

# FAMILY & CONSUMER SCIENCE

*College and Career Readiness is a focus for Family and Consumer Science (FCS) classes. They provide the bridge needed by all students to impact society in areas such as work-and-family, health care, child and elder care, hospitality, global economics, and education. Family Consumer Science classes are a catalyst to bring these topics into action-oriented, skill-building educational programs. All family and consumer science courses count towards the Career-Technical program sequence needed for the Technical Honors Diploma. Dual credit courses count towards the Technical and Academic Honors diploma.*

## Foundational Courses

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### **INTERPERSONAL RELATIONSHIPS (5364)**

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 1 RW

*Interpersonal Relationships satisfies the health credit required for graduation.* Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. Major course topics include communication skills; leadership and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

### **PREPARING FOR COLLEGE AND CAREERS (5394)**

Classification: CTE

Prerequisite: None

Recommended for 9, 10

Credit: 1 RW

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics include: organization and planning, study skills and note-taking, learning about the self, career exploration and planning, and investigating post-secondary options.

### **ADULT ROLES AND RESPONSIBILITIES (5330)**

Classification: CTE

Prerequisite: None

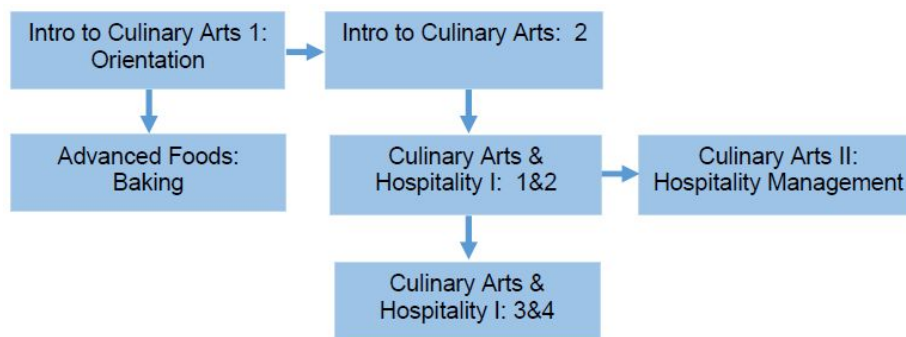
Open to: 11 and 12

Credit: 1 RW

Adult Roles and Responsibilities will cover knowledge, skills, and behaviors students will need to be prepared for post secondary endeavors. Learning experiences in this course focus on financial responsibility, interpersonal standards, resource management, personal and professional skills needed for success. This course is designed to teach students how to be self sufficient as a young adult.

# Culinary and Hospitality Courses

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## **INTRODUCTION TO CULINARY ARTS 1: ORIENTATION ; INTRODUCTION TO CULINARY ARTS 2 (5438)**

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW or 2RW, can take 1 or 2 semesters

Formerly known as **Nutrition and Wellness**, the first semester of this course introduces students to basic culinary knowledge and skills. Students will learn the fundamentals of food preparation, safety, sanitation, and nutrition. Students will be able to explore careers in the Hospitality, Tourism, and Culinary Arts industry while learning skills transferable to their everyday wellbeing. Lab experiences emphasize industry practices and develop basic skills required for more advanced courses. It is a prerequisite for Advanced Foods: Baking.

Students wishing to take any additional Culinary courses are required to take second semester. During the second semester, students explore culinary arts history and professionalism in the service industry. Students will investigate preparation foundations, practice and build upon basic culinary skills, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the economics of food. Participation in Family, Community, Career Leaders of America (FCCLA) and laboratory experiences that emphasize industry practices and develop basic culinary skills are required components of this class.

## **ADVANCED NUTRITION AND WELLNESS: BAKING (5340)**

Classification: CTE

Prerequisite: Introduction to Culinary: Orientation or Senior Foods

Orientation to Foods

Open to: 9, 10, 11, and 12

Credit: 1 RW

Baking offers the advanced foods student an opportunity to concentrate on baking skills and the careers associated with this culinary area. Students will study ingredients and their functions, participate in labs that emphasize experimentation and recipe modifications. Learn to evaluate products made in class by improving sensory evaluation skills.

