

# NEBRASKA CAREER AND TECHNICAL EDUCATION



## HUMAN SCIENCES AND EDUCATION

### PROGRAM OF STUDY STANDARDS



EDUCATION  
& TRAINING



HUMAN  
SERVICES



LAW, PUBLIC SAFETY,  
CORRECTIONS, & SECURITY



GOVERNMENT  
& PUBLIC ADMINISTRATION

### NEBRASKA CAREER AND TECHNICAL EDUCATION STATE MODEL PROGRAMS OF STUDY

#### CAREER FIELD OVERVIEW

The Human Sciences and Education Career Field Area provides opportunities for students to deepen their understanding of topics in areas such as family and consumer sciences, education and training, government and public administration, counseling and mental health, food and nutrition science, health and wellness, housing and interior design, human growth and development, early childhood education, personal relationships, textiles and apparel design, culinary arts, hospitality and tourism, family and community services, merchandising, and law, public safety, and security.

#### PROGRAMS OF STUDY

Programs of Study are the primary delivery model for Career and Technical Education (CTE) in Nebraska. They include a sequence of courses which progresses in specificity and rigor and are updated regularly to align with Nebraska's workforce needs and economic development priorities. This document includes the programs of study and course-based standards for the Human Sciences and Education career field. These state model programs of study were developed to:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- Encourage collaboration between secondary and postsecondary education through curricular alignment;
- Offer opportunities for high-quality workplace experiences aligned to students' career interests;
- Promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- Support postsecondary education options for students to further prepare them for successful transitions to their future careers.

Nebraska's programs of study are organized around Nebraska's CTE Model, which provides a way for students to explore the diversity of career options available to them.



### NEBRASKA CAREER AND TECHNICAL EDUCATION MODEL

#### 1 CORE ACADEMICS AND CAREER READINESS

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

#### 2 CAREER FIELDS

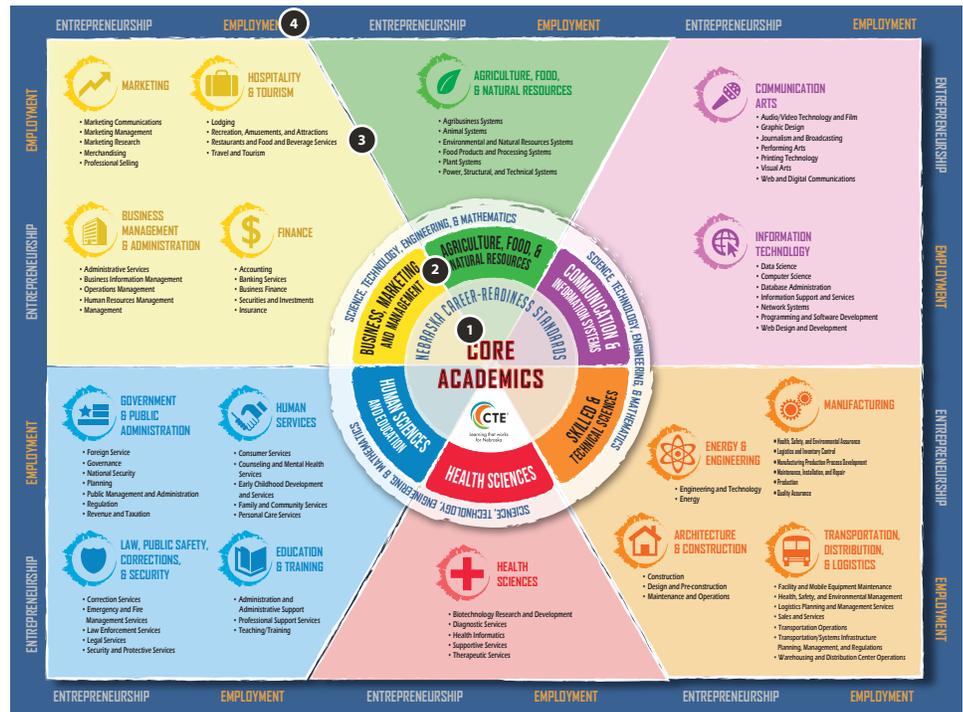
The six career fields represent broad sectors of the job market on which students may choose to focus.

#### 3 CAREER CLUSTERS

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

#### 4 EMPLOYABILITY AND ENTREPRENEURSHIP

Career education provides the opportunity to gain the knowledge and skills for both employment and entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure economic growth and vitality. By infusing entrepreneurship competencies, career education is helping create the next generation of America's innovators and entrepreneurs.



The model is a visual map of “career fields” and “career clusters/pathways” and organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

- Agriculture, Food and Natural Resources
- Business, Marketing and Management
- Communication and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them.
- Students to begin to prepare for their career with plans for secondary and post-secondary education.
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska’s economy.



### COURSE SEQUENCING

The courses within the State Model Program of Study are intended to be offered sequentially, to allow learners to build upon foundational knowledge and skills learned in introductory and intermediate courses and applied in more advanced capstone coursework. Non-duplicative sequences of courses ensure students transition to postsecondary education without duplication of classes and content. CTE enrollment data is collected at the course level. Students who participate and concentrate in CTE generally have more positive outcomes such as higher graduation rates along with postsecondary success.

#### Introductory Courses

Introductory courses set the foundation for a program of study by introducing students to broad foundational knowledge relative to an occupational area and career field.

#### Intermediate Courses

Intermediate courses build on the foundational knowledge of Introductory courses to further develop the academic, technical, and career readiness skills within a particular career field and occupational area.

#### Capstone Courses

Capstone courses are occupationally specific and further develop the necessary and required academic, technical, and career readiness skills needed for seamless transitions to postsecondary education and employment. Capstone courses often provide opportunities for students to earn postsecondary credit.

State Model Programs of Study are coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

### Levels of Participation

#### CTE Participant

A student who has earned one or more credits in any career and technical education program area.

#### CTE Concentrator

A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.



### **COURSE-BASED STANDARDS**

Individual CTE courses, which make up the sequence of courses for Programs of Study, include content area standards and indicators to provide a framework for quality teaching and learning. While not required by state law, districts are encouraged to adopt these State Model Programs of Study and their related course-based standards. CTE State Model Programs of Study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

#### **Standards**

At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning.

#### **Indicators**

Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance-based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning.

### **EXPANDED LEARNING OPPORTUNITIES**

Expanded learning opportunities build on, support, and enhance learning within and outside of regular school programming. They are a critical component of Nebraska’s educational landscape and should be intentionally supported to further develop students’ college and career readiness. To signal aligned expanded learning opportunities, each Program of Study identifies additional areas where students may desire to personalize their program and take additional coursework or work-based learning that aligns with their interests. These expanded learning opportunities are not considered part of a Program of Study nor are they required, but rather a meaningful opportunity for students to continue to learn after completing the Program of Study sequence of courses within the context of their career interests. Along with aligned coursework, two prominent expanded learning opportunities include participating in Work-based Learning or a Career and Technical Student Organization.

#### **Work-Based Learning**

Work-Based Learning (WBL) connects learners with employers to prepare them for success in an everchanging workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enables them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work. Expanding high-quality WBL opportunities for students is one of Nebraska’s CTE strategic priorities and is a program quality accountability indicator. Nebraska CTE affirms WBL as a critical component of career development. Throughout the State Model Programs of Study, courses where WBL is embedded into the class is noted in the course title (e.g., “Education & Training Work-Based Learning Experience”). It is also signaled as an expanded learning opportunity across all programs of study.



# HUMAN SCIENCES AND EDUCATION

## OVERVIEW

### Career And Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are an extension of classroom instruction—applying classroom learning to real-world experiences. CTSOs provide opportunities for all students to develop career readiness skills through activities, competitions, and community service. Nebraska recognizes seven CTSOs aligned with the state’s Programs of Study and career field areas. These include:



### CAREER READINESS STANDARDS

Embedded into the State Model Programs of Study and courses are the Nebraska Career Readiness standards. These standards rest on important “practices and proficiencies” with long-standing importance in career education. These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway. The standards themselves do not dictate curriculum, pedagogy or delivery of content. Schools and colleges may handle the teaching and assessing of these standards in many different ways.

### THE CAREER READY INDIVIDUAL...



1. Applies appropriate academic and technical skills



2. Communicates effectively and appropriately



3. Contributes to employer and community success



4. Makes sense of problems and perseveres in solving them



5. Uses critical thinking



6. Demonstrates innovation and creativity



7. Models ethical leadership and effective management



8. Works productively in teams and demonstrates cultural competency



9. Utilizes technology



10. Manages personal career development



11. Attends to personal and financial well-being

# HUMAN SCIENCES AND EDUCATION

## PROGRAMS OF STUDY



### EDUCATION & TRAINING CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
<b>EDUCATION &amp; TRAINING</b> (Pages 11–25)	<u>Teaching as a Profession, AND</u> <u>090123 - Lifespan Development</u>	<u>350002 - Best Practices in Education &amp; Training with Work-Based Learning</u>	<u>Education &amp; Training Practicum with Work-Based Learning</u>	<u>090119 - Child Development, OR</u> <u>090127 - Families in Crisis, OR</u> Introduction to Education Dual Credit, OR 320706 - Education & Training Work-Based Learning Experience



### HUMAN SERVICES CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
<b>CHILD, YOUTH, &amp; FAMILY STUDIES</b> (Pages 26–49)	<u>090123 - Lifespan Development, OR</u> <u>090101 - Introduction to Family &amp; Consumer Sciences</u>	<u>090119 - Child Development, OR</u> <u>090117 - Parents &amp; Families, OR</u> <u>090127 - Families in Crisis</u>	<u>090116 - Interpersonal Relationships, OR</u> <u>Family &amp; Community Advocacy, OR</u>	<u>090104 - Life &amp; Career Readiness, OR</u> Interpersonal Relationships Dual Credit, OR 320712 - Human Services Work-Based Learning Experience
<b>COUNSELING &amp; MENTAL HEALTH</b> (Pages 50–69)	<u>090101 - Introduction to Family &amp; Consumer Sciences, OR</u> <u>090128 - Careers in Mental Health</u>	<u>090127 - Families in Crisis</u>	<u>Family &amp; Community Advocacy, OR</u> 151200 - Psychology, OR 151210 - AP Psychology, OR 151300 - Sociology	<u>090116 - Interpersonal Relationships, OR</u> <u>077801 - Behavioral Health 1, OR</u> <u>077802 - Behavioral Health 2, OR</u> 320712 - Human Services Work-Based Learning Experience

# HUMAN SCIENCES AND EDUCATION

## PROGRAMS OF STUDY



### HUMAN SERVICES CLUSTER (CONTINUED)

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
<b>DESIGN</b> (Pages 70–89)	<u>090126 - Introduction to Design</u>	<u>090103 - Apparel Production &amp; Construction</u> , OR <u>090109 - Home Design and Interiors</u> , OR <u>090206 - Fashion Design</u>	<u>032370 - Entrepreneurship (BMM)</u> , OR <u>032600 - College Introduction to Entrepreneurship</u> , OR <u>270613 - Advanced Digital Design (CIS)</u>	<u>038100 - Marketing (BMM)</u> , OR <u>038200 - Advanced Marketing (BMM)</u> , OR 320712 - Human Sciences Work-Based Learning Experience
<b>EARLY CHILDHOOD EDUCATION</b> (Pages 90–108)	<u>090101 - Introduction to Family &amp; Consumer Sciences</u> , OR <u>090123 - Lifespan Development</u>	<u>090119 - Child Development</u> , AND <u>Best Practices in Early Childhood Education with WBL</u>	<u>Early Childhood Education Practicum with Work-Based Learning</u>	090121 - Early Childhood Education Dual Credit, OR <u>090127 - Families in Crisis</u> , OR <u>Family &amp; Community Advocacy</u> , OR 320712 - Human Services Work-Based Learning Experience
<b>FOOD SCIENCE</b> (Pages 109–126)	<u>090107 - Fundamentals of Nutrition &amp; Culinary Essentials</u> ,	<u>090131 - Nutrition</u>	<u>090130 - Food Science</u>	<u>032370 - Entrepreneurship (BMM)</u> , OR <u>320702 - AFNR Work-Based Learning Experience</u> , OR <u>077702 - Lifespan Nutrition &amp; Wellness</u> , OR 320712 - Human Sciences Work-Based Learning Experience
<b>NUTRITION &amp; WELLNESS</b> (Pages 127–141)	<u>090107 - Fundamentals of Nutrition &amp; Culinary Essentials</u> , OR <u>090101 - Introduction to Family &amp; Consumer Sciences</u>	<u>090131 - Nutrition</u>	<u>077702 - Lifespan Nutrition &amp; Wellness</u>	<u>090130 - Food Science</u> , OR <u>077601 - Exercise Science</u> , OR Nutrition Dual Credit, OR 320712 - Human Sciences Work-Based Learning Experience



# HUMAN SCIENCES AND EDUCATION

## PROGRAMS OF STUDY



### LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
<b>CORRECTIONS &amp; LAW ENFORCEMENT SERVICES</b> (Pages 142–154)	<u>390010 - Foundations of Law, Public Safety, Corrections, &amp; Security</u>	<u>390015 - Introduction to Criminal Justice, OR</u>  <u>390010 - Introduction to Corrections</u>	<u>390025 - Courts &amp; Judicial Processes, OR</u>  <u>390026 - Police &amp; Society, OR</u>	151200 - Psychology, OR  151210 - AP Psychology, OR  151300 - Sociology, OR  090127 - Families in Crisis, OR  320714 - Law, Public Safety, Corrections, & Security Work-Based Learning Experience
<b>EMERGENCY &amp; FIRE MANAGEMENT</b> (Pages 155–159)	<u>390010 - Foundations of Law, Public Safety, Corrections, &amp; Security</u>	<u>390020 - Emergency &amp; Fire Management</u>	077402 - Emergency Medical Technical Certification	077600 - Medical Terminology, OR  320714 - Law, Public Safety Work-Based Learning Experience





## TEACHING AS A PROFESSION

### COURSE DESCRIPTION

This introductory course is designed to introduce students to career opportunities and related skills in the field of education and training. Topics covered include history of education, the philosophy of education, roles of educators, instructional and assessment methods, diversity of cultures and communities, learner development, and professional development.

### STANDARDS AND INDICATORS:

#### **HSE.HS.35.1 Examine teaching career opportunities.**

- HSE.HS.35.1.a Identify careers and roles within the educational system.
- HSE.HS.35.1.b Compare and contrast preschool, elementary, middle, and high school experiences.
- HSE.HS.35.1.c Investigate the educational and experience requirements for each profession.

#### **HSE.HS.35.2 Examine the historical roots of education in the United States and the implications on education today.**

- HSE.HS.35.2.a Describe the history of education through the centuries.
- HSE.HS.35.2.b Identify elements of the daily routine of school and how routines have differed throughout history.
- HSE.HS.35.2.c Discuss educational equity throughout history.
- HSE.HS.35.2.d Identify issues and trends for the future of education.

#### **HSE.HS.35.3 Distinguish the roles and responsibilities for stakeholders within the education system.**

- HSE.HS.35.3.a Identify the teacher's roles and responsibilities in educating students.
- HSE.HS.35.3.b Identify the students' roles and responsibilities for their own educational learning.
- HSE.HS.35.3.c Identify roles and responsibilities for administrators, counselors, coaches, and others in the educational setting.
- HSE.HS.35.3.d Identify roles and responsibilities for parents, guardians, and other caregivers.
- HSE.HS.35.3.e Identify roles and responsibilities for community members, including school board members, government representatives, and the general population.





### TEACHING AS A PROFESSION (cont.)

#### HSE.HS.35.4 Analyze how learners grow and develop.

- HSE.HS.35.4.a Explain the physical, emotional, social, and intellectual development of humans.
- HSE.HS.35.4.b Explain how learning theory, human development, and individual differences impact teaching and learning.
- HSE.HS.35.4.c Identify learning environments and their potential impact on teaching and learning.
- HSE.HS.35.4.d Explain cultural, social, political, and economic aspects that impact student learning.
- HSE.HS.35.4.e Describe modalities of instruction (e.g., hybrid learning, remote, in person) and implications on learners.

#### HSE.HS.35.5 Analyze different teaching philosophies.

- HSE.HS.35.5.a Describe the history of various teaching philosophies.
- HSE.HS.35.5.b Analyze how teaching philosophies play a part in today's education.
- HSE.HS.35.5.c Recognize the difference between teacher-centered and learner-centered instruction.
- HSE.HS.35.5.d Relate student experiences to educational psychology theories

#### HSE.HS.35.6 Define different methods of assessment.

- HSE.HS.35.6.a Identify the role and function of assessment in classroom instruction.
- HSE.HS.35.6.b Recognize formative and summative assessments.
- HSE.HS.35.6.c Identify the purposes of different assessment types.

#### HSE.HS.35.7 Demonstrate career ready practices that develop leaders within education career pathways.

- HSE.HS.35.7.a Observe professionals within their work setting.
- HSE.HS.35.7.b Identify skills professionals must acquire to be effective educators.
- HSE.HS.35.7.c Demonstrate ethical behavior as a future education professional.





## LIFESPAN DEVELOPMENT

### COURSE DESCRIPTION

This introductory course explores the physical, intellectual, emotional, and social development of individuals across the lifespan from conception to death. Topics covered are external impacts on development including family structure and practices, theories of development, social and technological forces, and resources available to individuals and their outcomes.

### STANDARDS AND INDICATORS:

#### **HSE.HS.30.1 Evaluate principles of growth and development from conception through infancy.**

- HSE.HS.30.1.a Describe theories, current issues, and trends.
- HSE.HS.30.1.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.1.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.1.d Explain brain structure and development for this stage of life.
- HSE.HS.30.1.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.1.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.1.g Describe skills needed to work and engage with individuals in this stage of development.

#### **HSE.HS.30.2 Evaluate principles of growth and development from infancy through childhood.**

- HSE.HS.30.2.a Describe theories, current issues, and trends.
- HSE.HS.30.2.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.2.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.2.d Explain brain structure and development for this stage of life.
- HSE.HS.30.2.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.2.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.2.g Demonstrate skills needed to work and engage with individuals in this stage of development.





### LIFESPAN DEVELOPMENT (cont.)

#### **HSE.HS.30.3 Evaluate principles of growth and development from childhood through adolescence.**

- HSE.HS.30.3.a Describe theories, current issues, and trends.
- HSE.HS.30.3.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.3.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.3.d Explain brain structure and development for this stage of life.
- HSE.HS.30.3.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.3.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.3.g Demonstrate skills needed to work and engage with individuals in this stage of development.

#### **HSE.HS.30.4 Evaluate principles of growth and development from adolescence through early adulthood.**

- HSE.HS.30.4.a Describe theories, current issues, and trends.
- HSE.HS.30.4.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.4.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.4.d Explain brain structure and development for this stage of life.
- HSE.HS.30.4.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.4.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.4.g Demonstrate skills needed to work and engage with individuals in this stage of development.





### LIFESPAN DEVELOPMENT (cont.)

#### **HSE.HS.30.5 Evaluate principles of growth and development from middle to late adulthood through the end of life.**

- HSE.HS.30.5a Describe theories, current issues, and trends.
- HSE.HS.30.5.b Identify physical, intellectual, emotional, and social milestones.
- HSE.HS.30.5.c Explain conditions influencing well-being (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.5.d Explain brain structure and development for this stage of life.
- HSE.HS.30.5.e Describe services and supports needed for well-being.
- HSE.HS.30.5.f Analyze family system roles and dynamics and how they contribute to the well-being of individuals.
- HSE.HS.30.5.g Describe skills needed to work and engage with individuals in this stage of development.





## BEST PRACTICES IN EDUCATION AND TRAINING WITH WORK-BASED LEARNING

### COURSE DESCRIPTION

This intermediate course will focus on best practices in education building on concepts from the introductory courses. Topics covered include instructional and assessment methods, differentiated instruction, development of communication skills necessary for educators, and instruction planning. Knowledge and skills will be applied within a structured work-based learning experience, which may take place in a school, community, or business and industry setting. The focus of the hands-on experience will be immersion in an educational setting.

### STANDARDS AND INDICATORS:

#### **HSE.HS.3.1 Synthesize how learners grow and develop.**

- HSE.HS.3.1.a Recognize that patterns of learning and development vary individually within and across the physical, intellectual, emotional, and social areas of development.
- HSE.HS.3.1.b Summarize conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.3.1.c Create developmentally appropriate instruction that meets student needs.

#### **HSE.HS.3.2 Assess and implement appropriate strategies to differentiate instruction and engage all learners.**

- HSE.HS.3.2.a Summarize the importance of differentiated instruction.
- HSE.HS.3.2.b Identify levels of cognition for the purposes of lesson planning.
- HSE.HS.3.2.c Implement different instructional strategies appropriate for varied levels of cognition.
- HSE.HS.3.2.d Utilize technology to support lesson planning.
- HSE.HS.3.2.e Develop appropriate sequencing of learning experiences and provide multiple ways for learners to demonstrate knowledge and skills.
- HSE.HS.3.2.f Evaluate appropriate assessment practices.





## BEST PRACTICES IN EDUCATION AND TRAINING WITH WORK-BASED LEARNING (cont.)

### HSE.HS.3.3 Analyze methods of assessment and their uses.

- HSE.HS.3.3.a Differentiate between formative and summative assessments.
- HSE.HS.3.3.c Construct appropriate assessments for a variety of concepts.
- HSE.HS.3.3.d Analyze data from assessments to inform planning.
- HSE.HS.3.3.e Utilize technology to support assessment practices.

### HSE.HS.3.4 Integrate the diverse needs of students into lesson design.

- HSE.HS.3.4.a Explain the Individuals with Disabilities Education Act.
- HSE.HS.3.4.b Identify Individual Education Plans (IEPs) and 504 Plans.
- HSE.HS.3.4.c Identify the needs of students who are English Language Learners (ELL).
- HSE.HS.3.4.d Identify the needs of students who are High Ability Learners (HAL).
- HSE.HS.3.4.e Develop learning strategies and assessments with student needs.

### HSE.HS.3.5 Demonstrate effective communication and positive feedback strategies.

- HSE.HS.3.5.a Practice effective communication skills needed for the education profession (e.g., listening, speaking, non-verbal communication, verbal communication and written communication).
- HSE.HS.3.5.b Identify the differences between positive and negative feedback strategies.
- HSE.HS.3.5.c Develop a variety of positive feedback strategies.





### **BEST PRACTICES IN EDUCATION AND TRAINING WITH WORK-BASED LEARNING (cont.)**

#### **HSE.HS.3.6 Differentiate leadership roles and opportunities for collaboration.**

- HSE.HS.3.6.a Describe the importance of professional development in the education field.
- HSE.HS.3.6.b Identify patterns of involvement with students and families outside of the classroom and how that relates to student success.
- HSE.HS.3.6.c Summarize the role of elected school board members, administrators, and teachers as leaders within the school system.

#### **HSE.HS.3.7 Model best practices through a work-based learning experience.**

- HSE.HS.3.7.a Evaluate physical, intellectual, emotional, and social development at various grade levels.
- HSE.HS.3.7.b Design lessons with strategies appropriate for all learners.
- HSE.HS.3.7.c Evaluate assessments.
- HSE.HS.3.7.d Demonstrate effective communication within the practicum experience.
- HSE.HS.3.7.e Demonstrate effective leadership.





### EDUCATION AND TRAINING PRACTICUM WITH WORK-BASED LEARNING

#### COURSE DESCRIPTION

This capstone course will focus on the thought processes needed in education building on concepts from the introductory and intermediate courses. Topics covered include ethics in education, instructional strategies, equitable learning opportunities, and effective, inclusive communication. Knowledge and skills will be applied within a structured work-based learning experience, which may take place in a school, community, or business and industry setting. The focus of the practicum experience will be on the improvement of instructional strategies.

