



FACS / Health Sciences Framework

Kearney Public Schools Mission Statement

Create an environment that fosters mutual respect

Inspire the love of learning

Expect Excellence from all

Kearney Public Schools Family and Consumer Science Purpose Statement

The mission of the Kearney Public Schools FACS department is to strengthen individuals, families, and communities by preparing students for healthy lifelong living, learning, and earning.

Table of Contents

Middle Schools Introduction to Health - 3
Middle School FACS I & II - 4
Middle Schools Teen Issues - 6
Child Development - 7
Clinical Nutrition - 8
Clothing - 10
Culinary Arts - 12
Fashion Design - 14
Foods I - 15
Foods II - 16
Foundations in Family Financial Management - 18
Health Science I - 20
Health Science II - 22
Human Growth and Development - 23
Interior Design - 26
Introduction to Education - 28
Introduction to Human Sciences and Education - 30
Introduction to Medical Terminology - 32
Parenting Decisions - 33
Relationships - 35

Middle School Introduction to Health

Course Purpose

Students will comprehend the aspects of health and wellness.

Students will relate the concepts of physical, mental and social health to their own lives.

- Identify the components of the health triangle.
- Apply the health triangle aspects to their own lives
- Identify common mental health concerns and disorders
- List then recall the steps of the decision making process.
- Examine the relationship between life choices and health.

Students will learn about their physical growth and development.

- Explain the importance of good personal hygiene.
- Relate the importance of abstinence towards their physical growth and development.
- Extend prior knowledge of puberty and bodily changes.
- Identify the parts of their anatomy in relation to puberty.

Students will apply healthy eating components as they relate to their food choices.

- Reflect on their own body and self-image
- Relate the consequences of eating disorders on personal health.
- List the essential nutrients and their functions and sources.
- Identify the USDA guidelines they can use to help make healthy food choices.
- Recognize the importance of eating a healthy breakfast and nutritious snacks.

Middle School FACS I & II

Course Purpose

Students will explore basic life skills that benefit this future careers and family life.

All students in 7th grade take the FACS I course. In this course they have the opportunity to choose three “modules”. One must be a sewing module, one must be a cooking module, and one must be a life skills module.

At the 8th grade level FACS II is an elective course. Students also get to choose which modules they would like to complete. Same requirements as FACS I which include one must be a sewing module, one must be a cooking module, and one must be a life skills module.

All students will utilize foundational knowledge and skills for a variety of career options.

- Work in a cooperative learning environment.
- Follow written directions laid out for each unit of study.
- Utilize critical thinking and decision making skills.
- Apply the fundamentals of time management.
- Incorporate the use of current technology to complete expectations of the unit of study.
- Collaborate with a partner to solve problems that may arise.

*The following standards reflect what students could potentially attain through their FACS I & II courses depending upon their “module” choices.

Students will explore textiles and sewing.

- Identify basic sewing equipment.
- Apply safety skills when using sewing equipment.
- Practice basic sewing techniques.
- Construct sewing projects while applying skills learned in the module.
- Demonstrate skills necessary for taking care of clothing and textiles.

Students will explore basic food and nutrition practices.

- Recognize the importance of using the current USDA food guidelines.
- Apply basic measuring techniques.
- Practice reading and following a recipe.
- Identify common abbreviations and basic equivalents.
- Demonstrate kitchen safety and sanitation guidelines while preparing foods.
- Prepare recipes applying a variety of skills, techniques, and terminology learned.
- Research the culture and ethnic foods of foreign countries.

Students will relate the importance of the roles and responsibilities within the family unit.

- Describe useful skills necessary for functional family life.
- Identify how crisis can affect family life.
- Investigate the financial costs involved with consumer decisions.
- Understand how to use and apply informational resources when making financial decisions.
- Examine the responsibilities of proper child care.
- Recognize proper methods for nurturing children.
- Identify the importance of balancing family obligations and personal needs.

Middle School Teen Issues

Course Purpose

Students will examine choices they may encounter as they progress through adolescence and family life.

Students will explore individual growth and development.

- Explore the foundation of their personality.
- Examine the effect of family on personal development.
- Recognize the stages of growth and development.
- Analyze factors that contribute to positive relationships with peers including decision making and peer pressure.
- Identify support systems to maintain the healthiest personal choice in relationships.

Students will analyze aspects of healthy dating relationships.

- Demonstrate skills that contribute to positive relationships including communication skills and styles.
- Identify desired qualities in a future spouse.
- Recognize appropriate/inappropriate activities and behaviors identified with dating.
- Recognize the benefits of abstinence.
- Identify the possible health consequences that occur with early sexual activity.
- Explain the function of the reproductive systems of both males and females.

Students will identify healthy characteristics of families.

- Identify the stages of the family life cycle and relate them to their own families.
- Identify roles and responsibilities of individuals within a family unit.
- Relate the functions of the family on individuals and the society as a whole.
- Define the different types of families.

