

Curriculum Framework

A Reference Guide for the Family and Consumer Sciences Career Pathway

**Albuquerque Public Schools
Career Technical Education Department
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CAREER AND TECHNICAL EDUCATION

Career and Technical Education (CTE), a formal part of American education since the first federal vocational education law was passed in 1917, is proactively responding to an educational reform agenda and to a changing national and global economy. CTE now is increasingly linked to high academic standards as well as particularly responsive to our nation's need for a labor force prepared with the diverse skills required for our knowledge-based economy. CTE provides relevant experiences and enhances opportunities for learning, careers, and further education.

PURPOSE OF THIS GUIDE

The goal of this guide is to provide an integrated curriculum framework that blends the learning and performance expectations in the Consumer and Family Science Pathway with New Mexico core academic standards and expected workforce skills.

This guide contains:

- **Course descriptions** for each course offered within the Family and Consumer Sciences Pathway,
- **Foundation Standards** that include critical academic content standards necessary for all courses offered in the Family and Consumer Sciences Pathway, and
- **Pathway Standards** and **Assessment Illustrations** specific to each course.

FAMILY AND CONSUMER SCIENCES CAREER PATHWAY

This Career Pathway is designed to provide a foundation in family and consumer sciences for students in the Albuquerque Public Schools. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth. The standards are designed to integrate academic and technical preparation with a focus on career awareness, career exploration, and skill preparation. Integral components include classroom, laboratory, contextual learning, and project- and work-based instruction as well as internship, community classroom, cooperative career technical education, and leadership development. Sector standards prepare students for continued training, postsecondary education, and entry to a career. The courses include:

Culinary Arts I is a basic course that develops skills in foods. Safety and sanitation, use of equipment, basic food preparation skills, nutrition, meal patterns, and careers in food service areas are emphasized. Basic skills are demonstrated during laboratory experiences. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

Culinary Arts II is designed for the student who is interested in extending his/her culinary skills. Culinary Arts II expands upon the basic skills learned in Culinary Arts I. Areas of study include, but are not limited to, safety and sanitation, use of equipment, international cuisine, nutrition, meal patterns, and careers in food service areas. Increasingly complex food preparation techniques are developed. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

Food Services I teaches the skills of basic gourmet food preparation and catering. The student learns and practices skills related to safety and sanitation on the worksite, customer relations, the preparation and serving of foods for customer consumption, and the use of food service equipment in a commercial kitchen. Career opportunities in the Food Services field are explored. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Skills are assessed through participation in culinary events throughout the year.

Food Service II teaches students to work in a Culinary Arts lab or shadow in jobs related to food service or hospitality (e.g., restaurants, hospitals, motels). The student learns specific occupational skills related to food services as well as specific job, hospitality, and interpersonal relationship skills. The student examines the many occupations and careers in the food services area. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Business and career readiness skills are demonstrated and perfected through catering or culinary-related businesses or lab experience.

Food Service III is designed for the serious food service student who plans a career in food service or a related field. This class refines and continues the development of skills introduced in previous classes. The student participates in school catering, culinary competitions, numerous lab experiences, and out of class activities that may include job shadowing or internships. The student enrolled in Food Service III practices supervision skills as well as teamwork skills.

Sewing and Fashion I provides students the opportunity to explore the fashion industry. The student gains knowledge and skills through the study of the principles and elements of design, fiber and textile materials, construction techniques, safe use and care of equipment, and consumer strategies and uses basic construction techniques to complete projects. Emphasis is placed on time management and organizational skills.

Sewing and Fashion II expands on the skills and knowledge acquired in Sewing and Fashion I. Careers in the textile and apparel design industry are analyzed. Techniques in time management, organizational skills, and teamwork are emphasized through the completion of advanced projects.