#### STANDARDS AND INDICATORS:

##### **HSE.HS.11.1 Analyze current policies and ethics of the education profession.**

- HSE.HS.11.1.a Explain safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- HSE.HS.11.1.b Explain the laws related to learners' rights and teachers' responsibilities (e.g., FAPE, confidentiality, privacy, child abuse).
- HSE.HS.11.1.c Explain the expectations of the profession including code of ethics and professional standards of practice, relevant law, and policies.
- HSE.HS.11.1.e Identify opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

##### **HSE.HS.11.2 Adapt a variety of instructional strategies for different levels of cognition.**

- HSE.HS.11.2.a Apply a variety of instructional strategies in lesson design.
- HSE.HS.11.2.b Adapt instructional strategies for students with diverse needs.
- HSE.HS.11.2.c Analyze assessment data to learn if instructional strategies were effective.

##### **HSE.HS.11.3 Model cultural competence to provide fair and equitable learning opportunities.**

- HSE.HS.11.3.a Recognize implicit and explicit biases to establish an anti-bias learning environment.
- HSE.HS.11.3.b Identify school-based inequities.
- HSE.HS.11.3.c Establish environments where learners feel safe and appreciated.





### EDUCATION AND TRAINING PRACTICUM WITH WORK-BASED LEARNING (cont.)

#### **HSE.HS.11.4 Analyze how learner diversity can affect communication.**

- HSE.HS.11.4.a Differentiate knowledge of communication differences among diverse populations.
- HSE.HS.11.4.b Demonstrate cultural competence while working productively in teams.

#### **HSE.HS.11.5 Model teaching practices with the goal of continuous improvement through a work-based learning experience.**

- HSE.HS.11.5.a Evaluate the practicum experience.
- HSE.HS.11.5.b Implement continual appraisal of performance and identify strengths and weaknesses.
- HSE.HS.11.5.c Develop a plan for continuous professional learning.
- HSE.HS.11.5.d Model the positive attributes of effective leaders (e.g., self awareness, self regulation, motivation, empathy).





## CHILD DEVELOPMENT

### COURSE DESCRIPTION

This intermediate course provides an overview of developmental stages in the prenatal period through 12 years of age building on concepts from the introductory course(s). Topics covered include how young children attain knowledge, behaviors, and skill and theories of child development to identify the effects of parenting practices, social, cultural, and linguistic diversity. The impact of quality child care and early childhood education on child growth and development will also be explored.

### STANDARDS AND INDICATORS:

#### **HSE.HS.5.1 Explain the basic principles of child development from conception to age 12.**

- HSE.HS.5.1.a Explain physical development milestones from conception to age 12.
- HSE.HS.5.1.b Explain intellectual development milestones from conception to age 12.
- HSE.HS.5.1.c Explain emotional development milestones from conception to age 12.
- HSE.HS.5.1.d Explain social development milestones from conception to age 12.

#### **HSE.HS.5.2 Evaluate child development theoretical perspectives and their applications.**

- HSE.HS.5.2.a Identify the various child development theorists and theories.
- HSE.HS.5.2.b Evaluate developmentally appropriate child care skills from conception to age 12.
- HSE.HS.5.2.c Identify parenting decisions and practices that impact healthy development from conception to age 12.

#### **HSE.HS.5.3 Analyze family theoretical perspectives and their impact on child growth and development.**

- HSE.HS.5.3.a Compare and contrast theorists and theories related to family traits and child growth and development.
- HSE.HS.5.3.b Classify different parenting types and styles.
- HSE.HS.5.3.c Compare and contrast the different parenting styles.
- HSE.HS.5.3.d Explain the impact parenting styles have on the development of young children.





### CHILD DEVELOPMENT (cont.)

#### **HSE.HS.5.4 Analyze the theoretical perspectives of social, cultural, and linguistic diversity traits and their impact on child growth and development.**

- HSE.HS.5.4.a Compare and contrast theorists and theories related to social, cultural, and linguistic diversity guiding childhood behaviors.
- HSE.HS.5.4.b Recognize and classify different social, cultural, and linguistic diversity traits of children.
- HSE.HS.5.4.c Compare and contrast the impact of the multiple influences that affect the social, cultural, and linguistic diversity traits of young children.
- HSE.HS.5.4.d Explain the importance of early childhood education.

#### **HSE.HS.5.5 Describe an understanding of career opportunities and early childhood community resources for supporting families in young children's development.**

- HSE.HS.5.5.a Describe career opportunities in the field of early childhood.
- HSE.HS.5.5.b Identify college certificates and degree options in the field of early childhood.
- HSE.HS.5.5.c Identify community resources available for supporting families with young children and their development.
- HSE.HS.5.5.d Identify the purpose of the National Association for the Education of Young Children (NAEYC), Nebraska Early Childhood Profession Record System (NECPRS), and other early childhood education resources.





## FAMILIES IN CRISIS

### COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

### STANDARDS AND INDICATORS:

#### **HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.**

- HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
- HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

#### **HSE.HS.13.2 Analyze factors that influence crisis in a family.**

- HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.
- HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.
- HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.
- HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.
- HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.
- HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.
- HSE.HS.13.2.g Identify common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).





### FAMILIES IN CRISIS (cont.)

#### **HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.**

- HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.
- HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.
- HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).
- HSE.HS.13.3.d Analyze the process of diagnosing mental illness.
- HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.
- HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.
- HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

#### **HSE.HS.13.4 Evaluate the effects of abuse on a family.**

- HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.
- HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).
- HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.
- HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.
- HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.
- HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.





### FAMILIES IN CRISIS (cont.)

#### HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

- HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).
- HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.
- HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.
- HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.
- HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

#### HSE.HS.13.6 Analyze the process of grieving.

- HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).
- HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).
- HSE.HS.13.6.c Analyze family relationships in the grieving process.
- HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.
- HSE.HS.13.6.e Identify community resources to help families facing grief.

#### HSE.HS.13.7 Analyze methods of overcoming crisis.

- HSE.HS.13.7.a Describe the qualities of a resilient individual.
- HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.
- HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.
- HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.
- HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.
- HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).





## LIFESPAN DEVELOPMENT

### COURSE DESCRIPTION

This introductory course explores the physical, intellectual, emotional, and social development of individuals across the lifespan from conception to death. Topics covered are external impacts on development including family structure and practices, theories of development, social and technological forces, and resources available to individuals and their outcomes.

### STANDARDS AND INDICATORS:

#### **HSE.HS.30.1 Evaluate principles of growth and development from conception through infancy.**

- HSE.HS.30.1.a Describe theories, current issues, and trends.
- HSE.HS.30.1.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.1.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.1.d Explain brain structure and development for this stage of life.
- HSE.HS.30.1.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.1.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.1.g Describe skills needed to work and engage with individuals in this stage of development.

#### **HSE.HS.30.2 Evaluate principles of growth and development from infancy through childhood.**

- HSE.HS.30.2.a Describe theories, current issues, and trends.
- HSE.HS.30.2.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.2.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.2.d Explain brain structure and development for this stage of life.
- HSE.HS.30.2.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.2.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.2.g Demonstrate skills needed to work and engage with individuals in this stage of development.



**LIFESPAN DEVELOPMENT (cont.)****HSE.HS.30.3 Evaluate principles of growth and development from childhood through adolescence.**

- HSE.HS.30.3.a Describe theories, current issues, and trends.
- HSE.HS.30.3.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.3.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.3.d Explain brain structure and development for this stage of life.
- HSE.HS.30.3.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.3.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.3.g Demonstrate skills needed to work and engage with individuals in this stage of development.

**HSE.HS.30.4 Evaluate principles of growth and development from adolescence through early adulthood.**

- HSE.HS.30.4.a Describe theories, current issues, and trends.
- HSE.HS.30.4.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.4.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.4.d Explain brain structure and development for this stage of life.
- HSE.HS.30.4.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.4.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.4.g Demonstrate skills needed to work and engage with individuals in this stage of development.





### LIFESPAN DEVELOPMENT (cont.)

#### **HSE.HS.30.5 Evaluate principles of growth and development from middle to late adulthood through the end of life.**

- HSE.HS.30.5a Describe theories, current issues, and trends.
- HSE.HS.30.5.b Identify physical, intellectual, emotional, and social milestones.
- HSE.HS.30.5.c Explain conditions influencing well-being (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.5.d Explain brain structure and development for this stage of life.
- HSE.HS.30.5.e Describe services and supports needed for well-being.
- HSE.HS.30.5.f Analyze family system roles and dynamics and how they contribute to the well-being of individuals.
- HSE.HS.30.5.g Describe skills needed to work and engage with individuals in this stage of development.





## INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

### COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

### STANDARDS AND INDICATORS:

#### **HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.**

- HSE.HS.27.1.a Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
- HSE.HS.27.1.b Identify personal traits and compare them with potential career opportunities.
- HSE.HS.27.1.c Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

#### **HSE.HS.27.2 Apply leadership in family, workplace, and community.**

- HSE.HS.27.2.a Investigate goal setting and resource management.
- HSE.HS.27.2.b Explain leadership styles and the impact of each style on others.
- HSE.HS.27.2.c Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- HSE.HS.27.2.d Describe the decision-making process.
- HSE.HS.27.2.e Demonstrate leadership skills within the family, workplace, or community.
- HSE.HS.27.2.f Investigate opportunities available for a member of FCCLA and/or Educators Rising.





### INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

#### **HSE.HE.27.3 Evaluate personal and work relationships.**

- HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.
- HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.
- HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.
- HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.
- HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

#### **HSE.HS.27.4 Assess the family unit during each stage of the lifespan.**

- HSE.HS.27.4.a Identify the stages of development across the lifespan.
- HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.
- HSE.HS.27.4.c Analyze family as the basic unit of society.
- HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

#### **HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.**

- HSE.HS.27.5.a Identify the importance of self-care and self-awareness.
- HSE.HS.27.5.b Summarize empathy.
- HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.
- HSE.HS.27.5.d Connect the role of mental health and counseling to today's society





## INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

### **HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.**

- HSE.HS.27.6.a Identify basic food safety and sanitation practices.
- HSE.HS.27.6.b Demonstrate basic food preparation practices.
- HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.
- HSE.HS.27.6.d Identify basic kitchen equipment and terminology.
- HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.
- HSE.HS.27.6.f Identify basic nutrients required for healthy living.

### **HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.**

- HSE.HS.27.7.a Classify the elements and principles of design.
- HSE.HS.27.7.b Describe the basic care of different textiles.
- HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.
- HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.
- HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

### **HSE.HS.27.8 Explain consumerism and personal finance.**

- HSE.HS.27.8.a Identify factors that influence consumer choices.
- HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.
- HSE.HS.27.8.c Outline the steps for creating a budget.
- HSE.HS.27.8.d Describe procedures for using savings and checking accounts.
- HSE.HS.27.8.e Compare the benefits and costs of credit.





## CHILD DEVELOPMENT

### COURSE DESCRIPTION

This intermediate course provides an overview of developmental stages in the prenatal period through 12 years of age building on concepts from the introductory course(s). Topics covered include how young children attain knowledge, behaviors, and skill and theories of child development to identify the effects of parenting practices, social, cultural, and linguistic diversity. The impact of quality child care and early childhood education on child growth and development will also be explored.

### STANDARDS AND INDICATORS:

#### **HSE.HS.5.1 Explain the basic principles of child development from conception to age 12.**

- HSE.HS.5.1.a Explain physical development milestones from conception to age 12.
- HSE.HS.5.1.b Explain intellectual development milestones from conception to age 12.
- HSE.HS.5.1.c Explain emotional development milestones from conception to age 12.
- HSE.HS.5.1.d Explain social development milestones from conception to age 12.

#### **HSE.HS.5.2 Evaluate child development theoretical perspectives and their applications.**

- HSE.HS.5.2.a Identify the various child development theorists and theories.
- HSE.HS.5.2.b Evaluate developmentally appropriate child care skills from conception to age 12.
- HSE.HS.5.2.c Identify parenting decisions and practices that impact healthy development from conception to age 12.

#### **HSE.HS.5.3 Analyze family theoretical perspectives and their impact on child growth and development.**

- HSE.HS.5.3.a Compare and contrast theorists and theories related to family traits and child growth and development.
- HSE.HS.5.3.b Classify different parenting types and styles.
- HSE.HS.5.3.c Compare and contrast the different parenting styles.
- HSE.HS.5.3.d Explain the impact parenting styles have on the development of young children.



**CHILD DEVELOPMENT (cont.)****HSE.HS.5.4 Analyze the theoretical perspectives of social, cultural, and linguistic diversity traits and their impact on child growth and development.**

- HSE.HS.5.4.a Compare and contrast theorists and theories related to social, cultural, and linguistic diversity guiding childhood behaviors.
- HSE.HS.5.4.b Recognize and classify different social, cultural, and linguistic diversity traits of children.
- HSE.HS.5.4.c Compare and contrast the impact of the multiple influences that affect the social, cultural, and linguistic diversity traits of young children.
- HSE.HS.5.4.d Explain the importance of early childhood education.

**HSE.HS.5.5 Describe an understanding of career opportunities and early childhood community resources for supporting families in young children's development.**

- HSE.HS.5.5.a Describe career opportunities in the field of early childhood.
- HSE.HS.5.5.b Identify college certificates and degree options in the field of early childhood.
- HSE.HS.5.5.c Identify community resources available for supporting families with young children and their development.
- HSE.HS.5.5.d Identify the purpose of the National Association for the Education of Young Children (NAEYC), Nebraska Early Childhood Profession Record System (NECPRS), and other early childhood education resources.





## PARENTS AND FAMILIES

### COURSE DESCRIPTION

This intermediate course will evaluate the effects of parenting roles and responsibilities building on concepts from the introductory course. Topics covered will include influences on parenting, decisions to parent, support services for parents, parenting theories, and family adjustment to parenthood. Emphasis will be placed on positive actions to support the physical, emotional, intellectual, and social development of family members.

### STANDARDS AND INDICATORS:

#### **HSE.HS.33.1 Analyze roles and responsibilities of parenting.**

- HSE.HS.33.1.a Identify parenting roles across the lifespan.
- HSE.HS.33.1.b Differentiate the expectations and responsibilities of parenting.
- HSE.HS.33.1.c Explain the decision to parent, including family planning, infertility and unplanned parenthood.
- HSE.HS.33.1.d Summarize the impact of the decision to parent on the roles and responsibilities of parenting.
- HSE.HS.33.1.e Summarize current laws and policies related to parenting.
- HSE.HS.33.1.f Analyze consequences of parenting practices to the individual, family, and society.
- HSE.HS.33.1.g Differentiate societal and cultural influences on parenting roles and responsibilities across the lifespan.

#### **HSE.HS.33.2 Assess the family unit and each individual's ability to manage work, family, and community commitments.**

- HSE.HS.33.2.a Compare and contrast different types of families.
- HSE.HS.33.2.b Analyze alternatives to biological parenthood and the impacts on the family unit.
- HSE.HS.33.2.c Evaluate and prioritize family, work, and community obligations.
- HSE.HS.33.2.d Assess the importance of teamwork and leadership skills in the family, workplace and community.
- HSE.HS.33.2.e Identify resources available to families that increase positive outcomes for children.





## PARENTS AND FAMILIES (cont.)

### HSE.HS.33.3 Evaluate parenting factors and conditions that impact normal growth and development.

- HSE.HS.33.3.a Describe the effect of heredity and environment on child growth and development (e.g., nature, nurture).
- HSE.HS.33.3.b Analyze the effects of gender, ethnicity, and culture on a child's development.
- HSE.HS.33.3.c Compare and contrast parenting styles to examine the impact on development.
- HSE.HS.33.3.d Identify educational, community, and governmental resources available to prevent, address and improve developmental delays.

### HSE.HS.33.4 Differentiate between effective and ineffective parenting and caregiver practices.

- HSE.HS.33.4.a Identify techniques for positive collaborative relationships with children.
- HSE.HS.33.4.b Summarize how nurturing and attachment create optimal parenting practices.
- HSE.HS.33.4.c Analyze discipline practices that follow emerging research on human growth and development.
- HSE.HS.33.4.d Identify forms of child abuse and neglect.
- HSE.HS.33.4.e Analyze the effects of abuse and neglect on children and families and determine methods for prevention.
- HSE.HS.33.4.f Describe strategies for overcoming negative and harmful parenting practices.





### PARENTS AND FAMILIES (cont.)

#### **HSE.HS.33.5 Evaluate services for individuals and families in a variety of circumstances.**

- HSE.HS.33.5.a Identify resources available to individuals and families with specific needs.
- HSE.HS.33.5.b Describe strategies that help parents make informed choices, access resources, follow through on responsibilities, and take appropriate risks.
- HSE.HS.33.5.c Summarize the importance of friends, family, and community relationships for an individual.
- HSE.HS.33.5.d Identify policies and programs that influence health care, nutrition, education, child protection, and poverty.
- HSE.HS.33.5.e Analyze criteria for selecting care and services for children.
- HSE.HS.33.5.f Describe how a family's cultural identity, values, beliefs, and other factors may impact their decisions about accessing support services.

#### **HSE.HS.33.6 Outline children's self-regulation of health and wellness choices.**

- HSE.HS.33.6.a Plan healthy meals and snacks.
- HSE.HS.33.6.b Apply strategies to teach children health, safety, and hygiene habits.
- HSE.HS.33.6.c Critique behaviors (e.g., physical activity, nutrition choices) that develop positive lifelong wellness for children.





## FAMILIES IN CRISIS

### COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

### STANDARDS AND INDICATORS:

#### **HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.**

- HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
- HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

#### **HSE.HS.13.2 Analyze factors that influence crisis in a family.**

- HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.
- HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.
- HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.
- HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.
- HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.
- HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.
- HSE.HS.13.2.g Identify common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).





## FAMILIES IN CRISIS (cont.)

### HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.

- HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.
- HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.
- HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).
- HSE.HS.13.3.d Analyze the process of diagnosing mental illness.
- HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.
- HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.
- HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

### HSE.HS.13.4 Evaluate the effects of abuse on a family.

- HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.
- HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).
- HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.
- HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.
- HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.
- HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.





## FAMILIES IN CRISIS (cont.)

### HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

- HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).
- HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.
- HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.
- HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.
- HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

### HSE.HS.13.6 Analyze the process of grieving.

- HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).
- HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).
- HSE.HS.13.6.c Analyze family relationships in the grieving process.
- HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.
- HSE.HS.13.6.e Identify community resources to help families facing grief.

### HSE.HS.13.7 Analyze methods of overcoming crisis.

- HSE.HS.13.7.a Describe the qualities of a resilient individual.
- HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.
- HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.
- HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.
- HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.
- HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).





## INTERPERSONAL RELATIONSHIPS

### COURSE DESCRIPTION

This capstone course focuses on the effect of interpersonal relationships building on concepts from the introductory and intermediate courses. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development, and the impact of relationships on personal and career success. The impact of relationships on the well-being of individuals, families, work, and society will also be explored.

### STANDARDS AND INDICATORS:

#### **HSE.HS.24.1 Analyze personal needs and characteristics and their effects on interpersonal relationships.**

- HSE.HS.24.1.a Examine the effects of personal characteristics and life events on relationships.
- HSE.HS.24.1.b Describe the effects of self-esteem and self-image on relationships.
- HSE.HS.24.1.c Describe the effects of lifespan events and conditions on relationships.
- HSE.HS.24.1.d Explain the effects of personal values and behaviors on interpersonal relationships.

#### **HSE.HS.24.2 Analyze the effects of family as a system on individuals and society.**

- HSE.HS.24.2.a Describe the function of the family as the basic unit of society.
- HSE.HS.24.2.b Examine the role of family in teaching culture and traditions across the lifespan.
- HSE.HS.24.2.c Summarize the family's role in developing independence, interdependence, and commitment of family members.
- HSE.HS.24.2.d Describe the effects of various stages of the family life cycle on interpersonal relationships.





## INTERPERSONAL RELATIONSHIPS (cont.)

### **HSE.HE.24.3 Evaluate the functions and expectations of various types of interpersonal relationships.**

- HSE.HS.24.3.a Categorize the various types of interpersonal relationships.
- HSE.HS.24.3.b Identify the characteristics of healthy and unhealthy relationships.
- HSE.HS.24.3.c Describe processes for building, maintaining, and ending interpersonal relationships.
- HSE.HS.24.3.d Identify physical, intellectual, emotional, and social characteristics of healthy and unhealthy relationships and behaviors including limits, boundaries, and refusal skills.
- HSE.HS.24.3.e Analyze processes for handling unhealthy relationships.
- HSE.HS.24.3.f Relate personal values, rights, and responsibilities in relationships to overall health and decision making.

### **HSE.HS.24.4 Evaluate communication skills that contribute to healthy relationships.**

- HSE.HS.24.4.a Compare communication styles and their effects on relationships.
- HSE.HS.24.4.b Analyze verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- HSE.HS.24.4.c Demonstrate effective listening and feedback techniques.
- HSE.HS.24.4.d Analyze strategies to overcome communication barriers in family, community, and work settings.
- HSE.HS.24.4.e Apply ethical principles of communication in family, community, and work settings.
- HSE.HS.24.4.f Assess the effects of communication via technology in family, work, and community settings.





## INTERPERSONAL RELATIONSHIPS (cont.)

### HSE.HS.24.5 Outline principles that guide behavior in interpersonal relationships.

- HSE.HS.24.5.a Explain the principles of decision making and problem solving in reducing and managing conflict in interpersonal relationships.
- HSE.HS.24.5.b Identify nonviolent strategies that address conflict and model positive leadership. (e.g., self awareness, self-regulation, motivation, empathy and social skills).
- HSE.HS.24.5.c Identify stress management strategies for family, work, and community settings.





## FAMILY AND COMMUNITY ADVOCACY

### COURSE DESCRIPTION

This capstone course explores advocacy as it relates to individuals, families, and communities building on concepts from the introductory and intermediate courses. Topics covered include leadership within advocacy, careers related to advocacy, the role of community support in advocacy, importance of resiliency, and civic responsibilities. The importance of service-learning will also be addressed.

### STANDARDS AND INDICATORS:

#### **HSE.HS.14.1 Analyze the various dimensions of being an advocate for individuals, families, and communities.**

- HSE.HS.14.1.a Define what it means to be an advocate.
- HSE.HS.14.1.b Explain the importance of advocating for others.
- HSE.HS.14.1.c Identify situations where advocates would be involved.
- HSE.HS.14.1.d Discuss the connection between crisis and advocacy.
- HSE.HS.14.1.e Explain the history of advocacy and events or periods in time that required advocacy for individuals, families, and communities.
- HSE.HS.14.1.f Explain the impact of advocacy on individuals, families, communities, and society.

#### **HSE.HS.14.2 Assess the leadership role of the advocate.**

- HSE.HS.14.2.a Explain how an advocate is a leader.
- HSE.HS.14.2.b Identify strong intrapersonal and interpersonal relationship skills (conflict resolution, teamwork, attentive listening skills).
- HSE.HS.14.2.c Analyze how an individual's view of the world is impacted by their level of self-awareness as it relates to individual beliefs and values.
- HSE.HS.14.2.d Analyze the importance of ethical behavior as a leader and advocate.