Child Development (Grade 9-12)

Course Purpose

Students will integrate knowledge, skills and practices necessary for nurturing the growth and development of children in a variety of settings.

Students will investigate the reasons for studying children.

- Identify some of the major theorists associated with child development.
- Explain the benefits of studying child development.
- Identify ways to promote positive behaviors in children.
- Describe supportive ways of interacting with children.
- Identify the importance of play in childhood.
- Analyze career paths within early childhood, education and services.
- Explain the roles and functions of individuals engaged in early childhood, education, and services.

Students will analyze the physical, emotional, social and intellectual growth of children from 6 weeks to 1 year (Infants).

- Describe the physical growth and development during this age period.
- Describe the emotional and social growth and development during this age period.
- Describe the intellectual growth and development during this age period.
- Evaluate and identify behaviors displayed by infants for each area of development.

Students will analyze the physical, emotional, social and intellectual growth of children of 1 year and 2 years old (Toddlers).

- Identify the physical growth and development of children during this age period.
- Identify the emotional and social development of children during this age period.
- Identify the intellectual development of children during this age period.
- Evaluate and identify behaviors displayed by toddlers for each area of development (physical, emotional, social, and intellectual).

Students will analyze the physical, emotional, social and intellectual growth of children 3 year and 4 years old (Preschool)

- Identify the physical growth and development of children during this age period.
- Identify through observation the emotional and social growth and development of children during this age period.
- Identify through observation the intellectual development of children during this age period.
- Apply their knowledge as they work with preschool age children in a group setting such as preschool.

Clinical Nutrition **(Grade 10-12)**

Course Purpose

Students will study the scientific basis of nutrition, nutrients and their functions, sources of deficiency diseases, nutrient requirements and the basic interrelationships of nutrients.

Students will identify how diet and lifestyle contribute to health and wellness.

- Identify the basic terminology needed to understand nutrition.
- Identify the factors that influence an individual's food choices and be equipped to make better personal eating choices.
- Describe the various factors that affect food habits: body physiological processes, meal size and composition, early experiences, ethnic customs, healthy concerns, advertising, social class, and economics.
- Examine current scientific recommendations used for evaluating healthy eating practices and identify reliable sources of nutrition.
- Analyze cultural issues within a global context by comparing American nutrition/health issues with those of the rest of the world.

Students will assess the steps in the body processes of digestion and metabolism in relationship with the health and nutrition of the individual.

- Identify the basic methods for evaluating nutritional status.
- Name the body organs involved in the digestion and absorption of nutrients and describe their function.
- Summarize the processes of digestion and metabolism as they relate to the body.

Students will assess the importance and scientific implications of incorporating the essential nutrients in daily life.

- Identify and describe the basic structures and food sources of each of the nutrients.
- Outline the consequences of deficiencies and over-consumption of each of the nutrients.
- Prepare recipes and examine best health practices for preparation of foods as related to each nutrient.

Students will use the nutritional basics to plan dietary applications as related to weight management, physical fitness, and the special health concerns.

- Apply principles of critical thinking by analyzing and evaluating nutrition issues, personal eating habits and potential risk of chronic disease.
- Describe the uses of energy by the body and what constitutes energy balance.
- Outline the risks to health posed by overweight and obesity.
- Describe possible reasons and treatments for underweight status.
- Design a fitness regimen that begins with no physical activity and moves to a goal of at least 30 minutes a day.
- Evaluate the changes that occur in energy and nutrient needs during different stages of the life cycle.

Students will research the career fields of nutrition, food science and dietetics.

- Identify personal interests, strengths and weaknesses as related to the foods and nutrition studies, appropriate opportunities and careers available in this field.
- Determine the roles and functions of individuals engaged in food science, dietetics and nutrition careers.
- Examine potential career choices to determine the education, technologies, skills and attitudes associated with each.

Clothing (Grade 9-12)

Course Purpose

Students will demonstrate skills needed to select, maintain, produce, alter, or repair fashion, apparel, and textile products.

Students will explore the development of fibers into fabrics.

- Identify fibers by their classification and characteristics.
- Explain how manufactured fibers are made and yarns are formed.
- Compare the characteristics of woven and knitted fabrics.
- Describe other methods of fabric construction as bonded and quilted.
- Explain the different dyeing processes and common printing techniques.

Students will examine and apply the proper clothing care basics

- Describe routine clothing care.
- Choose the best methods of removing specific stains.
- Give examples of the information on care labels.
- Describe how to store clothing effectively.
- Describe the steps involving in laundering clothes.
- Demonstrate how to iron clothes.
- Demonstrate basic clothing repair.

Students will determine the best practices when making clothing purchases.

- Evaluate their wardrobe by developing a wardrobe chart to identify and prioritize additions.
- Describe differences between department, specialty, discount, and resale stores.
- Explain how to avoid impulse buying and make use of comparison-shopping.
- Judge the quality and workmanship of clothing.

Students will develop skills to construct a garment by choosing patterns and fabric.

