standard:** Utilize FCCLA program(s) to address child development, care, and guidance issues.
- 82**     **Topic:** Assuming Leadership Roles As Responsible Family Members and Citizens  
**Standard:** Utilize leadership qualities and skills for problem solving.

## Course: Early Childhood: 20.52610 Early Childhood Education II

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- 35**     **Topic:** Analyze Career Paths Within Early Childhood Education and Services  
**Standard:** Examine education and training requirements and opportunities for career paths in early childhood education and services.
- 36**     **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Manage physical space to maintain a safe and healthy learning environment.
- 37**     **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Apply safe and healthy practices that comply with state regulations.
- 38**     **Topic:** Demonstrate a Safe and Healthy Learning Environment For Children  
**Standard:** Document symptoms of child abuse and neglect. Use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- 39**     **Topic:** Demonstrate Techniques For Positive Collaborative Relationships With Children and Families  
**Standard:** Implement strategies for constructive and supportive interactions between children and families.
- 40**     **Topic:** Demonstrate Techniques For Positive Collaborative Relationships With Children and Families  
**Standard:** Present information to parents regarding developmental issues and concerns related to children.

- 41 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Examine a variety of curriculum and instructional models.
- 42 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Analyze play and its influence on the development of children.
- 43 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Determine the special needs of children.
- 44 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Adapt activities for children with special needs.
- 45 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 46 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.
- 47 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Demonstrate a variety of teaching methods to meet individual needs of children.
- 48 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Arrange learning centers that provide for children's exploration, discovery, creativity, and development.
- 49 **Topic:** Demonstrate Integration of Curriculum and Instruction To Meet Children's Developmental Needs and Interests  
**Standard:** Establish activities, routines, and transitions.
- 50 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Apply professional ethical standards as accepted by the recognized professional organizations.
- 51 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Implement federal, state, and local standards, policies, regulations, and laws that impact children, families, and programs.
- 52 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
- 53 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Demonstrate business management skills to planning businesses in early childhood, education, and services.
- 54 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Examine the impact of early childhood education and services occupations on local, state, national, and global economies.
- 55 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Utilize opportunities for continuing training and education.
- 56 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Identify professional growth options and affiliations (e.g., in-services, NAEYC).
- 57 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Prepare documentation for professional portfolio.
- 58 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Utilize professional organizations to advocate for early childhood issues.
- 59 **Topic:** Demonstrate Professional Practices and Standards Related To Working With Children  
**Standard:** Determine legal and ethical impacts of technology.

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- 1**     **Topic:** Basic Skills  
**Standard:** Locate, understand, and interpret written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.
  - 2**     **Topic:** Basic Skills  
**Standard:** Communicate thoughts, ideas, information, and messages in writing and technologically create documents such as letters, directions, manuals, reports, graphs, and flowcharts.
  - 3**     **Topic:** Basic Skills  
**Standard:** Perform and apply numerical concepts and calculations, and solve problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.
  - 4**     **Topic:** Basic Skills  
**Standard:** Receive, interpret, and respond to verbal and nonverbal messages in a manner appropriate to a given situation.
  - 5**     **Topic:** Basic Skills  
**Standard:** Organize ideas and communicate orally in a clear, concise, and courteous manner.
  - 6**     **Topic:** Thinking Skills  
**Standard:** Specify goals, objectives, constraints, and supporting factors.
  - 7**     **Topic:** Thinking Skills  
**Standard:** Identify problems, alternative solutions, and consequences of alternative solutions, and use appropriate techniques to resolve given problems.
  - 8**     **Topic:** Thinking Skills  
**Standard:** Implement a plan of action making modifications as needed to achieve stated objectives.
  - 9**     **Topic:** Thinking Skills  
**Standard:** Use effective learning techniques to acquire and apply new knowledge and skills.
  - 10**    **Topic:** Personal Qualities  
**Standard:** Assess self accurately, set personal goals, monitor progress, and exhibit self-control.
  - 11**    **Topic:** Personal Qualities  
**Standard:** Choose ethical courses of action.
  - 12**    **Topic:** Personal Qualities  
**Standard:** Take initiative to accomplish tasks in a timely manner.
  - 13**    **Topic:** Personal Qualities  
**Standard:** Exert a high level of effort and persevere towards goal attainment.
  - 14**    **Topic:** Personal Qualities  
**Standard:** Demonstrate adaptability, dependability, responsibility, and such social behaviors as tolerance, honesty, empathy, and courtesy.
  - 15**    **Topic:** Interpersonal Skills  
**Standard:** Participate and interact as a team member and leader.
  - 16**    **Topic:** Interpersonal Skills  
**Standard:** Share knowledge and skills with others.
  - 17**    **Topic:** Interpersonal Skills  
**Standard:** Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.
  - 18**    **Topic:** Interpersonal Skills  
**Standard:** Work to satisfy customer/client expectations.
  - 19**    **Topic:** Interpersonal Skills

**Standard:** Use strategies appropriate to a given situation to prevent and resolve conflicts.

20

**Topic:** Resources

**Standard:** Select goal-relevant activities, prioritize them, manage time, and prepare and follow schedules.

21

**Topic:** Resources

**Standard:** Use or prepare budgets, make projections, keep records, and make adjustments to meet objectives.

22

**Topic:** Resources

**Standard:** Acquire, store, allocate, and use materials and space efficiently.

23

**Topic:** Technology

**Standard:** Prevent, identify, or solve problems with technical or electronic equipment.

24

**Topic:** Technology

**Standard:** Operate and maintain technical equipment and the work environment safely following applicable industry regulations and guidelines.

25

**Topic:** Technology

**Standard:** Utilize a variety of technologies.

26

**Topic:** Business Aspects

**Standard:** Demonstrate understanding of basic economic concepts and how they are applied in business functions and activities.

27

**Topic:** Business Aspects

**Standard:** Identify forms of business ownership.

28

**Topic:** Business Aspects

**Standard:** Demonstrate understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.

29

**Topic:** Business Aspects

**Standard:** Demonstrate understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.

30

**Topic:** Business Aspects

**Standard:** Maintain safety, health, and environmental standards, and address ergonomic concerns.

31

**Topic:** Career Development

**Standard:** Make potential career decisions based upon interests, abilities, and values, and formulate appropriate plans to reach career goals.

32

**Topic:** Career Development

**Standard:** Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.

33

**Topic:** Career Development

**Standard:** Demonstrate effective skills for seeking and securing employment.

34

**Topic:** Career Development

**Standard:** Demonstrate understanding of education and career development as a lifelong learning process that requires preparation for change.

Course: Family Services: 20.46100 Introduction to Family Services

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35

**Topic:** Family Services Professions

**Standard:** Explain the impact of family and community service occupations on local, state, national, and global economies.

36

**Topic:** Family Services Professions

**Standard:** List and discuss the ways family and social service careers assist the work of the family.

- 37**      **Topic:** Family Services Professions  
**Standard:** Determine the roles and functions of individuals engaged in family and social service careers.
- 38**      **Topic:** Family Services Professions  
**Standard:** Explain how the codes of ethical conduct apply to professional practice.
- 39**      **Topic:** Family Services Professions  
**Standard:** List common jobs in family and social services and discuss opportunities for employment and entrepreneurial endeavors.
- 40**      **Topic:** Family Services Professions  
**Standard:** Identify entry-level, part-time, and volunteer positions that offer an opportunity to explore family and social services careers.
- 41**      **Topic:** Family Services Professions  
**Standard:** Research and list local, regional, and national employment opportunities in specialized areas such as intergenerational and elder care services.
- 42**      **Topic:** Family Services Professions  
**Standard:** Discuss the advantages of postsecondary and continuing education/training for success in family and social services.
- 43**      **Topic:** Family Services Professions  
**Standard:** Develop a job profile of one or more occupations in the family and social services industry.
- 44**      **Topic:** Family Services Professions  
**Standard:** Describe education and training requirements, and develop outline of career paths in family and social services.
- 45**      **Topic:** Family Services Professions  
**Standard:** Discuss societal and economic trends that may affect future employment in family and human services.
- 46**      **Topic:** Social Change and Culture  
**Standard:** Discuss the concept of family and social services, and chronicle its stages of development since World War II.
- 47**      **Topic:** Social Change and Culture  
**Standard:** Discuss the major theories of social change.
- 48**      **Topic:** Social Change and Culture  
**Standard:** Describe the types of social movements.
- 49**      **Topic:** Social Change and Culture  
**Standard:** Analyze and discuss global and economic issues that affect the family and social services industry.
- 50**      **Topic:** Social Change and Culture  
**Standard:** Describe current patterns of population growth and social problems related to that growth.
- 51**      **Topic:** Social Change and Culture  
**Standard:** Identify diverse populations served by family and social services organizations and discuss access to services.
- 52**      **Topic:** Social Change and Culture  
**Standard:** Compare family and social services in the public and private sectors, including the delivery of services.
- 53**      **Topic:** Social Environment and Issues  
**Standard:** Analyze and discuss the impact of global influences on today's family.
- 54**      **Topic:** Social Environment and Issues  
**Standard:** Describe the role of family in teaching culture and traditions across the life span.
- 55**      **Topic:** Social Environment and Issues  
**Standard:** Outline biological processes related to prenatal development and birth in relation to the health of child and mother.
- 56**      **Topic:** Social Environment and Issues

**Standard:** Discuss teenage pregnancy and its impact on the social well-being of the mother.

57

**Topic:** Social Environment and Issues

**Standard:** Compare the emotional factors of prenatal development and birth in relation to the health of the parents and child.

58

**Topic:** Social Environment and Issues

**Standard:** Describe the effects of childhood development on personality development.

59

**Topic:** Social Environment and Issues

**Standard:** Discuss the effects of life events on individual's physical and emotional development.

60

**Topic:** Social Environment and Issues

**Standard:** Contrast the role of an independent young or middle age person with that of a dependent young or middle age person.

61

**Topic:** Social Environment and Issues

**Standard:** Describe the life style and issues affecting older adults.

62

**Topic:** Social Environment and Issues

**Standard:** Discuss the effects of gender, ethnicity, and culture on individual development.

63

**Topic:** Social Environment and Issues

**Standard:** Analyze and discuss the impact of social, economic, and technological change on work and family dynamics.

64

**Topic:** Social Environment and Issues

**Standard:** Research and identify local and state issues related to elder care and the delivery of services to social service participants.

65

**Topic:** Social Environment and Issues

**Standard:** Identify and describe major laws that regulate and/or impact family and social services.

66

**Topic:** Balancing Work and Family

**Standard:** Analyze and discuss family as the basic unit of society.

67

**Topic:** Balancing Work and Family

**Standard:** Discuss policies, issues, and trends in the workplace and community that have an impact on individuals and families.

68

**Topic:** Balancing Work and Family

**Standard:** Analyze and discuss ways that individual career goals can enhance the family's capacity to meet goals for all family members.

69

**Topic:** Balancing Work and Family

**Standard:** Analyze the potential impact of career path decisions on balancing work and family.

70

**Topic:** Balancing Work and Family

**Standard:** Determine goals for life-long learning and leisure opportunities for all family members.

71

**Topic:** Balancing Work and Family

**Standard:** Determine skills and knowledge needed to develop a life plan for achieving individual, family, and career goals.

72

**Topic:** Balancing Work and Family

**Standard:** Outline parenting roles and societal conditions that have an impact on parenting across the life span.

73

**Topic:** Balancing Work and Family

**Standard:** Discuss expectations and responsibilities of parenting.

74

**Topic:** Balancing Work and Family

**Standard:** Determine consequences of parenting practices on the individual, family, and society.

75

**Topic:** Balancing Work and Family

**Standard:** Explain cultural differences in roles and responsibilities of parenting.

- 76**      **Topic:** Balancing Work and Family  
**Standard:** Describe, compare, and evaluate contemporary strategies of parenting.
- 77**      **Topic:** Participant Empowerment  
**Standard:** Discuss the social service worker's role in helping the participant develop strategies for making informed choices, follow through on responsibilities, and take risks.
- 78**      **Topic:** Participant Empowerment  
**Standard:** Describe the process by which the social service worker promotes participant involvement in the design of a system of support services.
- 79**      **Topic:** Participant Empowerment  
**Standard:** List major self-help and self-advocacy organizations in the local area and explain what services they offer the community.
- 80**      **Topic:** Participant Empowerment  
**Standard:** Identify several current issues on Human, Legal, and Civil Rights, and discuss how these issues affect obtainment of social services.
- 81**      **Topic:** Participant Empowerment  
**Standard:** Explain the benefits of participants becoming involved in civic activities including the social service worker's role in helping to identify organizations.
- 82**      **Topic:** Participant Empowerment  
**Standard:** Identify several sources of information that can be used to help participants gather information and explore options for enhancing their lives.
- 83**      **Topic:** Participant Empowerment  
**Standard:** Discuss ethical considerations and potential risks when a participant's stated choices are in conflict with Laws and/or rules of society.
- 84**      **Topic:** Participant Empowerment  
**Standard:** Recommend processes for handling unhealthy relationships.
- 85**      **Topic:** Participant Empowerment  
**Standard:** Analyze and discuss the impact of personal characteristics on relationships.
- 86**      **Topic:** Participant Empowerment  
**Standard:** Analyze the effect of self-esteem and self-image on relationships and give examples of positive and negative consequences.
- 87**      **Topic:** Participant Empowerment  
**Standard:** Discuss how to create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- 88**      **Topic:** Participant Empowerment  
**Standard:** Demonstrate strategies to motivate and encourage group members.
- 89**      **Topic:** Participant Empowerment  
**Standard:** Demonstrate through role-play how to help participants prioritize, assess alternatives, and to consider consequences when making decisions.
- 90**      **Topic:** Communication  
**Standard:** Define counseling and discuss the basic counseling skills.
- 91**      **Topic:** Communication  
**Standard:** List and define common technical terms used in the social services industry, such as "adult daily living," etc.
- 92**      **Topic:** Communication  
**Standard:** Examine and discuss the role of communication on human growth and development.
- 93**      **Topic:** Communication  
**Standard:** Identify and discuss communications strategies that promote positive self esteem in family members.