## **FAMILY AND COMMUNITY ADVOCACY(cont.)**

### **HSE.HS.14.3 Identify careers related to serving families and communities.**

- HSE.HS.14.3.a Describe specific roles or careers that have a direct connection to advocating for families (e.g., child-life advocate, family advocate).
- HSE.HS.14.3.b Assess the relationship between community demographics and advocacy needs.
- HSE.HS.14.3.c Explain the role of each of the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, peer helpers, volunteer helpers, and informal helpers) in advocacy.

### **HSE.HS.14.4 Outline specific community outreach programs, resources, and connections as they relate to families.**

- HSE.HS.14.4.a Explain the role school organizations can play in advocating for schools and communities.
- HSE.HS.14.4.b Describe local family and community services (e.g., organizations, government resources).
- HSE.HS.14.4.c Locate local support resources for specific populations.

### **HSE.HS.14.5 Analyze the importance of individuals, families, and communities participating in their civic duties as local advocates.**

- HSE.HS.14.5.a Define civic duty.
- HSE.HS.14.5.b Explain the role of individuals, families, and communities in advocacy as it relates to living in a democratic society.
- HSE.HS.14.5.c Identify how individuals, families, and communities can work towards fulfilling their civic responsibilities.
- HSE.HS.14.5.d Describe the process of advocating for an issue.
- HSE.HS.14.5.e Explain the role elected officials could play in advocacy.
- HSE.HS.14.5.f Describe what advocacy looks like at the local, state, and national levels.





### **FAMILY AND COMMUNITY ADVOCACY(cont.)**

#### **HSE.HS.14.6 Analyze the importance of resilience in families and communities.**

- HSE.HS.14.6.a Define resilience.
- HSE.HS.14.6.b Describe what a resilient individual, family, and community look like and the correlation between them.
- HSE.HS.14.6.c Analyze the importance of individuals and families being advocates for themselves and its effects on a community.

#### **HSE.HS.14.7 Analyze service-learning and its connection to civic responsibility.**

- HSE.HS.14.7.a Identify ways to serve individuals, families, and communities.
- HSE.HS.14.7.b Apply knowledge of advocacy and leadership to benefit individuals, families, and communities.
- HSE.HS.14.7.c Identify opportunities for personal growth through serving individuals, families, and communities.
- HSE.HS.14.7.d Explain how service-learning is a key to fulfilling civic responsibilities.





## LIFE AND CAREER READINESS

### COURSE DESCRIPTION

This course is designed to prepare students for responsibilities in a home, family, and work environment. Personal and career development will be expanded. Topics covered include adult roles and responsibilities, goal setting, decision making, communication, leadership, personal finance, consumer skills, and personal wellness.

### STANDARDS AND INDICATORS:

#### HSE.HS.29.1 Integrate the characteristics of personal development.

- HSE.HS.29.1.a Identify adult roles and responsibilities of each.
- HSE.HS.29.1.b Describe theories of development related to the adolescent and adult life stages (e.g., Havighurst, Bronfenbrenner, Erikson).
- HSE.HS.29.1.c Summarize research on values, beliefs, character and personality traits, and behavior change models.
- HSE.HS.29.1.d Demonstrate goal setting skills to enhance lifestyle choices and behaviors.
- HSE.HS.29.1.e Analyze decision-making models.

#### HSE.HS.29.2 Apply career readiness skills to develop a personal career plan.

- HSE.HS.29.2.a Demonstrate effective and appropriate communication.
- HSE.HS.29.2.b Implement creative problem solving and critical thinking strategies.
- HSE.HS.29.2.c Model teamwork and leadership skills.
- HSE.HS.29.2.d Demonstrate effective use of technology as a responsible digital citizen.
- HSE.HS.29.2.e Identify personal qualities and qualifications needed for employment.
- HSE.HS.29.2.f Identify potential careers, including but not limited to Family and Consumer Sciences careers.
- HSE.HS.29.2.g Demonstrate the ability to effectively seek employment (e.g., completing applications, creating a resume, interviewing).



**LIFE AND CAREER READINESS (cont.)****HSE.HS.29.3 Explain the process of calculating income and taxes.**

- HSE.HS.29.3.a Interpret a pay stub to calculate gross and net pay and identify benefits.
- HSE.HS.29.3.b Define payroll withholdings and identify why deductions are made.
- HSE.HS.29.3.c Describe information needed and required forms relevant to the completion of state and federal income tax forms (e.g., W-4, W-2, 1040)
- HSE.HS.29.3.d Identify the purpose of taxes and differentiate between the different types of taxes (e.g., sales tax, property tax, income tax).

**HSE.HS.29.4 Apply money management skills and strategies.**

- HSE.HS.29.4.a Compare and contrast the various types of financial institutions and the services they provide.
- HSE.HS.29.4.b Compare and contrast a statement of financial position, income and expense statement, and spending plan.
- HSE.HS.29.4.c Develop a personal spending plan/budget.
- HSE.HS.29.4.d Compare and contrast different forms of financial exchange (e.g., cash, credit, debit, electronic funds transfer, emerging payment forms)

**HSE.HS.29.5 Evaluate savings and investment strategies based on individual preferences and circumstances to achieve financial goals.**

- HSE.HS.29.5.a Identify the value of saving money and strategies to save money.
- HSE.HS.29.5.b Compare the characteristics of savings tools (e.g., savings account, certificates of deposit, savings bonds) and how they relate to financial goals.
- HSE.HS.29.5.c Distinguish between common types of investments.
- HSE.HS.29.5.d Compare and contrast saving and investing strategies that consider risk, return, and building wealth.



**LIFE AND CAREER READINESS (cont.)****HSE.HS.29.6 Evaluate factors that affect the choice of credit, the cost of credit, maintaining credit, and the legal aspects of using credit.**

- HSE.HS.29.6.a Evaluate the opportunity cost for each financial decision involving credit (e.g., credit cards, auto loans, student loans).
- HSE.HS.29.6.b Describe the process to obtain various forms of credit.
- HSE.HS.29.6.c Explain the importance of credit ratings and credit scores and the effect on an individual's credit report, cost of credit, and future use of credit.
- HSE.HS.29.6.d Summarize the rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection).
- HSE.HS.29.6.e Explain the risks associated with fraud and fraud protection guidelines.
- HSE.HS.29.6.f Apply the planned buying process to housing and transportation decisions (buying, renting, leasing).

**HSE.HS.29.7 Analyze appropriate and cost-effective risk management strategies.**

- HSE.HS.29.7.a Identify the terms, concepts, and practices instrumental to varied forms of insurance (e.g., deductible, premium, peril, risk).
- HSE.HS.29.7.b Identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional liability, property, health, life, long-term care, disability).
- HSE.HS.29.7.c Compare and contrast insurance policies based on individual preferences and circumstances.
- HSE.HS.29.7.d Compare sources of insurance coverage, including employee benefit plans.





### LIFE AND CAREER READINESS (cont.)

#### HSE.HS.29.8 Apply various life ready skills that are needed for adulthood.

- HSE.HS.29.8.a Identify consumer skills for providing and maintaining clothing, transportation, housing, and recreation needs of individuals and their families.
- HSE.HS.29.8.b Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan.
- HSE.HS.29.8.c Compare and contrast potential impact of career path decisions on balancing work and family responsibilities.
- HSE.HS.29.8.d Identify solutions to real-world problems related to career/life goal setting and balance (e.g., meal planning, family budgeting, time management).
- HSE.HS.29.8.e Summarize the aspects of wellness (physical, intellectual, emotional, social, spiritual, financial, environmental) and the impact on personal development.





## INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

### COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

### STANDARDS AND INDICATORS:

#### **HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.**

- HSE.HS.27.1.a Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
- HSE.HS.27.1.b Identify personal traits and compare them with potential career opportunities.
- HSE.HS.27.1.c Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

#### **HSE.HS.27.2 Apply leadership in family, workplace, and community.**

- HSE.HS.27.2.a Investigate goal setting and resource management.
- HSE.HS.27.2.b Explain leadership styles and the impact of each style on others.
- HSE.HS.27.2.c Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- HSE.HS.27.2.d Describe the decision-making process.
- HSE.HS.27.2.e Demonstrate leadership skills within the family, workplace, or community.
- HSE.HS.27.2.f Investigate opportunities available for a member of FCCLA and/or Educators Rising.





### INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

#### **HSE.HE.27.3 Evaluate personal and work relationships.**

- HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.
- HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.
- HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.
- HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.
- HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

#### **HSE.HS.27.4 Assess the family unit during each stage of the lifespan.**

- HSE.HS.27.4.a Identify the stages of development across the lifespan.
- HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.
- HSE.HS.27.4.c Analyze family as the basic unit of society.
- HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

#### **HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.**

- HSE.HS.27.5.a Identify the importance of self-care and self-awareness.
- HSE.HS.27.5.b Summarize empathy.
- HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.
- HSE.HS.27.5.d Connect the role of mental health and counseling to today's society





### INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

#### **HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.**

- HSE.HS.27.6.a Identify basic food safety and sanitation practices.
- HSE.HS.27.6.b Demonstrate basic food preparation practices.
- HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.
- HSE.HS.27.6.d Identify basic kitchen equipment and terminology.
- HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.
- HSE.HS.27.6.f Identify basic nutrients required for healthy living.

#### **HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.**

- HSE.HS.27.7.a Classify the elements and principles of design.
- HSE.HS.27.7.b Describe the basic care of different textiles.
- HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.
- HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.
- HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

#### **HSE.HS.27.8 Explain consumerism and personal finance.**

- HSE.HS.27.8.a Identify factors that influence consumer choices.
- HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.
- HSE.HS.27.8.c Outline the steps for creating a budget.
- HSE.HS.27.8.d Describe procedures for using savings and checking accounts.
- HSE.HS.27.8.e Compare the benefits and costs of credit.





## CAREERS IN MENTAL HEALTH

### COURSE DESCRIPTION

This introductory course explores a variety of careers in the counseling and mental health field building on concepts from Introduction to Family & Consumer Sciences. Topics covered include personal qualities, skills, and educational requirements needed to enter this career field. The importance of ethical behavior required by mental health professionals will also be addressed.

### STANDARDS AND INDICATORS:

#### **HSE.HS.4.1 Analyze non-therapeutic helper careers where counseling practices are applied.**

- HS.HS.4.1.a Describe the role and importance of helpers in society.
- HS.HS.4.1.b Identify the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
- HS.HS.4.1.c Explain how helping requires balancing both intellectual and emotional competence.

#### **HSE.HS.4.2 Summarize professional character qualities required of a mental health professional.**

- HSE.HS.4.2.a Explain the importance of being a lifelong learner within the mental health career field.
- HSE.HS.4.2.b Identify the importance of cultural literacy and equity as it applies to mental health services.
- HSE.HS.4.2.c Explain personal characteristics necessary to excel at providing mental health services.





### CAREERS IN MENTAL HEALTH (cont.)

#### **HS.HS.4.3 Analyze American views of mental health throughout history up until present times, and the impact these views have had on individual or family health and wellness.**

- HSE.HS.4.3.a Describe the historical development of the mental health field.
- HSE.HS.4.3.b Explain the role of mental health in society (e.g., school, local, state, national).
- HSE.HS.4.3.c Compare and contrast mental health and behavioral health.
- HSE.HS.4.3.d Explain how the discovery of Adverse Childhood Experiences (ACEs) has impacted views regarding the importance of mental health topics.
- HSE.HS.4.3.e Compare and contrast mental health and mental illness.
- HSE.HS.4.3.f Analyze current mental health issues and trends and how they impact society.

#### **HSE.HS.4.4 Distinguish between careers in the mental health field.**

- HSE.HS.4.4.a Identify employment trends within the mental health career field.
- HSE.HS.4.4.b Describe the role mental health professionals have in society.
- HSE.HS.4.4.c Compare and contrast the roles of a variety of mental health professionals (e.g., LMHPs, non-clinical social workers, educational counselors, school psychologists, research psychologists, clinical psychologists, psychiatrists).
- HSE.HS.4.4.d Compare and contrast training and education requirements for various careers in the mental health field.

#### **HSE.HS.4.5 Identify the process for becoming a certified mental health professional.**

- HSE.HS.4.5.a Explain the process and requirements for education and licensure of mental health professionals in Nebraska.
- HSE.HS.4.5.b Identify procedures and fees associated with professional licensing of mental health professionals in the State of Nebraska.
- HSE.HS.4.5.c Identify colleges and other post-secondary options for students interested in pursuing a career in the mental health field.





### CAREERS IN MENTAL HEALTH (cont.)

#### **HSE.HS.4.6 Appraise the importance of ethical behavior within the mental health professions.**

- HSE.HS.4.6.a Identify the ethical obligations of those working in the mental health career field.
- HSE.HS.4.6.b Outline client rights and responsibilities in the therapeutic process.
- HSE.HS.4.6.c Describe the consequences of violating codes of ethics for mental health professionals.
- HSE.HS.4.6.d Analyze the penalties for violations by mental health professionals as it pertains to confidentiality and HIPAA.
- HSE.HS.4.6.e Examine the importance of ethical behavior when conducting psychological research on human subjects, including the Belmont Report and the role of Institutional Review Boards.
- HSE.HS.4.6.f Analyze the basic principles of ethical behavior (e.g., beneficence, nonmaleficence, justice, autonomy, and fidelity).

#### **HSE.HS.4.7 Analyze the importance of mental health professionals taking care of their own mental health.**

- HSE.HS.4.7.a Explain the essential need for mental health professionals to prioritize their own mental health.
- HSE.HS.4.7.b Describe optimal mental health and well-being.
- HSE.HS.4.7.c Implement strategies to practice self-care and develop personal mindfulness awareness plans.
- HSE.HS.4.7.d Summarize how personal values and experiences influence one's usage of mental and behavioral health services.
- HSE.HS.4.7.e Identify basic intervention techniques to improve one's mental health.





## FAMILIES IN CRISIS

### COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

### STANDARDS AND INDICATORS:

#### **HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.**

- HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
- HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

#### **HSE.HS.13.2 Analyze factors that influence crisis in a family.**

- HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.
- HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.
- HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.
- HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.
- HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.
- HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.
- HSE.HS.13.2.g Identify common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).





### FAMILIES IN CRISIS (cont.)

#### **HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.**

- HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.
- HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.
- HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).
- HSE.HS.13.3.d Analyze the process of diagnosing mental illness.
- HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.
- HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.
- HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

#### **HSE.HS.13.4 Evaluate the effects of abuse on a family.**

- HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.
- HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).
- HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.
- HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.
- HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.
- HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.





### FAMILIES IN CRISIS (cont.)

#### HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

- HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).
- HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.
- HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.
- HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.
- HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

#### HSE.HS.13.6 Analyze the process of grieving.

- HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).
- HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).
- HSE.HS.13.6.c Analyze family relationships in the grieving process.
- HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.
- HSE.HS.13.6.e Identify community resources to help families facing grief.

#### HSE.HS.13.7 Analyze methods of overcoming crisis.

- HSE.HS.13.7.a Describe the qualities of a resilient individual.
- HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.
- HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.
- HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.
- HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.
- HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).





## FAMILY AND COMMUNITY ADVOCACY

### COURSE DESCRIPTION

This capstone course explores advocacy as it relates to individuals, families, and communities building on concepts from the introductory and intermediate courses. Topics covered include leadership within advocacy, careers related to advocacy, the role of community support in advocacy, importance of resiliency, and civic responsibilities. The importance of service-learning will also be addressed.

### STANDARDS AND INDICATORS:

#### **HSE.HS.14.1 Analyze the various dimensions of being an advocate for individuals, families, and communities.**

- HSE.HS.14.1.a Define what it means to be an advocate.
- HSE.HS.14.1.b Explain the importance of advocating for others.
- HSE.HS.14.1.c Identify situations where advocates would be involved.
- HSE.HS.14.1.d Discuss the connection between crisis and advocacy.
- HSE.HS.14.1.e Explain the history of advocacy and events or periods in time that required advocacy for individuals, families, and communities.
- HSE.HS.14.1.f Explain the impact of advocacy on individuals, families, communities, and society.

#### **HSE.HS.14.2 Assess the leadership role of the advocate.**

- HSE.HS.14.2.a Explain how an advocate is a leader.
- HSE.HS.14.2.b Identify strong intrapersonal and interpersonal relationship skills (conflict resolution, teamwork, attentive listening skills).
- HSE.HS.14.2.c Analyze how an individual's view of the world is impacted by their level of self-awareness as it relates to individual beliefs and values.
- HSE.HS.14.2.d Analyze the importance of ethical behavior as a leader and advocate.





### **FAMILY AND COMMUNITY ADVOCACY(cont.)**

#### **HSE.HS.14.3 Identify careers related to serving families and communities.**

- HSE.HS.14.3.a Describe specific roles or careers that have a direct connection to advocating for families (e.g., child-life advocate, family advocate).
- HSE.HS.14.3.b Assess the relationship between community demographics and advocacy needs.
- HSE.HS.14.3.c Explain the role of each of the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, peer helpers, volunteer helpers, and informal helpers) in advocacy.

#### **HSE.HS.14.4 Outline specific community outreach programs, resources, and connections as they relate to families.**

- HSE.HS.14.4.a Explain the role school organizations can play in advocating for schools and communities.
- HSE.HS.14.4.b Describe local family and community services (e.g., organizations, government resources).
- HSE.HS.14.4.c Locate local support resources for specific populations.

#### **HSE.HS.14.5 Analyze the importance of individuals, families, and communities participating in their civic duties as local advocates.**

- HSE.HS.14.5.a Define civic duty.
- HSE.HS.14.5.b Explain the role of individuals, families, and communities in advocacy as it relates to living in a democratic society.
- HSE.HS.14.5.c Identify how individuals, families, and communities can work towards fulfilling their civic responsibilities.
- HSE.HS.14.5.d Describe the process of advocating for an issue.
- HSE.HS.14.5.e Explain the role elected officials could play in advocacy.
- HSE.HS.14.5.f Describe what advocacy looks like at the local, state, and national levels.





### **FAMILY AND COMMUNITY ADVOCACY(cont.)**

#### **HSE.HS.14.6 Analyze the importance of resilience in families and communities.**

- HSE.HS.14.6.a Define resilience.
- HSE.HS.14.6.b Describe what a resilient individual, family, and community look like and the correlation between them.
- HSE.HS.14.6.c Analyze the importance of individuals and families being advocates for themselves and its effects on a community.

#### **HSE.HS.14.7 Analyze service-learning and its connection to civic responsibility.**

- HSE.HS.14.7.a Identify ways to serve individuals, families, and communities.
- HSE.HS.14.7.b Apply knowledge of advocacy and leadership to benefit individuals, families, and communities.
- HSE.HS.14.7.c Identify opportunities for personal growth through serving individuals, families, and communities.
- HSE.HS.14.7.d Explain how service-learning is a key to fulfilling civic responsibilities.





## INTERPERSONAL RELATIONSHIPS

### COURSE DESCRIPTION

This capstone course focuses on the effect of interpersonal relationships building on concepts from the introductory and intermediate courses. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development, and the impact of relationships on personal and career success. The impact of relationships on the well-being of individuals, families, work, and society will also be explored.

### STANDARDS AND INDICATORS:

#### **HSE.HS.24.1 Analyze personal needs and characteristics and their effects on interpersonal relationships.**

- HSE.HS.24.1.a Examine the effects of personal characteristics and life events on relationships.
- HSE.HS.24.1.b Describe the effects of self-esteem and self-image on relationships.
- HSE.HS.24.1.c Describe the effects of lifespan events and conditions on relationships.
- HSE.HS.24.1.d Explain the effects of personal values and behaviors on interpersonal relationships.

#### **HSE.HS.24.2 Analyze the effects of family as a system on individuals and society.**

- HSE.HS.24.2.a Describe the function of the family as the basic unit of society.
- HSE.HS.24.2.b Examine the role of family in teaching culture and traditions across the lifespan.
- HSE.HS.24.2.c Summarize the family's role in developing independence, interdependence, and commitment of family members.
- HSE.HS.24.2.d Describe the effects of various stages of the family life cycle on interpersonal relationships.





### INTERPERSONAL RELATIONSHIPS (cont.)

#### **HSE.HE.24.3 Evaluate the functions and expectations of various types of interpersonal relationships.**

- HSE.HS.24.3.a Categorize the various types of interpersonal relationships.
- HSE.HS.24.3.b Identify the characteristics of healthy and unhealthy relationships.
- HSE.HS.24.3.c Describe processes for building, maintaining, and ending interpersonal relationships.
- HSE.HS.24.3.d Identify physical, intellectual, emotional, and social characteristics of healthy and unhealthy relationships and behaviors including limits, boundaries, and refusal skills.
- HSE.HS.24.3.e Analyze processes for handling unhealthy relationships.
- HSE.HS.24.3.f Relate personal values, rights, and responsibilities in relationships to overall health and decision making.

#### **HSE.HS.24.4 Evaluate communication skills that contribute to healthy relationships.**

- HSE.HS.24.4.a Compare communication styles and their effects on relationships.
- HSE.HS.24.4.b Analyze verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- HSE.HS.24.4.c Demonstrate effective listening and feedback techniques.
- HSE.HS.24.4.d Analyze strategies to overcome communication barriers in family, community, and work settings.
- HSE.HS.24.4.e Apply ethical principles of communication in family, community, and work settings.
- HSE.HS.24.4.f Assess the effects of communication via technology in family, work, and community settings.





### INTERPERSONAL RELATIONSHIPS (cont.)

#### **HSE.HS.24.5 Outline principles that guide behavior in interpersonal relationships.**

- HSE.HS.24.5.a Explain the principles of decision making and problem solving in reducing and managing conflict in interpersonal relationships.
- HSE.HS.24.5.b Identify nonviolent strategies that address conflict and model positive leadership. (e.g., self awareness, self-regulation, motivation, empathy and social skills).
- HSE.HS.24.5.c Identify stress management strategies for family, work, and community settings.





## BEHAVIORAL HEALTH I (HS)

### COURSE DESCRIPTION

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the career field of Behavioral Health. Course emphasis is placed on teaching students to successfully investigate Behavioral Health, education preparation, workforce structure and acquire awareness and knowledge of this career area. It is recommended that students complete Behavioral Health I before taking Behavioral Health II.

### STANDARDS AND INDICATORS:

#### **HS.HS.1.1 Evaluate the impact of Behavioral Health in American society and on current health and wellness trends.**

- HS.HS.1.1.a Identify current behavioral health issues and how they impact society
- HS.HS.1.1.b Interpret the historical overview and development of behavioral health in the United States.
- HS.HS.1.1.c Explain the role of behavioral health in society: your school, local, state, national, and international.
- HS.HS.1.1.d Explain the rationale behind the need for behavioral health.
- HS.HS.1.1.g Describe the code of ethics among professionals providing behavioral health services.
- HS.HS.1.1.e Differentiate between illness and mental illness.
- HS.HS.1.1.f Differentiate between behavioral health and mental health.
- HS.HS.1.1.h Evaluate the appropriateness and accuracy of information sources (e.g., literature, research, electronic information).





### BEHAVIORAL HEALTH I (cont.)

#### HS.HS.1.2. Interpret behavioral health-related medical terms.

- HS.HS.1.2.a Identify behavioral health prefixes, word roots, and suffixes.
- HS.HS.1.2.b Construct behavioral health terms.
- HS.HS.1.2.c Explain the reasoning behind standardized terminology in behavioral health.

#### HS.HS.1.3 Describe professional preparation, roles, and responsibilities of behavioral health providers.

- HS.HS.1.3.a Describe the education requirements of behavioral health providers: psychologists, psychiatrists, psychiatric physician assistants, psychiatric nurses, licensed mental health practitioners, licensed drug and alcohol counselors, direct care professionals, school psychologists, and non-clinical social workers.
- HS.HS.1.3.b Describe the professional roles and responsibilities of behavioral health providers: psychologists, psychiatrists, psychiatric physician assistants, psychiatric nurses, counselors and licensed mental health practitioners, licensed drug and alcohol counselors, marriage and family counselors, direct care professionals, school psychologists, and social workers.