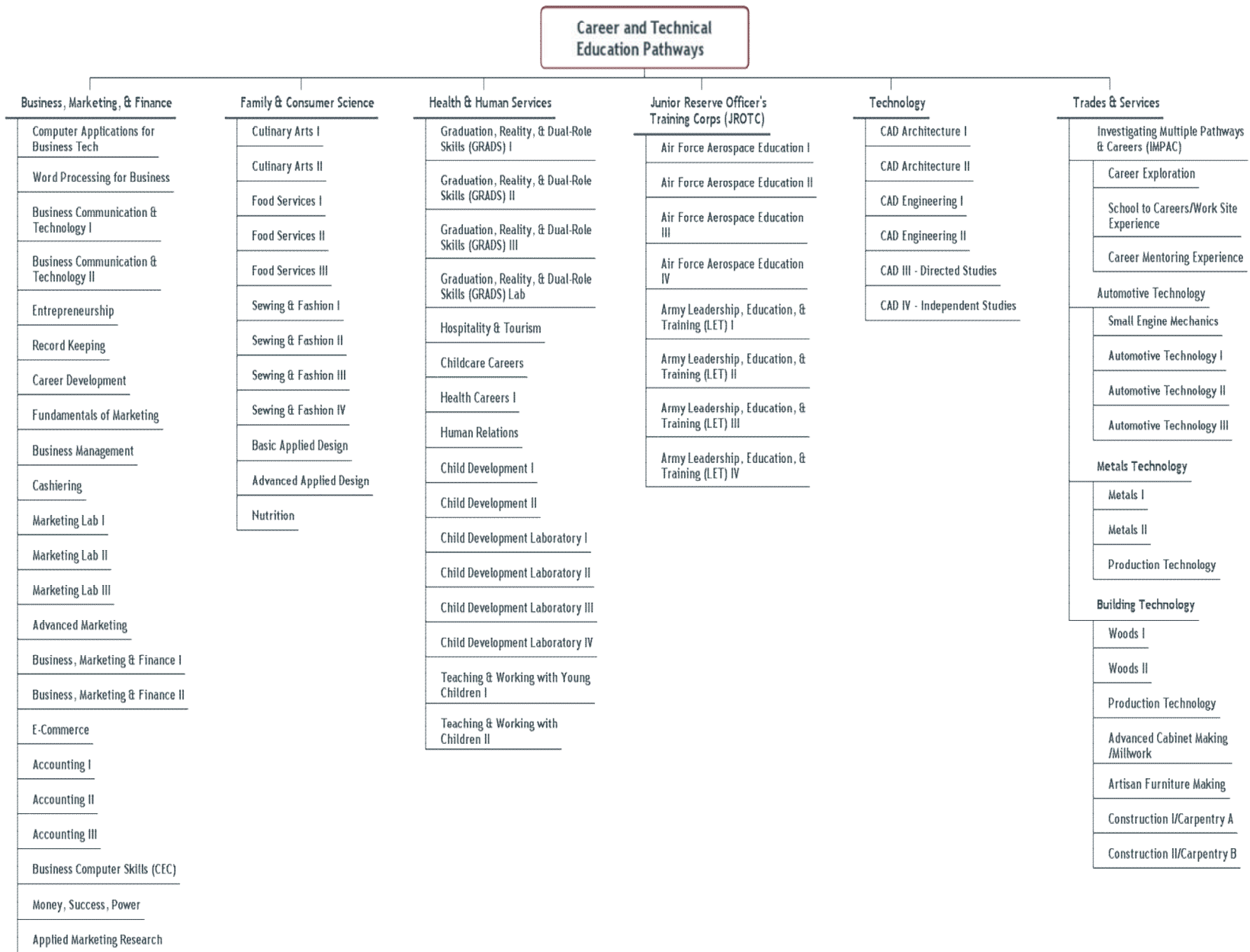
Sewing and Fashion III expands skill and knowledge acquired in Sewing and Fashion I and II. This course investigates career paths within textile and apparel design industries. The student uses advanced construction techniques to complete projects. Time management, organizational, and teamwork skills are essential.

Sewing and Fashion IV builds upon the knowledge of previous Sewing and Fashion classes with the primary purpose of developing marketable skills. The student participates in entrepreneurship activities and uses various construction skills to complete projects. Employment opportunities are explored through mentoring, job shadowing, field trips, or work site programs.

Basic Applied Design teaches the student the basic principles of floral arrangement and food decorating. The student assembles simple floral designs, decorates simple cakes, and explores a variety of careers within the floral and fancy foods industry. Teamwork, employability skills, application of literacy skills, and curriculum integration are an integral part of the course.

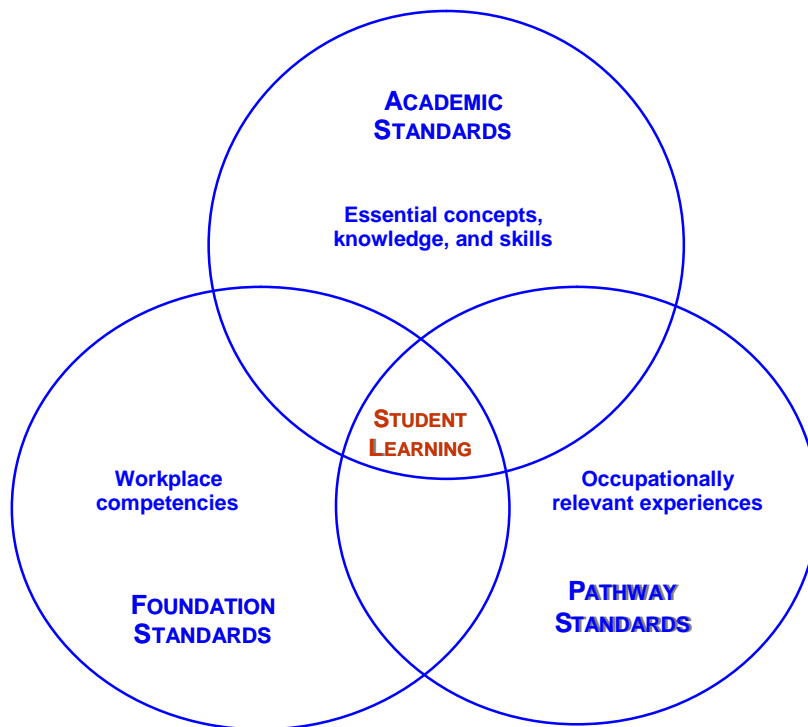
Advanced Applied Design is a continuation of Basic Applied Design. This course encompasses commercial techniques in the floral and fancy food industry. The marketable skills gained include the ability to create or prepare floral arrangements and fancy food items of marketable retail quality. Wedding and special occasions are emphasized as well as the basic sales skills necessary in the floral and fancy foods industry. Teamwork, employability skills, application of literacy skills, and curriculum integration are an integral part of the course.