- 94**     **Topic:** Communication  
**Standard:** Differentiate between verbal and nonverbal communication.
- 95**     **Topic:** Communication  
**Standard:** Describe and demonstrate communication skills that are effective tools for managing conflict.
- 96**     **Topic:** Communication  
**Standard:** Discuss the importance of giving and receiving feedback, and confidentiality – then relate this to the development of individualized programs for each participant.
- 97**     **Topic:** Communication  
**Standard:** Relate examples of differences in cultural backgrounds of African Americans, Hispanics, Asians, and Caucasians; then explain how these differences can affect communication.
- 98**     **Topic:** Communication  
**Standard:** Illustrate through role-play some of the communication skills used to build rapport with diverse participants.
- 99**     **Topic:** Communication  
**Standard:** Demonstrate active listening and nonjudgmental paraphrasing of statements.
- 100**    **Topic:** Advocacy  
**Standard:** Define advocacy and discuss how it's used to educate and focus attention on the special needs of individuals, children, families, and the elderly.
- 101**    **Topic:** Advocacy  
**Standard:** Explain the social service worker's role of advocacy for children with special needs and their families.
- 102**    **Topic:** Advocacy  
**Standard:** Identify agencies that advocate for children with special needs and their families.
- 103**    **Topic:** Advocacy  
**Standard:** Review current laws and practices related to parenting.
- 104**    **Topic:** Advocacy  
**Standard:** Review legislation and legal mandates and their impact on social services practices and environments.
- 105**    **Topic:** Advocacy  
**Standard:** Discuss history and impact of legislation affecting children with special needs.
- 106**    **Topic:** Advocacy  
**Standard:** Describe impact of landmark court cases on services for children with special needs.
- 107**    **Topic:** Advocacy  
**Standard:** Develop a list of local and state government officials and agencies that influence legislation related to social services.
- 108**    **Topic:** Focusing on the Future  
**Standard:** Assess common practices and emerging research about discipline on human growth and development.
- 109**    **Topic:** Focusing on the Future  
**Standard:** Determine legal and ethical impacts of technology.
- 110**    **Topic:** Focusing on the Future  
**Standard:** Analyze the impact of social, economic, and technological change on work and family dynamics.

Course: Family Services: 20.46200 Advanced Family Services

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- 36**     **Topic:** Assessment  
**Standard:** List the steps in the assessment process and describe the type of information obtained in each step.

- 37**     **Topic:** Assessment  
**Standard:** Name several assessment tools and explain how they are used to determine the needs, preferences, and capabilities of participants.
- 38**     **Topic:** Assessment  
**Standard:** Explain confidentiality and the social service worker's responsibility to the participant.
- 39**     **Topic:** Assessment  
**Standard:** Define labeling and discuss how this can negatively impact the delivery of services to participants.
- 40**     **Topic:** Assessment  
**Standard:** Discuss the process for validating findings based on peer and supervisor comparisons and reviews.
- 41**     **Topic:** Assessment  
**Standard:** Assess the impact of abuse and neglect on children and families and determine methods of prevention.
- 42**     **Topic:** Assessment  
**Standard:** Determine criteria for selecting care and services for children.
- 43**     **Topic:** Assessment  
**Standard:** Identify community resources and assess services available to individuals and families.
- 44**     **Topic:** Assessment  
**Standard:** Identify and appraise community resources that provide opportunities related to parenting.
- 45**     **Topic:** Assessment  
**Standard:** Demonstrate through role-play situations the ability to give feedback to participants in a clear and understandable manner, following-up on results, and reevaluating the findings as necessary.
- 46**     **Topic:** Assessment  
**Standard:** Provide information, referrals, and assistance to a participant based on a completed needs assessment.
- 47**     **Topic:** Community and Service Networking  
**Standard:** Explain the importance of agencies of socialization such as family, school, religion, peer groups, mass media, and the workplace.
- 48**     **Topic:** Community and Service Networking  
**Standard:** Discuss common strategies to manage multiple individual, family, career, and community roles and responsibilities.
- 49**     **Topic:** Community and Service Networking  
**Standard:** Discuss various ways to identify needs of the participant for an informal support system such as family and community.
- 50**     **Topic:** Community and Service Networking  
**Standard:** Identify and analyze local community support systems such as organized religious groups, and develop strategies for linking participants to these support systems.
- 51**     **Topic:** Community and Service Networking  
**Standard:** Describe how family members and extended family can play an important role in the development of participants.
- 52**     **Topic:** Facilitation of Services  
**Standard:** Identify appropriate community resources and referrals for individuals, children, and families based on a participant's assessment.
- 53**     **Topic:** Facilitation of Services  
**Standard:** Develop a strategy for collaborating with local community and family resources to ensure delivery of appropriate services to participants.
- 54**     **Topic:** Facilitation of Services  
**Standard:** Discuss pros and cons of developing an individualized plan based on participant preferences, interests, and needs as opposed to a plan based on just identified needs.

- 55**     **Topic:** Facilitation of Services  
**Standard:** List the steps in developing an individualized plan and the social service worker’s role in assigning and/or carrying out activities that result in identified participant outcomes.
- 56**     **Topic:** Facilitation of Services  
**Standard:** Explain how follow-up and feedback can lead to revised plans and identification of alternative sources to meet a participant’s objectives.
- 57**     **Topic:** Facilitation of Services  
**Standard:** Demonstrate in a role-play situation, basic counseling skills (e.g., active listening skills, empathic responses, modeling, and encouragement) to support the participant’s decision-making process when selecting appropriate services.
- 58**     **Topic:** Community Living Skills and Support  
**Standard:** Describe how the social service worker identifies and helps participants who have special needs because of physical and/or mental challenges.
- 59**     **Topic:** Community Living Skills and Support  
**Standard:** Discuss current terminology and practices for intervention strategies when managing participants with special needs.
- 60**     **Topic:** Community Living Skills and Support  
**Standard:** Discuss issues such as elder care, and explain what support systems are in place to meet the needs of the elderly.
- 61**     **Topic:** Community Living Skills and Support  
**Standard:** Discuss local and statewide delivery of services such as Alzheimer’s, Long Term Care Ombudsman, etc.
- 62**     **Topic:** Community Living Skills and Support  
**Standard:** Describe how management and planning skills can be used to show participants how to organize tasks and responsibilities.
- 63**     **Topic:** Community Living Skills and Support  
**Standard:** Discuss the need for personal and family financial planning, and recommend appropriate resources.
- 64**     **Topic:** Community Living Skills and Support  
**Standard:** Explain how personal income, individual and family security, and consumer decisions are affected by the ups and downs of the economy.
- 65**     **Topic:** Community Living Skills and Support  
**Standard:** Identify and discuss sources for procuring and maintaining health care to meet the needs of individuals and family members.
- 66**     **Topic:** Community Living Skills and Support  
**Standard:** List and discuss some of the management principles used to make decisions about individual and family insurance.
- 67**     **Topic:** Community Living Skills and Support  
**Standard:** Describe how an individual’s credit score impacts one’s ability to finance items such as a home or car.
- 68**     **Topic:** Community Living Skills and Support  
**Standard:** List and discuss some of the factors a consumer would consider prior to making a major purchase.
- 69**     **Topic:** Community Living Skills and Support  
**Standard:** Discuss and explain why personal and legal documents that affect the health and well being of individuals and families should be maintained in a safe place.
- 70**     **Topic:** Education, Training and Self Development  
**Standard:** Identify local and state organizations that provide formal programs, continuing education, and certificate programs to enhance the skills of social service professionals.
- 71**     **Topic:** Education, Training and Self Development  
**Standard:** List and discuss local, state, and national trade organizations that provide information about current events in the industry.
- 72**     **Topic:** Education, Training and Self Development

**Standard:** Explain what resources are available to a social service worker wanting to maintain current information on laws, services, and community resources.

**73** **Topic:** Education, Training and Self Development

**Standard:** Describe how a social service worker develops and uses a portfolio of accomplishments and training to advance and assume roles of greater responsibility.

**74** **Topic:** Education, Training and Self Development

**Standard:** Contrast a personal development plan for a social services worker in government to one in private industry.

**75** **Topic:** Education, Training and Self Development

**Standard:** Identify resources available on the Internet and develop a personal directory of URLs.

**76** **Topic:** Vocational, Education and Career Support

**Standard:** Discuss the social service worker's role in helping the participant identify and clarify his or her career interests, aspirations, ambitions, and talents.

**77** **Topic:** Vocational, Education and Career Support

**Standard:** Relate an assessment of career interests and talents to identifying job/training opportunities and marketing the participant.

**78** **Topic:** Vocational, Education and Career Support

**Standard:** Describe how the social service worker collaborates with technical and vocational schools to help achieve a participant's career goals.

**79** **Topic:** Vocational, Education and Career Support

**Standard:** Identify and discuss job-related programs in private industry that are designed to assist those who lack economic opportunities.

**80** **Topic:** Crisis Intervention

**Standard:** Compare physical, emotional, and intellectual responses in stable and unstable relationships.

**81** **Topic:** Crisis Intervention

**Standard:** Discuss tools used to correctly determine risks to individuals such as gathering information via telephone, written reports, collateral contacts, and face-to-face contact.

**82** **Topic:** Crisis Intervention

**Standard:** Compare and describe appropriate responses to critical situations based upon different time frames.

**83** **Topic:** Crisis Intervention

**Standard:** Discuss how to evaluate an individual's living environment through home visits and interviews.

**84** **Topic:** Crisis Intervention

**Standard:** Analyze need for immediate and/or ongoing protective services based on a given scenario.

**85** **Topic:** Crisis Intervention

**Standard:** Make appropriate recommendations based on results of assessment and correctly confirm or rule out complaint based on established guidelines and policies.

**86** **Topic:** Crisis Intervention

**Standard:** Provide appropriate information and referrals when protective services needs are not indicated.

**87** **Topic:** Crisis Intervention

**Standard:** Discuss how to work within the legal system in selected cases to ensure safety of individual and to achieve desired outcome.

**88** **Topic:** Organizational Participation

**Standard:** Describe ways to establish and maintain positive, collaborative relationships with other professionals and work effectively as a member of a professional team.

**89** **Topic:** Organizational Participation

**Standard:** Discuss the purpose and process for developing and maintaining records of verbal and/or written feedback from participants on the social service worker's performance.

**90** **Topic:** Organizational Participation

**Standard:** Identify local and state workshops/training available to social service professionals that focus on sensitivity to cultural, religious, disability, aging, and gender issues.

**91**     **Topic:** Organizational Participation

**Standard:** Demonstrate knowledge of budget issues by listing and defining common budget line items used in the delivery of social services.

**92**     **Topic:** Organizational Participation

**Standard:** Perform a self-assessment including a development plan, based on feedback from supervisor, peers, and participants.

**93**     **Topic:** Documentation

**Standard:** Describe strategies for documenting essential information while respecting the privacy of the participant.

**94**     **Topic:** Documentation

**Standard:** Discuss the importance of maintaining accurate and confidential documentation to be submitted in a timely manner to appropriate sources.

**95**     **Topic:** Documentation

**Standard:** Discuss some of the legal requirements for retention of records and personal liability for written communication.

**96**     **Topic:** Documentation

**Standard:** Detail how to organize, plan, and maintain current records.

**97**     **Topic:** Documentation

**Standard:** Explain how to use technology to effectively communicate and maintain records.

**98**     **Topic:** Documentation

**Standard:** Record data neatly, coherently, accurately, and objectively based on a given scenario.

## Course: Foundations of Family and Consumer Sciences: Core Skills

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**1**     **Topic:** Basic Skills

**Standard:** Locate, understand, and interpret written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.

**2**     **Topic:** Basic Skills

**Standard:** Communicate thoughts, ideas, information, and messages in writing and technologically create documents such as letters, directions, manuals, reports, graphs, and flowcharts.

**3**     **Topic:** Basic Skills

**Standard:** Perform and apply numerical concepts and calculations, and solve problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.

**4**     **Topic:** Basic Skills

**Standard:** Receive, interpret, and respond to verbal and nonverbal messages in a manner appropriate to a given situation.

**5**     **Topic:** Basic Skills

**Standard:** Organize ideas and communicate orally in a clear, concise, and courteous manner.

**6**     **Topic:** Thinking Skills

**Standard:** Specify goals, objectives, constraints, and supporting factors.

**7**     **Topic:** Thinking Skills

**Standard:** Identify problems, alternative solutions, and consequences of alternative solutions, and use appropriate techniques to resolve given problems.

**8**     **Topic:** Thinking Skills

**Standard:** Implement a plan of action making modifications as needed to achieve stated objectives.

**9**     **Topic:** Thinking Skills

**Standard:** Use effective learning techniques to acquire and apply new knowledge and skills.

- 10**     **Topic:** Personal Qualities  
**Standard:** Assess self accurately, set personal goals, monitor progress, and exhibit self-control.
- 11**     **Topic:** Personal Qualities  
**Standard:** Choose ethical courses of action.
- 12**     **Topic:** Personal Qualities  
**Standard:** Take initiative to accomplish tasks in a timely manner.
- 13**     **Topic:** Personal Qualities  
**Standard:** Exert a high level of effort and persevere towards goal attainment.
- 14**     **Topic:** Personal Qualities  
**Standard:** Demonstrate adaptability, dependability, responsibility, and such social behaviors as tolerance, honesty, empathy, and courtesy.
- 15**     **Topic:** Interpersonal Skills  
**Standard:** Participate and interact as a team member and leader.
- 16**     **Topic:** Interpersonal Skills  
**Standard:** Share knowledge and skills with others.
- 17**     **Topic:** Interpersonal Skills  
**Standard:** Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.
- 18**     **Topic:** Interpersonal Skills  
**Standard:** Work to satisfy customer/client expectations.
- 19**     **Topic:** Interpersonal Skills  
**Standard:** Use strategies appropriate to a given situation to prevent and resolve conflicts.
- 20**     **Topic:** Resources  
**Standard:** Select goal-relevant activities, prioritize them, manage time, and prepare and follow schedules.
- 21**     **Topic:** Resources  
**Standard:** Use or prepare budgets, make projections, keep records, and make adjustments to meet objectives.
- 22**     **Topic:** Resources  
**Standard:** Acquire, store, allocate, and use materials and space efficiently.
- 23**     **Topic:** Technology  
**Standard:** Prevent, identify, or solve problems with technical or electronic equipment.
- 24**     **Topic:** Technology  
**Standard:** Operate and maintain technical equipment and the work environment safely following applicable industry regulations and guidelines.
- 25**     **Topic:** Technology  
**Standard:** Utilize a variety of technologies.
- 26**     **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of basic economic concepts and how they are applied in business functions and activities.
- 27**     **Topic:** Business Aspects  
**Standard:** Identify forms of business ownership.
- 28**     **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.