#### HS.HS.1.4 Describe behavioral health interprofessional collaboration.

- HS.HS.1.4.a Explain the role of the United States Department of Health as it relates to the state of Nebraska governing board for behavioral health professionals.
- HS.HS.1.4.b Describe behavioral health professional organizations and the role they serve for the behavioral health professional: American Psychological Association, National Council for Counselors, WHO's Mental Health Atlas, etc.

#### HS.HS.1.5 Describe behavioral health and its integration into primary care providers.

- HS.HS.1.5.a Explain the advantages/disadvantages of integrated behavioral health in a primary care environment.
- HS.HS.1.5.b Summarize the levels of integrated behavioral health such as Boys Town, CHI Health, State Correctional Facility, Nebraska Medicine, etc.





## BEHAVIORAL HEALTH II (HS)

### COURSE DESCRIPTION

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the career field of Behavioral Health. Course emphasis is placed on students successfully gaining skills in the field of Behavioral Health: explaining behavioral health assessments and treatments, addressing one's own mental health, investigating behavioral health career data in Nebraska, and advocating for the needs of others. It is recommended that students complete Behavioral Health I before taking Behavioral Health II.

### STANDARDS AND INDICATORS:

#### HS.HS.2.1 Explain behavioral health assessments and treatments.

- HS.HS.2.1.a Explain how the Diagnostic and Statistical Manual of Mental Disorders (DSM) handbook is used in diagnosis and treatment in behavioral health.
- HS.HS.2.1.b Compare behavioral health assessment and treatment plans (e.g., ADHD, depression, anxiety).
- HS.HS.2.1.c Describe progression of services from group to individualized therapy.
- HS.HS.2.1.d Describe theories and interventions being used in mental and social health (cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), creative arts therapy (CAT), emotionally focused therapy (EFT), and solution-focused brief therapy (SFBT).
- HS.HS.2.1.e Describe informed consent and how it impacts behavioral health.
- HS.HS.2.1.f Describe an individual treatment plan and its use.





### BEHAVIORAL HEALTH II (cont.)

#### **HS.HS.2.2 Create a plan and related actions and activities to improve one's own mental health and general well-being.**

- HS.HS.2.2.a Summarize how personal values and experiences influence one's usage of behavioral health services.
- HS.HS.2.2.b Describe strategies to develop and evaluate personal mindfulness awareness plans.
- HS.HS.2.2.c Explain how social and behavioral interventions are used to improve behavioral and social health in schools and communities.

#### **HS.HS.2.3 Describe behavioral health career outlook projections and preparation in Nebraska**

- HS.HS.2.3.a Describe a behavioral health career path.
- HS.HS.2.3.b Explain a personal career interest area, employment outlook, salary scale, and Nebraska licensing requirements.
- HS.HS.2.3.c Describe the challenges and opportunities for behavioral health careers in Nebraska.
- HS.HS.2.3.d Interpret data on behavioral health services deficit areas in Nebraska.
- HS.HS.2.3.e Describe the educational path to a career in behavioral health.
- HS.HS.2.3.f Explain educational costs (e.g., scholarships, grants, federal loans, personal bank loans, and cost of interest and loan repayment).





### BEHAVIORAL HEALTH II (cont.)

#### **HS.HS.2.4 Demonstrate advocacy that supports the needs and rights of others.**

- HS.HS.2.4.a Identify conferences, workshops, and retreats that educate and support behavioral health issues.
- HS.HS.2.4.b Explain advocacy and its application to behavioral health.
- HS.HS.2.4.c Describe efforts to reduce stigma of mental health through public education (e.g., Substance Abuse and Mental Health Services Administration).
- HS.HS.2.4.d Describe barriers to behavioral health provider access.
- HS.HS.2.4.e Demonstrate ways to advocate for friends and family members who need support for behavioral health issues.
- HS.HS.2.4.f Demonstrate ways to advocate for a positive, respectful school environment that supports pro-social behavior (e.g., handling teasing and bullying and reducing stigma associated with mental and behavioral health).





## INTRODUCTION TO DESIGN

### COURSE DESCRIPTION

This introductory course explores the definition, application and evaluation of elements and principles of design in the interior and apparel industries. Topics covered include knowledge of textiles, apparel skills, and interior design skills. Design technology, career opportunities and the skills necessary for careers in design will also be included.

### STANDARDS AND INDICATORS:

#### **HSE.HS.26.1 Apply the use of elements and principles of design.**

- HSE.HS.26.1.a Identify the elements and principles of design.
- HSE.HS.26.1.b Apply elements of design.
- HSE.HS.26.1.c Apply principles of design.
- HSE.HS.26.1.d Explain the interactions between color and design.
- HSE.HS.26.1.e Explain components of design for their effect on various products.

#### **HSE.HS.26.2 Repurpose a used item using the technology available within the design industry.**

- HSE.HS.26.2.a Apply elements of design.
- HSE.HS.26.2.b Apply principles of design.
- HSE.HS.26.2.c Compare the use of elements and principles of design.
- HSE.HS.26.2.d Generate information, knowledge, and experience to generate original ideas and challenge assumptions.
- HSE.HS.26.2.e Identify solutions to problems to maximize opportunities related to repurposing.
- HSE.HS.26.2.f Apply the use of appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.





## INTRODUCTION TO DESIGN (cont.)

### **HSE.HS.26.3 Analyze the effect of textile characteristics on design, construction, care, use, and maintenance of items.**

- HSE.HS.26.3.a Identify characteristics of natural fibers (e.g, cotton, wool, silk, linen, bamboo, hemp).
- HSE.HS.26.3.b Identify characteristics of synthetic and/or manmade fibers (e.g., polyester, nylon, rayon, acrylic, acetate, Spandex, Olefin, fiberglass).
- HSE.HS.26.3.c Differentiate between the characteristics of common textiles.
- HSE.HS.26.3.d Compare textiles for different purposes in apparel and interiors.
- HSE.HS.26.3.e Assess and select textiles for their quality and appropriateness.

### **HSE.HS.26.4 Demonstrate basic apparel construction and interior design skills.**

- HSE.HS.26.4.a Demonstrate proper use of sewing and interior design tools and equipment.
- HSE.HS.26.4.b Demonstrate proper measuring, pinning, cutting, and construction techniques to construct an apparel or fashion item.
- HSE.HS.26.4.c Demonstrate proper measuring techniques, scaling techniques, furniture placement, and selection of appropriate materials to construct an interior design product.

### **HSE.HS.26.5 Analyze career paths within the design field.**

- HSE.HS.26.5.a Explain the roles and functions of individuals engaged in design careers.
- HSE.HS.26.5.b Summarize education, training, and credentialing requirements and opportunities for careers in the design field.
- HSE.HS.26.5.c Describe the opportunities for entrepreneurship in the design field.
- HSE.HS.26.5.d Analyze the role of professional organizations in design professions.
- HSE.HS.26.5.e Analyze personal attitudes, traits, and values of design professionals with regard to responsibility, accountability, ethics, and effectiveness.





## APPAREL PRODUCTION AND CONSTRUCTION

### COURSE DESCRIPTION

This intermediate course provides an understanding of garment and apparel construction building on concepts from the introductory course. Topics covered will include career exploration, textile and apparel design, creation, alteration, selection, and maintenance. This course integrates knowledge, skills, technology, and practices required for careers in the apparel and textiles industry.

### STANDARDS AND INDICATORS:

#### **HSE.HS.1.1     Generate textiles, fashion, and apparel design products using a variety of equipment, tools, and supplies.**

- HSE.HS.1.1.a     Create apparel products using methods including flat pattern, pattern alterations, repurposing, and clothing design and construction.
- HSE.HS.1.1.b     Produce, alter, or repair fashion and apparel items.
- HSE.HS.1.1.c     Apply sewing construction skills to create fashion and apparel items.
- HSE.HS.1.1.d     Use appropriate products and materials for cleaning, pressing, and finishing fashion and apparel items.
- HSE.HS.1.1.e     Apply appropriate math skills in apparel construction.

#### **HSE.HS.1.2     Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.**

- HSE.HS.1.2.a     Identify emerging fibers and fabric technologies (e.g., antimicrobial, wicking, electronic textiles, performance textiles).
- HSE.HS.1.2.b     Explain how fabric selection affects the finish of products.
- HSE.HS.1.2.c     Identify various types of fabric finishes (e.g., stain resistant, fire resistant, wrinkle resistant, waterproof).
- HSE.HS.1.2.d     Apply methods of coloring, dyeing, printing, and finishing fabrics.
- HSE.HS.1.2.e     Select textiles for their quality and appropriateness for use.





## APPAREL PRODUCTION AND CONSTRUCTION (cont.)

### HSE.HS.1.3 Produce fashion and apparel items using design industry technology.

- HSE.HS.1.3.a Identify the workplace value of technology tools and applications.
- HSE.HS.1.3.b Use the appropriate technology tools for conveying information, solving problems, and expediting workplace processes.
- HSE.HS.1.3.c Analyze current technology, trends, and innovations that facilitate the design and production of textiles, fashion, and apparel.
- HSE.HS.1.3.d Appraise the effect of fast fashion and sustainability practices.
- HSE.HS.1.3.e Create apparel items using design industry technology.

### HSE.HS.1.4 Apply business principles in the apparel and textiles industry.

- HSE.HS.1.4.a Explain how products are priced for selling (material costs, labor costs, overhead costs).
- HSE.HS.1.4.b Apply the 4P's of marketing (product, place, price, promotion).
- HSE.HS.1.4.c Describe the opportunities for entrepreneurship.
- HSE.HS.1.4.d Describe the knowledge and skills required of an entrepreneur.

### HSE.HS.1.5 Demonstrate skills and develop a plan that could lead to a career within the apparel and textiles industry.

- HSE.HS.1.5.a Carry out tasks with minimal supervision.
- HSE.HS.1.5.b Execute tasks to ensure progress toward stated objectives.
- HSE.HS.1.5.c Demonstrate the ability to reason critically and systematically.
- HSE.HS.1.5.d Demonstrate a willingness to learn new knowledge and skills.
- HSE.HS.1.5.e Exhibit professional etiquette in all interactions.
- HSE.HS.1.5.f Create an employment portfolio to use when seeking job opportunities in the apparel and textiles industry.





## HOME DESIGN AND INTERIORS

### COURSE DESCRIPTION

This intermediate course focuses on the physical, psychological and social influences of housing styles building on concepts from the introductory course. Materials are analyzed for the selection, use and care of home interior items to improve living space for individual and family needs. Content integrates knowledge, skills, technology and practices required for careers in housing and interior design.

### STANDARDS AND INDICATORS:

#### **HSE.HS.22.1 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.**

- HSE.HS.22.1.a Apply principles of human behavior to the design of housing, interiors and furnishings.
- HSE.HS.22.1.b Evaluate the use of elements and principles of design in housing design and commercial and residential interiors.
- HSE.HS.22.1.c Analyze the psychological impact that the principles and elements of design have on the individual.
- HSE.HS.22.1.d Analyze the effects that the principles and elements of design have on aesthetics and function.
- HSE.HS.22.1.e Explain how fabric selection affects the finish of products.

#### **HSE.HS.22.2 Evaluate the influence of architecture, interior design, and furnishings throughout history.**

- HSE.HS.22.2.a Distinguish between the styles of architecture, interior design, furniture, and furnishings.
- HSE.HS.22.2.b Describe the development of architectural styles throughout history.
- HSE.HS.22.2.c Compare and contrast historical architectural details to current housing and interior design trends.
- HSE.HS.22.2.d Explain societal and technological trends and their impact on architecture and interior design styles throughout history.
- HSE.HS.22.2.e Assess design and development trends in architecture, interior design, and furnishings.





## HOME DESIGN AND INTERIORS (cont.)

### HSE.HS.22.3 Evaluate the design and function of interior space.

- HSE.HS.22.3.a Evaluate living space needs and apply space management guidelines to interior designs.
- HSE.HS.22.3.b Determine traffic flow, activity, and existing architectural features in creating floor plans responding to needs of all populations (e.g., aging, handicapped).
- HSE.HS.22.3.c Arrange furniture placement with reference to design principles, traffic flow, activity, and existing architectural features.
- HSE.HS.22.3.d Evaluate floor plans for efficiency and safety, including but not limited to zones, traffic patterns, furniture placement, storage, and electrical and mechanical systems.

### HSE.HS.22.4 Generate a design using technology utilized within the design industry.

- HSE.HS.22.4.a Identify the workplace value of technology tools and applications.
- HSE.HS.22.4.b Use the appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.
- HSE.HS.22.4.c Create designs using technology commonly used in the interior design field.
- HSE.HS.22.4.d Prepare visual presentations using a variety of media methods to communicate the design concept.





## HOME DESIGN AND INTERIORS (cont.)

### **HSE.HS.22.5 Evaluate the needs, goals, and resources of a client to design interiors.**

- HSE.HS.22.5.a Identify how geographic locations, safety, security, energy efficiency, aesthetic preferences, and required maintenance affect housing choices for individuals, families, and communities.
- HSE.HS.22.5.b Assess financial resources needed to achieve housing and interior design goals.
- HSE.HS.22.5.c Apply adaptive and universal design concepts to meet client needs.
- HSE.HS.22.5.d Evaluate and select furnishings, fixtures, and appliances to meet specific design needs.
- HSE.HS.22.5.e Summarize the purposes of various views in architectural drawings including plan views, elevation view, and section and detail views, as well as the use of renderings, models, and isometric drawings.
- HSE.HS.22.5.f Demonstrate scaling, 2D elevations, utilization of architectural symbols, and the manual drawing used for interior design.
- HSE.HS.22.5.g Demonstrate design board planning and sample curation.

### **HSE.HS.22.6 Apply business principles in the design industry.**

- HSE.HS.22.6.a Explain how products and services are priced for selling (material costs, labor costs, overhead costs).
- HSE.HS.22.6.b Demonstrate measuring, estimating, ordering, purchasing, and pricing skills for design products (e.g., furnishings, appliances, floor coverings).
- HSE.HS.22.6.c Apply the 4P's of marketing (product, place, price, promotion).
- HSE.HS.22.6.d Incorporate recycle and redesign principles.





## HOME DESIGN AND INTERIORS (cont.)

### **HSE.HS.22.7 Analyze career paths within the housing and interior design industries.**

- HSE.HS.22.7.a Explain the roles and functions of professionals in the housing and interior design industries.
- HSE.HS.22.7.b Summarize education, training, and credentialing requirements and career opportunities in the housing and interior design industries.
- HSE.HS.22.7.c Describe the knowledge and skills required of an entrepreneur.
- HSE.HS.22.7.d Analyze opportunities for employment and entrepreneurial endeavors in the housing and interior design industries.





## FASHION DESIGN

### COURSE DESCRIPTION

This intermediate course explores skills needed for the evolving field of the fashion and apparel industry building on concepts from the introductory course. Topics covered include examining fashion history, fashion trends, distinguishing characteristics of garments, career opportunities, and business principles. The design process will be practiced from fashion concept to implementation through the use of technology.

### STANDARDS AND INDICATORS:

#### **HSE.HS.15.1 Evaluate the influence of history on fashion.**

- HSE.HS.15.1.a Compare theories of various fashion movements.
- HSE.HS.15.1.b Interpret the impact of trends and fashion cycles on fashion.
- HSE.HS.15.1.c Summarize the achievements of notable fashion designers (e.g., Coco Chanel, Gianni Versace, Giorgio Armani, Marc Jacobs, Yves Saint Laurent).
- HSE.HS.15.1.d Relate current fashions to various historical influences.
- HSE.HS.15.1.e Compare and contrast sustainability practices throughout history.
- HSE.HS.15.1.f Evaluate the impact of history, arts and culture, and global influences on textiles, fashion, and apparel.

#### **HSE.HS.15.2 Analyze the effects of textile characteristics on design, construction, care, use, and maintenance of products.**

- HSE.HS.15.2.a Identify emerging sustainability trends in design.
- HSE.HS.15.2.b Describe methods of coloring, dyeing, printing, and finishing fabrics.
- HSE.HS.15.2.c Explain how fabric selection affects the finish of products.
- HSE.HS.15.2.d Identify emerging fibers and fabric technologies (e.g., antimicrobial, wicking, electronic textiles, performance textiles).
- HSE.HS.15.2.e Analyze the quality of fashion and apparel items, including the construction and fit.
- HSE.HS.15.2.f Explain the ways in which fabric, texture, pattern, and finish can affect visual appearance.





## FASHION DESIGN (cont.)

### HSE.HS.15.3 Analyze the components of design and their effect on various products.

- HSE.HS.15.3.a Explain how to use elements and principles of design for optimal aesthetics.
- HSE.HS.15.3.b Analyze garment styles and parts and their effect on fit and appearance.

### HSE.HS.15.4 Design, produce, alter, and repair fashion and apparel items.

- HSE.HS.15.4.a Utilize the elements and principles of design to design and/or alter fashion and apparel items.
- HSE.HS.15.3.b Apply color theory to enhance visual effect.
- HSE.HS.15.4.c Demonstrate techniques used in apparel design (e.g., draping, digital design, flat pattern).
- HSE.HS.15.4.d Execute a design considering ecological, environmental, ethical, sociological, psychological, technical, and economical factors, trends, and issues.
- HSE.HS.15.4.e Demonstrate professional and technical sewing skills and use of traditional and technologically innovative equipment, tools, and supplies in fashion and apparel item construction, alteration, repair, and recycling.
- HSE.HS.15.4.f Use appropriate industry products and materials for cleaning, pressing, and finishing fashion and apparel items.
- HSE.HS.15.4.g Demonstrate appropriate procedures for recycling and care and disposal of textile products, considering diverse needs locally and globally.

### HSE.HS.15.5 Create designs utilizing technology within the design industry.

- HSE.HS.15.5.a Identify the workplace value of technology tools and applications.
- HSE.HS.15.5.b Use the appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.
- HSE.HS.15.5.c Analyze current technology, trends, and innovations that facilitate the design and production of textiles, fashion, and apparel.





## FASHION DESIGN (cont.)

### HSE.HS.15.6 Develop an apparel collection based on client interest.

- HSE.HS.15.6.a Develop a design concept foundation through customer identification and research.
- HSE.HS.15.6.b Outline the stages in the apparel design process (e.g., inspiration, research, fabric development, sketching, prototypes, final samples).
- HSE.HS.15.6.c Analyze the influences of cultural expectations as a factor in customer relations.
- HSE.HS.15.6.d Generate original ideas and challenge assumptions.
- HSE.HS.15.6.e Develop croquis sketch variations to discover design possibilities and solutions.
- HSE.HS.15.6.f Revise the collection through an editing process to maintain cohesion and consistency.

### HSE.HS.15.7 Analyze professional practice and procedures for business profitability and career success in the design industry.

- HSE.HS.15.7.a Explain how products are priced for selling (material costs, labor costs, overhead costs).
- HSE.HS.15.7.b Apply the marketing mix (product, place, price, promotion).
- HSE.HS.15.7.c Analyze opportunities for employment and entrepreneurial endeavors in the fashion design field.
- HSE.HS.15.7.d Summarize education and training requirements and career opportunities in the textiles, fashion, and apparel industries.
- HSE.HS.15.7.e Analyze the effects of the textiles, fashion, and apparel industries on local, state, national, and global economies.
- HSE.HS.15.7.f Describe the progression of ethical practices in the design industry (sustainability--public health, welfare, environment; environmental responsibility; human ethical impact of fibers used in the industry--labor, labeling information).





## ENTREPRENEURSHIP (BMM)

### COURSE DESCRIPTION

Entrepreneurship is a course with emphasis on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored.

### STANDARDS AND INDICATORS:

#### **BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.**

- BMM.HS.13.1.a Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
- BMM.HS.13.1.b Identify responsible behavior, attitude, and leadership ability.
- BMM.HS.13.1.c Demonstrate problem-solving skills.
- BMM.HS.13.1.d Describe the history and development of successful and non-successful entrepreneurial ventures.
- BMM.HS.13.1.e Explore career opportunities in entrepreneurship.

#### **BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.**

- BMM.HS.13.2.a Identify and compare advantages and disadvantages of various forms of business ownership.
- BMM.HS.13.2.b Explain the legal and ethical issues affecting businesses.
- BMM.HS.13.2.c Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.





## ENTREPRENEURSHIP (cont.)

### **BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.**

- BMM.HS.13.3.a Describe the importance of strategic management to a small entrepreneurial business.
- BMM.HS.13.3.b Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
- BMM.HS.13.3.c Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
- BMM.HS.13.3.d Develop a marketing plan and strategies to position the product and/or service in the target market.
- BMM.HS.13.3.e Identify the legal documents and financial records for business operations.
- BMM.HS.13.3.f Evaluate the venture idea utilizing the components of a business plan.

### **BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.**

- BMM.HS.13.4.a Identify entrepreneurial venture opportunities in international trade.
- BMM.HS.13.4.b Analyze global issues and trends for entrepreneurial ventures.
- BMM.HS.13.4.c Determine the impact of cultural and social requirements on international trade.





## ADVANCED DIGITAL DESIGN (CIS)

### COURSE DESCRIPTION

Students will focus on utilizing advanced skills to plan, design, and create a design portfolio to showcase elements of composition, digital photography, or digital print design. These skills will prepare students for entry-level positions in the digital design field.

### STANDARDS AND INDICATORS:

#### **CIS.HS.1.1 Design client-based or personal projects utilizing composition techniques.**

- CIS.HS.1.1.a Compose photographic, digital print design, or animation projects utilizing design and composition rules.
- CIS.HS.1.1.b Select appropriate hardware and software based on the final product needed by client.
- CIS.HS.1.1.c Demonstrate rules of composition.
- CIS.HS.1.1.d Construct a project and justify chosen design principles.
- CIS.HS.1.1.e Name and store native and exported files in a manageable file structure (e.g., Drive, Cloud, external hard drive).

#### **CIS.HS.1.2 Design graphics and text that clearly express the personal perspective of intended audiences.**

- CIS.HS.1.2.a Identify purpose, audience, and audience needs for preparing images.
- CIS.HS.1.2.b Determine whether content is relevant to the purpose, audience, and audience needs.
- CIS.HS.1.2.c Prepare a production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).
- CIS.HS.1.2.d Assess and utilize design principles and best practices employed in the design field.





## ADVANCED DIGITAL DESIGN (cont.)

### **CIS.HS.1.3 Simulate working in the digital design field through creation of client-based design projects.**

- CIS.HS.1.3.a Describe the client's purpose and audience when preparing projects to ensure the content is relevant to the client's needs.
- CIS.HS.1.3.b Prepare a production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).
- CIS.HS.1.3.c Assess and utilize design principles and best practices employed in the design field.
- CIS.HS.1.3.d Describe the importance of branding as it applies to client-based design projects.
- CIS.HS.1.3.e Communicate effectively in person and through written communication with peers and clients about design plans and processes.

### **CIS.HS.1.4 Analyze working in the digital design field.**

- CIS.HS.1.4.a Analyze careers in the digital design field.
- CIS.HS.1.4.b Analyze job market trends in the digital design field.
- CIS.HS.1.4.c Analyze the benefits of industry certification and higher education in the field.
- CIS.HS.1.4.d Investigate careers in digital design through pursuit of a job shadowing or internship experience.