- Understand how to choose a pattern that is the correct style, size, and skill level.
- Measure the body correctly to determine proper size.
- Explain how to choose and purchase fabric and notions for the pattern.
- Follow instructions on the pattern guide sheet and perform the steps in construction.

Students will develop skills to operate a sewing machine, serger, and develop construction techniques.

- Identify the parts and proper procedures in operating a sewing machine and serger.

- Recognize and list the uses of sewing equipment used in clothing construction projects.
- Perform the following skills by laying out patterning pieces on fabric, cutting out pattern, and marking the fabric using the correct techniques.
- Demonstrate the basic sewing construction techniques such as seam finishes, hems, fasteners, casing, sewing curves, casing, darts, and gathers.
- Construct a garment which meets the skill level of the individual.

Culinary Arts (Grade 10-12)

Course Purpose:

Students will develop a foundation of knowledge and basic skills used in a diverse food service industry.

Students will analyze the skills necessary to become a culinary professional in the foodservice industry.

- Explain the roles, duties, and functions of individuals engaged in food production and service careers.
- Analyze opportunities for employment and entrepreneurial endeavors.
- Identify professional characteristics, requirements and education and training requirements for career paths in food production and services.
- Apply basic employability skills in foodservice.
- Develop skills necessary for successful customer relations.
- Investigate the wide variety of career opportunities within foodservice.
- Create an employment portfolio for use with work-based learning opportunities.

Students will demonstrate the necessary knowledge of recipes, equipment, food service technology and terminology to safely and successfully function within the foodservice environment.

- Identify the components and functions of a standardized recipe.
- Convert recipes to yield smaller or larger quantities.
- Identify different functions of several types of equipment and demonstrate their proper uses.
- List reasons why it is important to keep food safe.
- Describe good personal hygiene and how it affects food safety.
- List the seven major steps in a Hazard Analysis Critical Control Point (HACCP) food safety system.

Students will apply sound nutrition principles of meal planning and preparation in the food service environment.

- Use Recommended Dietary Allowances and current USDA guidelines to plan meals.
- Characterize the roles of nutrients in people's diets and identify foods that contain these nutrients.
- Analyze food, equipment, and supplies needed for menus.
- Apply menu-planning principles to develop and modify menus.
- Develop a variety of menu layouts, themes, and design styles.

Students will demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

- Develop laboratory experience and skills which are transferable to foodservice settings.
- Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- Demonstrate professional plating, garnishing, and food presentation techniques.
- Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- Explain baking formulas, and the difference between volume and weight measurements.
- Prepare various foods using safe handling and professional preparation techniques.

Students will develop skills necessary for successful customer relations.

- Demonstrate the similarities and differences between American, French, English, Russian, and quick service styles.
- Demonstrate sensitivity to diversity and individuals with special needs.
- Analyze the role of quality service as a strategic component of exceptional performance.
- Demonstrate ways of describing and recommending menu items to guests.
- Analyze strategies for addressing and resolving customer complaints.
- Distinguish among and discuss basic marketing concepts used in foodservice.

Fashion Design **(Grade 10-12)**

Course Purpose:

Students will investigate current trends, clothing resources and apparel production while applying merchandising and decision-making skills for future careers in the fashion industry.

Students will demonstrate fashion, apparel and textile design skills.

- Evaluate the fashion life cycle.
- Analyze technology and trends that facilitate design and production of textile, apparel, and fashion products.
- Differentiate typical fashion styles based on designer trends and fashion capitals.

Students will distinguish key elements in designing fashion.

- Illustrate garment styles and parts.
- Sketch the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.
- Apply the elements and principles of design in various aspects of the fashion design industry.
- Apply basic and complex color schemes and color theory to develop and enhance visual effects in fashion.
- Sketch fashion drawings using the industry-recognized fashion sketching technique.

Students will examine the components of apparel production industry, marketing and retailing.

- Apply the skills and procedures necessary to create and produce textiles, garments and accessories.
- Demonstrate marketing techniques for fashion merchandising using created designs.

Students will explore careers in apparel design, fashion merchandising, and fashion promotion.

- Describe the work of a fashion designer and the qualifications needed for that career.
- Examine personal skills necessary for successful careers in the fashion design industry.
- Analyze employment opportunities and entrepreneurial endeavors in the fashion design industry.
- Organize coursework into a variety of mediums to feature work and growth for future career-related opportunities.

Foods I (Grade 9-12)

Course Purpose:

Students will apply kitchen safety, food sanitation principles, preparation techniques and nutritional knowledge when planning and preparing food products.

Students utilize safety and sanitation practices essential for food preparation and consumption.

- Demonstrate laboratory safety and sanitation.
- Describe causes and symptoms of major foodborne illnesses.
- Demonstrate methods and procedures for controlling foodborne illnesses.
- Identify hazards in the kitchen and prevention methods.

Students demonstrate knowledge of terminology, laboratory equipment and measuring techniques.