- 29**      **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.
- 30**      **Topic:** Business Aspects  
**Standard:** Maintain safety, health, and environmental standards, and address ergonomic concerns.
- 31**      **Topic:** Career Development  
**Standard:** Make potential career decisions based upon interests, abilities, and values, and formulate appropriate plans to reach career goals.
- 32**      **Topic:** Career Development  
**Standard:** Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
- 33**      **Topic:** Career Development  
**Standard:** Demonstrate effective skills for seeking and securing employment.
- 34**      **Topic:** Career Development  
**Standard:** Demonstrate understanding of education and career development as a lifelong learning process that requires preparation for change.

Course: Foundations of Family and Consumer Sciences: 20.40101 Recommended Prerequisite

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- 35**      **Topic:** Career, Community, and Family Connections  
**Standard:** Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.
- 36**      **Topic:** Career, Community, and Family Connections  
**Standard:** Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
- 37**      **Topic:** Career, Community, and Family Connections  
**Standard:** Analyze the impact of social, economic, and technological change on work and family dynamics.
- 38**      **Topic:** Career, Community, and Family Connections  
**Standard:** Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.
- 39**      **Topic:** Career, Community, and Family Connections  
**Standard:** Demonstrate transferable and employability skills in community and workplace settings.
- 40**      **Topic:** Career, Community, and Family Connections  
**Standard:** Demonstrate job seeking and job keeping skills.
- 41**      **Topic:** Career, Community, and Family Connections  
**Standard:** Examine goals that support individuals and family members in carrying out community and civic responsibilities.
- 42**      **Topic:** Career, Community, and Family Connections  
**Standard:** Apply communication skills in community and workplace settings.
- 43**      **Topic:** Career, Community, and Family Connections  
**Standard:** Demonstrate teamwork skills in community and workplace settings.
- 44**      **Topic:** Career, Community, and Family Connections  
**Standard:** Demonstrate work ethics and professionalism.
- 45**      **Topic:** Consumer and Family Resources  
**Standard:** Evaluate management practices related to the human, economic, and environment resources.
- 46**      **Topic:** Consumer and Family Resources  
**Standard:** Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.

- 47 **Topic:** Consumer and Family Resources  
**Standard:** Apply management and planning skills and processes to organize tasks and responsibilities.
- 48 **Topic:** Consumer and Family Resources  
**Standard:** Implement decisions about purchasing, creating and maintaining clothing.
- 49 **Topic:** Consumer and Family Resources  
**Standard:** Implement decisions about housing and furnishings.
- 50 **Topic:** Consumer and Family Resources  
**Standard:** Analyze the relationship of the environment to family and consumer resources.
- 51 **Topic:** Consumer and Family Resources  
**Standard:** Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.
- 52 **Topic:** Consumer and Family Resources  
**Standard:** Analyze policies that support consumer rights and responsibilities.
- 53 **Topic:** Consumer and Family Resources  
**Standard:** Evaluate the impact of technology on individual and family resources.
- 54 **Topic:** Consumer and Family Resources  
**Standard:** Analyze interrelationship between the economic system and consumer actions.
- 55 **Topic:** Consumer and Family Resources  
**Standard:** Examine the use of resources in making choices that satisfy needs and wants of individuals and families.
- 56 **Topic:** Consumer and Family Resources  
**Standard:** Determine practices that allow families to maintain economic self-sufficiency.
- 57 **Topic:** Consumer and Family Resources  
**Standard:** Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 58 **Topic:** Consumer and Family Resources  
**Standard:** Examine the need for personal and family financial planning.
- 59 **Topic:** Consumer and Family Resources  
**Standard:** Apply management principles to individual and family financial practices.
- 60 **Topic:** Consumer Services  
**Standard:** Integrate knowledge, skills, and practices required for careers in consumer services.
- 61 **Topic:** Consumer Services  
**Standard:** Analyze career paths within consumer service industries.
- 62 **Topic:** Consumer Services  
**Standard:** Analyze factors in developing a long-term financial management plan.
- 63 **Topic:** Consumer Services  
**Standard:** Determine the impact of consumers' credit in long-term financial planning.
- 64 **Topic:** Consumer Services  
**Standard:** Investigate sources and types of residential and commercial energy, waste disposal, and pollution issues.
- 65 **Topic:** Consumer Services  
**Standard:** Investigate consumer programs and services provided by government, public utilities, resource recovery businesses and environmental organizations.
- 66 **Topic:** Consumer Services  
**Standard:** Explore strategies and practices to conserve energy and reduce waste.

- 67**     **Topic:** Consumer Services  
**Standard:** Examine roles of government, industry, and family in energy consumption.
- 68**     **Topic:** Consumer Services  
**Standard:** Examine the labeling, packaging, and support materials of consumer goods.
- 69**     **Topic:** Early Childhood, Education, and Services  
**Standard:** Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
- 70**     **Topic:** Early Childhood, Education, and Services  
**Standard:** Analyze career paths within early childhood, education and services.
- 71**     **Topic:** Early Childhood, Education, and Services  
**Standard:** Utilize developmentally appropriate practices and child development theories when planning for children.
- 72**     **Topic:** Early Childhood, Education, and Services  
**Standard:** Demonstrate a safe and healthy learning environment for children.
- 73**     **Topic:** Early Childhood, Education, and Services  
**Standard:** Demonstrate techniques for positive collaborative relationships with children.
- 74**     **Topic:** Facilities Management and Maintenance  
**Standard:** Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.
- 75**     **Topic:** Facilities Management and Maintenance  
**Standard:** Analyze career paths within facilities management and maintenance areas.
- 76**     **Topic:** Facilities Management and Maintenance  
**Standard:** Demonstrate sanitation procedures for a clean and safe environment.
- 77**     **Topic:** Facilities Management and Maintenance  
**Standard:** Demonstrate a work environment that provides safety and security.
- 78**     **Topic:** Facilities Management and Maintenance  
**Standard:** Demonstrate appropriate laundering processes.
- 79**     **Topic:** Facilities Management and Maintenance  
**Standard:** Demonstrate facilities management functions.
- 80**     **Topic:** Family  
**Standard:** Evaluate the significance of family and its impact on the wellbeing of individuals and society.
- 81**     **Topic:** Family  
**Standard:** Examine family as the basic unit of society.
- 82**     **Topic:** Family  
**Standard:** Analyze the impact of family as a system on individuals and society.
- 83**     **Topic:** Family  
**Standard:** Determine the role of family in transmitting societal expectations.
- 84**     **Topic:** Family  
**Standard:** Examine global influences on today’s families.
- 85**     **Topic:** Family  
**Standard:** Explore the ways family and consumer sciences careers assist the works of the family.
- 86**     **Topic:** Family  
**Standard:** Demonstrate awareness of multiple diversities and their impact on individuals and families.
- 87**     **Topic:** Family  
**Standard:** Examine the impact of cultural diversity on individuals and families.

- 88**      **Topic:** Family and Community Service  
**Standard:** Integrate knowledge, skills, and practices required for careers in family and community services.
- 89**      **Topic:** Family and Community Service  
**Standard:** Analyze career paths within family and community services.
- 90**      **Topic:** Family and Community Service  
**Standard:** Examine local, state, and national agencies and informal support resources providing human services.
- 91**      **Topic:** Family and Community Service  
**Standard:** Explore community-networking opportunities in family and community services.
- 92**      **Topic:** Family and Community Service  
**Standard:** Demonstrate professional behaviors, skills, and knowledge in providing family and community services.
- 93**      **Topic:** Family and Community Service  
**Standard:** Identify services for individuals and families with a variety of disadvantaging conditions.
- 94**      **Topic:** Family and Community Service  
**Standard:** State ways in which individuals affect the family financially, socially, and emotionally with a variety of disadvantaging conditions.
- 95**      **Topic:** Food Production and Services  
**Standard:** Analyze career paths within the food production and food services industries.
- 96**      **Topic:** Food Production and Services  
**Standard:** Analyze the impact of family as a system on individuals and society.
- 97**      **Topic:** Food Production and Services  
**Standard:** Demonstrate selecting, using, and maintaining food production equipment.
- 98**      **Topic:** Food Production and Services  
**Standard:** Demonstrate food safety and sanitation procedures.
- 99**      **Topic:** Food Production and Services  
**Standard:** Demonstrate planning menu items based on standardized recipes to meet customer’s needs.
- 100**      **Topic:** Food Science, Dietetics, and Nutrition  
**Standard:** Analyze career paths within the food science, dietetics, and nutrition industries.
- 101**      **Topic:** Food Science, Dietetics, and Nutrition  
**Standard:** Demonstrate selecting, using, and maintaining food production equipment.
- 102**      **Topic:** Food Science, Dietetics, and Nutrition  
**Standard:** Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 103**      **Topic:** Hospitality, Tourism, and Recreation  
**Standard:** Analyze career paths within the hospitality, tourism, and recreation industries.
- 104**      **Topic:** Hospitality, Tourism, and Recreation  
**Standard:** Apply concepts of service to meet customer expectations.
- 105**      **Topic:** Hospitality, Tourism, and Recreation  
**Standard:** Demonstrate practices and skills for travel related services.
- 106**      **Topic:** Hospitality, Tourism, and Recreation  
**Standard:** Demonstrate management of recreation.
- 107**      **Topic:** Housing, Interiors, and Furnishings  
**Standard:** Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.
- 108**      **Topic:** Housing, Interiors, and Furnishings