## ADVANCED DIGITAL DESIGN (cont.)

### **CIS.HS.1.5 Evaluate and comply with copyright laws.**

- CIS.HS.1.5.a Determine the type of copyright, permissions, and licensing required to use specific content.
- CIS.HS.1.5.b Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, Public Domain).
- CIS.HS.1.5.c Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.
- CIS.HS.1.5.d Apply copyright as it pertains to their own creative work.

### **CIS.HS.1.6 Create a digital portfolio which demonstrates competency in the digital design field.**

- CIS.HS.1.6.a Examine professional digital portfolios as models.
- CIS.HS.1.6.b Evaluate all elements of the portfolio for compliance with copyright.
- CIS.HS.1.6.c Curate works for the portfolio that demonstrate mastery of design.
- CIS.HS.1.6.d Design portfolio itself so that it demonstrates mastery of design.
- CIS.HS.1.6.e Choose language to ensure copyright protections of the student work.
- CIS.HS.1.6.f Describe the importance of branding as it applies to their portfolio of creative work.





## MARKETING (BMM)

### COURSE DESCRIPTION

This course develops basic student understanding and skills in the functions of marketing. Emphasis is placed on the impact of marketing activities on the individual, business, and society. Topics include market analysis, marketing information management, target customer identification, the development of marketing-mix strategies, and an in-depth look at the selling process.

### STANDARDS AND INDICATORS:

#### **BMM.HS.19.1 Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.**

- BMM.HS.19.1.a Describe marketing functions and related activities.
- BMM.HS.19.1.b Distinguish between economic goods and services.
- BMM.HS.19.1.c Explain the principles of supply and demand.
- BMM.HS.19.1.d Determine economic utilities created by business activities.
- BMM.HS.19.1.e Explain the concept of competition.
- BMM.HS.19.1.f Identify employment opportunities in marketing.

#### **BMM.HS.19.2 Identify marketing-information management strategies to understand its nature and scope.**

- BMM.HS.19.2.a Identify the need for marketing data used to monitor marketing decision making.
- BMM.HS.19.2.b Explain the role of ethics in marketing information management.
- BMM.HS.19.2.c Discuss the nature of data mining.
- BMM.HS.19.2.d Describe the use of technology in the marketing-information management function.
- BMM.HS.19.2.d Describe the regulation of marketing-information management.





## MARKETING (cont.)

### **BMM.HS.19.3 Apply the concepts and marketing strategies utilized to determine and target a select market.**

- BMM.HS.19.3.a Analyze and describe the importance of each of the components of the marketing mix.
- BMM.HS.19.3.b Explain factors that influence customer/client/business buying behavior.
- BMM.HS.19.3.c Analyze customer's rational and emotional buying motives and decisions.
- BMM.HS.19.3.d Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).
- BMM.HS.19.3.e Explain the concept of market and market identification.
- BMM.HS.19.3.f Identify strategies utilized in the elements of market segmentation.

### **BMM.HS.19.4 Identify the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.**

- BMM.HS.19.4.a Explain the nature and scope of the selling function.
- BMM.HS.19.4.b Explain the role of customer service as a component of selling relationships for building a clientele.
- BMM.HS.19.4.c Utilize sales processes and techniques to determine and satisfy customer needs.
- BMM.HS.19.4.d Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
- BMM.HS.19.4.e Explain legal and ethical considerations in selling.





## ADVANCED MARKETING (BMM)

### COURSE DESCRIPTION

This course is an expansion and application of previous marketing studies with an emphasis on learning to develop responsive marketing strategies that meet customer needs. Students will focus on organization and society where they will develop a marketing plan. Topics include market research, product development, promotion, channel management, and pricing.

### STANDARDS AND INDICATORS:

#### **BMM.HS.5.1 Analyze marketing, the marketing concept, and marketing management.**

- BMM.HS.5.1.a Define the role of marketing in organizations.
- BMM.HS.5.1.b Describe how marketers create value for a product or service.
- BMM.HS.5.1.c Analyze the environment in which firms operate to develop effective marketing strategies and decisions.
- BMM.HS.5.1.d Select strategies to obtain the best return on marketing investment (ROMI).
- BMM.HS.5.1.e Evaluate marketing mix strategies in response to market opportunities and customer expectations.

#### **BMM.HS.5.2 Analyze methods of information gathering and investigate research techniques.**

- BMM.HS.5.2.a Describe the nature of marketing research.
- BMM.HS.5.2.b Investigate qualitative and quantitative research sources.
- BMM.HS.5.2.c Select and apply methods of data collection (e.g., observations, surveys, discussion forums, scanners).
- BMM.HS.5.2.d Interpret marketing information and/or data mining to test hypotheses and/or resolve issues.





## ADVANCED MARKETING (cont.)

### **BMM.HS.5.3 Identify market segments and positioning strategies.**

- BMM.HS.5.3.a Identify market segmentation strategies (e.g., demographics, geographics, psychographics, and behaviors).
- BMM.HS.5.3.b Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.
- BMM.HS.5.3.c Recommend the positioning strategy that communicates the firm's or the product's value proposition.
- BMM.HS.5.3.d Describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socio-economic characteristics) on buying decisions.

### **BMM.HS.5.4 Evaluate marketing mix strategies.**

- BMM.HS.5.4.a Develop marketing mix strategies that focus on meeting customer needs and wants.
- BMM.HS.5.4.b Assess current product and service strategies to determine growth strategy (e.g., market penetration, market development, product development, diversification).
- BMM.HS.5.4.c Identify factors that drive channel management design (e.g., Internet, Social Media, competitive advantage).
- BMM.HS.5.4.d Distinguish concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perception of value.
- BMM.HS.5.4.e Research, analyze, and recommend promotional goals and strategies as they relate to profitability and/or effectiveness in reaching the target market.

### **BMM.HS.5.5 Demonstrate the importance of an effective marketing plan.**

- BMM.HS.5.5.a Apply project management competencies in working with a viable business in the creation of a marketing plan.
- BMM.HS.5.5.b Analyze current marketing strategies utilized by business.
- BMM.HS.5.5.c Initiate a marketing plan by identifying target market, conducting market analysis, and reviewing SWOT analysis.
- BMM.HS.5.5.d Develop marketing strategies to position and/or reposition business effectively.
- BMM.HS.5.5.e Assess cost effectiveness of recommended marketing strategies.
- BMM.HS.5.5.f Monitor and evaluate performance of marketing plan.





## INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

### COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

### STANDARDS AND INDICATORS:

#### **HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.**

- HSE.HS.27.1.a Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
- HSE.HS.27.1.b Identify personal traits and compare them with potential career opportunities.
- HSE.HS.27.1.c Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

#### **HSE.HS.27.2 Apply leadership in family, workplace, and community.**

- HSE.HS.27.2.a Investigate goal setting and resource management.
- HSE.HS.27.2.b Explain leadership styles and the impact of each style on others.
- HSE.HS.27.2.c Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- HSE.HS.27.2.d Describe the decision-making process.
- HSE.HS.27.2.e Demonstrate leadership skills within the family, workplace, or community.
- HSE.HS.27.2.f Investigate opportunities available for a member of FCCLA and/or Educators Rising.





### INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

#### **HSE.HE.27.3 Evaluate personal and work relationships.**

- HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.
- HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.
- HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.
- HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.
- HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

#### **HSE.HS.27.4 Assess the family unit during each stage of the lifespan.**

- HSE.HS.27.4.a Identify the stages of development across the lifespan.
- HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.
- HSE.HS.27.4.c Analyze family as the basic unit of society.
- HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

#### **HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.**

- HSE.HS.27.5.a Identify the importance of self-care and self-awareness.
- HSE.HS.27.5.b Summarize empathy.
- HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.
- HSE.HS.27.5.d Connect the role of mental health and counseling to today's society





## INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

### **HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.**

- HSE.HS.27.6.a Identify basic food safety and sanitation practices.
- HSE.HS.27.6.b Demonstrate basic food preparation practices.
- HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.
- HSE.HS.27.6.d Identify basic kitchen equipment and terminology.
- HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.
- HSE.HS.27.6.f Identify basic nutrients required for healthy living.

### **HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.**

- HSE.HS.27.7.a Classify the elements and principles of design.
- HSE.HS.27.7.b Describe the basic care of different textiles.
- HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.
- HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.
- HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

### **HSE.HS.27.8 Explain consumerism and personal finance.**

- HSE.HS.27.8.a Identify factors that influence consumer choices.
- HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.
- HSE.HS.27.8.c Outline the steps for creating a budget.
- HSE.HS.27.8.d Describe procedures for using savings and checking accounts.
- HSE.HS.27.8.e Compare the benefits and costs of credit.





## LIFESPAN DEVELOPMENT

### COURSE DESCRIPTION

This introductory course explores the physical, intellectual, emotional, and social development of individuals across the lifespan from conception to death. Topics covered are external impacts on development including family structure and practices, theories of development, social and technological forces, and resources available to individuals and their outcomes.

### STANDARDS AND INDICATORS:

#### **HSE.HS.30.1 Evaluate principles of growth and development from conception through infancy.**

- HSE.HS.30.1.a Describe theories, current issues, and trends.
- HSE.HS.30.1.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.1.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.1.d Explain brain structure and development for this stage of life.
- HSE.HS.30.1.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.1.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.1.g Describe skills needed to work and engage with individuals in this stage of development.

#### **HSE.HS.30.2 Evaluate principles of growth and development from infancy through childhood.**

- HSE.HS.30.2.a Describe theories, current issues, and trends.
- HSE.HS.30.2.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.2.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.2.d Explain brain structure and development for this stage of life.
- HSE.HS.30.2.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.2.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.2.g Demonstrate skills needed to work and engage with individuals in this stage of development.





### LIFESPAN DEVELOPMENT (cont.)

#### **HSE.HS.30.3 Evaluate principles of growth and development from childhood through adolescence.**

- HSE.HS.30.3.a Describe theories, current issues, and trends.
- HSE.HS.30.3.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.3.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.3.d Explain brain structure and development for this stage of life.
- HSE.HS.30.3.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.3.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.3.g Demonstrate skills needed to work and engage with individuals in this stage of development.

#### **HSE.HS.30.4 Evaluate principles of growth and development from adolescence through early adulthood.**

- HSE.HS.30.4.a Describe theories, current issues, and trends.
- HSE.HS.30.4.b Identify physical, intellectual, emotional, and social development milestones.
- HSE.HS.30.4.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.4.d Explain brain structure and development for this stage of life.
- HSE.HS.30.4.e Describe services and supports needed when developmental milestones are not met.
- HSE.HS.30.4.f Analyze family system roles and dynamics and how they contribute to development.
- HSE.HS.30.4.g Demonstrate skills needed to work and engage with individuals in this stage of development.





### LIFESPAN DEVELOPMENT (cont.)

#### **HSE.HS.30.5 Evaluate principles of growth and development from middle to late adulthood through the end of life.**

- HSE.HS.30.5a Describe theories, current issues, and trends.
- HSE.HS.30.5.b Identify physical, intellectual, emotional, and social milestones.
- HSE.HS.30.5.c Explain conditions influencing well-being (e.g., abuse, trauma, stress, social and technological forces).
- HSE.HS.30.5.d Explain brain structure and development for this stage of life.
- HSE.HS.30.5.e Describe services and supports needed for well-being.
- HSE.HS.30.5.f Analyze family system roles and dynamics and how they contribute to the well-being of individuals.
- HSE.HS.30.5.g Describe skills needed to work and engage with individuals in this stage of development.





## CHILD DEVELOPMENT

### COURSE DESCRIPTION

This intermediate course provides an overview of developmental stages in the prenatal period through 12 years of age building on concepts from the introductory course(s). Topics covered include how young children attain knowledge, behaviors, and skill and theories of child development to identify the effects of parenting practices, social, cultural, and linguistic diversity. The impact of quality child care and early childhood education on child growth and development will also be explored.

### STANDARDS AND INDICATORS:

#### **HSE.HS.5.1 Explain the basic principles of child development from conception to age 12.**

- HSE.HS.5.1.a Explain physical development milestones from conception to age 12.
- HSE.HS.5.1.b Explain intellectual development milestones from conception to age 12.
- HSE.HS.5.1.c Explain emotional development milestones from conception to age 12.
- HSE.HS.5.1.d Explain social development milestones from conception to age 12.

#### **HSE.HS.5.2 Evaluate child development theoretical perspectives and their applications.**

- HSE.HS.5.2.a Identify the various child development theorists and theories.
- HSE.HS.5.2.b Evaluate developmentally appropriate child care skills from conception to age 12.
- HSE.HS.5.2.c Identify parenting decisions and practices that impact healthy development from conception to age 12.

#### **HSE.HS.5.3 Analyze family theoretical perspectives and their impact on child growth and development.**

- HSE.HS.5.3.a Compare and contrast theorists and theories related to family traits and child growth and development.
- HSE.HS.5.3.b Classify different parenting types and styles.
- HSE.HS.5.3.c Compare and contrast the different parenting styles.
- HSE.HS.5.3.d Explain the impact parenting styles have on the development of young children.



**CHILD DEVELOPMENT (cont.)****HSE.HS.5.4 Analyze the theoretical perspectives of social, cultural, and linguistic diversity traits and their impact on child growth and development.**

- HSE.HS.5.4.a Compare and contrast theorists and theories related to social, cultural, and linguistic diversity guiding childhood behaviors.
- HSE.HS.5.4.b Recognize and classify different social, cultural, and linguistic diversity traits of children.
- HSE.HS.5.4.c Compare and contrast the impact of the multiple influences that affect the social, cultural, and linguistic diversity traits of young children.
- HSE.HS.5.4.d Explain the importance of early childhood education.

**HSE.HS.5.5 Describe an understanding of career opportunities and early childhood community resources for supporting families in young children's development.**

- HSE.HS.5.5.a Describe career opportunities in the field of early childhood.
- HSE.HS.5.5.b Identify college certificates and degree options in the field of early childhood.
- HSE.HS.5.5.c Identify community resources available for supporting families with young children and their development.
- HSE.HS.5.5.d Identify the purpose of the National Association for the Education of Young Children (NAEYC), Nebraska Early Childhood Profession Record System (NECPRS), and other early childhood education resources.





### BEST PRACTICES IN EARLY CHILDHOOD EDUCATION WITH WORK-BASED LEARNING

#### COURSE DESCRIPTION

This intermediate course will focus on assessment, observation, and curriculum within early childhood education building on concepts from the introductory course and Child Development. Topics covered include assessing children from birth to eight years of age, observing aspects of development, analyzing observational data, and creating inclusive early childhood education environments that are safe, responsive, and nurturing. Knowledge and skills will be applied within a structured work-based learning experience. The focus of the hands-on experience will include active engagement in various early childhood education programs.

#### STANDARDS AND INDICATORS:

##### **HSE.HS.9.1 Differentiate between observation and assessment and skills needed to observe young children and the early childhood environment.**

- HSE.HS.9.1.a Define what observation is in early childhood practices in regards to child development, environment, and engagement between adults and children.
- HSE.HS.9.1.b Describe the skills needed for observation.
- HSE.HS.9.1.c Define what assessment is in early childhood practices in regards to child development, environment, and engagement between adults and children.
- HSE.HS.9.1.d Describe the importance of observation and assessment in early childhood.
- HSE.HS.9.1.e Explain how observation and assessment are used in early childhood.

##### **HSE.HS.9.2 Analyze the progression of the areas (PIES - physical, intellectual, emotional and social) of development for young children.**

- HSE.HS.9.2.a Identify the developmental progression of infants and toddlers (birth to 36 months), preschool children (3-5 years), and primary grade (K-3rd) children (6-8 years).
- HSE.HS.9.2.b Observe infants and toddlers, preschoolers, and primary grade (K-3rd) children and record developmental progression observations.
- HSE.HS.9.2.c Analyze observational data from infants and toddlers, preschoolers, and primary grade (K-3rd) children to determine the developmental age level.





### BEST PRACTICES IN EARLY CHILDHOOD EDUCATION WITH WORK-BASED LEARNING (cont.)

#### HSE.HS.9.3 Analyze developmentally appropriate early childhood environments.

- HSE.HS.9.3.a Define developmentally appropriate for infants and toddlers, preschoolers, and primary grade (K-3rd) children.
- HSE.HS.9.3.b Identify various materials, resources, and components of developmentally appropriate environments for infants and toddlers, preschoolers, and primary grade (K-3rd) children.
- HSE.HS.9.3.c Identify the elements of an environmental checklist for assessing an infants and toddlers, preschool, and primary grade (K-3rd) environment.
- HSE.HS.9.3.d Observe development tasks of infants and toddlers, preschool, and primary grade (K-3rd) environments.
- HSE.HS.9.3.e Compare and contrast the birth through age eight environments.
- HSE.HS.9.3.f Analyze observational data from infants and toddlers, preschool, and primary grade (K-3rd) environments to assess environment quality.

#### HSE.HS.9.4 Develop lesson plans for infants and toddlers, preschoolers, and/or primary grade (K-3rd) children using developmentally appropriate practices.

- HSE.HS.9.4.a Identify the components of an effective early childhood lesson plan.
- HSE.HS.9.4.b Describe various instructional strategies appropriate for infants and toddlers, preschooler, and primary grade (K-3rd) children.
- HSE.HS.9.4.c Create large group, small group, and individual lesson plans that fit within the overall curriculum.

#### HSE.HS.9.5 Utilize feedback to continuously improve teaching practices.

- HSE.HS.9.5.a Evaluate the practicum experience.
- HSE.HS.9.5.b Implement continual appraisal of performance and identify strengths and weaknesses.
- HSE.HS.9.5.c Develop a plan for continuous professional learning.





## EARLY CHILDHOOD EDUCATION PRACTICUM WITH WORK-BASED LEARNING

### COURSE DESCRIPTION

This capstone course will focus on analyzing various approaches to early childhood education curriculum models building on concepts from the introductory and intermediate courses. Topics covered will include the critical role of developmentally appropriate practices related to curriculum and planning, the development and implementation of developmentally appropriate learning experiences, and gathering evidence of professional knowledge and skill attainment. Knowledge and skills will be applied within a structured work-based learning experience. The focus of the practicum experience will include creating and gathering evidence of early childhood education skill attainment.

### STANDARDS AND INDICATORS:

#### HSE.HS.10.1 Analyze various components of curriculum models.

- HSE.HS.10.1.a Identify different types of curriculum models used in early childhood.
- HSE.HS.10.1.b Summarize the relationship among theory, research, and practice in the various curriculum models.
- HSE.HS.10.1.c Describe the importance of play in the curriculum to support children's development and learning.
- HSE.HS.10.1.d Describe how developmentally appropriate teaching practices relate to the importance of play and curriculum.
- HSE.HS.10.1.e Recognize the importance of inclusion for all families and cultural issues for unifying curriculum and learning opportunities.

#### HSE.HS.10.2 Demonstrate appropriate teaching strategies that enhance each child's learning and development.

- HSE.HS.10.2.a Explain the current areas of skills from Nebraska's Core Competencies for Early Childhood Professionals (Child Growth and Development; Health, Safety, and Nutrition; Learning Environments; Planning, Learning Experiences, and Curriculum; Relationships and Social-Emotional Guidance; Observation, Documentation, and Assessment; Partnerships with Families and Communities; Professionalism and Leadership; Administration, Program Planning, and Development).
- HSE.HS.10.2.b Demonstrate the skills required in each of the current areas of Nebraska's Core Competencies for Early Childhood Professionals.





### EARLY CHILDHOOD EDUCATION PRACTICUM WITH WORK-BASED LEARNING (cont.)

#### **HSE.HS.10.3 Demonstrate integration of curriculum and instruction within a daily schedule.**

- HSE.HS.10.3.a Develop a daily schedule for an infant-toddler classroom.
- HSE.HS.10.3.b Develop a daily schedule for a preschool classroom.
- HSE.HS.10.3.c Develop a daily schedule for a kindergarten classroom.
- HSE.HS.10.3.d Develop a daily schedule for one primary grade classroom (grades 1-3).
- HSE.HS.10.3.e Compare and contrast differences between early childhood settings.

#### **HSE.HS.10.4 Integrate developmentally appropriate learning experiences using effective teaching strategies.**

- HSE.HS.10.4.a Develop learning opportunities to teach individual children and small groups specific skills through exploration and play.
- HSE.HS.10.4.b Implement learning experiences for social and emotional development.
- HSE.HS.10.4.c Implement learning experiences for approaches to learning (e.g., support initiative, self-direction, curiosity).
- HSE.HS.10.4.e Implement learning experiences for health and physical development.
- HSE.HS.10.4.f Implement learning experiences for language and literacy.
- HSE.HS.10.4.g Implement learning experiences for mathematics.
- HSE.HS.10.4.h Implement learning experiences for science.
- HSE.HS.10.4.i Implement learning experiences for creative arts.





### EARLY CHILDHOOD EDUCATION PRACTICUM WITH WORK-BASED LEARNING (cont.)

#### **HSE.HS.10.5 Provide evidence of professional knowledge and skills attained from early childhood education coursework and field experiences.**

- HSE.HS.10.5.a Collect artifacts to demonstrate professional knowledge of working with children ages birth to 36 months, 3-5, and 5-8 (e.g., lesson plans, skill attainment records, evidence of experience).
- HSE.HS.10.5.b Write an early childhood education philosophy statement.
- HSE.HS.10.5.c Develop an early childhood education resource collection.

#### **HSE.HS.10.6 Model teaching practices with the goal of continuous improvement through a work-based learning experience.**

- HSE.HS.10.6.a Evaluate the practicum experience.
- HSE.HS.10.6.b Implement continual appraisal of performance and identify strengths and weaknesses.
- HSE.HS.10.6.c Develop a plan for continuous professional learning.





## FAMILIES IN CRISIS

### COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

### STANDARDS AND INDICATORS:

#### **HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.**

- HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
- HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

#### **HSE.HS.13.2 Analyze factors that influence crisis in a family.**

- HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.
- HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.
- HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.
- HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.
- HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.
- HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.
- HSE.HS.13.2.g Identify common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).





## FAMILIES IN CRISIS (cont.)

### HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.

- HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.
- HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.
- HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).
- HSE.HS.13.3.d Analyze the process of diagnosing mental illness.
- HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.
- HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.
- HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

### HSE.HS.13.4 Evaluate the effects of abuse on a family.

- HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.
- HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).
- HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.
- HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.
- HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.
- HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.





### FAMILIES IN CRISIS (cont.)

#### **HSE.HS.13.5 Evaluate the effects of addiction on the family unit.**

- HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).
- HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.
- HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.
- HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.
- HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

#### **HSE.HS.13.6 Analyze the process of grieving.**

- HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).
- HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).
- HSE.HS.13.6.c Analyze family relationships in the grieving process.
- HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.
- HSE.HS.13.6.e Identify community resources to help families facing grief.

#### **HSE.HS.13.7 Analyze methods of overcoming crisis.**

- HSE.HS.13.7.a Describe the qualities of a resilient individual.
- HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.
- HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.
- HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.
- HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.
- HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).





## FAMILY AND COMMUNITY ADVOCACY

### COURSE DESCRIPTION

This capstone course explores advocacy as it relates to individuals, families, and communities building on concepts from the introductory and intermediate courses. Topics covered include leadership within advocacy, careers related to advocacy, the role of community support in advocacy, importance of resiliency, and civic responsibilities. The importance of service-learning will also be addressed.

### STANDARDS AND INDICATORS:

#### **HSE.HS.14.1 Analyze the various dimensions of being an advocate for individuals, families, and communities.**

- HSE.HS.14.1.a Define what it means to be an advocate.
- HSE.HS.14.1.b Explain the importance of advocating for others.
- HSE.HS.14.1.c Identify situations where advocates would be involved.
- HSE.HS.14.1.d Discuss the connection between crisis and advocacy.
- HSE.HS.14.1.e Explain the history of advocacy and events or periods in time that required advocacy for individuals, families, and communities.
- HSE.HS.14.1.f Explain the impact of advocacy on individuals, families, communities, and society.

