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| **Culinary Arts 1-4 Program # 8800500** |
| **Course #** | 8800510 1,2 |
|  | \* 8800520 1,2 |
|  | \* 8800530 1,2 |
|  | **Q 8800540 1,2** |
| **Grade Level** | 9-12 |
| **Length** | 1-4 years |
| **Prerequisite** | None |
| **Credit** | 1 |
| This program provides students with the opportunity to learn about the restaurant and food service industry. The recommended curriculum, ProStart, was created by the National Restaurant Association. Students learn basic food preparation, accounting, cost control, sanitation, and workplace safety. On-the-job training through internships and job site mentoring are an important part of the instruction. Upon successful completion of this program, students are eligible for certifications and articulations with selected post-secondary institutions. |

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| **Culinary & Hospitality Specialties 1 & 2** |
| **Course #** | Culinary & Hospitality Specialties 1 88006101,2 |
|  | Culinary & Hospitality Specialties 2 88006201,2 |
| **Grade Level** | 9-12 |
| **Length** | 1-4 year |
| **Prerequisite** | Culinary Arts 1-4 |
| **Credit** | 1 |
| This program was developed for students who are interested and have time in their schedule for additional culinary instruction beyond the Culinary Arts program. The content includes but is not limited to safe and efficient work practices, marketing a business in the hospitality industry, the relationship of food and science, organizational and planning skills related to catered events, sustainability of the industry, utilization of technology to enhance hospitality businesses, and many levels/types of food preparation. A capstone project is required at the conclusion of both courses. |

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| **Hospitality and Tourism Directed Study** |
| **Course #** | 88010001,2 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Travel and Tourism Marketing and Mgt. |
| **Credit** | Multiple Credits |
| The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Hospitality and Tourism cluster(s) that will enhance opportunities for employment in the career field chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor. |

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| **Hospitality and Tourism Cooperative Education OJT** |
| **Course #** | 88004201,2 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | Multiple Credits |
| Hospitality and Tourism Cooperative Education combines classroom instruction with supervised on-the-job training in a hospitality and tourism occupation that matches the student’s career objective. Students will reinforce their classroom skills while on the job. A student may not be enrolled in Hospitality and Tourism Cooperative Education without concurrent enrollment in a hospitality and tourism class. The student must be paid for work performed and must be directly supervised. |

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| **Early Childhood Education NEW****Program # 8405100** |
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| **Course #** | 8405110 1, 2 |
|  | 8405120 1, 2 |
|  | \*8405130 1, 2 |
|  | **Q** 8405140 1,2Early Childhood Education 4 |
| **Grade Level** | 9-12 |
| **Length** | 1-4 years |
| **Prerequisite** | Must be taken in sequence; may be concurrent. |
| **Credit** | 1 credit per level |
| Students will gain a working knowledge of childrens’ physical, emotional, social, and intellectual growth by participating in the actual operation of a preschool center. Developmentally appropriate practices for children will be emphasized. The state mandated 40 Clock Hour Training for child care workers will be provided. Upon successful completion of this program, students are eligible for state certifications and articulations with selected post-secondary institutions. |

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| **Teacher Assisting** **Program # 8909000** |
| **Course #** | 89090101,2  | Teacher Assisting 1  |
|  | 89090201,2  | Teacher Assisting 2  |
|  | 89090301,2  | Teacher Assisting 3  |
|  | 89090401,2 | Teacher Assisting 4  |
| **Note:** The secondary program should include the following components: 10 hours of field experience and/or observation during Teacher Assisting 1 and an additional 15 hours of field experience and/or observation during Teacher Assisting 2. Students will also successfully complete a Teacher Assisting practicum experience of 25 hours during Teacher Assisting 3 and an additional 50 hours during Teacher Assisting 4. |

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| **Teacher Assisting 1**  |
| **Course #** | 89090101,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This course is designed to develop competencies related to the role, regulations, and career path of teacher assistants; the role of education; leadership and CTSO activities; instructional technology, interpersonal and communication skills; maintaining appropriate student behavior; and educational-support tasks. During this course students must participate in and document a minimum of 10 hours of field experience and/or observation and will begin creating their portfolio. |