Nutrition covers the major components of what a student needs to know to maintain a healthy well being. The main focus areas are, but not limited to, factors that influence nutrition and wellness, categories and functions of nutrients, wellness needs of families and individuals, preparation/safety and sanitation, and science and technology. Careers in nutrition are explored. Nutrition labs help facilitate learning throughout the course. Literacy strategies are integrated throughout the curriculum.



Family and Consumer Science Career Pathway Framework

Career and Technical Education (CTE) students need to master certain workplace skills. The Secretary's Commission on Achieving Necessary Skills (SCANS) calls these essentials "foundation skills" because they prepare students to master workplace competencies both within the curriculum and in the workplace. These foundation standards are common to all of the Albuquerque Public Schools' CTE clusters.



The Family and Consumer Science Career Pathway Foundation Standards include the New Mexico Academic Content Standards.

The following three tabs contain these academic standards, and are labeled:

- Mathematics Content Standards,
- Science Content Standards, and
- Language Arts Content Standards.

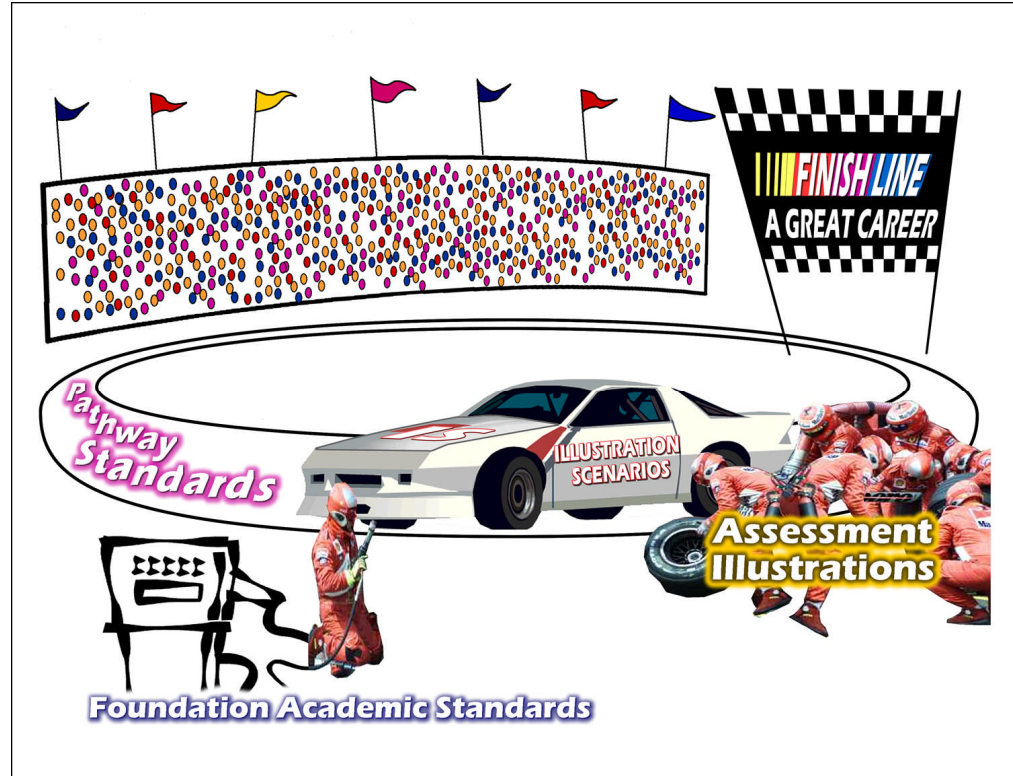
The remaining nationally recognized Foundation Standards are found under the Workforce Skills tab.

The Foundation Standards include workplace competencies. The Core Academic Standards articulate essential concepts, knowledge, and skills. The Pathway Standards contain occupationally relevant materials. When integrated, these three components intersect, creating relevant and successful student learning.