#### **HSE.HS.14.2 Assess the leadership role of the advocate.**

- HSE.HS.14.2.a Explain how an advocate is a leader.
- HSE.HS.14.2.b Identify strong intrapersonal and interpersonal relationship skills (conflict resolution, teamwork, attentive listening skills).
- HSE.HS.14.2.c Analyze how an individual's view of the world is impacted by their level of self-awareness as it relates to individual beliefs and values.
- HSE.HS.14.2.d Analyze the importance of ethical behavior as a leader and advocate.





### **FAMILY AND COMMUNITY ADVOCACY(cont.)**

#### **HSE.HS.14.3 Identify careers related to serving families and communities.**

- HSE.HS.14.3.a Describe specific roles or careers that have a direct connection to advocating for families (e.g., child-life advocate, family advocate).
- HSE.HS.14.3.b Assess the relationship between community demographics and advocacy needs.
- HSE.HS.14.3.c Explain the role of each of the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, peer helpers, volunteer helpers, and informal helpers) in advocacy.

#### **HSE.HS.14.4 Outline specific community outreach programs, resources, and connections as they relate to families.**

- HSE.HS.14.4.a Explain the role school organizations can play in advocating for schools and communities.
- HSE.HS.14.4.b Describe local family and community services (e.g., organizations, government resources).
- HSE.HS.14.4.c Locate local support resources for specific populations.

#### **HSE.HS.14.5 Analyze the importance of individuals, families, and communities participating in their civic duties as local advocates.**

- HSE.HS.14.5.a Define civic duty.
- HSE.HS.14.5.b Explain the role of individuals, families, and communities in advocacy as it relates to living in a democratic society.
- HSE.HS.14.5.c Identify how individuals, families, and communities can work towards fulfilling their civic responsibilities.
- HSE.HS.14.5.d Describe the process of advocating for an issue.
- HSE.HS.14.5.e Explain the role elected officials could play in advocacy.
- HSE.HS.14.5.f Describe what advocacy looks like at the local, state, and national levels.





### **FAMILY AND COMMUNITY ADVOCACY(cont.)**

#### **HSE.HS.14.6 Analyze the importance of resilience in families and communities.**

- HSE.HS.14.6.a Define resilience.
- HSE.HS.14.6.b Describe what a resilient individual, family, and community look like and the correlation between them.
- HSE.HS.14.6.c Analyze the importance of individuals and families being advocates for themselves and its effects on a community.

#### **HSE.HS.14.7 Analyze service-learning and its connection to civic responsibility.**

- HSE.HS.14.7.a Identify ways to serve individuals, families, and communities.
- HSE.HS.14.7.b Apply knowledge of advocacy and leadership to benefit individuals, families, and communities.
- HSE.HS.14.7.c Identify opportunities for personal growth through serving individuals, families, and communities.
- HSE.HS.14.7.d Explain how service-learning is a key to fulfilling civic responsibilities.





## FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS

### COURSE DESCRIPTION

This introductory course provides students with foundational knowledge and skills in food preparation and nutrition planning. Topics covered include career exploration, global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts.

### STANDARDS AND INDICATORS:

#### **HSE.HS.21.1 Apply skills to meet career goals within the food, nutrition, and culinary industries.**

- HSE.HS.21.1.a Demonstrate working as a member of a diverse team.
- HSE.HS.21.1.b Demonstrate professional practices required in the workplace.
- HSE.HS.21.1.c Summarize roles, responsibilities, education, training, and credentialing requirements for careers within the food, nutrition, and culinary industries.
- HSE.HS.21.1.d Compare and contrast personal strengths, talents, interests, and passions to the skills and traits required of the workplace.

#### **HSE.HS.21.2 Analyze U.S. and global food systems and their impact on personal health.**

- HSE.HS.21.2.a Compare and contrast definitions of health and wellness.
- HSE.HS.21.2.b Analyze farm to table for a variety of food products grown locally and globally.
- HSE.HS.21.2.c Identify issues surrounding global production of food and how sustainability and conservation practices are connected.

#### **HSE.HS.21.3 Analyze the six essential nutrients and their purposes in the body.**

- HSE.HS.21.3.a Identify key bodily functions of the six essential nutrients and the components of each.
- HSE.HS.21.3.b Summarize the digestion, absorption, and metabolic processes associated with the use of nutrients in the digestive system.
- HSE.HS.21.3.c Identify the nutrient density of a variety of foods for each of the nutrients.
- HSE.HS.21.3.d Interpret the impact and effects of over or underconsumption of each nutrient.
- HSE.HS.21.3.e Explain the concept of calories and energy density of foods.
- HSE.HS.21.3.f Apply nutrition mathematical concepts to calculate energy from nutrients and the energy composition of a food item.





## **FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)**

### **HSE.HS.21.4 Integrate current dietary recommendations and guidelines to plan and analyze a healthy diet.**

- HSE.HS.21.4.a Recognize reliable sources of nutrition information (e.g., Dietary Reference Intakes, Dietary Guidelines, MyPlate model, food labels).
- HSE.HS.21.4.b Compare and contrast personal eating habits to current recommendations for a healthy diet.
- HSE.HS.21.4.c Apply current dietary recommendations and guidelines to meal planning.
- HSE.HS.21.4.d Identify package labeling components.
- HSE.HS.21.4.e Analyze the Nutrition Facts label to determine nutrient contributions of a variety of foods.

### **HSE.HS.21.5 Demonstrate effective food and kitchen safety and sanitation procedures.**

- HSE.HS.21.5.a Identify microorganisms which are related to food spoilage and foodborne illnesses.
- HSE.HS.21.5.b Apply proper personal hygiene, health habits, and industry-standard apparel.
- HSE.HS.21.5.c Sequence the requirements for proper receiving and storage of prepared foods and identify signs of food spoilage and contamination (e.g., FIFO - first in first out).
- HSE.HS.21.5.d Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of foodborne illness (HACCP system).
- HSE.HS.21.5.e Demonstrate kitchen safety practices to prevent accidents (e.g., slips, burns, fires, shock, cuts, equipment accidents, poisoning).
- HSE.HS.21.5.f Implement a safety and sanitation inspection and identify modifications necessary for compliance with standards.





## FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

### HSE.HS.21.6 Demonstrate foundational food preparation techniques.

- HSE.HS.21.6.a Demonstrate foundational culinary techniques (measuring, knife skills, folding, creaming) and correct use of kitchen equipment.
- HSE.HS.21.6.b Demonstrate mise en place.
- HSE.HS.21.6.c Demonstrate proper scaling techniques to convert recipes to yield smaller and larger quantities.
- HSE.HS.21.6.d Apply the fundamentals of time, temperature, and cooking methods (dry, moist, combination) to cooking, cooling, reheating, and holding a variety of foods.
- HSE.HS.21.6.e Demonstrate the preparation techniques for common essential nutrient-dense food sources (fruits, vegetables, proteins, carbohydrates, dairy products).
- HSE.HS.21.6.f Label and store fresh and finished food products appropriately to reduce spoilage.

### HSE.HS.21.7 Create a meal plan based on the dietary recommendations for individuals and families across the lifespan.

- HSE.HS.21.7.a Identify food purchasing strategies used by consumers (e.g., store layout, comparison shopping).
- HSE.HS.21.7.b Develop a market order and time management plan.
- HSE.HS.21.7.c Identify the categories of a menu (e.g., appetizers, sandwiches, entrees).
- HSE.HS.21.7.d Apply recommended portion sizes to food preparation and serving.
- HSE.HS.21.7.e Recognize and make dietary modifications for special dietary needs.





## **NUTRITION**

### **COURSE DESCRIPTION**

This intermediate course provides students with an introduction to the science of nutrition building on concepts from the introductory course. Topics covered include careers in nutrition, digestion and metabolism, functions of the six essential nutrients, nutrient recommendations, diets, meal planning, creating accommodations for consumers, and impacts of the national food system on production and consumerism. Food safety will also be reinforced in this course through hands-on learning opportunities.

### **STANDARDS AND INDICATORS:**

#### **HSE.HS.32.1 Analyze career paths within the food, nutrition, and wellness field.**

- HSE.HS.32.1.a Summarize education, training, and credentialing requirements and career opportunities in the food, nutrition, and wellness field.
- HSE.HS.32.1.b Differentiate between personal attitudes and traits of food, nutrition, and wellness professionals in regards to responsibility, accountability, ethics, and effectiveness in the workplace.

#### **HSE.HS.32.2 Identify and Explain the parts and functions of the digestive system.**

- HSE.HS.32.2.a Identify the anatomy of the gastrointestinal system.
- HSE.HS.32.2.b Explain the digestive process.
- HSE.HS.32.2.c Explain the utilization and short, medium, and long-term storage of nutrients inside the body.
- HSE.HS.32.2.d Explain how the body excretes waste products.





## NUTRITION (cont.)

### HSE.HS.32.3 Analyze individual characteristics specific to macronutrients, micronutrients, and water.

- HSE.HS.32.3.a Identify the chemical composition and energy yield of carbohydrates, proteins, and fats.
- HSE.HS.32.3.b Differentiate between soluble and insoluble fiber and complete and incomplete proteins.
- HSE.HS.32.3.c Identify the functions of vitamins, minerals, and water.
- HSE.HS.32.3.d Identify the categories of vitamins (including fat and water soluble) and minerals (including major and trace).
- HSE.HS.32.3.e Identify the recommended intake levels of and food sources high in vitamins, minerals, and water.
- HSE.HS.32.3.f Explain deficiencies and toxicities related to vitamin and mineral consumption.

### HSE.HS.32.4 Analyze current dietary recommendations and guidelines for planning a healthy diet.

- HSE.HS.32.4.a Explain the Dietary Reference Intake terms Estimated Average Requirement (EAR), Recommended Daily Allowance (RDA), Adequate Intake (AI), and Tolerable Upper Intake Level (UL).
- HSE.HS.32.4.b Describe the concepts of variety, moderation, and balance as the foundation of a healthy diet.
- HSE.HS.32.4.c Compare and contrast various food recording tools.
- HSE.HS.32.4.d Utilize nutrition information to calculate nutrient composition of foods, meals, and daily intake.
- HSE.HS.32.4.e Discuss short- and long-term impact of current dietary intake habits.
- HSE.HS.32.4.f Compare and contrast the nutrient density of whole foods, convenience foods, and prepared foods to make informed food choices.





## NUTRITION (cont.)

### **HSE.HS.32.5 Analyze the effects of dietary patterns and practices on an individual's health and well-being across the lifespan.**

- HSE.HS.32.5.a Identify a variety of healthy dietary patterns.
- HSE.HS.32.5.b Compare and contrast popular fad diets and food industry trends.
- HSE.HS.32.5.c Describe energy balance, physical activity, and weight control to prevent obesity and achieve nutritional adequacy.
- HSE.HS.32.5.d Explain weight gain/weight loss concepts considering basal metabolic rate (BMR) and total daily energy expenditure (TDEE).
- HSE.HS.32.5.e Identify the prevention, symptoms, and treatment of eating disorders.
- HSE.HS.32.5.f Compare and contrast food allergies and food intolerances.
- HSE.HS.32.5.g Apply dietary recommendations and guidelines to design meal plans for individuals with special dietary needs (e.g., heart disease, diabetes, celiac disease).

### **HSE.HS.32.6 Analyze U.S. and global food systems and impacts on individual, family, and community health.**

- HSE.HS.32.6.a Explain the biological, social, psychological, economic, political, and/or cultural influences on individual and community nutrition practices.
- HSE.HS.32.6.b Summarize the effects of social determinants on personal food choices, food systems, and public health.
- HSE.HS.32.6.c Explain the impact of cultural influences on food consumption and traditions within family units.
- HSE.HS.32.6.d Analyze the impact of the rising cost of food, poverty, food deserts, food insecurity, and the growing world population on individuals, families, communities, and society.
- HSE.HS.32.6.e Compare and contrast food and nutrition policies and their impact on individuals, families, communities, and society.
- HSE.HS.32.6.f Discuss different approaches and solutions including the critical science perspective to address food system change through advocacy, policy, and/or political action.





## FOOD SCIENCE

### COURSE DESCRIPTION

This capstone course focuses on food science and the food science industry building on concepts from the introductory and intermediate courses. Topics of study include food science history and career opportunities, evaluation of the six essential nutrients, role of science and technology in food products, and food development, production, and marketing. Food safety will also be reinforced in this course through hands-on learning opportunities.

### STANDARDS AND INDICATORS:

#### **HSE.HS.19.1 Analyze the food science industry.**

- HSE.HS.19.1.a Explain the history of food science.
- HSE.HS.19.1.b Identify career opportunities within the food science industry.
- HSE.HS.19.1.c Compare and contrast food production companies and their products.
- HSE.HS.19.1.d Analyze career opportunities matched to personal life skills, talents, career goals, and local industry trends within the food science industry.

#### **HSE.HS.19.2 Demonstrate the recommended procedures and safe equipment use in the food science lab facility.**

- HSE.HS.19.2.a Demonstrate leadership, effective communication, and teamwork skills in the food science lab.
- HSE.HS.19.2.b Demonstrate the safe and accurate use of measuring, preparation, heating, packaging, and storage equipment in the lab setting.
- HSE.HS.19.2.c Utilize the scientific method.

#### **HSE.HS.19.3 Identify and evaluate the basic principles of proper nutrition, including the identification and evaluation of the six essential nutrients needed for good health.**

- HSE.HS.19.3.a Identify the roles and properties of carbohydrates, fats, proteins, vitamins, minerals and water.
- HSE.HS.19.3.b Analyze the effects of food science and technology on meeting nutritional needs.
- HSE.HS.19.3.c Analyze how the scientific and technical advances in product development, food processing, storage, and distribution influence nutrition and wellness.





## **FOOD SCIENCE (cont.)**

### **HSE.HS.19.4 Outline the fundamentals of food chemistry.**

- HSE.HS.19.4.a Define basic food chemistry principles (e.g., elements, compounds, heterogeneous and homogeneous mixtures, solutions, colloidal dispersions, emulsions, pH applications, catalysts, use of enzymes, use of leavening agents, thermodynamics).
- HSE.HS.19.4.b Describe basic chemical reactions that happen during food preparation and their effect(s) on nutrition.
- HSE.HS.19.4.c Differentiate between simple and complex carbohydrates and their uses in foods for impact on digestion, nutrition, and food preparation procedures.
- HSE.HS.19.4.d Describe the functions of amino acids and proteins and their uses in foods for impact on digestion, nutrition, and food preparation procedures.
- HSE.HS.19.4.e Relate the composition of fats and proteins to their functions in foods and their impact on digestion, nutrition, and food preparation procedures.
- HSE.HS.19.4.f Identify the role of water in food production.

### **HSE.HS.19.5 Analyze the role of food safety and sanitation on microorganisms in food products.**

- HSE.HS.19.5.a Differentiate between parasites, bacteria, yeasts, molds, and viruses.
- HSE.HS.19.5.b Identify microorganisms that cause foodborne illness in humans and how to control or eliminate them.
- HSE.HS.19.5.c Analyze the effects of technological advances on selection, preparation, packaging, and storage of food.
- HSE.HS.19.5.d Analyze state and federal laws and regulations governing food inspection standards.
- HSE.HS.19.5.e Identify appropriate packaging for food safety and label requirements.
- HSE.HS.19.5.f Demonstrate safe preparation/heating/storage methods on a variety of food products.





## **FOOD SCIENCE (cont.)**

### **HSE.HS.19.6 Assess the biology and physics of food production.**

- HSE.HS.19.6.a Describe the structure of water in different states and its influence on a food product's viscosity/fluidity and water activity.
- HSE.HS.19.6.b Explain the difference between smoke point, flash point, and fire point when dealing with oils in processing foods.
- HSE.HS.19.6.c Classify the chemical reactions and physical changes that occur in a variety of cooking/preparation methods.
- HSE.HS.19.6.d Identify the purpose of natural and artificial food additives.
- HSE.HS.19.6.e Identify agencies involved in regulating food additives.
- HSE.HS.19.5.f Describe properties of a desirable food preservative.

### **HSE.HS.19.7 Evaluate food products for appropriate production and marketing strategies.**

- HSE.HS.19.7.a Analyze various factors that affect food preferences in the marketing of food to a variety of populations.
- HSE.HS.19.7.b Compare and contrast flavor, texture, aroma, and appearance of various foods.
- HSE.HS.19.7.c Analyze the impact of food presentation methods and techniques on consumer appeal of food and products.
- HSE.HS.19.7.d Analyze data when making development and marketing decisions.
- HSE.HS.19.7.e Review food product cost and price recommendations for wholesale and retail sales.





## ENTREPRENEURSHIP (BMM)

### COURSE DESCRIPTION

Entrepreneurship is a course with emphasis on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored.

### STANDARDS AND INDICATORS:

#### **BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.**

- BMM.HS.13.1.a Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
- BMM.HS.13.1.b Identify responsible behavior, attitude, and leadership ability.
- BMM.HS.13.1.c Demonstrate problem-solving skills.
- BMM.HS.13.1.d Describe the history and development of successful and non-successful entrepreneurial ventures.
- BMM.HS.13.1.e Explore career opportunities in entrepreneurship.

#### **BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.**

- BMM.HS.13.2.a Identify and compare advantages and disadvantages of various forms of business ownership.
- BMM.HS.13.2.b Explain the legal and ethical issues affecting businesses.
- BMM.HS.13.2.c Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.





## ENTREPRENEURSHIP (cont.)

### **BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.**

- BMM.HS.13.3.a Describe the importance of strategic management to a small entrepreneurial business.
- BMM.HS.13.3.b Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
- BMM.HS.13.3.c Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
- BMM.HS.13.3.d Develop a marketing plan and strategies to position the product and/or service in the target market.
- BMM.HS.13.3.e Identify the legal documents and financial records for business operations.
- BMM.HS.13.3.f Evaluate the venture idea utilizing the components of a business plan.

### **BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.**

- BMM.HS.13.4.a Identify entrepreneurial venture opportunities in international trade.
- BMM.HS.13.4.b Analyze global issues and trends for entrepreneurial ventures.
- BMM.HS.13.4.c Determine the impact of cultural and social requirements on international trade.





## INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES WITH WORK-BASED LEARNING EXPERIENCE (AFNR)

### COURSE DESCRIPTION

The introductory course for the Agriculture, Food, and Natural Resources Career Cluster provides a knowledge base in the major components of the industry. Learners will be exposed to a broad range of agriculture, food, and natural resources careers, cluster foundation knowledge and skills, and introduction to leadership development and the National FFA Organization (FFA). Classroom and laboratory activities are supplemented through supervised agricultural experiences, work-based learning, and leadership activities.

### STANDARDS AND INDICATORS:

#### **AFNR.HS.20.1 Apply leadership skills and knowledge through the study of the FFA Career and Technical Student Organization (CTSO).**

- AFNR.HS.20.1.a Summarize the three-component model of a comprehensive Agricultural Education Program.
- AFNR.HS.20.1.b Recognize the mission, purpose, and key historical moments in the National FFA Organization.
- AFNR.HS.20.1.c Investigate opportunities available for a member of FFA.
- AFNR.HS.20.1.d Examine and practice public speaking.
- AFNR.HS.20.1.e Apply the basics of Parliamentary Procedure.

#### **AFNR.HS.20.2 Apply career readiness principles in an authentic workplace environment.**

- AFNR.HS.20.2.a Summarize the five components of a Foundational Supervised Agricultural Experience (SAE).
- AFNR.HS.20.2.b Investigate the five options for an Immersion SAE (Work-Based Learning experience).
- AFNR.HS.20.2.c Articulate elements of career plans (e.g., academic, AFNR/CTE coursework, FFA/CTSO participation, immersion SAE) required in an AFNR workplace setting.





## INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES WITH WORK-BASED LEARNING EXPERIENCE (cont.)

### **AFNR.HS.20.3 Examine career options within agriculture, food, and natural resource systems and perform research based on personal interests.**

- AFNR.HS.20.3.a Summarize the three-component model of a comprehensive Agricultural Education Program.
- AFNR.HS.20.3.b Recognize the mission, purpose, and key historical moments in the National FFA Organization.
- AFNR.HS.20.3.c Investigate opportunities available for a member of FFA.
- AFNR.HS.20.3.d Examine and practice public speaking.
- AFNR.HS.20.3.e Apply the basics of Parliamentary Procedure.
- AFNR.HS.20.3.c Determine common qualities of a specific career area (e.g., educational requirements, work environment).
- AFNR.HS.20.3.d Identify necessary steps to prepare for a specific AFNR careers (coursework, post-secondary, needed skills).
- AFNR.HS.20.3.e Identify opportunities for work placed learning within your community.

### **AFNR.HS.20.4 Evaluate the role of water, air, soil, and habitat in the management of natural resource systems.**

- AFNR.HS.20.4.a Summarize and classify the different natural resources (e.g., water, soil, renewable, non-renewable).
- AFNR.HS.20.4.b Summarize the components that comprise all ecosystems.
- AFNR.HS.20.4.c Compare and categorize biotic and abiotic factors in various habitats.
- AFNR.HS.20.4.d Identify the importance of water and air quality.
- AFNR.HS.20.4.e Identify the physical qualities of the soil that determine use for the environmental service system.
- AFNR.HS.20.4.f Describe the importance of water conservation.





## INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES WITH WORK-BASED LEARNING EXPERIENCE (cont.)

### **AFNR.HS.20.5 Differentiate key terms, components, and uses for animals in animal systems.**

- AFNR.HS.20.5.a Identify and summarize key terminology used in animal systems (e.g., heifer vs. cow, bull vs. steer, calving, farrowing, bovine, equine).
- AFNR.HS.20.5.b Define the function of basic external and internal organs of animals.
- AFNR.HS.20.5.c Differentiate production animals from companion animals.
- AFNR.HS.20.5.d Classify the major components of production animal systems (e.g., feedlots, cow-calf operations, farrow, finish) and regional distribution.
- AFNR.HS.20.5.e Categorize uses for and products generated from production animals.
- AFNR.HS.20.5.f Classify and determine uses for companion animals.

### **AFNR.HS.20.6 Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems.**

- AFNR.HS.20.6.a Classify major components of the plant industry.
- AFNR.HS.20.6.b Classify plants according to life cycles.
- AFNR.HS.20.6.c Identify the function of plant parts.
- AFNR.HS.20.6.d Identify basic processes and role of photosynthesis, respiration, and transpiration.
- AFNR.HS.20.6.e Differentiate between sexual and asexual propagation techniques.

### **AFNR.HS.20.7 Synthesize the historical, social, cultural, and potential applications of biotechnology.**

- AFNR.HS.20.7.a Summarize biotechnology and the historical impact it has had on agriculture.
- AFNR.HS.20.7.b Identify current and future applications of biotechnology in agriculture, food, and natural resources.
- AFNR.HS.20.7.c Identify common methodologies used in biotechnology.
- AFNR.HS.20.7.d Identify basic cellular structures and genetic terminology.
- AFNR.HS.20.7.e Summarize the scientific and social implications of modern genetically modified organisms.





## **INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES (cont.)**

### **AFNR.HS.20.8 Summarize knowledge of the food products & processing industry.**

- AFNR.HS.20.8.a Evaluate how different foods affect the human body and its physical and cellular processes.
- AFNR.HS.20.8.b Identify food safety and sanitation procedures for handling and processing to assure food quality.
- AFNR.HS.20.8.c Summarize food safety procedures when storing and distributing products to consumption.
- AFNR.HS.20.8.d Explain the producer-to-consumer processes in the food industry.