**Standard:** Analyze career paths within the housing, interiors, and furnishings industry.

**109** **Topic:** Housing, Interiors, and Furnishings

**Standard:** Demonstrate design ideas through visual presentation.

**110** **Topic:** Housing, Interiors, and Furnishings

**Standard:** Evaluate housing decisions in relation to available resources and options.

**111** **Topic:** Housing, Interiors, and Furnishings

**Standard:** Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

**112** **Topic:** Human Development

**Standard:** Analyze factors that impact human growth and development.

**113** **Topic:** Human Development

**Standard:** Examine physical, emotional, social, and intellectual development.

**114** **Topic:** Human Development

**Standard:** Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

**115** **Topic:** Human Development

**Standard:** Determine the impact of social, economic, and technological forces on individual growth and development.

**116** **Topic:** Human Development

**Standard:** Examine the effects of life events on individuals' physical and emotional development.

**117** **Topic:** Human Development

**Standard:** Analyze conditions that influence human growth and development.

**118** **Topic:** Human Development

**Standard:** Investigate the impact of heredity and environment on human growth and development.

**119** **Topic:** Human Development

**Standard:** Analyze strategies that promote growth and development across the life span.

**120** **Topic:** Interpersonal Relationships

**Standard:** Demonstrate respectful and caring relationships in the family, workplace, and community.

**121** **Topic:** Interpersonal Relationships

**Standard:** Analyze functions and expectations of various types of relationships.

**122** **Topic:** Interpersonal Relationships

**Standard:** Examine processes for building and maintaining interpersonal relationships.

**123** **Topic:** Interpersonal Relationships

**Standard:** Examine the impact of various stages of family life cycle on interpersonal relationships.

**124** **Topic:** Interpersonal Relationships

**Standard:** Compare physical, emotional, and intellectual responses in stable and unstable relationships.

**125** **Topic:** Interpersonal Relationships

**Standard:** Determine factors that contribute to healthy and unhealthy relationships.

**126** **Topic:** Interpersonal Relationships

**Standard:** Explore processes for handling unhealthy relationships.

**127** **Topic:** Interpersonal Relationships

**Standard:** Determine stress management strategies for family, work and community settings.

**128** **Topic:** Interpersonal Relationships

**Standard:** Analyze personal needs and characteristics and their impact on interpersonal relationships.

**129**      **Topic:** Interpersonal Relationships

**Standard:** Examine the impact of personal characteristics on relationships.

**130**      **Topic:** Interpersonal Relationships

**Standard:** Examine the effect of self-esteem and self-image on relationships.

**131**      **Topic:** Interpersonal Relationships

**Standard:** Explain the impact of personal standards and codes of conduct on interpersonal relationships.

**132**      **Topic:** Interpersonal Relationships

**Standard:** Examine communication styles and their effects on relationships.

**133**      **Topic:** Interpersonal Relationships

**Standard:** Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

**134**      **Topic:** Interpersonal Relationships

**Standard:** Demonstrate effective listening and feedback techniques.

**135**      **Topic:** Interpersonal Relationships

**Standard:** Examine barriers to communication in family, work, and community settings.

**136**      **Topic:** Interpersonal Relationships

**Standard:** Examine the impact of communication technology in family, work, and community settings.

**137**      **Topic:** Interpersonal Relationships

**Standard:** Evaluate effective conflict prevention and management techniques.

**138**      **Topic:** Interpersonal Relationships

**Standard:** Determine how similarities and differences among people effect conflict prevention and management.

**139**      **Topic:** Interpersonal Relationships

**Standard:** Determine the roles of decision making and problem solving in reducing and managing conflict.

**140**      **Topic:** Interpersonal Relationships

**Standard:** Appraise nonviolent strategies that address conflict.

**141**      **Topic:** Interpersonal Relationships

**Standard:** Choose effective responses to harassment.

**142**      **Topic:** Interpersonal Relationships

**Standard:** Assess community resources that support conflict prevention and management.

**143**      **Topic:** Interpersonal Relationships

**Standard:** Demonstrate teamwork and leadership skills in the family, workplace, and community.

**144**      **Topic:** Interpersonal Relationships

**Standard:** Demonstrate strategies to motivate and encourage group members.

**145**      **Topic:** Interpersonal Relationships

**Standard:** Demonstrate techniques that develop team and community spirit.

**146**      **Topic:** Interpersonal Relationships

**Standard:** Demonstrate ways to organize and delegate responsibilities.

**147**      **Topic:** Interpersonal Relationships

**Standard:** Create strategies to integrate new members into the team.

**148**      **Topic:** Interpersonal Relationships

**Standard:** Demonstrate processes for cooperating, compromising, and collaborating.

- 149**      **Topic:** Nutrition and Wellness  
**Standard:** Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- 150**      **Topic:** Nutrition and Wellness  
**Standard:** Analyze factors that influence nutrition and wellness practices across the life span.
- 151**      **Topic:** Nutrition and Wellness  
**Standard:** Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices.
- 152**      **Topic:** Nutrition and Wellness  
**Standard:** Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 153**      **Topic:** Nutrition and Wellness  
**Standard:** Assess the effect of nutrients on health, appearance, and peak performance.
- 154**      **Topic:** Nutrition and Wellness  
**Standard:** Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.
- 155**      **Topic:** Nutrition and Wellness  
**Standard:** Appraise sources of food and nutrition information, including food labels, related to health and wellness.
- 156**      **Topic:** Nutrition and Wellness  
**Standard:** Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.
- 157**      **Topic:** Nutrition and Wellness  
**Standard:** Evaluate factors that affect food safety, from production through consumption.
- 158**      **Topic:** Nutrition and Wellness  
**Standard:** Determine conditions and practices that promote safe food handling.
- 159**      **Topic:** Nutrition and Wellness  
**Standard:** Evaluate the impact of science and technology on food composition, safety, and other issues.
- 160**      **Topic:** Parenting  
**Standard:** Analyze roles and responsibilities of parenting.
- 161**      **Topic:** Parenting  
**Standard:** Examine expectations and responsibilities of parenting.
- 162**      **Topic:** Parenting  
**Standard:** Evaluate parenting practices that maximize human growth and development.
- 163**      **Topic:** Parenting  
**Standard:** Examine biological processes related to prenatal development, birth and health of child and mother.
- 164**      **Topic:** Textiles and Apparel  
**Standard:** Integrate knowledge, skills, and practices required for careers in textiles and apparel.
- 165**      **Topic:** Textiles and Apparel  
**Standard:** Analyze career paths within the textiles and apparel design industry.
- 166**      **Topic:** Textiles and Apparel  
**Standard:** Select appropriate procedures for care of textile products.
- 167**      **Topic:** Textiles and Apparel  
**Standard:** Evaluate elements of textiles and apparel merchandising.
- 168**      **Topic:** Textiles and Apparel  
**Standard:** Demonstrate apparel and textiles design skills.
- 169**      **Topic:** Textiles and Apparel

**Standard:** Examine the ways in which fabric, texture, and pattern can affect visual appearance.

**170**     **Topic:** Textiles and Apparel

**Standard:** Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

**171**     **Topic:** Textiles and Apparel

**Standard:** Use a variety of equipment, tools, and supplies for apparel and textile construction, alteration and repair.

**172**     **Topic:** Textiles and Apparel

**Standard:** Demonstrate basic skills for producing and altering textile products and apparel.

## Course: Interior Design Core Skills

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**1**     **Topic:** Basic Skills

**Standard:** Locate, understand, and interpret written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.

**2**     **Topic:** Basic Skills

**Standard:** Communicate thoughts, ideas, information, and messages in writing and technologically create documents such as letters, directions, manuals, reports, graphs, and flowcharts.

**3**     **Topic:** Basic Skills

**Standard:** Perform and apply numerical concepts and calculations, and solve problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.

**4**     **Topic:** Basic Skills

**Standard:** Receive, interpret, and respond to verbal and nonverbal messages in a manner appropriate to a given situation.

**5**     **Topic:** Basic Skills

**Standard:** Organize ideas and communicate orally in a clear, concise, and courteous manner.

**6**     **Topic:** Thinking Skills

**Standard:** Specify goals, objectives, constraints, and supporting factors.

**7**     **Topic:** Thinking Skills

**Standard:** Identify problems, alternative solutions, and consequences of alternative solutions, and use appropriate techniques to resolve given problems.

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**Standard:** Implement a plan of action making modifications as needed to achieve stated objectives.

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**Standard:** Use effective learning techniques to acquire and apply new knowledge and skills.

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**Standard:** Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

**11**    **Topic:** Personal Qualities

**Standard:** Choose ethical courses of action.

**12**    **Topic:** Personal Qualities

**Standard:** Take initiative to accomplish tasks in a timely manner.

**13**    **Topic:** Personal Qualities

**Standard:** Exert a high level of effort and persevere towards goal attainment.

**14**    **Topic:** Personal Qualities

**Standard:** Demonstrate adaptability, dependability, responsibility, and such social behaviors as tolerance, honesty, empathy, and courtesy.

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**Topic:** Interpersonal Skills

**Standard:** Participate and interact as a team member and leader.

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**Topic:** Interpersonal Skills

**Standard:** Share knowledge and skills with others.

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**Topic:** Interpersonal Skills

**Standard:** Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.

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**Topic:** Interpersonal Skills

**Standard:** Work to satisfy customer/client expectations.

19

**Topic:** Interpersonal Skills

**Standard:** Use strategies appropriate to a given situation to prevent and resolve conflicts.

20

**Topic:** Resources

**Standard:** Select goal-relevant activities, prioritize them, manage time, and prepare and follow schedules.

21

**Topic:** Resources

**Standard:** Use or prepare budgets, make projections, keep records, and make adjustments to meet objectives.

22

**Topic:** Resources

**Standard:** Acquire, store, allocate, and use materials and space efficiently.

23

**Topic:** Technology

**Standard:** Prevent, identify, or solve problems with technical or electronic equipment.

24

**Topic:** Technology

**Standard:** Operate and maintain technical equipment and the work environment safely following applicable industry regulations and guidelines.

25

**Topic:** Technology

**Standard:** Utilize a variety of technologies.

26

**Topic:** Business Aspects

**Standard:** Demonstrate understanding of basic economic concepts and how they are applied in business functions and activities.

27

**Topic:** Business Aspects

**Standard:** Identify forms of business ownership.

28

**Topic:** Business Aspects

**Standard:** Demonstrate understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.

29

**Topic:** Business Aspects

**Standard:** Demonstrate understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.

30

**Topic:** Business Aspects

**Standard:** Maintain safety, health, and environmental standards, and address ergonomic concerns.

31

**Topic:** Career Development

**Standard:** Make potential career decisions based upon interests, abilities, and values, and formulate appropriate plans to reach career goals.

32

**Topic:** Career Development

**Standard:** Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.

33

**Topic:** Career Development

**Standard:** Demonstrate effective skills for seeking and securing employment.

- 34**     **Topic:** Career Development  
**Standard:** Demonstrate understanding of education and career development as a lifelong learning process that requires preparation for change.

Course: Interior Design: 20.44100 Introduction to Interior Design

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- 35**     **Topic:** World of Interior Design  
**Standard:** Describe the scope of the interior design industry today in the United States and abroad.
- 36**     **Topic:** World of Interior Design  
**Standard:** Differentiate between the roles of the interior designer and interior decorator, their preparation, training, and talents.
- 37**     **Topic:** World of Interior Design  
**Standard:** Identify types of careers found in the field of commercial interior design and outline the career qualifications of those careers.
- 38**     **Topic:** World of Interior Design  
**Standard:** Identify types of careers found in the field of residential interior design and outline the career qualifications of those careers.
- 39**     **Topic:** World of Interior Design  
**Standard:** Outline alternative career ladders in the interior design field.
- 40**     **Topic:** Social, Psychological, and Economic Influences  
**Standard:** Describe the impact of the interior design industry on the state and national economy.
- 41**     **Topic:** Social, Psychological, and Economic Influences  
**Standard:** Describe how the economic and demographic profile of a client influences the approach an interior designer will take with a client.
- 42**     **Topic:** Social, Psychological, and Economic Influences  
**Standard:** Describe the impact that economic needs have on a client's decisions when using an interior designer.
- 43**     **Topic:** Social, Psychological, and Economic Influences  
**Standard:** Explain the importance of location, climate, and cost in the field of interior design.
- 44**     **Topic:** Social, Psychological, and Economic Influences  
**Standard:** Describe the different types of services an interior designer can offer to a residential client and to a commercial client.
- 45**     **Topic:** Trends and Issues  
**Standard:** Identify and describe current trends in the interior design industry.
- 46**     **Topic:** Trends and Issues  
**Standard:** Describe the impact of technology on interior design.
- 47**     **Topic:** Trends and Issues  
**Standard:** Describe how energy conservation impacts interior design.
- 48**     **Topic:** Trends and Issues  
**Standard:** Identify the methods and materials used to increase energy efficiency.
- 49**     **Topic:** Trends and Issues  
**Standard:** Describe the impact of special environmental issues (climate, populations, culture, public services, etc.) on interior design.
- 50**     **Topic:** Elements Of Design  
**Standard:** Identify basic structural and decorative designs.
- 51**     **Topic:** Elements Of Design  
**Standard:** Identify and sketch examples of line (horizontal and vertical, curved and diagonal).

- 52 **Topic:** Elements Of Design  
**Standard:** Identify and explain the difference between shape and form.
- 53 **Topic:** Elements Of Design  
**Standard:** Identify and explain the use of space. (negative and positive)
- 54 **Topic:** Elements Of Design  
**Standard:** Identify pattern illustrations and explain the use of pattern, i.e. naturalistic, realistic, conventional, stylized, geometric, and abstract.
- 55 **Topic:** Elements Of Design  
**Standard:** Present examples of the elements of design and explain each concept in writing.
- 56 **Topic:** Interior Design Principles  
**Standard:** Sketch, using freehand or a computer program, a drawing of a room that applies the principle of balance.
- 57 **Topic:** Interior Design Principles  
**Standard:** Sketch, using freehand or a computer program, a drawing of a room that applies the principle of proportion.
- 58 **Topic:** Interior Design Principles  
**Standard:** Sketch, using freehand or a computer program, a drawing of a room that applies the principle of scale.
- 59 **Topic:** Interior Design Principles  
**Standard:** Describe the impact of emphasis (focal point) on interior design.
- 60 **Topic:** Interior Design Principles  
**Standard:** Sketch, using freehand or a computer program, a drawing of a room that applies the principle of emphasis.
- 61 **Topic:** Interior Design Principles  
**Standard:** Sketch, using freehand or a computer program, a drawing of a room that applies the principles of rhythm.
- 62 **Topic:** Interior Design Principles  
**Standard:** Sketch, using freehand or a computer program, a design that illustrates symmetrical/formal, asymmetrical/informal and radial balance.
- 63 **Topic:** Interior Design Principles  
**Standard:** Describe how harmony is achieved when unity and variety are effectively combined.
- 64 **Topic:** Interior Design Principles  
**Standard:** Construct a scale model of a room identifying all of the interior design principles.
- 65 **Topic:** Interior Design Principles  
**Standard:** Identify the elements and principles of design from illustrations as they relate to interior design.
- 66 **Topic:** Interior Design Principles  
**Standard:** Describe how the appropriateness of the design relates to interior design.
- 67 **Topic:** Interior Design Principles  
**Standard:** Describe the impact of unity on interior design.

## Course: Interior Design: 20.44200 Interior Design Fundamentals

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- 35 **Topic:** Space and Traffic Patterns  
**Standard:** Describe the elements of a floor plan.
- 36 **Topic:** Space and Traffic Patterns  
**Standard:** Discuss the importance and uses of perspective sketches.
- 37 **Topic:** Space and Traffic Patterns  
**Standard:** Outline alternative perspective sketches for identified areas/rooms.
- 38 **Topic:** Space and Traffic Patterns  
**Standard:** Apply space-planning techniques to architectural changes in traffic patterns.
- 39 **Topic:** Space and Traffic Patterns

**Standard:** Identify the general areas of a typical residence, and describe the desired characteristics of each area.

**40** **Topic:** Space and Traffic Patterns

**Standard:** Identify basic furniture and equipment requirements for basic room types and traffic patterns.

**41** **Topic:** Space and Traffic Patterns

**Standard:** Identify the advantages and disadvantages of a variety of room layout arrangements and floor plans.

**42** **Topic:** Space and Traffic Patterns

**Standard:** Incorporate a variety of room layout arrangements and floor plans into a personally designed floor plan.

**43** **Topic:** Space and Traffic Patterns

**Standard:** Create aesthetically pleasing designs incorporating the principles and elements of designs, using an evaluation rubric.

**44** **Topic:** Space and Traffic Patterns

**Standard:** Describe the space requirements for each basic room type and for the concept of "planning for people."

**45** **Topic:** Space and Traffic Patterns

**Standard:** Describe the process and limitations of making architectural feature changes in the design process and working around existing constraints.

**46** **Topic:** Color Theory

**Standard:** Identify and explain the use of color.

**47** **Topic:** Color Theory

**Standard:** Create a color wheel.

**48** **Topic:** Color Theory

**Standard:** Create or show the use of tints, tones, and shades.

**49** **Topic:** Color Theory

**Standard:** Identify and explain the terms: hue, primary, secondary, tertiary/intermediate, neutral, warm, cool, tints, shades, intensity, and tones.

**50** **Topic:** Color Theory

**Standard:** Identify and create visual examples of major color schemes: monochromatic, analogous/adjacent, neutral/achromatic, accented neutral, complementary, split complementary and triad.