The Relationship Between Foundation Standards, Pathway Standards Assessment Illustrations, and Integration Scenarios

In understanding how these components relate to each other, consider this:

- The **pathway standards** are the track, or super-highway, providing the most direct route between where a student currently is (in school) and their ultimate destination (an engaging and productive career).
- The **illustration scenarios** (or lessons) are the vehicle that moves the student along the track, or highway, and gives students hands on experience in their chosen program of study.
- The **assessment illustrations** are the diagnostics, and instructors use the assessments provided, augmented by their own understanding and any assessment tools they create, to determine where a student is on the track and how ably and quickly they are moving toward the finish line.
- Most importantly, the **foundation standards** are the fuel. The foundation standards, which include the core academic standards, enable students to be successful in their chosen program of study.



Mathematics Content Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment within the Family and Consumer Sciences industry.

The critical mathematics standards (CMS) that build a foundation for the Family and Consumer Sciences Pathway are:

CMS 1: **Use a variety of computational methods to estimate quantities involving real numbers.**

(Reference: Mathematics Grade 8, Strand Number and Operations, Benchmark Compute fluently and make estimates, Performance Standard 2).

CMS 2: **Estimate answers and use formulas to solve application problems involving surface area and volume.**

(Reference: Mathematics Grade 8, Strand Number and Operations, Benchmark Compute fluently and make estimates, Performance Standard 9).

CMS 3: **Select and use appropriate forms of rational numbers to solve real-world problems including those that involve proportional relationships.**

(Reference: Mathematics Grade 8, Strand Number and Operations, Benchmark, Compute fluently and make reasonable estimates, Performance Standard 6.)

CMS 4: **Perform conversions with multiple terms between metric and U.S. standard measurement systems.**

(Reference: Mathematics Grade 8, Strand Measurement, Benchmark Apply appropriate techniques, tools, and formulas to determine measurements, Performance Standard 5).

CMS 5: **Develop an appropriate strategy using a variety of data from surveys, samplings, estimations, and inferences to address a specific problem.**

(Reference: Mathematics Grade 8, Strand Measurement, Benchmark, Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them, Performance Standard 6).

CMS 6: **Demonstrate understanding of the relationships between ratios, proportions, and percents and solve for a missing term in a proportion.**

(Reference: Mathematics Grade 8, Strand Algebra, Benchmark Represent and analyze mathematical situations and structures using algebraic symbols, Performance Standard 4).

CMS 7: **Generate different representations to model a specific numerical relationship given one representation of data.**

(Reference: Mathematics Grade 8, Strand Algebra, Benchmark Use mathematical models to represent and understand quantitative relationships, Performance Standard 1).

- CMS 8: **Represent and analyze relationships using written and verbal expressions, tables, equations, and graphs, and describe the connections among these representations.**
(Reference: *Mathematics Grade 9-12, Benchmark, Represent and analyze mathematical situations and structures using algebraic symbols, Performance Standard 6*).
- CMS 9: **Use a variety of computational methods (e.g. mental arithmetic, paper and pencil, technological tools).**
(Reference: *Mathematics Grade 9-12 Strand Algebra, Functions, Graphs Benchmark Use mathematical models to represent and understand quantitative relationships, Performance Standard, 12*).
- CMS 10: **Generate an algebraic sentence to model real-life situations.**
(Reference: *Mathematics Grade 9-12 Strand Algebra, Functions, Graphs, Benchmark Use mathematical models to represent and understand quantitative relationships, Performance Standard 9*).
- CMS 11: **Interpret and draw three-dimensional objects and find the surface area and volume of basic figures (e.g. spheres, rectangular solids, prisms, polygonal cones).**
(Reference: *Mathematics Grade 9-12, Strand Geometry and Trigonometry, Benchmark Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships, Performance Standard 4*.)
- CMS 12: **Understand the differences between the various methods of data collection.**
(Reference: *Mathematics Grade 9-12 Strand Data Analysis and Probability, Benchmark Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them, Performance Standard 1*).
- CMS 13: **Understand the meaning of measurement data and categorical data, and of the term “variable”.**
(Reference: *Mathematics Grade 9-12 Strand Data Analysis and Probability, Benchmark Select and use appropriate statistical methods to analyze data, Performance Standard, 1*).
- CMS 14: **Understand the concept of probability as relative frequency.**
(Reference: *Mathematics Grade 9-12, Strand Data Analysis and Probability, Benchmark, Understand and apply basic concepts of probability, Performance Standard 2*).

Science Academic Content Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment within the Family and Consumer Sciences industry.

The critical science standards (CSS) that build a foundation for the Family and Consumer Sciences Pathway in Grades 9-12 are:

CSS 1: **Describe the essential components of an investigation, including appropriate methodologies, proper equipment, and safety precautions.**

(Reference: Science Grade 9-12, Strand, Scientific Thinking and Practice, Benchmark, Use accepted scientific methods to collect, analyze, and interpret data and observations and to design and conduct scientific investigations and communicate results, Performance Standard 1).