### **CULINARY ARTS AND HOSPITALITY I: I-2 (5440)**

Classification: CTE

Prerequisite: Introduction to Culinary Arts

Open to: 10, 11 and 12

Credit: 2RW Dual Credit;

*\*\*Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.\*\**

This course is for students considering a career pathway in the field of culinary arts and Hospitality and Tourism. Class experiences emphasize industry practices and basic industry skills. The course allows students to apply the basic industry food safety and sanitation practices. Students will explore the food industry and examine their own goals. Topics include the kitchen brigade, basic food service equipment, knife skills and small ware, simple catering events, and preparing and serving safe food with training for certifications in food safety. Students will have the opportunity to become ServSafe and CPR certified. The course also allows for expansion of basic cooking techniques such as dry heat and moist heat cooking, and frying. This course also provides a background and history of the hospitality industry and introduces students to the broad spectrum of hospitality/food service organizations and career opportunities. Second semester students will learn advanced food preparation techniques and menu planning skills. This lab based course allows students to practice their skills with community catering activities. Students will be exposed to industry professionals' problems through problem based learning experiences and field trips. Career and training opportunities are also explored. FCCLA membership is required.

*\*\*Eligible students may earn three (3) Ivy Tech State College dual credits per semester for HOSP 101 (I-1) and HOSP 102 (I-2)*

### **CULINARY ARTS AND HOSPITALITY I: 3-4 (5440)**

Classification: CTE

Prerequisite: Culinary Arts and Hospitality I-2

Open to: 11 and 12

Credit: 2RW

This course continues to provide students with problem based learning experiences in the hospitality industry. Students will continue to practice their advanced food preparation techniques and menu planning skills. Career and training opportunities are explored and leadership roles will be applied to community catering activities. FCCLA membership and participation in culinary competitions is required.

### **CULINARY ARTS AND HOSPITALITY II: Hospitality Management (5458)**

Classification: CTE

Prerequisites: Introduction to Culinary Arts or Principles of Marketing 1 & 2

Open to: 11 & 12

Credit: 2 RW

*\*\*Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.*

This course prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to: Identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

*\*\*Eligible students may earn three (3) Ivy Tech State College dual credits per semester for HOSP 104.*

# ***Health Science and Nutrition/Wellness Courses***

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## **ADVANCED LIFE SCIENCES: FOODS (L) (5072)**

Classification: CTE

Prerequisite: Biology & Chemistry or Biology & ICP

Open to: 11, 12

Credit: 2 RW

Note: ALS: Foods fulfills Core 40 diploma science credit.

This is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage.

## **NUTRITION AND WELLNESS: SENIOR (5342)**

Classification: CTE

Prerequisite: None (Cannot have earned a credit in Orientation to Foods)

Open to: 12

Credit: 1 RW

Emphasis on College and Career Readiness: This course is an introduction to food, nutrition, safety and sanitation, consumer buying skills, food storage, and food preparation skills. Lab experiences are designed to prepare students to be wise consumers, to be able to prepare healthy meals, and to make healthy food choices. This course will enable students to realize the benefits of sound nutrition and apply these principles to their daily lives.

## **NUTRITION AND WELLNESS: NUTRITION AND FITNESS (5342)**

Classification: CTE

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

Special emphasis will be on the nutritional needs of young athletes, as well as current dietary and exercise recommendations. Contemporary nutrition topics will be explored through research, collaboration, guest speakers, field trips, and lab experiences. Self-assessment and monitoring of personal nutrition and fitness is an integral part of this course.

## **ADVANCED NUTRITION AND WELLNESS: REGIONAL AMERICAN AND FOREIGN FOODS (5340)**

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 1 RW

This advanced foods class exposes students to international cuisine and fosters an appreciation for cultural differences. Learn about diverse cultures by examining food customs, ceremonial foods, and geographical influences. Traditional recipes and unique methods of food preparation are emphasized through lab experiences, special projects, and guest speakers. European, Asian, and Middle Eastern cuisine is explored, as well as regional foods of the United States. Lab experiences will reinforce learning and enable students to prepare and taste a variety of ethnic recipes.

# ***Fashion and Design***

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## **INTRODUCTION TO HOUSING AND INTERIOR DESIGN (5350)**

Classification: CTE

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

***This course satisfies one fine arts credit required for Core 40 academic honors diploma.*** Explore a future in interior design and related careers. This class focuses on selecting and planning living environments to meet the needs and wants of individuals and families. Topics include housing and furniture styles, architecture, floor planning skills, elements and principles of design, and influences related to interiors and furniture styles.

## **INTRODUCTION TO FASHION AND TEXTILES I, 2 (5380)**

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 1 to 2 RW

***Introduction to Fashion and Textiles satisfies the fine art credit required for Core 40 academic honors diploma.***

This is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. A project-based approach integrates instruction and experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers. First semester, students will complete sewing skills samples, a pillowcase and pajama pants. Second semester, students will complete 2 garments. Students are responsible for the expense of their own patterns, fabric and notions to complete their projects.

## **FASHION AND TEXTILES CAREERS I-1; I-2; I-3; I-4 (5420)**

Classification: CTE

Prerequisite: C- or higher in the previous semester of Fashion & Textile course.