**51** **Topic:** Color Theory

**Standard:** Identify pattern illustrations and explain the use of pattern (naturalistic, realistic, conventional, stylized, geometric, abstract).

**52** **Topic:** Color Theory

**Standard:** Describe the function of light in the perception of color.

**53** **Topic:** Color Theory

**Standard:** Identify the basic color vocabulary.

**54** **Topic:** Color Theory

**Standard:** Identify how the human eye perceives color.

**55** **Topic:** Color Theory

**Standard:** Discuss the psychological effects of color.

**56** **Topic:** Color Theory

**Standard:** Analyze the relationship of color to all elements of design.

**57** **Topic:** Color Theory

**Standard:** Demonstrate the use of color combinations and interactions through a variety of projects.

**58** **Topic:** Color Theory

**Standard:** Describe the use of systematic frameworks for explaining the similarities and differences among colors.

**59** **Topic:** Color Theory

**Standard:** Identify and explain the use of color.

**60** **Topic:** Color Theory

**Standard:** Create or show the use of tints, tones, and shades.

**61** **Topic:** Color Theory

**Standard:** Identify and explain the terms: hue, primary, secondary, tertiary/intermediate, neutral, warm, cool, tints, shades, intensity, and tones.

**62 Topic:** Color Theory

**Standard:** Identify and create visual examples of major color schemes: monochromatic, analogous/adjacent, neutral/achromatic, accented neutral, complement, spilt-complementary and triad.

**63 Topic:** Drawing for Interior Design

**Standard:** Describe and identify architectural blueprint symbols, dimensions, and practices.

**64 Topic:** Drawing for Interior Design

**Standard:** Identify basic drafting tools.

**65 Topic:** Drawing for Interior Design

**Standard:** Identify basic lines and symbols used in drafting with emphasis on architectural drawing.

**66 Topic:** Drawing for Interior Design

**Standard:** Identify the purpose and function of the multiview drawing.

**67 Topic:** Drawing for Interior Design

**Standard:** Describe the differences between third-angle and first-angle projection.

**68 Topic:** Drawing for Interior Design

**Standard:** State the importance of the selection and placement of views.

**69 Topic:** Drawing for Interior Design

**Standard:** Describe the differences between lines and surfaces.

**70 Topic:** Drawing for Interior Design

**Standard:** Explain the precedence of lines concept.

**71 Topic:** Drawing for Interior Design

**Standard:** Identify the recommended steps in producing a multiview drawing.

**72 Topic:** Drawing for Interior Design

**Standard:** Describe the six most widely used lines from the alphabet of lines.

**73 Topic:** Drawing for Interior Design

**Standard:** Describe the most frequently utilized dimensioning systems.

**74 Topic:** Drawing for Interior Design

**Standard:** Recognize abbreviations for commonly used terms.

**75 Topic:** Drawing for Interior Design

**Standard:** Recognize symbols for various furnishing and equipment.

**76 Topic:** Drawing for Interior Design

**Standard:** Recognize symbols for various electrical components.

**77 Topic:** Drawing for Interior Design

**Standard:** Recognize symbols for various mechanical components (e.g., plumbing).

**78 Topic:** Drawing for Interior Design

**Standard:** Identify the recommended steps in producing a floor and space plan.

**79 Topic:** Drawing for Interior Design

**Standard:** Describe how to incorporate clientele needs and wants into the plan.

**80 Topic:** Drawing for Interior Design

**Standard:** Identify, lighting and mechanical needs of floors and space plans for specific rooms.

**81 Topic:** Drawing for Interior Design

**Standard:** Identify and describe examples for modifying interior designs to accommodate the needs of wheelchairs, walkers, handrails and other special needs of handicapped people.

**82 Topic:** Drawing for Interior Design

**Standard:** Describe the roles of a design consultant, an architect, and an engineering consultant in working with different contract documents.

**83 Topic:** Blueprint Reading

**Standard:** Identify and interpret drawings.

- 84** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret cover sheets.
- 85** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret floor plans.
- 86** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret elevations.
- 87** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret wall sections.
- 88** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret building sections.
- 89** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret reflected ceiling plans.
- 90** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret finish schedules.
- 91** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret door schedules.
- 92** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret roof plans.
- 93** **Topic:** Blueprint Reading  
**Standard:** Identify and interpret details.

## Course: Interior Design: 20.44300 Furniture, Accessories and Lighting

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- 35** **Topic:** Historical Design Development  
**Standard:** List the design periods in chronological order.
- 36** **Topic:** Historical Design Development  
**Standard:** Describe the ideas and constraints that identify the unifying theme of a design period.
- 37** **Topic:** Historical Design Development  
**Standard:** Identify the locations and designers that were key to the development of a design period.
- 38** **Topic:** Historical Design Development  
**Standard:** Contrast the changes and similarities of subsequent design periods taking note of how often designers borrow from the past and change or eliminate disagreeable precedents.
- 39** **Topic:** Antiques, Collectibles, and Reproduction Identification  
**Standard:** Describe the factors that define a quality piece of antique furniture.
- 40** **Topic:** Antiques, Collectibles, and Reproduction Identification  
**Standard:** Compare types of woods and finishes used in antique furniture construction including care requirements.
- 41** **Topic:** Antiques, Collectibles, and Reproduction Identification  
**Standard:** Select antique furniture according to function, design, and client specifications.
- 42** **Topic:** Antiques, Collectibles, and Reproduction Identification  
**Standard:** Critique various types of period furniture.
- 43** **Topic:** Antiques, Collectibles, and Reproduction Identification  
**Standard:** Identify furniture and accessory samples in the correct design period.
- 44** **Topic:** Antiques, Collectibles, and Reproduction Identification  
**Standard:** Compare the value of antiques based on, originality, materials and condition.
- 45** **Topic:** Furniture Styles  
**Standard:** Identify the common characteristics of the following furniture styles: Jacobean, William and Mary, Queen Anne,

Chippendale, Sheraton, Hepplewhite, Duncan Phyfe, Shaker, Victorian, and modern/contemporary.

- 46** **Topic:** Furniture Styles  
**Standard:** Describe and sketch, using freehand or a computer program, illustrations of cabriole, splayed, and tapered furniture legs.
- 47** **Topic:** Furniture Styles  
**Standard:** Describe and sketch, using freehand or a computer program, illustrations of pad, bun, claw-and-ball, and bracket furniture feet.
- 48** **Topic:** Furniture Styles  
**Standard:** Describe and identify illustrations of lyre, ladder (slat), fiddle(slat) and shield furniture chair backs.
- 49** **Topic:** Furniture Styles  
**Standard:** Describe and identify illustrations of furniture decorative features, including finial, motif, pediment, reeding, and turning features.
- 50** **Topic:** Furniture Styles  
**Standard:** Describe and identify illustrations of examples of Windsor, sling, side, arm, and ladderback chairs.
- 51** **Topic:** Furniture Styles  
**Standard:** Describe and identify examples of gate-leg and pedestal tables.
- 52** **Topic:** Furniture Styles  
**Standard:** Describe and identify upholstered furniture, including camelback, Lawson, tuxedo, and ottoman.
- 53** **Topic:** Furniture Styles  
**Standard:** Describe and identify case goods, including buffets, high boys, hutches, secretaries, and wardrobes/armoires.
- 54** **Topic:** Selection of Quality Furniture  
**Standard:** Describe types and characteristics of hardwoods and soft woods used in quality furniture construction.
- 55** **Topic:** Selection of Quality Furniture  
**Standard:** Describe and identify the construction techniques used in quality furniture.
- 56** **Topic:** Selection of Quality Furniture  
**Standard:** Describe and identify types of joints used in furniture construction, including butt, corner block, dove-tail, dowel, mortis and tenon, and tongue and groove.
- 57** **Topic:** Selection of Quality Furniture  
**Standard:** Identify the various finishes used on case goods.
- 58** **Topic:** Selection of Quality Furniture  
**Standard:** Explain the use of veneers in the construction of furniture.
- 59** **Topic:** Selection of Quality Furniture  
**Standard:** Identify criteria that should be used in the selection of quality furniture.
- 60** **Topic:** Upholstery Materials & Methods  
**Standard:** Compare and contrast the man-made fibers of polyester, metal, and synthetic plastic with the natural materials of cotton, wood, and leather.
- 61** **Topic:** Upholstery Materials & Methods  
**Standard:** Describe and identify basic weaves and finishes, including plain, twill, satin, and Jacquard, and describe the purpose of the finish.
- 62** **Topic:** Upholstery Materials & Methods  
**Standard:** Describe the care of textiles used in furniture.
- 63** **Topic:** Upholstery Materials & Methods  
**Standard:** Discuss and identify basic dye methods and how they might affect durability, including yarn dyed, printing, piece dyed, and solution dyed.
- 64** **Topic:** Upholstery Materials & Methods  
**Standard:** Describe construction techniques used in upholstered furniture.
- 65** **Topic:** Upholstery Materials & Methods  
**Standard:** Explain how fabric should fit the style, wood, and character of the room.
- 66** **Topic:** Upholstery Materials & Methods  
**Standard:** Describe the difference between flat and coil springs.

- 67**     **Topic:** Upholstery Materials & Methods  
**Standard:** Identify examples of construction considerations that should be made in regards to seams, selts, cording, patterns, zippers, padding, and thread-count when used in upholstered furniture.
- 68**     **Topic:** Accessories  
**Standard:** Identify and describe different types of accessories that could be used for a selected home or office function.
- 69**     **Topic:** Accessories  
**Standard:** Select accessories for specific areas using the elements and principles of design that reflect client specifications.
- 70**     **Topic:** Decorator Lighting  
**Standard:** Describe how a room design is impacted by natural light, artificial light, types of window treatments, and orientation to sunlight.
- 71**     **Topic:** Decorator Lighting  
**Standard:** Describe and identify types and usage of artificial light, including incandescent, fluorescent, and halogen.
- 72**     **Topic:** Decorator Lighting  
**Standard:** Describe and identify ceiling, cove, portable, recessed, strip, track, and wall lighting fixtures.
- 73**     **Topic:** Decorator Lighting  
**Standard:** Select appropriate lighting to meet client specifications.

## Course: Interior Design: 20.44400 Walls, Window and Floor Covering

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- 35**     **Topic:** Wall Treatments  
**Standard:** Identify and describe characteristics of different types of wall treatments.
- 36**     **Topic:** Wall Treatments  
**Standard:** Describe and identify the various types of molding (i.e. chair rail, crown, and base).
- 37**     **Topic:** Wall Treatments  
**Standard:** Describe the types of wallpaper and appropriate terminology (i.e. prepasted, strippable, scrubbable, single/double roll, pattern repeats, run number border).
- 38**     **Topic:** Wall Treatments  
**Standard:** Develop criteria for the selection of wall treatments, including considerations of color, texture, type, style, pattern, client's life style, energy conservation, and environmental safety.
- 39**     **Topic:** Wall Treatments  
**Standard:** Identify and select wall treatments, using developed criteria.
- 40**     **Topic:** Wall Treatments  
**Standard:** Measure and calculate materials required for a wall treatment application.
- 41**     **Topic:** Window Treatments  
**Standard:** Describe the function and purpose of window treatments.
- 42**     **Topic:** Window Treatments  
**Standard:** Describe window treatment considerations, including the direction of the window, shape of the window, purpose of the window, style of the room, cost, maintenance, and energy efficiency.
- 43**     **Topic:** Window Treatments  
**Standard:** Identify factors that lead to window treatments selection.
- 44**     **Topic:** Window Treatments  
**Standard:** Identify types of window treatments, including curtains, drapes, shades/blinds/shutters, cornices, valances, and swags.
- 45**     **Topic:** Window Treatments  
**Standard:** Categorize window treatments as drapery or nondrapery.
- 46**     **Topic:** Window Treatments  
**Standard:** Describe the characteristics of draperies and their headings.
- 47**     **Topic:** Window Treatments  
**Standard:** Identify and describe the characteristics of fabrics used for window treatments.

- 48**     **Topic:** Window Treatments  
**Standard:** Recognize the different types and uses of appropriate hardware for window treatments.
- 49**     **Topic:** Window Treatments  
**Standard:** Describe how to install basic drapery hardware.
- 50**     **Topic:** Window Treatments  
**Standard:** Identify and describe in writing window treatments styles.
- 51**     **Topic:** Window Treatments  
**Standard:** Design a window treatment for a lab project and apply decorative trims such as beads, bias cording, tassels, and fringe and using visual arts principles.
- 52**     **Topic:** Floor Coverings  
**Standard:** Identify and describe the characteristics of different types of floor covering.
- 53**     **Topic:** Floor Coverings  
**Standard:** Develop criteria for the selection of floor coverings, including considerations of color, texture, type, style, pattern, client's life-style, energy conservation, and environmental safety using multiple resources.
- 54**     **Topic:** Floor Coverings  
**Standard:** Compare and evaluate the types, qualities, cost calculation and selection of carpeting and padding materials available for use in today's interior finish market.
- 55**     **Topic:** Floor Coverings  
**Standard:** Identify and select for a design project floor covering materials, using the developed criteria.
- 56**     **Topic:** Floor Coverings  
**Standard:** Measure and calculate materials for a floor covering application based upon client criteria.
- 57**     **Topic:** Architectural Finishes and Treatment  
**Standard:** Describe and identify the types of architectural features used in interior spaces and the impact on interior design, including walls, paneling, ceilings, stairs, chimneys, fireplaces, and doors.
- 58**     **Topic:** Architectural Finishes and Treatment  
**Standard:** Identify a variety of moldings, millwork and ornaments that can be used to enhance interior finishes in a design project.