CSS 2: **Design and conduct scientific investigations that include: testable hypothesis, controls and variables, methods to collect, analyze, and interpret data, results that address hypotheses being investigated, predictions based on results, re-evaluation of hypotheses and additional experimentation as necessary, and error analysis.**

(Reference: Science Grade 9-12, Strand: Scientific Thinking and Practice, Benchmark, Use accepted scientific methods to collect, analyze, and interpret data and observations and to design and conduct scientific investigations and communicate results, Performance Standard 2).

CSS 3: **Use appropriate technologies to collect, analyze, and communicate scientific data.**

(Reference: Science Grade 9-12, Strand: Scientific Thinking and Practice, Benchmark, Use accepted scientific methods to collect, analyze, and interpret data and observations and to design and conduct scientific investigations and communicate results, Performance Standard 3).

CSS 4: **Identify and apply measurement techniques and consider possible effects of measurement errors.**

(Reference: Science Grade 9-12, Strand: Scientific Thinking and Practice, Benchmark, Use mathematical concepts, principles, and expressions to analyze data, develop models, understand patterns and relationships, evaluate findings, and draw conclusions, Performance Standard 4).

CSS 5: **Use technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets and databases, graphing software, simulations, modeling).**

(Reference: Science Grade 9-12 Strand: Scientific Thinking and Practice, Benchmark, Use mathematical concepts, principles, and expressions to analyze data, develop models, understand patterns and relationships, evaluate findings, and draw conclusions, Performance Standard 3).

CSS 6: **Classify matter in a variety of ways (e.g., element, compound, mixture; solid, liquid, gas; acidic, basic, neutral).**

(Reference: Science Grade 9-12 Strand: Content of Science (Physical Science), Benchmark, Understand the properties, underlying structure, and reactions of matter, Performance Stand, Properties of Matter 1).

- CSS 9: **Identify, measure and use a variety of physical and chemical properties (e.g., electrical conductivity, density, viscosity, chemical reactivity, pH, melting point).**
(Reference: Science Grade 9-12 Strand: Content of Science (Physical Science), Benchmark, Understand the properties, underlying structure, and reactions of matter, Performance Standard Properties of Matter, 2).
- CSS 10: **Identify factors that influence the rate at which chemical reactions occur.**
(Reference: Science Grade 8, Strand: Content of Science (Physical Science), Benchmark, Know the forms and properties of matter and how matter interacts, Performance Standard, Changes in Matter, 9).
- CSS 11: **Describe how cells use chemical energy obtained from food to conduct cellular functions.**
(Reference: Science Grade 8, Strand: Content of Science (Life Science), Benchmark, Understand the structure of organisms and the function of cells in living systems, Performance Standard 1).
- CSS 12: **Describe the mechanisms for cellular processes.**
(Reference: Science Grade 9-12: Strand, Content of Science (Life Science), Benchmark, Understand the properties, structures, and processes of living things and the interdependence of living things and their environments, Performance Standard 3).
- CSS 13: **Analyze the interrelationship between science and technology (e.g. germ theory, vaccines).**
(Reference: Science Grade 8, Strand, Science and Society, Benchmark, Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies, Performance Standard 1).
- CSS 14: **Create multiple displays of data to analyze and explain relationships in scientific investigations.**
(Reference: Science Grade 9-12, Strand Scientific Thinking and Practice, Benchmark, Use mathematical concepts, principles, and expressions to analyze data, develop models, understand patterns and relationships, evaluate findings, and draw conclusions, Performance Standard 4).
- CSS 15: **Evaluate the influences of technology on society.**
(Reference: Science. Strand: Science and Society, Benchmark, Examine and analyze how scientific discoveries and their applications affect the world, and explain how societies influence scientific investigations and applications, Performance Standard 3).
- CSS 16: **Identify how science has produced knowledge that is relevant to individual health and materials prosperity.**
(Reference: Science Grade 9-12, Strand, Science and Society, Benchmark, Examine and analyze how scientific discoveries and their applications affect the world, and explain how societies influence scientific investigations and applications, Performance Standard 15).

Language Arts Academic Content Standards

2.0 Communication

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contents.

The critical language arts standards (CLAS) that build a foundation for the Family and Consumer Sciences Pathway are:

CLAS 1: **Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts.**

(Reference: Language Arts Grade 10, Strand: Reading and Listening for Comprehension, Benchmark, Listen to, read, react to, and analyze information, Performance Standard 2.)

CLAS 2: **Respond to informational texts by using a variety of strategies for preparation, engagement, and reflection; paraphrasing main ideas and supporting details.**

(Reference: Language Arts Grade 11, Strand: Reading and Listening for Comprehension, Benchmark, Listen to, read, react to, and analyze information, Performance Standard 3.)