- Identify and utilize laboratory equipment, utensils and tools properly.
- Define cooking terms and apply techniques used in recipes.
- Calculate recipe measurements and equivalents.
- Demonstrate proper use of liquid and dry measuring tools.
- Demonstrate correct and safe use of knives.
- Practice basic knife cuts.
- Describe dry -, moist-, and combination heat methods and identify the foods to which they are suited.

Students will identify sources and functions of essential nutrients as they impact wellness.

- Analyze diet based on current USDA guidelines.
- Students will plan a nutritious well-balanced meal demonstrating knowledge of current USDA guidelines.
- Analyze information on a nutrition label to make informed decisions.

Students will utilize food preparation skills applicable to the project.

- Demonstrate the proper use of liquid and dry measure tools.
- Describe and demonstrate basic preparation techniques.
- Describe dry -, moist-, and combination heat methods and list the foods to which they are suited.
- Identify the kitchen utensils/equipment needed for preparation.

Foods II (Grade 9-12)

Course Purpose:

Students will complete an in-depth study of food and food preparation techniques.

Students will demonstrate previously acquired knowledge of equipment, laboratory technology and terminology to safely and successfully function within the laboratory environment.

- Practice safety and sanitation during food preparation
- Select appropriate kitchen equipment, model safety procedures and demonstrate correct measuring techniques and procedures in the lab.

Students will compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices.

- Utilize sensory evaluations.
- Apply descriptive words when evaluating food.
- Evaluate the psychological, cultural, and social influences on food choices.
- Examine the production and packaging of food and how it affects consumers.

Students will demonstrate the knowledge and proper food preparation techniques through laboratory experience.

- Demonstrate the five mother sauces and variations/derivatives.
- Demonstrate the procedures for making clear and thick soups.
- Examine principles of yeast bread preparation including:
 - A. Identify various types of yeast breads.
 - B. Describe and demonstrate the procedure for making yeast breads.
- Examine the principles of pastry preparation including:
 - A. Describe various types of pies.
 - B. Demonstrate pie crust preparation.
 - C. Prepare various pies including cream pies and fruit pies.
- Examine the principles of cake preparation including:
 - A. Distinguish between various cake and frosting types.
 - B. Demonstrate advanced skills in preparing various cakes and frosting types.
- Identify nutrients in beef, pork, poultry, and fish.
- Examine principles of protein preparation including:
 - A. Safety and sanitation issues.
 - B. Cuts, forms, and uses of meat, poultry, and seafood.
 - C. Dry and moist heat preparation techniques.

Students will create meal plans which incorporate their knowledge of nutrition in the life cycle, meal planning, and consumerism.

- Identify meal planning tips to meet the nutritional needs of people in different stages of the life cycle.
- Evaluate economic and environmental factors influencing food choices.
- Identify factors that affect food costs and comparison shop.
- Evaluate the family food budget to make appropriate food choices.
- Incorporate variety in flavor, color, texture, shape, size and temperature when planning appealing meals.
- Create meal plans which are nutritious based on the current USDA guidelines and fit the family budget.

Students will compare various cultural and ethnic foods.

- Identify the origins of foods from the main regions of the United States.
- Recognize the influence of geography and climate on individual's food choices.
- Investigate the food background of a specific country, culture, region or ethnic group.
- Prepare food products of specific countries, cultures, regions or ethnic

Foundations in Family Financial Management (Grade 11-12)

Course Purpose

Students will gain the knowledge and skills related to financial literacy in order to make informed decisions as they assume adult roles and responsibilities.

Students will explore factors that influence financial responsibility and decision making.

- Analyze how values, needs, and wants affect individual financial decisions.
- Apply the concepts of trade-offs and opportunity costs to decision making.
- Recognize the impact of individual values on overall well-being and family well-being.
- Construct a well-written SMART goal.
- Analyze how career choice, level of education and skills, and economic conditions impact lifestyle and financial goals.

Students will apply reliable information to managing money.

- Identify and implement the steps in developing a personal financial plan (earning, spending and saving).
- Develop a system for keeping and using financial records.
- Analyze the factors that affect financial planning throughout the life cycle.

Students will explore factors of spending money including protecting and borrowing.

- Examine the sources, benefits and costs of credit.
- Examine roles of insurance (auto, home) in protecting against financial loss.
- Identify fraudulent practices and schemes, determine ways to avoid them, and deal with the repercussions (electronic banking, identity theft, banking online etc.).

Students will use a career plan to develop personal income potential.

- Classify the relationship between educational level and income.
- Appraise human capital and why it is important for career development.
- Assess the traits needed for workers to be successful in various job clusters.
- Compare different methods of employee payment.
- Analyze wage deductions.
- Interpret a pay stub.
- Explain how being employed provides additional benefits to wages earned.

Students will examine financial issues related to living independently.

- Explore the impact of money on interpersonal relationships.
- Develop communications strategies for discussing financial issues.