## Course: Interior Design: 20.44500 Classroom Studio

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- 35**     **Topic:** Designer-client Contact  
**Standard:** Identify prospective interior design clients.
- 36**     **Topic:** Designer-client Contact  
**Standard:** Describe and apply effective client contacts skills.
- 37**     **Topic:** Designer-client Contact  
**Standard:** Identify a variety of resources for the interior design business.
- 38**     **Topic:** Designer-client Contact  
**Standard:** Identify the documentation required in the interior design business.
- 39**     **Topic:** Designer-client Contact  
**Standard:** Develop a personal portfolio that will be an advantage with a client.
- 40**     **Topic:** Designer-client Contact  
**Standard:** Demonstrate the ability to estimate the cost of the design project.
- 41**     **Topic:** Designer-client Contact  
**Standard:** Apply positive presentation skills in presenting interior design projects to clients.
- 42**     **Topic:** Technical and Conceptual Concerns  
**Standard:** Identify the programming, design development, implementation and evaluation steps needed for interior design projects.
- 43**     **Topic:** Technical and Conceptual Concerns  
**Standard:** Use technology and computer designed software in the planning and completion of the interior design project.

- 44**     **Topic:** Technical and Conceptual Concerns  
**Standard:** Develop a completed interior design project including preliminary sketches, room layouts, furniture and accessory selections, wall treatments, floor treatments, window treatments, special architectural finishes, and cost estimates.

## Course: Nutrition and Wellness: 20.41610 Nutrition and Wellness

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- 35**     **Topic:** Careers in Nutrition and Wellness  
**Standard:** Identify the major trends and issues contributing to the growth of the nutrition and wellness field.
- 36**     **Topic:** Careers in Nutrition and Wellness  
**Standard:** Identify and describe current employment opportunities and requirements in the field of nutrition and wellness.
- 37**     **Topic:** Careers in Nutrition and Wellness  
**Standard:** Identify types of nutrition and wellness career paths in community business as well as in hospitals/ institutional settings to include health clubs, wellness centers, sports teams, schools, childcare centers, hospitals, doctor's offices, assisted living and long term care facilities, health care agencies and government agencies.
- 38**     **Topic:** Careers in Nutrition and Wellness  
**Standard:** Identify federal, state, and local laws and regulations governing personnel in the nutrition and wellness field.
- 39**     **Topic:** Wellness Overview  
**Standard:** Identify and describe physical, emotional, social, spiritual, and cultural components of individual wellness.
- 40**     **Topic:** Wellness Overview  
**Standard:** Identify and explain how uncontrollable factors in wellness such as genetics and life events impact wellness.
- 41**     **Topic:** Wellness Overview  
**Standard:** Identify and describe how controllable factors in wellness, such as exercise, nutrition, sleep, and stress impact wellness.
- 42**     **Topic:** Wellness Overview  
**Standard:** Describe the effect of lifestyle choices on wellness.
- 43**     **Topic:** Wellness Overview  
**Standard:** Identify and describe factors that contribute to disease.
- 44**     **Topic:** Wellness Overview  
**Standard:** Discuss the importance of body weight in regard to wellness.
- 45**     **Topic:** Wellness Overview  
**Standard:** Calculate basic health measurements to determine baseline wellness.
- 46**     **Topic:** Wellness Overview  
**Standard:** Determine the body mass index (BMI) and identify a healthy body weight range relative to height.
- 47**     **Topic:** Wellness Overview  
**Standard:** Describe the steps in making decisions for improving an individual's level of wellness.
- 48**     **Topic:** Wellness Overview  
**Standard:** Outline the components that are included in a wellness plan.
- 49**     **Topic:** Health Risks and Wellness  
**Standard:** Describe the health risk factors contributing to obesity, heart disease, cancer, diabetes, and osteoporosis.
- 50**     **Topic:** Health Risks and Wellness  
**Standard:** Identify how one's diet and body weight impacts health risks.
- 51**     **Topic:** Health Risks and Wellness  
**Standard:** Identify the healthy ranges for blood pressure and cholesterol and describe how high levels contribute to increased health risks.
- 52**     **Topic:** Health Risks and Wellness  
**Standard:** Identify how smoking and abnormal blood lipids (high LDL, low HDL, or high triglycerides) constitute risk factors for chronic disease.
- 53**     **Topic:** Health Risks and Wellness

**Standard:** Identify different types of eating disorders, describe the symptoms of each, and outline the impact of eating disorders on wellness.

**54** **Topic:** Health Risks and Wellness

**Standard:** Identify information needed to complete a health risk assessment.

**55** **Topic:** Health Risks and Wellness

**Standard:** Assess the health risks of an individual and outline a baseline wellness plan for addressing the identified risks.

**56** **Topic:** Food Safety and Sanitation

**Standard:** Identify safe food handling and storage practices.

**57** **Topic:** Food Safety and Sanitation

**Standard:** Identify potential sources of food contaminants associated with human contact.

**58** **Topic:** Food Safety and Sanitation

**Standard:** Describe the types of microorganisms that cause foodborne illness.

**59** **Topic:** Food Safety and Sanitation

**Standard:** Explain the relationship between microorganisms and foodborne illness.

**60** **Topic:** Food Safety and Sanitation

**Standard:** Describe the basic environmental conditions that encourage the growth of microorganisms.

**61** **Topic:** Food Safety and Sanitation

**Standard:** Identify the three major types of hazards that cause foodborne illness.

**62** **Topic:** Food Safety and Sanitation

**Standard:** Describe symptoms and causative agents of major foodborne illnesses.

**63** **Topic:** Food Safety and Sanitation

**Standard:** Describe causes and signs of food spoilage.

**64** **Topic:** Food Safety and Sanitation

**Standard:** Examine the role of federal and state Government agencies (USDA, FDA, EPA and CDC) in safeguarding our food supply.

**65** **Topic:** Food Choices and Wellness

**Standard:** Identify and describe factors that influence nutrition and food related choices.

**66** **Topic:** Food Choices and Wellness

**Standard:** Compare the impact of psychological, cultural, and social influences on food choices.

**67** **Topic:** Food Choices and Wellness

**Standard:** Describe the impact of advertising on food selection.

**68** **Topic:** Food Choices and Wellness

**Standard:** Assess the impact of food choices by an individual on wellness.

**69** **Topic:** Nutrition and Wellness

**Standard:** Identify key nutrients.

**70** **Topic:** Nutrition and Wellness

**Standard:** Describe the role of carbohydrates, proteins, and fats in maintaining good health.

**71** **Topic:** Nutrition and Wellness

**Standard:** Describe the role of vitamins, macrominerals, and microminerals in maintaining good health.

**72** **Topic:** Nutrition and Wellness

**Standard:** Describe the role of water in maintaining good health.

**73** **Topic:** Nutrition and Wellness

**Standard:** Explain daily values on supplement labels.

**74** **Topic:** Nutrition and Wellness

**Standard:** Identify nutrition label information and approved health claims.

**75** **Standard:** Outline the need for nutrient changes over the life span.

**76** **Standard:** Outline nutrient concerns during pregnancy and lactation and for different type illnesses.

- 77**     **Standard:** Appraise different sources of food and nutrition information.
- 78**     **Standard:** Identify and describe the types of resources provided at different Web sites on nutrition and wellness.
- 79**     **Topic:** Nutrition and Wellness  
**Standard:** Identify and assess the nutrient densities of good food sources for each key nutrient.
- 80**     **Topic:** Nutrition and Wellness  
**Standard:** Describe what is meant by nutrient standards.
- 81**     **Topic:** Nutrition and Wellness  
**Standard:** Compare the American Food Guide Pyramid and the Food Guide Pyramids of different ethnic groups.
- 82**     **Topic:** Nutrition and Wellness  
**Standard:** Identify and describe the Dietary Guidelines for Americans.
- 83**     **Topic:** Nutrition and Wellness  
**Standard:** Contrast saturated and unsaturated fats and identify examples of each.
- 84**     **Topic:** Nutrition and Wellness  
**Standard:** Contrast mono-saturated and polyunsaturated fats and identify examples of each.
- 85**     **Topic:** Nutrition and Wellness  
**Standard:** Outline steps that can be taken to avoid losing nutrients in food.
- 86**     **Topic:** Nutrition and Wellness  
**Standard:** Identify herbs and spices that can be used to season food rather than salt and sodium.
- 87**     **Topic:** Nutrition and Wellness  
**Standard:** Outline the impact of nutritional choices on an individual's physical and emotional health, personal appearance, peak performance, quality of life, and longevity.
- 88**     **Topic:** Physical Activity and Wellness  
**Standard:** Identify different types of exercise or physical activity.
- 89**     **Topic:** Physical Activity and Wellness  
**Standard:** Describe factors to consider when choosing physical activities.
- 90**     **Topic:** Physical Activity and Wellness  
**Standard:** Outline aerobic and physical activities for persons of different ages that promote wellness.
- 91**     **Topic:** Physical Activity and Wellness  
**Standard:** Outline ways to keep recommended physical activity safe and healthy.
- 92**     **Topic:** Physical Activity and Wellness  
**Standard:** Describe how physical activity affects nutrient needs.
- 93**     **Topic:** Physical Activity and Wellness  
**Standard:** Outline the effects of different fluids and foods on energy levels and body performance during different types of physical activity.

## Course: Nutrition and Wellness: 20.41710 Advanced Nutrition and Wellness

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- 35**     **Topic:** Nutrition Program Analysis  
**Standard:** Identify the School Meals Initiative (SMI) for planning daycare/school menus.
- 36**     **Topic:** Nutrition Program Analysis  
**Standard:** Identify the nutrients and dietary components that are included in the Nutritional analysis to determine nutritional standards for children/students.
- 37**     **Topic:** Nutrition Program Analysis  
**Standard:** Identify the minimum requirement for the five primary nutrients.
- 38**     **Topic:** Nutrition Program Analysis  
**Standard:** Discuss why maintenance of calories is an important standard for children.
- 39**     **Topic:** Nutrition Program Analysis

**Standard:** Identify the difference in serving sizes between preschool, kindergarten through grade 6, and grades 7-12.

**40 Topic:** Nutrition Program Analysis

**Standard:** Identify the Recommended Dietary Allowances (RDA) for age/grade group for breakfast and for age/grade group for lunch.

**41 Topic:** Nutrition Program Analysis

**Standard:** Demonstrate skill in using a computer and software programs to compute a nutrient analysis, compare data, and revise a menu or modify a diet.

**42 Topic:** Modified Menu Planning

**Standard:** Define what is meant by meal patterns and describe how meal patterns relate to age/grade groups in school food service programs.

**43 Topic:** Modified Menu Planning

**Standard:** Outline the minimum requirements by food component and age/grade group for breakfasts and lunches planned with the Traditional Meal Pattern and the Enhanced Meal Pattern.

**44 Topic:** Modified Menu Planning

**Standard:** Describe what is meant by the term Offer versus Serve (OVS) as outlined by the USDA's School Meals Initiative for Healthy Children.

**45 Topic:** Modified Menu Planning

**Standard:** Identify the Dietary Guideline for American's specific guideline for fat in the diet and apply those guidelines to modify recorded dietary intake.

**46 Topic:** Modified Menu Planning

**Standard:** Outline menu modifications to lower fat, saturated fat, and cholesterol.

**47 Topic:** Modified Menu Planning

**Standard:** Outline menu modifications for increasing grains, vegetables, and fruits.

**48 Topic:** Modified Menu Planning

**Standard:** Identify menu tips for moderating sugar.

**49 Topic:** Modified Menu Planning

**Standard:** Calculate the total number of calories in ten grams of protein, ten grams of fat, and ten grams of carbohydrates.

**50 Topic:** Modified Menu Planning

**Standard:** Analyze the types and amounts of nutrients provided in a given selection of luncheon menus.

**51 Topic:** Modified Menu Planning

**Standard:** Assess selected menus in relation to the nutrition principles in the Dietary Guidelines for Americans.

**52 Topic:** Modified Menu Planning

**Standard:** Change menus in order to meet the Dietary Guidelines for Americans.

**53 Topic:** Modified Menu Planning

**Standard:** Identify lunch menus that would qualify as reimbursable meals under the Nutrition Standard Menu Planning guidelines for school food service.

**54 Topic:** Modified Menu Planning

**Standard:** Modify selected menus and food plans to meet specific dietary needs.

**55 Topic:** Modified Menu Planning

**Standard:** Adapt selected recipes to meet specific dietary needs.

**56 Topic:** Modified Menu Planning

**Standard:** Develop sample menus for selected target populations.

**57 Topic:** Modified Menu Planning

**Standard:** Assess the nutritional soundness of selected vegetarian diets.

**58 Topic:** Modified Menu Planning

**Standard:** Plan vegetarian menus that reflect nutritional soundness.

**59 Topic:** Modified Menu Planning

**Standard:** Identify common food allergens and describe ways in which allergens can be hidden in food.

**60 Topic:** Modified Menu Planning

**Standard:** Outline modifications that can be made in recipes to eliminate food allergens.

- 61**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Describe the pathway of nutrients in the digestive process.
- 62**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Discuss the role of fiber in digestion and identify fiber sources.
- 63**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body in the digestive process.
- 64**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Explain the relationship between calories, nutrient and food intake versus energy output.
- 65**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Describe the impact of changes that occur in the metabolism rate of individuals throughout the life cycle.
- 66**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Critique an individual's daily food intake for a week and project the impact on the individual's digestion, rate of metabolism, and weight management.
- 67**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Identify and describe the principal causes of weight problems.
- 68**     **Topic:** Digestion, Metabolism, and Weight Management  
**Standard:** Differentiate between safe and unsafe weight-loss methods.
- 69**     **Topic:** Sensory Evaluation of Food  
**Standard:** Identify qualities that make up the sensory characteristics of food.
- 70**     **Topic:** Sensory Evaluation of Food  
**Standard:** Describe sensory characteristics that affect food preferences.
- 71**     **Topic:** Sensory Evaluation of Food  
**Standard:** Conduct sensory evaluations of food products.
- 72**     **Topic:** Impact of Science and Technology  
**Standard:** Assess how science and technology in processing and product development impact nutrition and wellness.
- 73**     **Topic:** Impact of Science and Technology  
**Standard:** Describe the effects of technology on meeting the nutritional needs of individuals.
- 74**     **Topic:** Sanitation, Safety, and Equipment  
**Standard:** Demonstrate techniques, including personal hygiene, that promote safety and sanitation of foods and prevents cross-contamination.
- 75**     **Topic:** Sanitation, Safety, and Equipment  
**Standard:** Demonstrate procedures for cleaning and sanitizing equipment in the food production, serving, and storage work areas.
- 76**     **Topic:** Sanitation, Safety, and Equipment  
**Standard:** Demonstrate proper sanitary procedures in handling food and supplements.
- 77**     **Topic:** Sanitation, Safety, and Equipment  
**Standard:** Demonstrate the accurate use of standard weight and volume measuring equipment.
- 78**     **Topic:** Sanitation, Safety, and Equipment  
**Standard:** Identify the proper temperature for storing, thawing, preparing, holding, and serving food.
- 79**     **Topic:** Sanitation, Safety, and Equipment  
**Standard:** Demonstrate the accurate use of an instant read thermometer to check the temperature of foods.
- 80**     **Topic:** Service Assemblies and Documentation  
**Standard:** Demonstrate procedures used in setting up a cafeteria in preparation for service.
- 81**     **Topic:** Service Assemblies and Documentation  
**Standard:** Demonstrate procedure used in setting up a dining room in preparation for service.