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| **Teacher Assisting 2** |
| **Course #** | 89090201,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Teacher Assisting 1 |
| **Credit** | 1 |
| This course is designed to develop competencies in the legal factors related to education; creating assessments; the supervision of student health and safety; the reporting of child abuse and drug abuse; working with exceptional students; diversity awareness; and strategies to support students’ learning activities. During this course students must participate in and document a minimum of 15 hours of field experience and/or observation (this is in addition to the 10 hours completed during Teacher Assisting 1) and should continue developing their portfolio. |

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| **Teacher Assisting 3** |
| **Course #** | 89090301,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Teacher Assisting 2 |
| **Credit** | 1 |
| This course is designed to develop competencies related to supporting the learning activities of students that involve literacy and multiple intelligences; it includes job related math skills and the ability to prepare classroom materials. During this course students must participate in and document 25 hours of a practicum and continue developing their portfolio. |

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| **Teacher Assisting 4** |
| **Course #** | 89090401,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Teacher Assisting 3 |
| **Credit** | 1 |
| This course is designed to develop competencies related to employability skills; developing relationships between school and the home; intrapersonal skills and professionalism. During this course students must participate in and document a 50 hour practicum (this is in addition to the 25 hour practicum in Teacher Assisting 3). A formal observation of the student will be conducted by the instructor during the latter part of the practicum experience. The student should submit a completed portfolio to the instructor by the end of this course. |

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| **Education and Training OJT**  |
| **Course #** | 85004100 |
| **Grade Level** | 11-12 |
| **Length** | 1 semester |
| **Prerequisite** | Concurrent enrollment in the following programs: Early Childhood Education or Culinary Operations or Fashion Design Services or Interior Design Services. Instructor's approval, parental permission, and a minimum of 2.0 cumulative GPA are required. |
| **Credit** | Multiple credits |
| Supervised on-the-job training provides opportunities for selective placement based on the student’s job preparatory program and the development and evaluation of occupational competencies. Job related classroom instruction MUST be provided. The student must be paid for work performed and must be directly supervised. |

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| **Education and Training Directed Study** |
| **Course #** | 8500100 |
| **Grade Level** | 11-12 |
| **Length** | 1 semester |
| **Prerequisite** | Students must have earned 4 credits in Education and Training Cluster Courses. |
| **Credit** | Multiple Credits |
| The purpose of this course is to provide students with additional competencies in a Family and Consumer Sciences program that will enhance their opportunities for employment in the occupation chosen by the student. |

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| **\*Fashion Technology and Design Services****Program # 8506400** |
| Course # | \*8506405 1,2 | Design Services Core |
|  | \*8506410 1,2 | Principles of Fashion Design Services |
|  | \*8506420 1,2 | Pattern Design Techniques |
|  | **Q** \***8506430 1,2** | Fashion Design Specialist |
| The Fashion Design Services program is designed to prepare students for initial employment or continued study in the Fashion industry. This program focuses on broad transferable skills, stresses the understanding and demonstration of the following aspects of the fashion industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.This program is a planned **sequence of instruction** consisting of a core course and three additional courses. Students must complete the core before advancing to the other courses in the program. The core provides the foundation and basic skills that will enable the student to progress to the advanced courses in the program. The core course (8506405/HEV0010) is also a component of the Interior Design Services program because of the many commonalities in Fashion and Interior Design. |
| **NOTE:** **Course descriptions for each course above are listed below.** |

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| **\* Principles of Fashion Design Services** |
| **Course #** | 85064101,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Design Services Core |
| **Credit** | 1 |
| This course is designed to further develop competencies in the area of fashion design services. It includes employment opportunities in fashion design services, basic skills essential to working in this industry, employability skills, elements and principles of design, the terminology of the apparel industry, garment construction skills, sales techniques, and entrepreneurship. |

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| **\* Pattern Design Techniques** |
| **Course #** | 85064201,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Design Services Core and Principles of Fashion Design |
| **Credit** | 1 |
| This course is designed to further develop competencies in the area of fashion design services. It includes researching history and culture’s effect on design, sketching and free hand drawing, use of technology in the fashion industry, clothing needs for special population, and creation of an original pattern. |