- Describe the rights and responsibilities of consumers and businesses in a variety of settings, including when using emerging technologies.
- Examine rights and responsibilities of securing a place to live (leases, roommates, furnishings etc.).

Health Science I (Grade 9-12)

Course Purpose

Students will examine a variety of healthcare occupations in the Therapeutic Services, Diagnostic Services, Health Informatics, Supportive Services, and Biotechnology Research and Development pathways. An overview of the history of healthcare, medical terminology and ethical and legal responsibilities will be explored.

Students will examine health care in the past, the present and the future.

- Explain major discoveries, inventions and historical factors that have affected healthcare.
- Develop a timeline indicating significant developments in healthcare.
- Describe the five career pathways and related occupations.
- Analyze their own interests and abilities to discover possible health fields.
- Compare and contrast at least two different career assessments.

Students will examine the practices necessary for quality healthcare.

- Describe the methods of standard and transmission based isolation precautions that prevent the spread of microorganisms.
- Describe the chain of infection.
- Describe the principles of asepsis and the importance to quality healthcare.
- Demonstrate asepsis techniques, especially hand washing.
- Demonstrate the use of barriers to prevent the spread of infection i.e. gloves, mask, gowns.
- Identify the role of government organizations involved in healthcare.

Students will analyze the legal and ethical issues related to health care.

- Identify and describe the legal and ethical behavior required of a healthcare worker including the HIPAA (Health Insurance Portability and Accountability Act).
- Describe Advanced Care Directives.
- Summarize the Patient's Bill of Rights.
- Understand Informed Consent.
- Identify the ethical issues and their implications related to healthcare.
- Compare and contrast religious and cultural beliefs as they impact healthcare professionals.

Students will be able to spell, pronounce and define basic medical terminology using the prefixes, suffixes and word parts methods.

- Identify the roles of the three types of word parts, prefixes, suffixes and root words, in forming medical terms.
- Analyze unfamiliar medical terms using knowledge of word parts.

- Define and use anatomic reference systems to identify the anatomic position, body planes, directions and cavities.
- Identify the body systems in terms of their major structures, functions and related word parts.
- Identify the major functions and structures of the skeletal and muscle systems.

Students will understand the role of HOSA- Future Health Professionals.

- Identify what the HOSA organization is and benefits of belonging to a student organization.
- Identify the hierarchy of a healthcare system and the relationship to teamwork.

Health Science II (Grade 11-12)

Course Purpose

Students will investigate the healthcare industry through a variety of simulated experiences and applied medical terminology.

This course is offered in partnership with the medical community, specifically CHI/Good Samaritan Hospital.

Students will investigate health careers within the healthcare industry.

- Investigate careers in the therapeutic pathway.
- Investigate careers in the diagnostic pathway.
- Investigate careers in the support services pathway.
- Investigate careers in the biotechnology & research pathway.
- Investigate careers in the health informatics pathway.

Students will develop a working knowledge of medical terminology.

- Review prior knowledge of prefixes, suffixes and word parts.
- Continue to expand knowledge of medical terminology related to the career fields of the presenters.
- Research area of concern, an issue related to health care or trend in the industry.
- Create a presentation on researched issue related to the health field.

Students will understand the responsibilities associated with their Preceptorship.

- Create a questionnaire for speaker presentations.
- Identify how professionalism is incorporated in the health field.
- Demonstrate appropriate dress, behaviors, and ethics of the health profession.
- Complete journal logs for each speaker, field trip or presentation.
- Complete performance reviews.

Human Growth and Development

Grade 9-12

Course Purpose:

This course covers the study of human development (physical, mental, emotional and social) either from infancy through adolescence or through the entire lifespan. Students will focus on how to develop positive interactions with others and how development can be guided at each age.

Students will understand everything about the developing person—including physical attributes, such as gender and appearance, as well as intellectual and personality characteristics.

- Describe the fusion of the ovum and the sperm and the biological mechanisms by which normal, and sometimes abnormal, chromosomes and genes are transmitted to the developing zygote.
- Describe the prenatal development process up to and including birth (germinal, embryonic, and fetal periods).

Students will understand the typical patterns of growth and maturation that occur in the infant's body (first two years) and nervous system and looks at how the development of sensory, perceptual, and motor abilities keeps pace with physical development.

- Explore cognitive development—the ways in which the infant comes to learn about, think about, and adapt to his or her surroundings.
- Explore why the infant mortality rate has decreased during the twenty-first century.

Students will explore the psychosocial infant development including not only the characteristics of the individual, such as self-awareness and personality, but also the relationships between the child and parents and the child and his or her culture.

- Identify the infant's emerging emotions.
- Explore the development of social bonds that lead to growth.
- Describe the psychoanalytic theories along with behaviorism, cognitive, humanistic, and evolutionary theories, which help us understand how the infant's

emotional and behavioral responses begin to take on the various patterns that form personality

Students will explore the developing person between the ages of 2 and 6.