- 82**     **Topic:** Service Assemblies and Documentation  
**Standard:** Demonstrate procedures for delivery and pick-up of food carts and trays in a hospital and a nursing home.
- 83**     **Topic:** Service Assemblies and Documentation  
**Standard:** Demonstrate procedures used to tally and record portions and quantities of specific foods eaten and not eaten in an institutional setting.
- 84**     **Topic:** Community Resources and Activities  
**Standard:** Identify public agencies and community organizations that provide resources on nutrition and wellness to the general public.
- 85**     **Topic:** Community Resources and Activities  
**Standard:** Identify and describe the different types of nutrition and wellness programs provided to the general public by schools, hospitals and other organizations.

## Course: Nutrition and Wellness: Core Skills

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- 1**     **Topic:** Basic Skills  
**Standard:** Locate, understand, and interpret written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.
- 2**     **Topic:** Basic Skills  
**Standard:** Communicate thoughts, ideas, information, and messages in writing and technologically create documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- 3**     **Topic:** Basic Skills  
**Standard:** Perform and apply numerical concepts and calculations, and solve problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.
- 4**     **Topic:** Basic Skills  
**Standard:** Receive, interpret, and respond to verbal and nonverbal messages in a manner appropriate to a given situation.
- 5**     **Topic:** Basic Skills  
**Standard:** Organize ideas and communicate orally in a clear, concise, and courteous manner.
- 6**     **Topic:** Thinking Skills  
**Standard:** Specify goals, objectives, constraints, and supporting factors.
- 7**     **Topic:** Thinking Skills  
**Standard:** Identify problems, alternative solutions, and consequences of alternative solutions, and use appropriate techniques to resolve given problems.
- 8**     **Topic:** Thinking Skills  
**Standard:** Implement a plan of action making modifications as needed to achieve stated objectives.
- 9**     **Topic:** Thinking Skills  
**Standard:** Use effective learning techniques to acquire and apply new knowledge and skills.
- 10**     **Topic:** Personal Qualities  
**Standard:** Assess self accurately, set personal goals, monitor progress, and exhibit self-control.
- 11**     **Topic:** Personal Qualities  
**Standard:** Choose ethical courses of action.
- 12**     **Topic:** Personal Qualities  
**Standard:** Take initiative to accomplish tasks in a timely manner.
- 13**     **Topic:** Personal Qualities  
**Standard:** Exert a high level of effort and persevere towards goal attainment.
- 14**     **Topic:** Personal Qualities  
**Standard:** Demonstrate adaptability, dependability, responsibility, and such social behaviors as tolerance, honesty,

empathy, and courtesy.

- 15** **Topic:** Interpersonal Skills  
**Standard:** Participate and interact as a team member and leader.
- 16** **Topic:** Interpersonal Skills  
**Standard:** Share knowledge and skills with others.
- 17** **Topic:** Interpersonal Skills  
**Standard:** Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.
- 19** **Topic:** Interpersonal Skills  
**Standard:** Use strategies appropriate to a given situation to prevent and resolve conflicts.
- 20** **Topic:** Resources  
**Standard:** Select goal-relevant activities, prioritize them, manage time, and prepare and follow schedules.
- 21** **Topic:** Resources  
**Standard:** Use or prepare budgets, make projections, keep records, and make adjustments to meet objectives.
- 22** **Topic:** Resources  
**Standard:** Acquire, store, allocate, and use materials and space efficiently.
- 23** **Topic:** Technology  
**Standard:** Prevent, identify, or solve problems with technical or electronic equipment.
- 24** **Topic:** Technology  
**Standard:** Operate and maintain technical equipment and the work environment safely following applicable industry regulations and guidelines.
- 25** **Topic:** Technology  
**Standard:** Utilize a variety of technologies.
- 26** **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of basic economic concepts and how they are applied in business functions and activities.
- 27** **Topic:** Business Aspects  
**Standard:** Identify forms of business ownership.
- 28** **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.
- 29** **Topic:** Business Aspects  
**Standard:** Demonstrate understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.
- 30** **Topic:** Business Aspects  
**Standard:** Maintain safety, health, and environmental standards, and address ergonomic concerns.
- 31** **Topic:** Career Development  
**Standard:** Make potential career decisions based upon interests, abilities, and values, and formulate appropriate plans to reach career goals.
- 32** **Topic:** Career Development  
**Standard:** Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
- 33** **Topic:** Career Development  
**Standard:** Demonstrate effective skills for seeking and securing employment.
- 34** **Topic:** Career Development

**Standard:** Demonstrate understanding of education and career development as a lifelong learning process that requires preparation for change.

## Course: Professional Foods: Core Skills

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- 1**     **Topic:** Basic Skills  
**Standard:** Locate, understand, and interpret written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.
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- 12**    **Topic:** Personal Qualities  
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- 13**    **Topic:** Personal Qualities  
**Standard:** Exert a high level of effort and persevere towards goal attainment.
- 14**    **Topic:** Personal Qualities  
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- 15**    **Topic:** Interpersonal Skills  
**Standard:** Participate and interact as a team member and leader.
- 16**    **Topic:** Interpersonal Skills  
**Standard:** Share knowledge and skills with others.
- 17**    **Topic:** Interpersonal Skills  
**Standard:** Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.

- 18**     **Topic:** Interpersonal Skills  
**Standard:** Work to satisfy customer/client expectations.
- 19**     **Topic:** Interpersonal Skills  
**Standard:** Use strategies appropriate to a given situation to prevent and resolve conflicts.
- 20**     **Topic:** Resources  
**Standard:** Select goal-relevant activities, prioritize them, manage time, and prepare and follow schedules.
- 21**     **Topic:** Resources  
**Standard:** Use or prepare budgets, make projections, keep records, and make adjustments to meet objectives.
- 22**     **Topic:** Resources  
**Standard:** Acquire, store, allocate, and use materials and space efficiently.
- 23**     **Topic:** Technology  
**Standard:** Prevent, identify, or solve problems with technical or electronic equipment.
- 24**     **Topic:** Technology  
**Standard:** Operate and maintain technical equipment and the work environment safely following applicable industry regulations and guidelines.
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**Standard:** Utilize a variety of technologies.
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**Standard:** Demonstrate understanding of basic economic concepts and how they are applied in business functions and activities.
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**Standard:** Identify forms of business ownership.
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**Standard:** Demonstrate understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.
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**Standard:** Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
- 33**     **Topic:** Career Development  
**Standard:** Demonstrate effective skills for seeking and securing employment.
- 34**     **Topic:** Career Development  
**Standard:** Demonstrate understanding of education and career development as a lifelong learning process that requires preparation for change.

**Topic:** Career Planning

**Standard:** Determine the roles and functions of individuals engaged in food production and services careers.

36

**Topic:** Career Planning

**Standard:** List career opportunities and entrepreneurial endeavors in industry.

37

**Topic:** Career Planning

**Standard:** Complete a job application form.

38

**Topic:** Career Planning

**Standard:** Identify educational requirements and opportunities in food production and services.

39

**Topic:** Career Planning

**Standard:** Utilize FCCLA program(s) to address career and workplace issues.

40

**Topic:** Career Planning

**Standard:** Utilize leadership and workplace skills for problem solving.

41

**Topic:** Career Planning

**Standard:** Give examples of the qualities of successful food industry employees.

42

**Topic:** Career Planning

**Standard:** Trace the history of the food service industry.

43

**Topic:** Career Planning

**Standard:** List historical chefs and entrepreneurs and note their major accomplishments.

44

**Topic:** Career Planning

**Standard:** Categorize and differentiate the segments of the food service industry.

45

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** List reasons why it is important to keep food safe.

46

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Demonstrate steps in proper hand washing.

47

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Give examples of potentially hazardous foods.

48

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Categorize and describe the microorganisms that cause food-borne illnesses.

49

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Identify and list ways chemical and physical hazards can contaminate food.

50

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Demonstrate proper receiving and storage of both raw and prepared foods and include identification of appropriate storage temperatures for perishable foods.

51

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Distinguish between situations in which contamination and cross-contamination occur.

52

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** List the conditions under which bacteria multiply rapidly and use the letters FAT-TOM.

53

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Explain how time and temperature guidelines can reduce growth of microorganisms.

54

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Differentiate among types of thermometers and demonstrate how to use them.

55

**Topic:** Food Safety and Sanitation Procedures I

**Standard:** Use the Hazard Analysis Critical Control Point (HACCP) principles and procedures during food handling processes to minimize the risks of food-borne illnesses.

- 56**     **Topic:** Food Safety and Sanitation Procedures I  
**Standard:** Demonstrate procedures for cleaning and sanitizing utensils and equipment.
- 57**     **Topic:** Food Safety and Sanitation Procedures I  
**Standard:** Examine current types and proper uses of cleaning materials and sanitizers.
- 58**     **Topic:** Food Safety and Sanitation Procedures I  
**Standard:** Demonstrate waste disposal and recycling methods.
- 59**     **Topic:** Accident and Injury Prevention  
**Standard:** Identify sources for accidental fires and determine the best method to extinguish a fire.
- 60**     **Topic:** Accident and Injury Prevention  
**Standard:** Outline proper actions to take in the event of a fire at a food service operation.
- 61**     **Topic:** Accident and Injury Prevention  
**Standard:** List hazards that contribute to injury resulting from slips, trips, or falls; burns; and cuts.
- 62**     **Topic:** Accident and Injury Prevention  
**Standard:** Outline proper procedures for cleaning up spills on floors, safely using ladders, and properly lifting and carrying to avoid injuries.
- 63**     **Topic:** Accident and Injury Prevention  
**Standard:** Practice basic first-aid procedures including Heimlich maneuver.
- 64**     **Topic:** Kitchen Basics I  
**Standard:** Identify the components and functions of a standardized recipe; convert to a smaller/larger quantity.
- 65**     **Topic:** Kitchen Basics I  
**Standard:** Identify and use correctly common liquid and dry measure tools.
- 66**     **Topic:** Kitchen Basics I  
**Standard:** Identify common spices and herbs and describe their usage.
- 67**     **Topic:** Kitchen Basics I  
**Standard:** Apply effective "mise en place" through practice.
- 68**     **Topic:** Kitchen Basics I  
**Standard:** Identify the functions of various types of knives and demonstrate their use and care.
- 69**     **Topic:** Kitchen Basics I  
**Standard:** Describe and demonstrate several basic preparation techniques.
- 70**     **Topic:** Kitchen Basics I  
**Standard:** Follow a recipe and prepare a menu item.
- 71**     **Topic:** Kitchen Basics I  
**Standard:** Identify the positions of the "kitchen brigade."
- 72**     **Topic:** Food Service Equipment  
**Standard:** Operate and maintain tools and equipment following safety procedures and OSHA requirements.
- 73**     **Topic:** Food Service Equipment  
**Standard:** Demonstrate procedures for the care and maintenance of equipment.
- 74**     **Topic:** Food Service Equipment  
**Standard:** Demonstrate procedures for storage of equipment and tools.
- 75**     **Topic:** Food Service Equipment

**Standard:** Demonstrate how to use scales and carts to receive food and supplies.

76

**Topic:** Food Service Equipment

**Standard:** Demonstrate how to store food supplies properly on shelves and in walk-ins, refrigerators, and freezers.

77

**Topic:** Food Service Equipment

**Standard:** Outline the order in which food and supplies flow through a food service facility.

78

**Topic:** Food Service Equipment

**Standard:** Demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales, and scoops.

79

**Topic:** Food Service Equipment

**Standard:** Demonstrate how to cut and mix foods using standard kitchen equipment.

80

**Topic:** Food Service Equipment

**Standard:** Demonstrate how to hold and serve food and beverages using kitchen equipment.

81

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Demonstrate a variety of food preparation methods, which may include: baking, broiling, grilling, frying, poaching, steaming, convection, microwaving, and other emerging technologies.

82

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Utilize weights and measure to demonstrate proper scaling and measuring techniques.

83

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Apply the fundamentals of time and temperature to cooking and reheating a variety of foods.

84

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Prepare breakfast meats, eggs, cereals, and batter products and beverages.

85

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Prepare basic stocks and sauces.

86

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Prepare various salads, dressings, marinades, and spice mixtures.

87

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Prepare quick breads and cookies.

88

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Identify the three components of a sandwich and prepare a variety of sandwiches.

89

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Prepare sandwich fillings.

90

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Prepare various fruits, vegetables, starches, and farinaceous items.