Open to: 10, 11, and 12

Credit: 2 RW

Students have the opportunity to advance after successfully completing the prerequisite for each year. Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter the Fashion Careers II course. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. Students are required to select more challenging patterns to further develop skills using more advanced construction and tailoring techniques. Students are responsible for the expense of their own patterns, fabric, and notions to complete a minimum of five projects. Students must earn a C- or higher to continue second semester.

## **FASHION AND TEXTILES CAREERS II-1; II-2 (5421)**

Classification: CTE

Prerequisite: Fashion and Textiles Careers I-3 & I-4

Open to: 12

Credit: 2 RW

Fashion and Textiles Careers II prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter into higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Students are required to select more challenging patterns to further develop skills using more advanced construction and tailoring techniques. A study of fashion through the ages, an overview of the apparel industry, and careers in the clothing field will also be explored. Students are responsible for the expense of their own patterns, fabric, and notions to complete a minimum of five projects. Students must earn a C- or higher to continue second semester.

# ***Education and Human Services***

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## **HUMAN AND SOCIAL SERVICES I (5336)**

Classification: CTE

Prerequisite: None

Open to: 11-12

Credit: 2RW

Human and Social Services (HSS) is an exploratory course for students interested in careers that include, but are not limited to, family and social services, youth development, adult and elder care, and other for profit and non-profit services. Possible HSS careers include areas such as social work, counseling, therapists, sociologists, psychologists, occupational therapists, faith based services and initiatives, public policy, nutritionists, criminology, and youth and family assistance.

Students examine career pathways, education and training, investigate diverse challenges impacting human service professions, and explore methods to integrate professional and ethical standards into the profession. Students will engage in the community by planning, providing, and assessing services that meet community needs at the local, state, national, international, or global level. Students will be released from school for required job shadowing experiences in the community. They will provide their own transportation.

## **HUMAN AND SOCIAL SERVICES II (5462)**

Classification: CTE

Prerequisite: Human and Social Services I

Open to: 12

Credit: 2RW

This course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potential. Through Work-based experiences, students apply the knowledge and skills developed in the Human and Social Services I. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Students must provide their own transportation for the field experiences.

## **EARLY CHILDHOOD EDUCATION I: ADV CHILD DEVELOPMENT (5412)**

Classification: CTE

Prerequisite: None (May not have earned credit in Child Development.)

Open to: 11 and 12

Credit: 2 RW

***\*\*Students will have the opportunity to earn dual credit through Ivy Tech Community College 2nd semester if they meet the Ivy Tech requirements.\*\****

This is a prerequisite for Early Childhood Education I: Practicum. This course is for students who are interested in pursuing careers that work with young children such as education, psychology, pediatrics, nursing or counseling. Students study the physical, social, emotional, and intellectual development of children ages newborn to eight years old. Additional topics covered include parenting, pregnancy, brain development, guidance and discipline, child abuse, children's literature, health and wellness and careers in early childhood.

***\*\*Three (3) Ivy Tech State College dual credits are available to qualified students 2nd semester only.***

## **EARLY CHILDHOOD EDUCATION I: Practicum (5412)**

Classification: CTE

Prerequisite: C+ or high in ECE1: Advanced Child Development, Education Professions I, or FCS teacher recommendation; and application with teacher recommendations

Open to: 11 & 12

Credit: 2 RW Dual Credit 1-1, 2 RW 1-2

Full year enrollment is strongly encouraged, but not required.

***\*\*Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.\*\****

This course is designed for students interested in pursuing a career that involves working with children from birth to 8 years (3<sup>rd</sup> grade) and provides the foundations to early childhood education and other child-related careers. The course provides exposure to various types of programs such as K-3 elementary education, developmental preschool (ages 3-5), day care and community-based early childhood centers. Intensive experiences in one or more early childhood setting guide the student's practicum.

Students will plan, develop and implement lessons, assist classroom teachers in daily responsibilities, create learning games and prop boxes, explore children's literature and storytelling, and complete an observation project on the developmental milestones of a child.

Applicants will be responsible for arranging his/her own transportation to and from the assigned practicum site. The school reserves the right to assign participants to a study hall if they are unwilling or unable to satisfactorily fulfill the obligations associated with their role. Students placements are to be arranged by the CHS teacher once the course begins.