- Describe growth rates and the changes in shape that occur from ages 2 through 6, as well as the toddler's' eating habits.
- Examines the brain growth and development and its role in physical and cognitive development.
- Explains varying views of cognitive development at this age as well as focuses on what young children can do, including their emerging abilities to theorize about the world.
- Describe young children's social understanding beginning with emotional development and the emergence of the sense of self.

Student will be able to understand from ages 7 to 11, the child becomes stronger and more competent, mastering the biosocial and cognitive abilities that are important in his or her culture.

- Explore the growing social competence of children, as described by Erikson and Freud, the growth of social cognition and self-understanding, and the ways in which children cope with stressful situations.
- Examine theory of moral development as well as current evaluations of the theory.

Students will identify all three domains of development – biosocial, and cognitive for young people ages 11 to 18 beginning with puberty.

- Explain the biosocial metamorphosis of the adolescent discussed in detail, with emphasis on factors that affect the age of puberty, sexual maturation, and changes in body rhythms.
- Describe the cognitive advances and limitations of adolescence, with the attainment of formal operational thought, the developing person becomes able to think in an adult way—that is, to be logical, to think in terms of possibilities, and to reason scientifically and abstractly.
- Discuss the adolescent's efforts to achieve an identity, focusing on the impact of parents and peer groups on psychosocial development.

- Examine the influences of family, friends, and society on adolescent psychosocial development, including the development of romantic and sexual relationships.

Students will examine the decisions emerging adults make in terms of lifestyle and the effect of those decisions on their overall development.

- Describe the growth, strength, and health of the individual during emerging adulthood, including declines in the efficiency of the body's systems.
- Examine the personality development during emerging adulthood, both positive and negative emotions and addresses the need for intimacy in adulthood, focusing on the development of friendship, love, and marriage.

Students will identify biosocial and cognitive development during late adulthood, discussing the myths and reality of this final stage of the life span.

- Examine the biosocial development during late adulthood.
- Explore the physical health of the elderly and describe the progressive stages and forms of dementia and other mental disorders.
- Discuss positive cognitive changes that may occur during later life and identify the common features of geographical regions famous for long-lived people.

Students will discuss how dying is viewed throughout the lifespan.

- Examine a dying person's wants and needs and compare the expressions of grief, mourning and bereavement.
- Identify the various meanings of death over the life span and in different religious and cultural contexts.
- Understand grief and how it differs from mourning.

Interior Design **(Grade 10-12)**

Course Purpose:

Students will apply design elements and principles in the selection, use and care of home furnishings to achieve improved living spaces to meet individual and family needs.

Students will examine the elements and principles of design as a guideline for creating living spaces to meet individual, family, and community needs that are comfortable, efficient, and aesthetically pleasing.

- Identify and apply the principles of creativity.
- Identify, recognize, and apply the elements and principles of design.
- Analyze the power of color in relation to interior living spaces.

Students will demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

- Summarize communication techniques and drawing conventions used in construction drawings.
- Describe public, social and workspaces and the functional and aesthetic factors of each.
- Analyze floor plans to differentiate between those that are effective and those that are poorly designed.
- Create a simple, effective floor plan with furniture arrangements for effective circulation and groupings.

Students will understand the role of the interior designer in selecting materials and interior finishes to protect the health, safety, and well-being of clients.

- Summarize key characteristics regarding the selection of interior finishes- including sustainable and green materials-to create the desired look for walls, floors, windows, and ceilings.
- Differentiate between types of window coverings.
- Identify different textiles and finishes, their characteristic properties, and uses in interior design.
- Evaluate quality, construction, and good design characteristics of common furniture types.
- Demonstrate an understanding of the furniture styles appropriate to individual, family, and community interior living spaces.

Students will apply design knowledge, skills, and processes as well as oral, written, and visual presentation skills to communicate design ideas.

- Analyze and apply all design elements and principles to meet the design situation.
- Analyze and apply knowledge of background units and furniture to design a comfortable, efficient, and aesthetically pleasing living space to meet the design situation.

Introduction to Education

Grade 11-12

Course Purpose:

This course is designed to help students explore professional or learning support positions in education, education related careers and training. The course will provide an overview of ethics and professionalism, societal influences, classroom management and practices, and the understanding of the educational governance structure.

Students will explore the teaching profession by investigating various career opportunities and related requirements.

- Reflect on personal strengths and aptitudes for the teaching profession.
- Investigate professional expectations in the field of education (such as ethics, behavior, dress, i.e).
- Investigate colleges, which offer education and training programs.
- Explore career opportunities and job outlook within education (pre K-12, paraprofessionals, adult education, specialty areas such as speech pathology, audiology, educational trainers, administration, counseling, entrepreneurial opportunities, i.e.).

Students will explore a variety of instructional techniques used to meet the needs of all learners by examining current practices and research.

- Investigate the technology options to enhance classroom instruction.
- Research current instructional techniques which impact student learning.
- Identify and discuss different assessment techniques.
- Compare and contrast various lesson plan and unit plan styles and resources.