CLAS 3: **Use a variety of techniques for researching topics including summarizing, cross referencing, and use of interactive technologies.**

(Reference: Language Arts Grade 9, Strand: Reading and Listening for Comprehension, Benchmark, Synthesize and evaluate information to solve problems across the curriculum, Performance Standard 1.)

CLAS 4: **Evaluate the information, explanations, or ideas of others by identifying clear, reasonable criteria for evaluation applying those criteria using reasoning and substantiation.**

(Reference: Language Arts Grade 10, Strand: Reading and Listening for Comprehension, Benchmark, Listen to, read, react to, and analyze information, Performance Standard 4.)

CLAS 5: **Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.**

(Reference: Language Arts Grade 10, Strand: Reading and Listening for Comprehension, Benchmark, Synthesize and evaluate information to solve problems across the curriculum, Performance Standard 3.)

CLAS 6: **Demonstrate proficiency in accessing and sending information electronically.**

(Reference: Language Arts Grade 11, Strand: Reading and Listening for Comprehension, Benchmark, Synthesize and evaluate information to solve problems across the curriculum, Performance Standard 4.)

CLAS 7: **Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.**

(Reference: Language arts Grade 9, Strand: Reading and Listening for Comprehension, Benchmark, Apply knowledge of reading process to evaluate print, non-print, and technology-based information, Performance Standard 3.)

- CLAS 8: **Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).**
(Reference: Language Arts Grade 11, Strand: Reading and Listening for Comprehension, Benchmark, Apply knowledge of reading process to evaluate print, non-print, and technology-based information, Performance Standard 5).
- CLAS 9: **Synthesize and organize information from a variety of sources in order to inform and persuade an audience.**
(Reference: Language Arts Grade 11, Strand: Speaking and Writing for Expression, Benchmark Demonstrate competence in the skills and strategies of the writing process, Performance Standard 2).
- CLAS 10: **Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.**
(Reference: Language Arts Grade 9, Strand: Writing and Speaking for Expression, Benchmark Apply grammatical and language conventions to communicate, Performance Standard 3).
- CLAS 11: **Read critically and independently to draw conclusions from research.**
(Reference: Language Arts Grade 10, Strand: Reading and Listening for Comprehension, Benchmark, Demonstrate critical thinking skills to evaluate information and solve problems, Performance Standard 5).
- CLAS 12: **Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.**
(Reference: Language Arts Grade 9, Strand: Writing and Speaking for Expression, Benchmark, Communicate information in a coherent and persuasive manner using verbal and non-verbal language, Performance Standard 4).
- CLAS 13: **Use a variety of technology tools to present information appropriate for the purpose and audience.**
(Reference: Language Arts Grade 11, Strand: Speaking and Writing for Expression, Benchmark, Apply grammatical and language conventions to communicate, Performance Standard 2).
- CLAS 14: **Make well-informed and well-organized formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context.**
(Reference: Language Arts Grade 10, Strand: Writing and Speaking for Expression, Benchmark, Communicate information in a coherent and persuasive manner using verbal and non-verbal language, Performance Standard 2).
- CLAS 15: **Analyze arguments, concepts, and perspectives presented in literary works and media.**
(Reference: Language Arts Grade 11, Strand: Literature and Media, Benchmark, Use language, literature, and media to understand the role of the individual as a member of many cultures, Performance Standard 2).

Workforce Skills Foundation Standards

The critical workforce skills that build a foundation for the Family and Consumer Sciences Career Pathway are:

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans, and:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments, and:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Use appropriate technology in the chosen career pathway.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques, and:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling, and:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings, and:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms, and:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution, and:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which pre-professional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Family and Consumer Sciences sector, and:

- 10.1 Understand the process of making consumer decisions, including the comparison of goods and services. productivity in the workplace.
- 10.2 Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.
- 10.3 Understand how knowledge, skills, attitudes, and behaviors learned in family and consumer studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

11.0 Demonstration and Application

Students demonstrate and apply the concepts and skills contained in the foundation and pathway standards.

Culinary Arts I: Pathway Standards

Culinary Arts I is a basic course that develops skills in foods. Safety and sanitation, use of equipment, basic food preparation skills, nutrition, meal patterns, and careers in food service areas are emphasized. Basic skills are demonstrated during laboratory experiences. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

References in parentheses following each performance standard refer to and are aligned with the National FACS Standards (NS), the critical NM Content Standards in Mathematics (CMS), Science (CSS), and Language Arts (CLAS), and NM Career Readiness Standards (CR).