91

**Topic:** Commercial Preparation of Selected Food Products

**Standard:** Demonstrate food presentation techniques (garnishes.)

92

**Topic:** The Art of Service

**Standard:** Describe the traditional service staff and list the duties and responsibilities of each.

93

**Topic:** The Art of Service

**Standard:** Identify and use proper techniques for greeting, seating, and presenting the menu to customers.

94

**Topic:** The Art of Service

**Standard:** Dramatize ways of describing and recommending menu items to guests.

95

**Topic:** The Art of Service

**Standard:** Identify the types of dining utensils--knives, forks, spoons, glasses, and china--and explain the specific uses of

each.

- 96**     **Topic:** The Art of Service  
**Standard:** Identify various server tools and the correct way to stock a server station.
- 97**     **Topic:** The Art of Service  
**Standard:** Demonstrate the similarities and differences between American, French, English, Russian, and self-service styles.
- 98**     **Topic:** The Art of Service  
**Standard:** Describe and demonstrate tableside preparations such as carving meats and slicing desserts.
- 99**     **Topic:** Controlling Food Costs  
**Standard:** Analyze the relationship between cost and sales to determine food cost percentage.
- 100**    **Topic:** Controlling Food Cost  
**Standard:** List the four steps in the process to control food costs.
- 101**    **Topic:** Controlling Food Cost  
**Standard:** Calculate projected revenue, average cover, and find revenue level.
- 102**    **Topic:** Controlling Food Cost  
**Standard:** Perform math computations to define cost/volume/profit relationships.
- 103**    **Topic:** Controlling Food Cost  
**Standard:** Calculate the average sales per customer.
- 104**    **Topic:** Controlling Food Cost  
**Standard:** Calculate total sales, including tax and tip.
- 105**    **Topic:** Controlling Food Cost  
**Standard:** Balance cash register receipts and find actual customer recipes.
- 106**    **Topic:** Controlling Food Cost  
**Standard:** Determine dollar value of inventory.
- 107**    **Topic:** Controlling Food Cost  
**Standard:** Analyze five ways to determine closing inventory by performing math calculations.
- 108**    **Topic:** Controlling Food Cost  
**Standard:** Determine daily and monthly food cost.
- 109**    **Topic:** Controlling Food Cost  
**Standard:** Determine standard portion cost and selling prices, using different methods.
- 110**    **Topic:** Food Service Management Functions  
**Standard:** List quality standards used in purchasing (government grading system).
- 111**    **Topic:** Food Service Management Functions  
**Standard:** Practice inventory procedures including the first in/first out concept, date markings, and specific record keeping.
- 112**    **Topic:** Food Service Management Functions  
**Standard:** Role-play how stereotypes and prejudices can negatively affect employee relations.
- 113**    **Topic:** Food Service Management Functions  
**Standard:** Review a performance evaluation.
- 114**    **Topic:** Customer Relations and Communications  
**Standard:** Recognize and state the importance of customer service in the food service/hospitality business.
- 115**    **Topic:** Customer Relations and Communications

**Standard:** List the reasons and the ways to make a positive first impression in the food service industry.

- 116**     **Topic:** Customer Relations and Communications  
**Standard:** Give examples of ways to respond to and resolve customer complaints.
- 117**     **Topic:** Customer Relations and Communications  
**Standard:** List and demonstrate effective listening and speaking skills.
- 118**     **Topic:** Customer Relations and Communications  
**Standard:** State guidelines for communicating effectively during and after a crisis.

## Course: Professional Foods: 20.53310 Professional Foods II

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- 35**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** Examine the impact of food production and services occupations on local, state, national, and global economies.
- 36**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** Outline a plan for an effective job search (portfolio, resume) and effective interview.
- 37**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** Demonstrate networking skills by visiting a professional/trade organization meeting.
- 38**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** Identify global cultures and traditions related to food.
- 39**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** Describe current trends in society that influence the food service industry.
- 40**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** List the operations and management areas that food managers must control.
- 41**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** Investigate and draw conclusions about the impact of future economic, technological, and social changes in the food service industry.
- 42**     **Topic:** The Food Service And Hospitality Industry  
**Standard:** Identify national organizations that rate restaurant/commercial lodging establishments, and list factors used in making their rating judgments.
- 43**     **Topic:** Tourism And Hospitality  
**Standard:** Explain the role of tourism in the hospitality industry.
- 44**     **Topic:** Tourism And Hospitality  
**Standard:** Categorize the types of businesses that make up the tourism industry.
- 45**     **Topic:** Tourism And Hospitality  
**Standard:** Identify career opportunities offered by travel and tourism.
- 46**     **Topic:** Tourism And Hospitality  
**Standard:** Outline the work done by concierges, state and local tourist offices, corporate travel offices, and convention and meeting planners.
- 47**     **Topic:** Tourism And Hospitality  
**Standard:** List the advantages and disadvantages of travel by airplane, car, train, bus, and cruise ship.
- 48**     **Topic:** Tourism And Hospitality  
**Standard:** Outline the processes and special circumstances involved in international travel.
- 49**     **Topic:** Tourism And Hospitality  
**Standard:** List and describe required customer service skills in the travel industry.

- 50**     **Topic:** Tourism And Hospitality  
**Standard:** Identify changes likely to affect the future of the travel industry.
- 51**     **Topic:** Tourism And Hospitality  
**Standard:** List services of state and national parks.
- 52**     **Topic:** Tourism And Hospitality  
**Standard:** Identify and list area events and why they have a positive economic impact.
- 53**     **Topic:** Tourism And Hospitality  
**Standard:** List the reasons why theme parks are important to the hospitality and travel industries.
- 54**     **Topic:** Lodging As Related To Food Service  
**Standard:** Trace and explain the earliest types of lodging establishments in America.
- 55**     **Topic:** Lodging As Related To Food Service  
**Standard:** Give an overview of career opportunities in the lodging industry.
- 56**     **Topic:** Lodging As Related To Food Service  
**Standard:** Describe the differences between leisure and business travelers.
- 57**     **Topic:** Lodging As Related To Food Service  
**Standard:** List the characteristic types of lodging operations.
- 58**     **Topic:** Lodging As Related To Food Service  
**Standard:** List and discuss elements that differentiate one lodging establishment from another.
- 59**     **Topic:** Lodging As Related To Food Service  
**Standard:** Identify career opportunities in the hospitality industry and list the qualifications commonly sought by hospitality employers.
- 60**     **Topic:** Lodging As Related To Food Service  
**Standard:** List several different services offered by lodging operators.
- 61**     **Topic:** Lodging As Related To Food Service  
**Standard:** Identify career opportunities in the hospitality industry and list the qualifications commonly sought by hospitality employers.
- 62**     **Topic:** Lodging As Related To Food Service  
**Standard:** List and describe activities associated with front office operation.
- 63**     **Topic:** Lodging As Related To Food Service  
**Standard:** List and describe tasks performed by the housekeeping department.
- 64**     **Topic:** Lodging As Related To Food Service  
**Standard:** List and describe duties performed by the engineering and facilities maintenance department.
- 65**     **Topic:** Lodging As Related To Food Service  
**Standard:** Compare property management systems used for the front office and reservations.
- 66**     **Topic:** Lodging As Related To Food Service  
**Standard:** Describe the use of forecasting and overbooking in reservations management.
- 67**     **Topic:** Internal And External Customer Service And Guest Relations  
**Standard:** Examine the role of service as a strategic component of performance.
- 68**     **Topic:** Internal And External Customer Service And Guest Relations  
**Standard:** Demonstrate quality services that exceed the expectations of customers.
- 69**     **Topic:** Internal And External Customer Service And Guest Relations  
**Standard:** Demonstrate sensitivity to diversity and individuals with special needs.

- 70** **Topic:** Internal And External Customer Service And Guest Relations  
**Standard:** Distinguish between effective and ineffective communication with customers by giving examples.
- 71** **Topic:** Internal And External Customer Service And Guest Relations  
**Standard:** Explain how customer satisfaction directly affects a restaurant's success.
- 72** **Topic:** Internal And External Customer Service And Guest Relations  
**Standard:** Explain how the behavior of all employees affects operational efficiency and the satisfaction of guests.
- 73** **Topic:** Internal And External Customer Service And Guest Relations  
**Standard:** Apply strategies for resolving complaints.
- 74** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Employ food management safety/sanitation program procedures.
- 75** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Explain the importance of completing accident/illness reports and records accurately.
- 76** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** State who is legally responsible for providing a safe environment and ensuring safe practices.
- 77** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
- 78** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Determine pathogens found in food and their role in causing food-borne illnesses.
- 79** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Relate the food temperature danger zone to time/temperature guidelines.
- 80** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Outline proper procedures for receiving, sorting, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.
- 81** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Identify and describe the Hazard Communication Standard requirements for employees.
- 82** **Topic:** Food Safety And Sanitation Procedures II  
**Standard:** Explain the importance of the general safety audit.
- 83** **Topic:** Kitchen Basics II  
**Standard:** Describe dry heat cooking methods, moist cooking methods, and combination cooking methods and the foods to which each is suited.
- 84** **Topic:** Kitchen Basics II  
**Standard:** Compare and contrast cooking foods using various types of steamers, broilers, griddles, grills, ranges, fryers, ovens, and other equipment.
- 85** **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Demonstrate knife skills, tools, and equipment handling.
- 86** **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Demonstrate a variety of food preparation methods, which may include roasting, baking, broiling, grilling, sautéing, frying, dry frying, poaching, steaming, simmering, smoking, wokking, convection cooking, microwaving, and other technologies.
- 87** **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Prepare various meats, matching them with appropriate cooking methods.
- 88** **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Fabricate meat, poultry, fish, and seafood.

- 89**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Match various cooking methods with seafood and poultry.
- 90**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Prepare several sauces and match sauces with appropriate foods (meats, vegetables, and pasta).
- 91**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Identify and prepare basic soup types, including broth, consommé, and puree, clear, and cream soups.
- 92**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Prepare yeast breads, quick breads, pies, pastry, and various types of cookies.
- 93**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Identify and describe types and roles of strengtheners, shortenings, sweeteners, flavorings, leavening agents, and thickeners.
- 94**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Give examples of lean doughs, rich doughs, sponge doughs, and sourdoughs.
- 95**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Describe roll-in dough, phyllo dough, and pâte à choux.
- 96**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** List the components of chocolate.
- 97**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Demonstrate the proper handling of chocolate.
- 98**      **Topic:** Commercial Preparation Of Selected Food Products II  
**Standard:** Prepare crème anglaise.
- 99**      **Topic:** Dietary Guidelines/Nutritional Values  
**Standard:** Describe nutritional principles and concepts.
- 100**      **Topic:** Dietary Guidelines/Nutritional Values  
**Standard:** Use Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.
- 101**      **Topic:** Dietary Guidelines/Nutritional Values  
**Standard:** Interpret nutritional or ingredient information from food labels and nutrition information sheets.
- 102**      **Topic:** Dietary Guidelines/Nutritional Values  
**Standard:** Use food preparation techniques that conserve nutrients.
- 103**      **Topic:** Dietary Guidelines/Nutritional Values  
**Standard:** Suggest ways to make recipes more healthful – healthful substitutes for high fat ingredients.
- 104**      **Topic:** The Menu  
**Standard:** Discuss the various types of restaurant menus.
- 105**      **Topic:** The Menu  
**Standard:** Define à la carte, table d’hôte, California, du jour, and cycle menus.
- 106**      **Topic:** The Menu  
**Standard:** Organize the information on a menu.
- 107**      **Topic:** The Menu  
**Standard:** Write a restaurant’s menu and create the layout and design.
- 108**      **Topic:** The Menu  
**Standard:** Use sales information to analyze how menu items are selling.
- 109**      **Topic:** Purchasing And Inventory Control

**Standard:** Demonstrate procedures for purchasing meat, poultry, and fish.

- 110**     **Topic:** Purchasing And Inventory Control  
**Standard:** Write a purchase specification and purchase orders for items to be purchased.
- 111**     **Topic:** Purchasing And Inventory Control  
**Standard:** Explain the differences between formal and informal buying and the formal bidding process.
- 112**     **Topic:** Purchasing And Inventory Control  
**Standard:** List criteria for selecting appropriate suppliers.
- 113**     **Topic:** Purchasing And Inventory Control  
**Standard:** List factors that affect food prices.
- 114**     **Topic:** Purchasing And Inventory Control  
**Standard:** Based on inventory information, write an order sheet for items to be purchased.
- 115**     **Topic:** Purchasing And Inventory Control  
**Standard:** Explain how production records influence purchasing decisions.
- 116**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Describe the key components of a profit and loss statement.
- 117**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Explain prime costs (food, beverages, labor) of an income and expense statement.
- 118**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Calculate recipe costs and pricing per portion (purchased and edible portion).
- 119**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Explain and give examples of controllable and occupational costs.
- 120**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Estimate the effect of portion control on waste/loss and impact on profit/loss.
- 121**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Convert recipes from original yield to desired yield using conversion factors.
- 122**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Forecast sales by analyzing and evaluation sales histories, popularity indexes, and production sheets.
- 123**     **Topic:** Costing Process And Cost Analysis  
**Standard:** List factors contributing to labor costs such as employee turnover, business volume, and quality and quantity standards.
- 124**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Determine selling prices using the food cost percentage, average check, contribution margin, and straight markup pricing methods.
- 125**     **Topic:** Costing Process And Cost Analysis  
**Standard:** Use sales tax information to analyze menu item sales.
- 126**     **Topic:** Basic Accounting Practices  
**Standard:** Given a set of figures, calculate cost of sales using opening and closing inventory figures.
- 127**     **Topic:** Basic Accounting Practices  
**Standard:** Figure assets, liabilities, and owner's equity using balance sheet equations.
- 128**     **Topic:** Basic Accounting Practices  
**Standard:** Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to food.
- 129**     **Topic:** Marketing Strategies

**Standard:** Outline the components of a marketing plan.

**130**

**Topic:** Marketing Strategies

**Standard:** Identify and collect local area or marketing segment information and predict market demand by forecasting.

**131**

**Topic:** Marketing Strategies

**Standard:** Create and write a restaurant promotion.