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| **Q \*Fashion Design Specialist** |
| **Course #** | 85064301,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Design Services Core, Principles of Fashion Design and Pattern Design Techniques |
| **Credit** | 1 |
| This course is designed to further develop competencies in the area of fashion design services. This course focuses on five specialty areas of fashion design services: window display, fashion design assistant, tailor’s assistant, personal shopper, and stylist. Students will select one of those specialty areas and will be expected to follow the performance standards for that area. Also included is an opportunity for job shadowing and students will be expected to finalize and submit a portfolio. |

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| **\*Interior Design Services Program # 8506500** |
| Course # | \*8506405 1,2 | Design Services Core |
|  | \*8506540 1,2 | Principles of Interior Design Services |
|  | \*8506550 1,2 | Interior Design Techniques |
|  | **Q**\***8506560 1,2** | Interior Design Specialist |
| The Interior Design Services program is designed to prepare students for initial employment or continued study in the Interior Design/Decorating industry. This program focuses on broad transferable skills and stresses the understanding and demonstration of the following aspects of the residential design and decoration industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. |
| **NOTE:** **Course descriptions for each course above are listed below.** |

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| **\* Design Services Core** |
| **Course #** | 85064051,2 |
| **Grade Level** | 9-12 |
| **Length** | 1-4 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This course is designed to develop competencies in the areas of the interior design/decorating industry OR fashion design industry. It includes essential basic skills for working in design services, basic principles of design, textile characteristics and care, employability skills, safe use of tools and equipment and selection of appropriate materials. |
| NOTE: This is the first course for the **Fashion Technology and Design Services** and **Interior Design Services Programs.** |

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| **\* Principles of Interior Design Services** |
| **Course #** | 85065401,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Design Services Core |
| **Credit** | 1 |
| This course is designed to further develop competencies in the area of interior design services. It includes employment opportunities in interior design services, basic skills essential to working in this industry, employability skills, the elements and principles of design, sales techniques and entrepreneurship. |

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| **\*Interior Design** **Techniques** |
| **Course #** | 85065501,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Design Services Core and Principles of Interior Design Services |
| **Credit** | 1 |
| This course is designed to further develop competencies in the area of interior design services. It includes components of the design process, the effect of history and culture on design, sketching and free hand drawing, the impact of human, environmental and ergonomic factors on design, rendering techniques, and the development of a design project. |

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| **Q \*Interior Design Specialist** |
| **Course #** | 85065601,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Design Services Core, Principles of Interior Design Services, and Interior Design Techniques |
| **Credit** | 1 |
| This course is designed to further develop competencies in the area of interior design services. This course focuses on 4 specialty areas of interior design services: kitchen and bath planning; floor, wall, and window treatments; furniture, lighting and accessories; and audio visual and security systems. Students will select one of those specialty areas and will be expected to follow the performance standards for that area. Students will develop a design project and finalize and submit a portfolio. |

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| **The following two courses may be used with either the Fashion Technology and Design Services Program #8506400 or Interior Design Services Program # 8506500**  |
| **Arts, A/V Technology and Communication Cooperative Education OJT** |
| **Course #** | 8200430 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed. |
| **Credit** | Multiple |
| The purpose of this course is to provide the on-the-job training component when the **cooperative method of** **instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed. |

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| **Arts, A/V Technology and Communication Directed Study** |
| **Course #** | 8200400 |
| **Grade Level** | 11-12 |
| **Length** | 1 year      |
| **Prerequisite** | This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course. |
| **Credit** | Multiple       |
| The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Arts A/V Technology and Communication that will enhance opportunities for employment in the career field chosen by the student. |
| **NON Program Elective Courses** |

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| **Blueprint for Professional Success**  |
| **Business Cluster (No Perkins Funding)** |
| **Course #** | 85003750,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester or 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This course is designed to assist students in making informed decisions regarding their future academic and occupational goals. Current technology resources will be used to investigate the broad range of occupations and careers. This includes, but is not limited to, personal decision making as it applies to careers, occupations and entrepreneurial opportunities. |

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| **Child Development (No Perkins Funding)** |
| **Course #** | 85003100 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 credit |
| This course is designed to prepare students to understand the nature of child development from conception to age three. This course emphasizes positive development and nurturing of the family at each stage of a child’s growth. This course is strongly recommended for students planning to take Early Childhood Education. |