### **AFNR.HS.20.9 Summarize management principles, skills, and practices in agribusiness.**

- AFNR.HS.20.9.a Define major sectors within the agribusiness industry.
- AFNR.HS.20.9.b Identify standard production and agribusiness records and plans.
- AFNR.HS.20.9.c Identify common agribusiness terminology and tools to track and analyze business decisions and transactions.
- AFNR.HS.20.9.d Articulate the role of markets, trade, competition, and price in relation to business sales and market planning.
- AFNR.HS.20.9.e Identify aspects needed to develop and implement an effective record keeping strategy for financial and human resources.

### **AFNR.HS.20.10 Synthesize the historical, social, cultural, and potential applications of biotechnology.**

- AFNR.HS.20.10.a Identify and practice safe laboratory practices and procedures.
- AFNR.HS.20.10.b Select and operate proper tools and equipment related to agricultural processes observing all safety precautions.
- AFNR.HS.20.10.c Develop an agricultural project plan with the required project plan components (e.g., purpose, materials, budget, skills required, timeframe).
- AFNR.HS.20.10.d Assess a project plan to completion.





## **LIFESPAN NUTRITION AND WELLNESS**

### **COURSE DESCRIPTION**

This capstone course focuses on nutritional needs throughout the lifespan building on concepts from the introductory and intermediate courses. This course focuses on connecting lifespan development to nutrition and exercise practices with the intent of contributing to wellness and longevity. Food safety will also be reinforced in this course through hands-on learning opportunities.

### **STANDARDS AND INDICATORS:**

#### **HSE.HS.31.1 Identify and explain basic nutrition principles for meeting nutrition and wellness needs.**

- HSE.HS.31.1.a Identify the function and nutrient dense sources of the six essential nutrients.
- HSE.HS.31.1.b Explain current dietary recommendations.
- HSE.HS.31.1.c Calculate energy intake for weight management.
- HSE.HS.31.1.d Describe useful nutrition assessment tools for use with each stage of the lifespan.
- HSE.HS.31.1.e Explain resources for nutrition and wellness needs to use with each stage of the lifespan.

#### **HSE.HS.31.2 Evaluate nutrition and wellness needs during pre-conception, pregnancy, and lactation.**

- HSE.HS.31.2.a Analyze the essential nutrients for optimal health for individuals during pre-conception, pregnancy and lactation.
- HSE.HS.31.2.b Explain nutrition-related medical conditions that may occur during pregnancy and their impact on the mother and fetus.
- HSE.HS.31.2.c Classify the recommendations for physical activity during preconception and pregnancy.
- HSE.HS.31.2.d Compare and contrast the ideal diet for a pregnant woman with the ideal diet for a lactating mother, highlighting the specific nutritional differences.
- HSE.HS.31.2.e Explain circumstances under which a mother should not breastfeed.





## **LIFESPAN NUTRITION & WELLNESS (cont.)**

### **HSE.HS.31.3 Evaluate nutrition and wellness needs during infancy, toddler, preschool, and middle childhood stages.**

- HSE.HS.31.3.a Summarize the connection between good nutrition and physical, intellectual, emotional, and social development.
- HSE.HS.31.3.b Identify diet recommendations for infants, toddlers, preschoolers, and primary grade children.
- HSE.HS.31.3.c Compare the nutritional value of breastmilk to the nutritional value of formula.
- HSE.HS.31.3.d Explain specific nutrient roles in the body of a developing child, giving special attention to vitamins and minerals.
- HSE.HS.31.3.e Examine the role of a caregiver in providing food from infancy through middle childhood.
- HSE.HS.31.3.f Describe the challenges associated with children’s diets and outline strategies for dealing with such problems (e.g., childhood allergies, childhood obesity, aversions, influence of media and screen time).

### **HSE.HS.31.4 Evaluate nutrition and wellness needs during adolescence.**

- HSE.HS.31.4.a Explain the growth and consequent nutritional needs of adolescence.
- HSE.HS.31.4.b Describe how eating patterns in adolescents affect overall health (e.g., sleep quality, energy, mood, physical development).
- HSE.HS.31.4.c Identify nutrition-related medical conditions that may occur during adolescence along with prevention/intervention strategies.
- HSE.HS.31.4.d Explain the spectrum of body dissatisfaction, dieting, disordered eating, and eating disorders.
- HSE.HS.31.4.e Explain the recommendations for physical activity during adolescence.





## LIFESPAN NUTRITION & WELLNESS (cont.)

### **HSE.HS.31.5 Evaluate the difference between the recommendations for a typical adolescent versus an adolescent involved in vigorous physical activity.**

- HSE.HS.31.5.a Describe the role of each nutrient for peak performance of the physically active adolescent.
- HSE.HS.31.5.b Differentiate nutrient needs based on type, frequency, intensity, and duration of exercise.
- HSE.HS.31.5.c Summarize the recommendations for assessing and maintaining healthy hydration.
- HSE.HS.31.5.d Evaluate pre- and post-workout diet plans and timing of meals and snack intake for the physically active adolescent.
- HSE.HS.31.5.e Describe supplements and their use.

### **HSE.HS.31.6 Evaluate nutrition and wellness needs during adulthood and older adulthood.**

- HSE.HS.31.6.a Identify nutrient needs for adulthood and why they change over time.
- HSE.HS.31.6.b Outline nutrition-related medical conditions that may occur during adulthood along with prevention/intervention strategies.
- HSE.HS.31.6.c Identify strategies for weight management and the challenges of weight management during adulthood and older adulthood.
- HSE.HS.31.6.d Examine the role of nutrition in fostering longevity and in reducing the risk of chronic diseases.
- HSE.HS.31.6.e Explain the recommendations for physical activity during adulthood.

### **HSE.HS.31.7 Identify career options as they pertain to nutrition and wellness throughout the lifespan.**

- HSE.HS.31.7.a Identify a variety of careers related to nutrition and wellness through the lifespan (e.g., job shadowing, guest speakers, interview professionals, visit a professional or educational setting).
- HSE.HS.31.7.b Summarize skills and knowledge necessary for a successful career in nutrition and wellness careers.
- HSE.HS.31.7.c Identify professional and ethical considerations in various nutrition and wellness work settings.





## FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS

### COURSE DESCRIPTION

This introductory course provides students with foundational knowledge and skills in food preparation and nutrition planning. Topics covered include career exploration, global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts.

### STANDARDS AND INDICATORS:

#### **HSE.HS.21.1 Apply skills to meet career goals within the food, nutrition, and culinary industries.**

- HSE.HS.21.1.a Demonstrate working as a member of a diverse team.
- HSE.HS.21.1.b Demonstrate professional practices required in the workplace.
- HSE.HS.21.1.c Summarize roles, responsibilities, education, training, and credentialing requirements for careers within the food, nutrition, and culinary industries.
- HSE.HS.21.1.d Compare and contrast personal strengths, talents, interests, and passions to the skills and traits required of the workplace.

#### **HSE.HS.21.2 Analyze U.S. and global food systems and their impact on personal health.**

- HSE.HS.21.2.a Compare and contrast definitions of health and wellness.
- HSE.HS.21.2.b Analyze farm to table for a variety of food products grown locally and globally.
- HSE.HS.21.2.c Identify issues surrounding global production of food and how sustainability and conservation practices are connected.

#### **HSE.HS.21.3 Analyze the six essential nutrients and their purposes in the body.**

- HSE.HS.21.3.a Identify key bodily functions of the six essential nutrients and the components of each.
- HSE.HS.21.3.b Summarize the digestion, absorption, and metabolic processes associated with the use of nutrients in the digestive system.
- HSE.HS.21.3.c Identify the nutrient density of a variety of foods for each of the nutrients.
- HSE.HS.21.3.d Interpret the impact and effects of over or underconsumption of each nutrient.
- HSE.HS.21.3.e Explain the concept of calories and energy density of foods.
- HSE.HS.21.3.f Apply nutrition mathematical concepts to calculate energy from nutrients and the energy composition of a food item.





### FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

#### **HSE.HS.21.4 Integrate current dietary recommendations and guidelines to plan and analyze a healthy diet.**

- HSE.HS.21.4.a Recognize reliable sources of nutrition information (e.g., Dietary Reference Intakes, Dietary Guidelines, MyPlate model, food labels).
- HSE.HS.21.4.b Compare and contrast personal eating habits to current recommendations for a healthy diet.
- HSE.HS.21.4.c Apply current dietary recommendations and guidelines to meal planning.
- HSE.HS.21.4.d Identify package labeling components.
- HSE.HS.21.4.e Analyze the Nutrition Facts label to determine nutrient contributions of a variety of foods.

#### **HSE.HS.21.5 Demonstrate effective food and kitchen safety and sanitation procedures.**

- HSE.HS.21.5.a Identify microorganisms which are related to food spoilage and foodborne illnesses.
- HSE.HS.21.5.b Apply proper personal hygiene, health habits, and industry-standard apparel.
- HSE.HS.21.5.c Sequence the requirements for proper receiving and storage of prepared foods and identify signs of food spoilage and contamination (e.g., FIFO - first in first out).
- HSE.HS.21.5.d Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of foodborne illness (HACCP system).
- HSE.HS.21.5.e Demonstrate kitchen safety practices to prevent accidents (e.g., slips, burns, fires, shock, cuts, equipment accidents, poisoning).
- HSE.HS.21.5.f Implement a safety and sanitation inspection and identify modifications necessary for compliance with standards.





### FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

#### **HSE.HS.21.6 Demonstrate foundational food preparation techniques.**

- HSE.HS.21.6.a Demonstrate foundational culinary techniques (measuring, knife skills, folding, creaming) and correct use of kitchen equipment.
- HSE.HS.21.6.b Demonstrate mise en place.
- HSE.HS.21.6.c Demonstrate proper scaling techniques to convert recipes to yield smaller and larger quantities.
- HSE.HS.21.6.d Apply the fundamentals of time, temperature, and cooking methods (dry, moist, combination) to cooking, cooling, reheating, and holding a variety of foods.
- HSE.HS.21.6.e Demonstrate the preparation techniques for common essential nutrient-dense food sources (fruits, vegetables, proteins, carbohydrates, dairy products).
- HSE.HS.21.6.f Label and store fresh and finished food products appropriately to reduce spoilage.

#### **HSE.HS.21.7 Create a meal plan based on the dietary recommendations for individuals and families across the lifespan.**

- HSE.HS.21.7.a Identify food purchasing strategies used by consumers (e.g., store layout, comparison shopping).
- HSE.HS.21.7.b Develop a market order and time management plan.
- HSE.HS.21.7.c Identify the categories of a menu (e.g., appetizers, sandwiches, entrees, etc).
- HSE.HS.21.7.d Apply recommended portion sizes to food preparation and serving.
- HSE.HS.21.7.e Recognize and make dietary modifications for special dietary needs.





## INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

### COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

### STANDARDS AND INDICATORS:

#### **HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.**

- HSE.HS.27.1.a Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
- HSE.HS.27.1.b Identify personal traits and compare them with potential career opportunities.
- HSE.HS.27.1.c Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

#### **HSE.HS.27.2 Apply leadership in family, workplace, and community.**

- HSE.HS.27.2.a Investigate goal setting and resource management.
- HSE.HS.27.2.b Explain leadership styles and the impact of each style on others.
- HSE.HS.27.2.c Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- HSE.HS.27.2.d Describe the decision-making process.
- HSE.HS.27.2.e Demonstrate leadership skills within the family, workplace, or community.
- HSE.HS.27.2.f Investigate opportunities available for a member of FCCLA and/or Educators Rising.





### INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

#### **HSE.HE.27.3 Evaluate personal and work relationships.**

- HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.
- HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.
- HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.
- HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.
- HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

#### **HSE.HS.27.4 Assess the family unit during each stage of the lifespan.**

- HSE.HS.27.4.a Identify the stages of development across the lifespan.
- HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.
- HSE.HS.27.4.c Analyze family as the basic unit of society.
- HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

#### **HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.**

- HSE.HS.27.5.a Identify the importance of self-care and self-awareness.
- HSE.HS.27.5.b Summarize empathy.
- HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.
- HSE.HS.27.5.d Connect the role of mental health and counseling to today's society





### INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

#### **HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.**

- HSE.HS.27.6.a Identify basic food safety and sanitation practices.
- HSE.HS.27.6.b Demonstrate basic food preparation practices.
- HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.
- HSE.HS.27.6.d Identify basic kitchen equipment and terminology.
- HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.
- HSE.HS.27.6.f Identify basic nutrients required for healthy living.

#### **HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.**

- HSE.HS.27.7.a Classify the elements and principles of design.
- HSE.HS.27.7.b Describe the basic care of different textiles.
- HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.
- HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.
- HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

#### **HSE.HS.27.8 Explain consumerism and personal finance.**

- HSE.HS.27.8.a Identify factors that influence consumer choices.
- HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.
- HSE.HS.27.8.c Outline the steps for creating a budget.
- HSE.HS.27.8.d Describe procedures for using savings and checking accounts.
- HSE.HS.27.8.e Compare the benefits and costs of credit.





## NUTRITION

### COURSE DESCRIPTION

This intermediate course provides students with an introduction to the science of nutrition building on concepts from the introductory course. Topics covered include careers in nutrition, digestion and metabolism, functions of the six essential nutrients, nutrient recommendations, diets, meal planning, creating accommodations for consumers, and impacts of the national food system on production and consumerism. Food safety will also be reinforced in this course through hands-on learning opportunities.

### STANDARDS AND INDICATORS:

#### **HSE.HS.32.1 Analyze career paths within the food, nutrition, and wellness field.**

- HSE.HS.32.1.a Summarize education, training, and credentialing requirements and career opportunities in the food, nutrition, and wellness field.
- HSE.HS.32.1.b Differentiate between personal attitudes and traits of food, nutrition, and wellness professionals in regards to responsibility, accountability, ethics, and effectiveness in the workplace.

#### **HSE.HS.32.2 Identify and Explain the parts and functions of the digestive system.**

- HSE.HS.32.2.a Identify the anatomy of the gastrointestinal system.
- HSE.HS.32.2.b Explain the digestive process.
- HSE.HS.32.2.c Explain the utilization and short, medium, and long-term storage of nutrients inside the body.
- HSE.HS.32.2.d Explain how the body excretes waste products.





### NUTRITION (cont.)

#### **HSE.HS.32.3 Analyze individual characteristics specific to macronutrients, micronutrients, and water.**

- HSE.HS.32.3.a Identify the chemical composition and energy yield of carbohydrates, proteins, and fats.
- HSE.HS.32.3.b Differentiate between soluble and insoluble fiber and complete and incomplete proteins.
- HSE.HS.32.3.c Identify the functions of vitamins, minerals, and water.
- HSE.HS.32.3.d Identify the categories of vitamins (including fat and water soluble) and minerals (including major and trace).
- HSE.HS.32.3.e Identify the recommended intake levels of and food sources high in vitamins, minerals, and water.
- HSE.HS.32.3.f Explain deficiencies and toxicities related to vitamin and mineral consumption.

#### **HSE.HS.32.4 Analyze current dietary recommendations and guidelines for planning a healthy diet.**

- HSE.HS.32.4.a Explain the Dietary Reference Intake terms Estimated Average Requirement (EAR), Recommended Daily Allowance (RDA), Adequate Intake (AI), and Tolerable Upper Intake Level (UL).
- HSE.HS.32.4.b Describe the concepts of variety, moderation, and balance as the foundation of a healthy diet.
- HSE.HS.32.4.c Compare and contrast various food recording tools.
- HSE.HS.32.4.d Utilize nutrition information to calculate nutrient composition of foods, meals, and daily intake.
- HSE.HS.32.4.e Discuss short- and long-term impact of current dietary intake habits.
- HSE.HS.32.4.f Compare and contrast the nutrient density of whole foods, convenience foods, and prepared foods to make informed food choices.





### NUTRITION (cont.)

#### **HSE.HS.32.5 Analyze the effects of dietary patterns and practices on an individual's health and well-being across the lifespan.**

- HSE.HS.32.5.a Identify a variety of healthy dietary patterns.
- HSE.HS.32.5.b Compare and contrast popular fad diets and food industry trends.
- HSE.HS.32.5.c Describe energy balance, physical activity, and weight control to prevent obesity and achieve nutritional adequacy.
- HSE.HS.32.5.d Explain weight gain/weight loss concepts considering basal metabolic rate (BMR) and total daily energy expenditure (TDEE).
- HSE.HS.32.5.e Identify the prevention, symptoms, and treatment of eating disorders.
- HSE.HS.32.5.f Compare and contrast food allergies and food intolerances.
- HSE.HS.32.5.g Apply dietary recommendations and guidelines to design meal plans for individuals with special dietary needs (e.g., heart disease, diabetes, celiac disease).

#### **HSE.HS.32.6 Analyze U.S. and global food systems and impacts on individual, family, and community health.**

- HSE.HS.32.6.a Explain the biological, social, psychological, economic, political, and/or cultural influences on individual and community nutrition practices.
- HSE.HS.32.6.b Summarize the effects of social determinants on personal food choices, food systems, and public health.
- HSE.HS.32.6.c Explain the impact of cultural influences on food consumption and traditions within family units.
- HSE.HS.32.6.d Analyze the impact of the rising cost of food, poverty, food deserts, food insecurity, and the growing world population on individuals, families, communities, and society.
- HSE.HS.32.6.e Compare and contrast food and nutrition policies and their impact on individuals, families, communities, and society.
- HSE.HS.32.6.f Discuss different approaches and solutions including the critical science perspective to address food system change through advocacy, policy, and/or political action.





## LIFESPAN NUTRITION AND WELLNESS

### COURSE DESCRIPTION

This capstone course focuses on nutritional needs throughout the lifespan building on concepts from the introductory and intermediate courses. This course focuses on connecting lifespan development to nutrition and exercise practices with the intent of contributing to wellness and longevity. Food safety will also be reinforced in this course through hands-on learning opportunities.

### STANDARDS AND INDICATORS:

#### **HSE.HS.31.1 Identify and explain basic nutrition principles for meeting nutrition and wellness needs.**

- HSE.HS.31.1.a Identify the function and nutrient dense sources of the six essential nutrients.
- HSE.HS.31.1.b Explain current dietary recommendations.
- HSE.HS.31.1.c Calculate energy intake for weight management.
- HSE.HS.31.1.d Describe useful nutrition assessment tools for use with each stage of the lifespan.
- HSE.HS.31.1.e Explain resources for nutrition and wellness needs to use with each stage of the lifespan.

#### **HSE.HS.31.2 Evaluate nutrition and wellness needs during pre-conception, pregnancy, and lactation.**

- HSE.HS.31.2.a Analyze the essential nutrients for optimal health for individuals during pre-conception, pregnancy and lactation.
- HSE.HS.31.2.b Explain nutrition-related medical conditions that may occur during pregnancy and their impact on the mother and fetus.
- HSE.HS.31.2.c Classify the recommendations for physical activity during preconception and pregnancy.
- HSE.HS.31.2.d Compare and contrast the ideal diet for a pregnant woman with the ideal diet for a lactating mother, highlighting the specific nutritional differences.
- HSE.HS.31.2.e Explain circumstances under which a mother should not breastfeed.





### LIFESPAN NUTRITION & WELLNESS (cont.)

#### **HSE.HS.31.3 Evaluate nutrition and wellness needs during infancy, toddler, preschool, and middle childhood stages.**

- HSE.HS.31.3.a Summarize the connection between good nutrition and physical, intellectual, emotional, and social development.
- HSE.HS.31.3.b Identify diet recommendations for infants, toddlers, preschoolers, and primary grade children.
- HSE.HS.31.3.c Compare the nutritional value of breastmilk to the nutritional value of formula.
- HSE.HS.31.3.d Explain specific nutrient roles in the body of a developing child, giving special attention to vitamins and minerals.
- HSE.HS.31.3.e Examine the role of a caregiver in providing food from infancy through middle childhood.
- HSE.HS.31.3.f Describe the challenges associated with children’s diets and outline strategies for dealing with such problems (e.g., childhood allergies, childhood obesity, aversions, influence of media and screen time).

#### **HSE.HS.31.4 Evaluate nutrition and wellness needs during adolescence.**

- HSE.HS.31.4.a Explain the growth and consequent nutritional needs of adolescence.
- HSE.HS.31.4.b Describe how eating patterns in adolescents affect overall health (e.g., sleep quality, energy, mood, physical development).
- HSE.HS.31.4.c Identify nutrition-related medical conditions that may occur during adolescence along with prevention/intervention strategies.
- HSE.HS.31.4.d Explain the spectrum of body dissatisfaction, dieting, disordered eating, and eating disorders.
- HSE.HS.31.4.e Explain the recommendations for physical activity during adolescence.





### LIFESPAN NUTRITION & WELLNESS (cont.)

#### **HSE.HS.31.5 Evaluate the difference between the recommendations for a typical adolescent versus an adolescent involved in vigorous physical activity.**

- HSE.HS.31.5.a Describe the role of each nutrient for peak performance of the physically active adolescent.
- HSE.HS.31.5.b Differentiate nutrient needs based on type, frequency, intensity, and duration of exercise.
- HSE.HS.31.5.c Summarize the recommendations for assessing and maintaining healthy hydration.
- HSE.HS.31.5.d Evaluate pre- and post-workout diet plans and timing of meals and snack intake for the physically active adolescent.
- HSE.HS.31.6.e Describe supplements and their use.

#### **HSE.HS.31.6 Evaluate nutrition and wellness needs during adulthood and older adulthood.**

- HSE.HS.31.6.a Identify nutrient needs for adulthood and why they change over time.
- HSE.HS.31.6.b Outline nutrition-related medical conditions that may occur during adulthood along with prevention/intervention strategies.
- HSE.HS.31.6.c Identify strategies for weight management and the challenges of weight management during adulthood and older adulthood.
- HSE.HS.31.6.d Examine the role of nutrition in fostering longevity and in reducing the risk of chronic diseases.
- HSE.HS.31.6.e Explain the recommendations for physical activity during adulthood.

#### **HSE.HS.31.7 Identify career options as they pertain to nutrition and wellness throughout the lifespan.**

- HSE.HS.31.7.a Identify a variety of careers related to nutrition and wellness through the lifespan (e.g., job shadowing, guest speakers, interview professionals, visit a professional or educational setting).
- HSE.HS.31.7.b Summarize skills and knowledge necessary for a successful career in nutrition and wellness careers.
- HSE.HS.31.7.c Identify professional and ethical considerations in various nutrition and wellness work settings.





## FOOD SCIENCE

### COURSE DESCRIPTION

This capstone course focuses on food science and the food science industry building on concepts from the introductory and intermediate courses. Topics of study include food science history and career opportunities, evaluation of the six essential nutrients, role of science and technology in food products, and food development, production, and marketing. Food safety will also be reinforced in this course through hands-on learning opportunities.

### STANDARDS AND INDICATORS:

#### **HSE.HS.19.1 Analyze the food science industry.**

- HSE.HS.19.1.a Explain the history of food science.
- HSE.HS.19.1.b Identify career opportunities within the food science industry.
- HSE.HS.19.1.c Compare and contrast food production companies and their products.
- HSE.HS.19.1.d Analyze career opportunities matched to personal life skills, talents, career goals, and local industry trends within the food science industry.

#### **HSE.HS.19.2 Demonstrate the recommended procedures and safe equipment use in the food science lab facility.**

- HSE.HS.19.2.a Demonstrate leadership, effective communication, and teamwork skills in the food science lab.
- HSE.HS.19.2.b Demonstrate the safe and accurate use of measuring, preparation, heating, packaging, and storage equipment in the lab setting.
- HSE.HS.19.2.c Utilize the scientific method.