STRAND I: SAFETY AND SANITATION

CONTENT STANDARD: *The student regularly utilizes correct safety and sanitation procedures within the Culinary Arts environment.*

- A. The student comprehends and demonstrates basic safety skills and sanitation procedures necessary for accident and illness prevention within the culinary arts environment.
 - 1. Uses multiple resources (CLAS 5) and variety of data and information (CMS 5) to investigate and understand causes, prevention, symptoms, and treatment of common food-borne illnesses (CSS-1,2,3) (CR-4D; NS-8.2, 9.2).
 - 2. Understands and analyzes data and measurements (CMS 13) and their relationships related to sanitation and safety (CSS 13, 16) in the culinary arts environment.
 - 3. Understand the cellular processes and conditions related to the growth of bacteria (CSS 12) and describes and implements standards of personal and kitchen cleanliness (CR-4D; NS-8.2, 9.2).
 - 4. Demonstrates how following good safety practices helps prevent kitchen accidents (CR-4D; NS-8.2, 9.2).
 - 5. Accesses and interprets technical information (CLAS 6, 9) to understand health implications of culinary arts (CSS 16) and applies basic first aid measures (CR-4D).

STRAND II: EQUIPMENT

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for the use of culinary equipment.*

- B. The student identifies, uses, and maintains basic food production equipment/
 - 1. Evaluates information and explanations (CLAS 4) and identifies a variety of small kitchen utensils and appliances and discusses their function (CR-1D; NS-8.3).
 - 2. Presents well-organized information (CLAS 14) to explain how to select and care for cooking and baking utensils and small appliances (CR-1D; NS-8.3).
 - 3. Responds to informational texts (CLAS 2) and demonstrates the use of various pieces of small kitchen equipment, cookware, and bake ware (CR-1D).
 - 4. Synthesizes and organizes information (CLAS 9) to describes styles, features, and uses of major kitchen appliances (CR-1D; NS-8.3).
 - 5. Understands the essential components of an investigation in culinary arts, including appropriate methodologies, proper equipment, and safety (CSS 1).

STRAND III: FOOD PREPARATION

CONTENT STANDARD: *The student evaluates factors that affect food from production through consumption.*

- C. The student implements principles related to the identification, selection, storage, preparation, and presentation of basic foods.
 - 1. Quantifies relationships (CSS 5)(CMS 5) and reads and correctly follows the directions in a recipe (CR-1D, 1E; NS-8.4).
 - 2. Identifies a variety of forms of matter (CSS 6) and factors that influence rates of chemical reactions (CSS 10)and recognizes and demonstrates a variety of food preparation terms and procedures (e.g., cream, sauté, dice, knead) (CR-1D, 1E; NS-9.3).
 - 3. Understands the characteristics and classification of matter (CSS 6) and identifies classifications within protein foods, dairy products, fruits and vegetables, grains and cereal products (CR-1D, 1E; NS-9.3).
 - 4. Selects and stores protein foods, dairy products, fruits and vegetables, grains and cereal products understanding the role of temperature and rates of chemical reactions (CSS 10)(CR-1D, 1E; NS-9.3).
 - 5. Represents and analyzes quantitative relationships (CMS 8) and implements food science principles (e.g., low heat for protein) in the preparation of protein foods, dairy products, fruits and vegetables, grains and cereal products (CSS 10,13) (CR-1D, 1E; NS-9.6).
 - 6. Uses models and representations (CMS 7) to displays protein foods, dairy products, fruits and vegetables, grains and cereal products in an attractive, appealing manner (CSS 14)(CR-1D, 1E; NS-9.6).
 - 6. Implements and evaluates food science principles (CSS 10,13) (CLAS 10, 13).

STRAND IV: NUTRITION

CONTENT STANDARD: *The student demonstrates the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families throughout life's span.*

- D. The student identifies physical, emotional, social, psychological, economic, and cultural factors that lead to individual food choices. The student analyzes the nutritional needs of an individual in order to plan, prepare, and deliver foods appropriate for the individual's lifestyle.
 - 1. Understand various classifications of matter in food (CSS 6) and how the human body processes food in terms of cellular processes (CSS 12).
 - 2. Accesses electronic information (CLAS 6) and identifies personal food choices and factors that influence eating habits and how science has produced knowledge relevant to human health (CSS 16)(CR-2A; NS-9.3).
 - 3. Synthesizes and interprets information (CLAS 8, 9) and evaluates the influence of technology on society (CSS 15) and how advertisement on food choices employs psychological strategies used to market food (CR-3A-C; NS-9.3).
 - 4. Recognizes, constructs, and compares the Food Guide Pyramid with own personal diet (CR-1A; NS-9.3, 9.4).
 - 5. Utilizes the information on food labels to evaluate how the food can be used to meet nutritional needs including the relationships between chemical energy and cellular processes (CSS 11, 12)(CR-3A; NS-9.4, 9.6).
 - 6. Organizes information (CLAS 9) and recognizes different life stages, such as teen years, require different nutritional needs (CR-2A; NS-9.3, 9.4).
 - 7. Uses a variety of computational methods (CMS 1) to plan and prepare meals within budgetary limits that provide good nutrition, consideration of food preferences, with meal appeal and computes costs and solves computational problems that involve quantities (CMS 9)(CR-2C; NS-9.3, 9.4, 9.6).