***\*\*Six (6) Ivy Tech State College dual credits are available to qualified students.***

***\*\*This course meets two morning periods. Transportation to and from the practicum site is the student's responsibility.***

## **EARLY CHILDHOOD EDUCATION II: CDA (5406)**

Classification: CTE

Prerequisite: C+ or high in ECE1: Practicum

Open to: 12

Credit: 2 RW Dual Credit

*\*\*Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.\*\**

ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. Transportation to and from the practicum site is the student's responsibility

*\*\*Three (3) Ivy Tech State College dual credits are available to qualified students for ECED 105: CDA Process.*

## **EDUCATION PROFESSIONS I-1, I-2 (5408)**

Classification: Regular and CTE

(735-736)

Prerequisite: Application, minimum 3.0 GPA and teacher recommendations

Open to: 11, 12

Credit: 2FW - Butler University Dual Credit I-1 only

*\*\*Students will have the opportunity to earn dual credit through Butler University after meeting Butler University requirements. Fees apply.*

Explore a career in elementary or middle school through a semester or year long internship. Explore teaching as a career through planning, writing, and implementing developmentally appropriate lesson plans; completing classroom observations; applying ethical and professional principles when working with children and adolescents; and investigating licensing requirements related to careers in education. Documentation of achievement is demonstrated in a portfolio based on professional teaching standards. Students are placed in an elementary or middle school by the high school supervising teacher. Students selecting this course for a full year will be re-assigned at semester to a different grade level, school, and/or teacher.

Students should be motivated toward exploring a career in education or related careers.

Applicants must have:

- Good attendance with no discipline issues
- Time management skills.
- A positive attitude and strong work ethic.
- The ability to be self-directed, take initiative, and get involved.
- Effective communication skills.
- Respect for others.

Applicants will be responsible for arranging his/her own transportation to and from the assigned school or request an assignment at Carmel Elementary School, which is within walking distance. The school reserves the right to reassign participants to a study hall if they are unwilling or unable to satisfactorily fulfill the obligations associated with their role. Student placements will be arranged by the CHS teacher once the course begins.

*\*\*This course meets two periods on either gold or blue days.*



## **EDUCATION PROFESSIONS II-1, II-2 (5408)**

Classification: Regular and CTE

(735-736)

Prerequisite: Education Professions I-1, Application, minimum 3.0 GPA and teacher recommendations

Open to: 12

Credit: 2FW - Indiana University Dual Credit II-1 only

*\*\*Students will have the opportunity to earn dual credit through Indiana University Advanced College Program after meeting Indiana University requirements. Fees apply.*

Education Professions II is an in-depth, advanced study of careers, curriculum and instruction in elementary and/or middle school education through a semester or year-long internship. Students will explore teaching as a career; apply knowledge of curriculum and instruction through planning, writing, implementing and assessing developmentally appropriate lesson plans; complete classroom observations and apply to developmentally appropriate practices; study and apply ethical and professional principles when working with children and adolescents; and investigate licensing requirements related to careers in education. Documentation of achievement is demonstrated through a final teaching philosophy statement, classroom learning and management plan, and presentation based on professional teaching standards.

Students are placed in an elementary or middle school classroom by the high school supervising teacher. Students selecting this course for a full year will have the option to change assignments at semester to a different grade level, school and/or teacher.

Students should be planning a career in education or related careers (i.e. speech pathologist, media specialist). Applicants must have:

- Good attendance with no discipline issues.
- Time management skills.
- A positive attitude and strong work ethic.
- The ability to be self-directed, take initiative and get involved.
- Effective communication skills.
- Respect for others.

Applicants will be responsible for arranging his/her own transportation to and from the assigned school. The school reserves the right to assign participants to a study hall if they are unwilling or unable to satisfactorily fulfill the obligations associated with their role. Students placements are to be arranged by the CHS teacher once the course begins.

*\*\*This course meets two periods on either gold or blue days.*

## **CHILD DEVELOPMENT (5362)**

Classification: CTE

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

This curriculum benefits students who plan to one day be parents or pursue a profession in a child related career such as child psychology, pediatric medicine, or family therapy. Students will investigate current issues affecting children and families and study conception, prenatal development and the birth process. An in-depth evaluation of a child's physical, social, emotional, and intellectual development is conducted from birth through the preschool years. Additional child related topics such as brain development, caring for children with special needs, discipline, creative play, and children's literature are also explored. This one semester course is not intended for students who wish to pursue Advanced Early Childhood Education courses.

# ***FCS Internships***

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## **Work Based Learning Capstone (5974)**

Classification: Career-Technical

Prerequisite: Completed an advanced course in career related field of interest

Open to: 12

Credit: Up to 4 credits RW

Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Work Based Learning experiences need to be in a closely related Career and Technical industry setting. Each student participating in a Work Based Learning experience will have a standards-based training plan. Student plans will be a combination of teacher-coordinated, mentor-supervised, work-based learning and school-based instruction.