#### **HSE.HS.19.3 Identify and evaluate the basic principles of proper nutrition, including the identification and evaluation of the six essential nutrients needed for good health.**

- HSE.HS.19.3.a Identify the roles and properties of carbohydrates, fats, proteins, vitamins, minerals and water.
- HSE.HS.19.3.b Analyze the effects of food science and technology on meeting nutritional needs.
- HSE.HS.19.3.c Analyze how the scientific and technical advances in product development, food processing, storage, and distribution influence nutrition and wellness.





### FOOD SCIENCE (cont.)

#### HSE.HS.19.4 Outline the fundamentals of food chemistry.

- HSE.HS.19.4.a Define basic food chemistry principles (e.g., elements, compounds, heterogeneous and homogeneous mixtures, solutions, colloidal dispersions, emulsions, pH applications, catalysts, use of enzymes, use of leavening agents, thermodynamics).
- HSE.HS.19.4.b Describe basic chemical reactions that happen during food preparation and their effect(s) on nutrition.
- HSE.HS.19.4.c Differentiate between simple and complex carbohydrates and their uses in foods for impact on digestion, nutrition, and food preparation procedures.
- HSE.HS.19.4.d Describe the functions of amino acids and proteins and their uses in foods for impact on digestion, nutrition, and food preparation procedures.
- HSE.HS.19.4.e Relate the composition of fats and proteins to their functions in foods and their impact on digestion, nutrition, and food preparation procedures.
- HSE.HS.19.4.f Identify the role of water in food production.

#### HSE.HS.19.5 Analyze the role of food safety and sanitation on microorganisms in food products.

- HSE.HS.19.5.a Differentiate between parasites, bacteria, yeasts, molds, and viruses.
- HSE.HS.19.5.b Identify microorganisms that cause foodborne illness in humans and how to control or eliminate them.
- HSE.HS.19.5.c Analyze the effects of technological advances on selection, preparation, packaging, and storage of food.
- HSE.HS.19.5.d Analyze state and federal laws and regulations governing food inspection standards.
- HSE.HS.19.5.e Identify appropriate packaging for food safety and label requirements.
- HSE.HS.19.5.f Demonstrate safe preparation/heating/storage methods on a variety of food products.





### FOOD SCIENCE (cont.)

#### **HSE.HS.19.6 Assess the biology and physics of food production.**

- HSE.HS.19.6.a Describe the structure of water in different states and its influence on a food product's viscosity/fluidity and water activity.
- HSE.HS.19.6.b Explain the difference between smoke point, flash point, and fire point when dealing with oils in processing foods.
- HSE.HS.19.6.c Classify the chemical reactions and physical changes that occur in a variety of cooking/preparation methods.
- HSE.HS.19.6.d Identify the purpose of natural and artificial food additives.
- HSE.HS.19.6.e Identify agencies involved in regulating food additives.
- HSE.HS.19.5.f Describe properties of a desirable food preservative.

#### **HSE.HS.19.7 Evaluate food products for appropriate production and marketing strategies.**

- HSE.HS.19.7.a Analyze various factors that affect food preferences in the marketing of food to a variety of populations.
- HSE.HS.19.7.b Compare and contrast flavor, texture, aroma, and appearance of various foods.
- HSE.HS.19.7.c Analyze the impact of food presentation methods and techniques on consumer appeal of food and products.
- HSE.HS.19.7.d Analyze data when making development and marketing decisions.
- HSE.HS.19.7.e Review food product cost and price recommendations for wholesale and retail sales.





## FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

### COURSE DESCRIPTION

This introductory course focuses on the career options in law and public safety. The topics covered provide foundational knowledge of the five career fields within this career cluster: correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services including exposure to careers and concepts across all career fields.

### STANDARDS AND INDICATORS:

#### **HSE.HS.8.1 Describe various career opportunities in law, public safety, corrections, and security.**

- HSE.HS.8.1.a Identify the career pathways in law, public safety, corrections, and security.
- HSE.HS.8.1.b Explain the role of each career pathway in society.
- HSE.HS.8.1.c Describe possible careers in each law, public safety, corrections, and security field (e.g., correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services).
- HSE.HS.8.1.d Compare and contrast various law, public safety, corrections, and security careers.
- HSE.HS.8.1.e Identify personal traits and compare them with potential career opportunities.

#### **HSE.HS.8.2 Analyze the qualities needed for employment in the law, public safety, corrections, and security fields.**

- HSE.HS.8.2.a Recall personal qualities and professional skills used in various workplaces.
- HSE.HS.8.2.b Describe biases and personality traits that could influence service to others.
- HSE.HS.8.2.c Distinguish between appropriate and inappropriate characteristics for a public safety career.
- HSE.HS.8.2.d Describe the importance of service, professionalism, and personal qualities in law, public safety, corrections, and security.





### **FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY (cont.)**

#### **HSE.HS.8.3 Analyze the role of the public safety agencies and occupations at the local, state, and federal levels.**

- HSE.HS.8.3.a Identify the origin and source of United States law.
- HSE.HS.8.3.b Outline the structure and organization of the federal, state, and local government.
- HSE.HS.8.3.c Identify public safety agencies and their role.
- HSE.HS.8.3.d Explain public safety agencies and their relation to the public.

#### **HSE.HS.8.4 Describe ethical and professional behavior while acknowledging diverse perspectives, backgrounds, and populations.**

- HSE.HS.8.4.a Explain the importance of integrity, professionalism, and confidentiality in the workplace.
- HSE.HS.8.4.b Define ethical conduct.
- HSE.HS.8.4.c Identify factors in making ethical decisions.
- HSE.HS.8.4.d Identify the value and impact of diverse perspectives on ethical actions and decision-making.





## INTRODUCTION TO CRIMINAL JUSTICE

### COURSE DESCRIPTION

This intermediate course will provide an overview of the history, development, and philosophies for crime control building on concepts from the introductory course. Topics include an examination of the criminal justice system with an emphasis on the police, courts (prosecution and defense), and correctional agencies, the role of law enforcement within a democratic society, and exposure to careers related to criminal justice.

### STANDARDS AND INDICATORS:

#### **HSE.HS.8.1 Analyze the criminal justice system.**

- HSE.HS.8.1.a Identify the three areas of criminal justice.
- HSE.HS.8.1.b Summarize the history and development of the modern criminal justice system.
- HSE.HS.8.1.c Distinguish the relationship between individual rights and the rule of law.
- HSE.HS.8.1.d Differentiate between the various roles within the criminal justice system.

#### **HSE.HS.8.2 Analyze crime, criminal behavior, and criminal law.**

- HSE.HS.8.2.a Define crime, criminal behavior, and criminal law.
- HSE.HS.8.2.b Identify theories of criminal behavior.
- HSE.HS.8.2.c Recognize the effects that crime has on individuals, society, and laws.
- HSE.HS.8.2.d Apply theories of crime causation to understand crime and law.

#### **HSE.HS.8.3 Explain the role of law enforcement in criminal justice.**

- HSE.HS.8.3.a Identify and define law enforcement.
- HSE.HS.8.3.b Describe the development of law enforcement.
- HSE.HS.8.3.c Identify the responsibilities, authority, and roles of various law enforcement agencies.
- HSE.HS.8.3.d Summarize the changing role of law enforcement and its impact on society.





### **INTRODUCTION TO CRIMINAL JUSTICE (cont.)**

#### **HSE.HS.8.4 Distinguish the role and process of the courts in criminal justice.**

- HSE.HS.8.4.a Describe the sequence of the court process.
- HSE.HS.8.4.b Categorize each component and actor in the court process.
- HSE.HS.8.4.c Differentiate between the juvenile and adult court systems.
- HSE.HS.8.4.d Explain various sequences of court processes.

#### **HSE.HS.8.5 Explain the role of corrections in the criminal justice field.**

- HSE.HS.8.5.a Compare and contrast jails and prisons.
- HSE.HS.8.5.b Summarize probation, parole, and community corrections.
- HSE.HS.8.5.c Summarize characteristics of those that work in corrections and their roles.
- HSE.HS.8.5.d Analyze the impact of social constructs on the correctional setting.





## INTRODUCTION TO CORRECTIONS

### COURSE DESCRIPTION

This intermediate course focuses on the history, progression, and current state of corrections within the United States building on concepts from the introductory course. Topics covered include corrections within the American criminal justice system, the historical evolution of corrections within the United States, the organization, culture of correctional institutions, and the progress and future of corrections.

### STANDARDS AND INDICATORS:

#### **HSE.HS.8.1 Explain the history of punishment and corrections in the modern era.**

- HSE.HS.8.1.a Define crime, punishment, and corrections.
- HSE.HS.8.1.b Describe the various approaches and movements in corrections over time.
- HSE.HS.8.1.c Relate societal changes over time with various movements/eras in corrections.

#### **HSE.HS.8.2 Analyze the relationship between parole, probation, jail, and prison within the correctional system in the United States.**

- HSE.HS.8.2.a Define parole and probation.
- HSE.HS.8.2.b Compare and contrast between the roles of jails and prisons in society.
- HSE.HS.8.2.c Differentiate between probation and parole.
- HSE.HS.8.2.d Analyze the strengths and weaknesses of parole, probation, jail, and prison.

#### **HSE.HS.8.3 Analyze the correctional experience from diverse perspectives.**

- HSE.HS.8.3.a Identify the various roles and perspectives found in the American correctional system.
- HSE.HS.8.3.b Identify various prison cultures and subcultures.
- HSE.HS.8.3.c Explain the impact of race, gender, and roles in the correctional system.
- HSE.HS.8.3.d Compare the experiences of correctional clients and correctional officers.





### INTRODUCTION TO CORRECTIONS (cont.)

#### **HSE.HS.8.4 Evaluate the organization and processes of correctional institutions in the United States.**

- HSE.HS.8.4.a Summarize the general organization of a correctional agency.
- HSE.HS.8.4.b Summarize the general intake and management processes of correctional institutions.
- HSE.HS.8.4.c Differentiate between various organization and management approaches used in corrections.

#### **HSE.HS.8.5 Evaluate the relationship between trends in corrections and social problems.**

- HSE.HS.8.5.a Identify the impact of society and law on corrections in the United States.
- HSE.HS.8.5.b Describe modern changes and trends in the correctional field.
- HSE.HS.8.5.c Assess the impact and response of corrections in addressing societal problems.

#### **HSE.HS.8.6 Describe the progress and trends of corrections in the United States.**

- HSE.HS.8.6.a Identify the modern trends of corrections.
- HSE.HS.8.6.b Identify the changes over time in the American correctional system.
- HSE.HS.8.6.c Compare new approaches to corrections and punishment including rehabilitation and education.
- HSE.HS.8.6.d Explain the impact of new approaches to corrections on the future.





## COURTS AND JUDICIAL PROCESSES

### COURSE DESCRIPTION

This capstone course examines courts and judicial processes in the United States building on concepts from the introductory and intermediate courses. The primary focus is on police and correctional due process, application of the law, and civil liability concerns. Topics include search and seizure, arrest and interrogation, revocation and probation and parole, probable cause and other timely issues.

### STANDARDS AND INDICATORS:

#### **HSE.HS.8.1 Analyze the history and structure of courts in the United States.**

- HSE.HS.8.1.a Describe the purpose of the courts.
- HSE.HS.8.1.b Explain the functions of the court.
- HSE.HS.8.1.c Describe the evolution of the court system.
- HSE.HS.8.1.d Summarize the role of courts within the criminal justice system.
- HSE.HS.8.1.e Differentiate between state courts, federal courts, and specialized courts.

#### **HSE.HS.8.2 Differentiate between the various types of law.**

- HSE.HS.8.2.a Define public law and civil law.
- HSE.HS.8.2.b Compare and contrast criminal law, procedural law, and civil law.
- HSE.HS.8.2.c Summarize the importance of law in society.

#### **HSE.HS.8.3 Analyze the roles and responsibilities of individuals within the court system.**

- HSE.HS.8.3.a Identify the roles within the court system (e.g., judge, prosecuting attorney, defense attorney).
- HSE.HS.8.3.b Describe how technology has changed the court system.
- HSE.HS.8.3.c Describe the responsibilities of a judge.
- HSE.HS.8.3.d Explain the roles of prosecuting attorney and defense attorney.
- HSE.HS.8.3.e Summarize the roles and rights of the defendants, victims, witnesses, and others involved in the case (e.g., advocates, experts).





### **COURTS AND JUDICIAL PROCESSES (cont.)**

#### **HSE.HS.8.4 Outline the steps in the court process.**

- HSE.HS.8.4.a Summarize the arrest process.
- HSE.HS.8.4.b Describe pre-trial procedures.
- HSE.HS.8.4.c Compare and contrast the types of pleas.
- HSE.HS.8.4.d Describe plea bargaining, sentencing, and appeals.
- HSE.HS.8.4.e Explain the jury selection process.
- HSE.HS.8.4.f Outline the trial process.

#### **HSE.HS.8.5 Analyze how current issues affect the courts and the court process.**

- HSE.HS.8.5.a Identify the impact of historical discrimination on courts.
- HSE.HS.8.5.b Analyze how gender, race, and income affect court outcomes.
- HSE.HS.8.5.c Evaluate wrongful convictions and exonerations.





## POLICE AND SOCIETY

### COURSE DESCRIPTION

This capstone course will examine the relationship between the police and the community building on concepts from the introductory and intermediate courses. Topics covered include the history, practices, and issues related to the law enforcement function in our society and an overview of police functions and responsibilities at the local, state, and federal levels. Police operations will be examined relative to effectiveness in crime control, delivery of services, and maintenance of order.

### STANDARDS AND INDICATORS:

#### **HSE.HS.8.1 Explain the history of police and policing in American society.**

- HSE.HS.8.1.a Identify events that have impacted the development of policing in America.
- HSE.HS.8.1.b Describe major factors that have shaped modern policing.
- HSE.HS.8.1.c Describe the effect of political influence on policing.
- HSE.HS.8.1.d Summarize the police professionalism movement.

#### **HSE.HS.8.2 Outline the general structure and organization of police agencies.**

- HSE.HS.8.2.a Differentiate between local, state, and federal police agencies.
- HSE.HS.8.2.b Explain the requirements for the selection process for police officers.
- HSE.HS.8.2.c Discuss qualities of an ethical, professional, and respected police officer.
- HSE.HS.8.2.d Explain the hierarchy and promotion process of police.
- HSE.HS.8.2.e Describe the responsibilities of a police officer.
- HSE.HS.8.2.f Describe the management of police agencies.





### **POLICE AND SOCIETY (cont.)**

#### **HSE.HS.8.3 Analyze the impact of serving a multicultural society.**

- HSE.HS.8.3.a Describe the implications of working in a multicultural society and the challenges facing law enforcement.
- HSE.HS.8.3.b Examine patterns of interaction between police and the diverse American population.
- HSE.HS.8.3.c Analyze the issues of gender and race in hiring within police agencies.
- HSE.HS.8.3.d Identify current crime trends and how crime is policed.
- HSE.HS.8.3.e Analyze the effects of social trends and police reforms.

#### **HSE.HS.8.4 Evaluate the importance of ethics, professionalism, discretion, and integrity within policing.**

- HSE.HS.8.4.a Define ethics, professionalism, discretion, and integrity within policing.
- HSE.HS.8.4.b Summarize the impact of ethics, professionalism, discretion, and integrity within policing.
- HSE.HS.8.4.c Analyze ethical decision making in American policing.

#### **HSE.HS.8.5 Explain the impact of politics, police cultures, and police subcultures on law enforcement in the United States.**

- HSE.HS.8.5.a Identify police culture and subcultures in law enforcement.
- HSE.HS.8.5.b Describe the characteristics of the police personality.
- HSE.HS.8.5.c Summarize the “code of silence” and its impact on police and society.
- HSE.HS.8.5.d Describe the current impact of special interest groups and politics on policing.





## FAMILIES IN CRISIS

### COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

### STANDARDS AND INDICATORS:

#### **HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.**

- HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
- HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

#### **HSE.HS.13.2 Analyze factors that influence crisis in a family.**

- HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.
- HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.
- HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.
- HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.
- HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.
- HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.
- HSE.HS.13.2.g Identify common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).





### **FAMILIES IN CRISIS (cont.)**

#### **HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.**

- HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.
- HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.
- HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).
- HSE.HS.13.3.d Analyze the process of diagnosing mental illness.
- HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.
- HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.
- HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

#### **HSE.HS.13.4 Evaluate the effects of abuse on a family.**

- HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.
- HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).
- HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.
- HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.
- HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.
- HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.





## FAMILIES IN CRISIS (cont.)

### HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

- HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).
- HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.
- HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.
- HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.
- HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

### HSE.HS.13.6 Analyze the process of grieving.

- HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).
- HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).
- HSE.HS.13.6.c Analyze family relationships in the grieving process.
- HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.
- HSE.HS.13.6.e Identify community resources to help families facing grief.

### HSE.HS.13.7 Analyze methods of overcoming crisis.

- HSE.HS.13.7.a Describe the qualities of a resilient individual.
- HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.
- HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.
- HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.
- HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.
- HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).





## FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

### COURSE DESCRIPTION

This introductory course focuses on the career options in law and public safety. The topics covered provide foundational knowledge of the five career fields within this career cluster: correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services including exposure to careers and concepts across all career fields.

### STANDARDS AND INDICATORS:

#### **HSE.HS.8.1 Describe various career opportunities in law, public safety, corrections, and security.**

- HSE.HS.8.1.a Identify the career pathways in law, public safety, corrections, and security.
- HSE.HS.8.1.b Explain the role of each career pathway in society.
- HSE.HS.8.1.c Describe possible careers in each law, public safety, corrections, and security field (e.g., correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services).
- HSE.HS.8.1.d Compare and contrast various law, public safety, corrections, and security careers.
- HSE.HS.8.1.e Identify personal traits and compare them with potential career opportunities.

#### **HSE.HS.8.2 Analyze the qualities needed for employment in the law, public safety, corrections, and security fields.**

- HSE.HS.8.2.a Recall personal qualities and professional skills used in various workplaces.
- HSE.HS.8.2.b Describe biases and personality traits that could influence service to others.
- HSE.HS.8.2.c Distinguish between appropriate and inappropriate characteristics for a public safety career.
- HSE.HS.8.2.d Describe the importance of service, professionalism, and personal qualities in law, public safety, corrections, and security.





### **FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY (cont.)**

#### **HSE.HS.8.3 Analyze the role of the public safety agencies and occupations at the local, state, and federal levels.**

- HSE.HS.8.3.a Identify the origin and source of United States law.
- HSE.HS.8.3.b Outline the structure and organization of the federal, state, and local government.
- HSE.HS.8.3.c Identify public safety agencies and their role.
- HSE.HS.8.3.d Explain public safety agencies and their relation to the public.

#### **HSE.HS.8.4 Describe ethical and professional behavior while acknowledging diverse perspectives, backgrounds, and populations.**

- HSE.HS.8.4.a Explain the importance of integrity, professionalism, and confidentiality in the workplace.
- HSE.HS.8.4.b Define ethical conduct.
- HSE.HS.8.4.c Identify factors in making ethical decisions.
- HSE.HS.8.4.d Identify the value and impact of diverse perspectives on ethical actions and decision-making.





## EMERGENCY AND FIRE MANAGEMENT

### COURSE DESCRIPTION

This intermediate course focuses on the skills needed within fire and emergency services building on concepts from the introductory course. The topics covered include careers within the emergency response field, skills needed to take control over emergency situations, essential leadership qualities, and safety protocols. The technical skills and responsibilities of fire and emergency services professionals will be demonstrated and explored.

### STANDARDS AND INDICATORS:

#### **HSE.HS.8.1 Analyze the characteristics of different careers within the emergency response field.**

- HSE.HS.8.1.a Identify emergency response employee qualifications, training, and certification requirements.
- HSE.HS.8.1.b Describe the roles and responsibilities of emergency response agencies.
- HSE.HS.8.1.c Identify the responsibilities, requirements, and advancement opportunities in emergency response careers.
- HSE.HS.8.1.d Summarize the laws, regulations, and organizational protocol that define the guideline governing emergency agency and service.

#### **HSE.HS.8.2 Analyze the processes by which emergency personnel exert command and control.**

- HSE.HS.8.2.a Identify the core set of concepts, principles, terminology, and technologies of emergency response management.
- HSE.HS.8.2.b Describe the principles and responsibilities of the Incident Command System (ICS) and the National Incident Management System (NIMS).
- HSE.HS.8.2.c Explain multiagency coordination, unified command, training, identification and management of resources, qualification and certification, and the collection, tracking, evaluation, and dissemination of information.
- HSE.HS.8.2.d Examine the importance of an organized Command and Control System to provide for interoperability, efficiency, and effectiveness.





### EMERGENCY AND FIRE MANAGEMENT ( cont.)

#### **HSE.HS.8.3 Analyze leadership qualities, team concepts, and personal integrity for emergency response personnel.**

- HSE.HS.8.3.a Identify the characteristics of successful teams (e.g., leadership, cooperation, collaboration, effective decision-making skills).
- HSE.HS.8.3.b Describe emergency response techniques and methods of active listening.
- HSE.HS.8.3.c Identify a variety of effective methods of communication.
- HSE.HS.8.3.d Summarize effective professional approaches to the Health Insurance Portability and Accountability Act (HIPAA) regulations and agency guidelines regarding public and media communications.

#### **HSE.HS.8.4 Apply safety procedures and protocols associated with local, state, and federal regulations within fire and emergency services.**

- HSE.HS.8.4.a Describe the basic elements of safety and survival for emergency response personnel.
- HSE.HS.8.4.b Explain how to establish situational awareness, identify hazards, and assess personal, team, or environmental risks.
- HSE.HS.8.4.c Demonstrate the use of appropriate personal protective equipment (PPE) required for emergency services duties.
- HSE.HS.8.4.d Describe the function of emergency vehicles, use of medical and communication equipment, and the necessity of maintaining inventory.
- HSE.HS.8.4.e Identify various communication methods used by local, state, and federal agencies.
- HSE.HS.8.4.f Summarize how to respond to emergency situations with interagency communication.





### EMERGENCY AND FIRE MANAGEMENT ( cont.)

#### **HSE.HS.8.5 Analyze fire services occupations and responsibilities.**

- HSE.HS.8.5.a Identify the history, organization, and operation of fire services.
- HSE.HS.8.5.b Describe the skills and knowledge necessary for an entry-level firefighter.
- HSE.HS.8.5.c Outline standard operating procedures for a fire service agency.
- HSE.HS.8.5.d Explain the fundamentals and scientific principles of fire behavior, combustible materials, extinguishing agents, hazardous and toxic materials, forms of energy, and fire prevention/suppression techniques for all types of fires and conditions.
- HSE.HS.8.5.e Explain the operation of fire protection equipment and systems.

#### **HSE.HS.8.6 Demonstrate the immediate basic life support and interim medical care for a sick, injured, or compromised person.**

- HSE.HS.8.6.a Apply medical terminology and related knowledge of anatomy, physiology, diseases, diagnoses, pharmacology, therapeutics, and common abbreviations necessary for emergency medical services.
- HSE.HS.8.6.b Describe the common acronyms used in fire and emergency services.
- HSE.HS.8.6.c Explain the protocols in emergency management response.
- HSE.HS.8.6.d Assess the nature and extent of an illness or injury to establish and prioritize medical response.
- HSE.HS.8.6.e Apply technical skills and equipment required in emergency response situations (e.g., airway, oxygen, and ventilation procedures, suction, bleeding control, immobilization techniques, wound management).