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| **\*Fabric Construction** |
| **Course #** | 8500380 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 credit |
| The purpose of this course is to prepare students to understand the use and care of fabrics and textiles; to construct a project; to explore employment opportunities in clothing and textiles; and to sew for fun and/or profit. *Plan for approximately $25.00 for materials and supplies.* |

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| **Family Dynamics (No Perkins Funding)** |
| **Course #** | 85003450 |
| **Grade Level** | 11-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 credit |
| This course is designed to prepare students for the roles, responsibilities and relationships essential to functional families. Instruction will focus on self-understanding and understanding the nature, function, and significance of human relationships within the family unit. |
| **Family, Home, and Consumer Technology (Senior Survival)** |
| **Course #** | 85003650,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 credit |
| Instruction is designed to develop decision making and resource management skills to prepare the student for the ever changing future. Major emphasis is placed on the latest technology as it relates to home and family. Concepts include independent living skills; how to be a good shopper; how to manage your money; choosing a place to live; healthy lifestyles; and related careers. This course is also known as “Senior Survival," offered only to seniors. Emphasis is placed on helping high school graduates prepare for independent living in a dormitory or apartment. |

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| **Food Science Safety and Technology** |
| **Course #** | 85003950,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester or 1 year |
| **Prerequisite** | Nutrition and Wellness strongly recommended. |
| **Credit** | 1/2 credit or 1 credit |
| This course provides students with the opportunity to explore foods and technology through a science based curriculum. Instruction and learning activities are conducted in a classroom laboratory setting. Relationships between diet and a healthy body are explored as well as related careers. |

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| **Life Management Skills (No Perkins Funding)** |
| **Course #** | 85020000 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 credit |
| The content includes but is not limited to positive emotional, social, physical, and intellectual development of the individual; marriage and skill based relationship education; family and community; consumer education; nutrition; cardiopulmonary resuscitation (CPR); hazards of smoking; substance education; breast and testicular self-examination and cancer detection; human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and other sexually transmitted diseases; and benefits of sexual abstinence, and consequences of teenage pregnancy. |

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| **Nutrition and Wellness** |
| **Course #** | 85003550 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 credit |
| This course will prepare students to understand principles of nutrition in relationship to wellness, food choices, food preparation, and food storage. The concepts of meal planning and management are also addressed. Classroom food laboratory activities are an integral part of this course. |

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| **Parenting Skills (No Perkins Funding)** |
| **Course #** | 85003000 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 credit |
| The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles of parents and wage earners. Students will learn to understand and appreciate the challenges of taking care of children. |

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| **Personal and Family Finance (no Perkins Funding)** |
| **Course #** | 85001200 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 credit |
| The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.This content includes, but is not limited to, consumer rights and responsibilities, record-keeping, decision making and consumer choices, resource management, credit, taxation, wills, savings plans, investments, money management resources, insurance and contracts. |

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| **Principles of Food Preparation**  |
| **Course #** | 8500390 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | Nutrition and Wellness strongly recommended |
| **Credit** | 1/2 credit |
| Instruction and learning activities are provided in a foods lab using hands-on experiences. Activities provide instruction in the application of the principles of food preparation, food selection and storage. Ethnic, regional and international foods may also be studied and prepared. |

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| **Lodging Operations Program #8830300** |
| **Course #**88501100883032008845130088004200 | Introduction to Hospitality and TourismLodging PrinciplesHospitality and Tourism InternshipORHospitality and Tourism Cooperative Education OJT |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster. The content includes but is not limited to hotel/motel front office functions; housekeeping operations; decision making; training techniques; applicable local, state, and federal laws; employability skills; communication and mathematical skills; economics; marketing and sales; safety and security; human relations; leadership and management; technology applications; and career exploration. This course will align to the Common Core State Standards. |

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| **Explanation of Symbols** |
| **Symbol** | **Explanation** |
| **\*** | Practical Arts Courses meet the Fine Arts High School Graduation Requirement for students who entered their first year of high school in the 2007-2008 school year and subsequent years due to the statutory changes in the revised high school graduation section of the statute. |