Students will explore the impact of effective classroom management and discipline strategies on student learning.

- Identify the relationship between effective instructional strategies and classroom management.
- Identify different discipline strategies in various classroom situations.
- Compare and contrast the current theories/trends in education.
- Recognize the impact of interpersonal relationships on classroom management.

Students will explore how political, social, and cultural influences impact education.

- Examine the history and philosophy of education.
- Identify the roles of local, state, and federal government in education.
- Investigate the relationship between social issues and educational policy.

Students will examine the preparation needed for education and training professions.

- Examine the need for strong academic skills.
- Identify the career readiness skills (punctuality, communication, respect for all staff, dependability, background checks)
- Create an ongoing professional portfolio using assessments and observations.

Introduction to Human Sciences and Education (HSE) (Grade 9-10)

Course Purpose:

This course is intended to enable students to have a broad scope of experiences that will provide an overview, fundamental knowledge and essential skills of Human Sciences and Education with a foundation not limited to Family and Consumer Sciences. Students will practice basic life and career readiness skills and learn to apply them to personal life situations. Students will integrate communication and leadership skills while examining how current culture and challenges affect their family, work and community. Students will research career possibilities through guest speakers and develop a personal career portfolio within the Human Sciences and Education pathway.

Students will examine and demonstrate communication skills that contribute to positive interactions within their relationships as experienced in the family, classroom, friendships, team player, and more.

- Define communication.
- Analyze various methods of communication.
- Discriminate effective techniques of communication being sensitive to contextual appropriateness and cultural differences.
- Practice communication in a variety of settings (teams, family, child to teen, elderly to teen, teacher to teen).
- Apply problem-solving strategies in conflict resolution.

Students will apply critical thinking and problem-solving processes throughout their life.

- Explain what values are, how they are formed, and how they affect our goals in life.
- Compare and contrast the meaning of values, morals, and ethics.
- Evaluate and analyze one's own behavior related to values and ethical decisions.
- Explain what values are, how they are formed, and how they affect our goals in life.
- Compare one's own values and code of ethics to the ethics of local and global society (cultural influences).
- Distinguish how stereotypes can lead to prejudice and the harmful social effects of prejudice.
- Describe qualities of a good leader and how individuals can apply these skills in the family, workplace, and community.

Students will utilize career readiness standards for career preparation.

- Differentiate between a job and a career.
- Examine how family structures affect career choice.

- Identify interest, aptitudes, and abilities and explain how they relate to career choices.
- Describe how factors such as personality, values, goals, health, and lifestyle affect choosing a career.
- Describe the career preparation process and how trends affect career choices.
- Apply the decision-making process to career choices.
- Describe preparation requirements for various levels of employment.
- Give examples of careers in family and consumer sciences that require a bachelor's, masters, and doctorate degree.

Students will demonstrate skills needed for achieving job success in Human Sciences and Education.

- Investigate the career clusters within the Human Sciences and FACS Career Field.
- Describe personal skills and abilities needed for careers in each of the Human Sciences and FACS career field.
- Identify specific careers that align to personal assessments.
- Compare and contrast identified strengths and weaknesses as they relate to the career field opportunities.
- Examine educational requirements, job opportunities, demand, and wage and benefit potential for careers in the Human Sciences and FACS career field.
- Outline future trends in Human Sciences and FACS career field.

Introduction to Medical Terminology

Course Purpose

Students will apply medical terminology of the human anatomy to obtain the vocabulary needed in a healthcare setting.

This is an online course through Central Community College. Upon completion with a B or higher you will receive 2 college credits at CCC which automatically transfer to UNK for one of the entry level biology classes in the Allied Health Programs. This is determined by your online exam grades.

Students will define medical terms.

- Define medical prefixes, word roots and suffixes.
- Construct sentences using medical terminology word-building skills
- Interpret and extract information from realistic medical references/documents.

Students will define anatomical terms.

- Recognize and apply identified anatomical terms.
- Identify prefixes, word roots and suffixes with body systems.
- Define terms associated with the three planes of the body: transverse, mid-sagittal, and frontal.

Students will differentiate the medical terms for the following areas of the body.

- Blood Cells, Cardiovascular and Lymphatic Systems
- Nervous System and Tumors
- Digestive System
- Muscles, Bones and Joints
- Male Reproductive and Urinary Systems
- Female Reproductive System, Obstetrics and Neonatology
- Eye, Ear, Respiratory System and Special Senses
- Directions and Regions of the Body
- Pathogenic Organisms, Endocrine System and Medical Specialties

Student will interpret and apply medical abbreviations.

- Interpret and extract information from realistic medical references/documents.
- Record and interpret time, using the 24 hour clock.
- Complete a task analysis of their day, utilizing the 24 hour clock.

Parenting Decisions **(Grade 10-12)**

Course Purpose:

Students will investigate the many crucial decisions that people make before becoming parents. Students will study the various parenting styles, ways of becoming a parent and human development from conception to infancy.

Students will analyze roles and responsibilities of parenting.

- Students will analyze parenting roles across the lifespan.
- Students will classify the expectations and responsibilities of parenting.
- Students will identify the legal rights and responsibilities of parents.
- Students will examine personal readiness through self-assessments and a parenting simulation.
- Students will compare and contrast the alternatives to biological parenting including adoption, foster parenting, or step-parenting.

Students will evaluate parenting practices that support human growth and development.

- Students will analyze the consequences of positive and negative parenting practices to the individual, family and society.
- Students will distinguish between child development theorists and their relationship to parenting.
- Students will assess common practices and emerging research about discipline on human growth and development.
- Students will classify the major styles of parenting and methods of discipline common to each style.
- Students will assess the effects of abuse and neglect on children and families and determine methods for prevention.
- Students will summarize current laws and policies related to parenting and children.

Students will analyze physical and emotional factors related to beginning the parenting process.

- Students will compare and contrast the various methods of family planning.
- Students will analyze the biological processes related to prenatal development, birth and health of child and mother.
- Students will describe the practices that support a healthy pregnancy and the physical changes that occur to the mother during pregnancy.
- Students will investigate the causes of various birth defects, miscarriages and stillbirths.
- Students will classify the stages of birth and birthing options.

Students will analyze strategies of caring for infants and nurturing children.

- Students will compare the parental adjustments required after the baby's arrival.
- Students will describe the characteristics of the newborn and procedures immediately following birth.
- Students will identify the changes in the physical, mental, and social/emotional development of the infant from birth to 6 weeks.
- Students will investigate the changing adult roles related to parenting, career and social life.

Relationships **(Grade 11-12)**

Course Purpose:

Students will apply knowledge and skills gained related to family and relationship literacy in order to make healthy informed decisions as they assume adult roles and responsibilities. This course includes the study of interpersonal relationships and the effect of these relationships on the well-being of individuals, families, work and society.

Students will interpret the impact of heredity, environment, emotions, and attitudes on personal development.

- Identify stages of development throughout the lifespan.
- Apply Maslow's Hierarchy of Needs to the lifespan.
- Develop their self-awareness, values, goals, and decision-making strategies.
- Classify SMART, short-and long-term goals and the steps needed to achieve them.
- Analyze the impact of heredity and environment on personal development (such as but not limited to influences of self-esteem, self-concept, attitudes, personality characteristic) and their influence on personal identity.

Students will examine processes for building and maintaining various types of interpersonal relationships.

- Define the roles and relationships in one's life.
- Identify personal character traits that contribute to positive relationships and healthy lifestyles.
- Analyze the importance and process of mate selection.
- Examine characteristics and behaviors associated with family, social and workplace roles and relationships.
- Describe positive characteristics and behaviors of strong marriage relationships.
- Compare and contrast healthy and unhealthy relationships.
- Examine characteristics and behaviors associated with domestic abuse and violence.
- Demonstrate appropriate communication skills (listening, writing and nonverbal) that contribute to positive relationships.
- Analyze how personal values, attitudes, skills, and behavior affect interpersonal communication (ethics and etiquette).
- Evaluate appropriate and inappropriate methods of interacting with others in personal, workplace and community settings.
- Apply leadership, citizenship, and teamwork skills as an integral part of classroom activities.

- Communicate respectfully and effectively with people of different cultures and diverse perspectives.

Students will analyze the impact of the family as a system on individuals and society.

- Identify the basic functions of families within society.
- Describe the stages of family development common to many families.
- Compare family structures from a historical perspective.
- Explore the influences on the family in preserving one's culture and transmitting traditions.

Students will examine cultural issues that impact family and lifestyle balance.

- Identify the work of the family and develop strategies for sharing those responsibilities.
- Students will investigate how family composition and income influences how home and family responsibilities are managed.
- Define marital roles and related issues (household responsibilities, childcare, etc.).
- Evaluate the impact of family structure on the workplace.
- Analyze the impact of occupational demands on family life.
- Examine the challenges of entering and re-entering the workforce.

Students will evaluate effective conflict prevention and conflict resolution techniques.

- Demonstrate an understanding of conflict resolution.
- Evaluate alternative methods of solving problems, accomplishing tasks and consequences for actions.
- Manage the physical, social, and emotional environment to reduce conflict and promote safety in the family, workplace, and community.

Students will analyze the impact of stress and crisis on families, finances and futures and examine management strategies.

- Define and explore the elements of crisis.
- Recognize physical, emotional, social, spiritual, mental, and occupational crisis.
- Develop strategies and techniques for crisis management.
- Examine internal and external origins of personal stress and how individuals respond to stress in different ways.
- Identify stressors in the family and the workplace and describe the interrelationships.
- Identify symptoms of stress on individuals' health, in workplace environments and on family life.
- Develop strategies and techniques to effectively manage stress.