STRAND V: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for culinary arts.*

- E. The student recognizes career paths within the field of foods and assesses knowledge and skills, delegates responsibilities, and evaluates team performance in a classroom setting.

1. Accesses electronic information (CLAS 6) to recognizes and lists careers available in the field of food (CR-1A; NS-8.1, 9.1).
2. Uses multiple resources to gather information (CLAS 5) and identify specific jobs and responsibilities for a food production team (CR-1D, 2B, 4A, 4B, 5A-F; NS-8.1, 9.1).
3. Demonstrates acceptable job skills, work ethics, and professional behavior.

Culinary Arts I: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: SAFETY AND SANITATION

CONTENT STANDARD: *The student regularly utilizes correct safety and sanitation procedures with the Culinary Arts environment.*

1. As part of a group, the student develops a safety and sanitation brochure for proper food handling (e.g., How is meat handled differently than eggs? How should the various components of a Thanksgiving dinner be stored?).
2. The student develops a product (e.g., song, rap, poster) showcasing appropriate personal hygiene and kitchen sanitation.
 - ✓ effectiveness of product
 - ✓ creativity
 - ✓ sanitation practices
- 3-4. The student role-plays safety procedures and appropriate behavior in the kitchen (e.g., what to do about a grease fire or a spill on floor, position of pots on stove, handling of knives, how to treat burns, cuts).
 - ✓ safety practices
 - ✓ understanding of first aid measures

STRAND II: EQUIPMENT

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for the use of culinary equipment.*

- 1, 2. The student develops an activity (e.g., game, puzzle, scavenger hunt) to label and match tools with their appropriate functions.
 - ✓ correct identification of tools
 - ✓ comprehension of tool functions
- 3, 4. As part of a team, the student prepares a teacher-chosen product (e.g., Snickerdoodles), using proper utensils, equipment, and techniques.
 - ✓ appropriate equipment usage
 - ✓ quality of product

STRAND III: FOOD PREPARATION

CONTENT STANDARD: *The student evaluates factors that affect food from production through consumption.*

1. The student paraphrases a given recipe in a narrative form and successfully prepares the paraphrased recipe.
 - ✓ coherence
 - ✓ edible product
2. As part of a lab experience, the student selects and prepares a vegetable dish (e.g., slice and sauté a potato, julienne and stir-fry a carrot, chop and steam broccoli flowerets).
 - ✓ justification of choices
 - ✓ correct preparation of food selection

3. The student develops a bingo game that illustrates various cuts of beef, types of fruits and vegetables, etc.
 - ✓ understanding of food classifications
4. Given a variety of dairy products (e.g., skim milk, soy milk, cream, fat-free ice cream), the student tastes and selects the appropriate product for a specific use (e.g., soy milk for lactose-free diet).
5. The student reads a quick bread recipe (i.e., pour batter, drop, soft dough) and hypothesizes which type of quick bread is being described. The student then prepares all three types of breads, examining the liquid/flour proportions and leavening agents and confirms/rejects his/her hypothesis.
 - ✓ assessment
 - ✓ food preparation practices
6. Using the principles of texture, color, presentation, and shape, the student creates an appealing plate presentation. The student then writes an evaluation of another student's presentation.
 - ✓ presence of required elements
 - ✓ analysis
 - ✓ writing conventions (e.g., grammar, spelling)

STRAND IV: NUTRITION

CONTENT STANDARD: *The student demonstrates the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families throughout life's span.*

1. The student completes a food preference survey. The inventory is used as a springboard for class discussion. At the end of the discussion the student lists five or more factors that influence eating habits.
2. The student compiles a list of advertisements shown during a 30-minute television show of his/her choice and presents the information in the correct television category on the board. The student assesses to discover if there is a pattern in the type of television program, audience, and the food ads shown.
 - ✓ assessment of influences
3. The student keeps a three-day diet record and compares his/her diet to one or more dietary guidelines (e.g.; Recommended Nutrient Intakes, Recommended Dietary Allowances, Food Guide Pyramid).
4. The student goes on a scavenger hunt for food labels that meet specific criteria set by the teacher (e.g., five foods that provide at least 25% of the daily food value of iron or calcium, five foods that provide less than 30% of calories from fat). The student locates and creates a poster displaying food labels that meet the outlined criteria.
 - ✓ adherence to criteria
 - ✓ effectiveness of poster
5. As part of a group, the student develops a Food Guide Pyramid that is representative of a particular age group. At the completion of the project, each group shares its findings. A discussion follows about the reasons for the differences in the Pyramids.
 - ✓ understanding the reasons for differences

6. As part of a group, the student plans and prepares a breakfast costing less than \$15 for a group of six. The plan includes a list of duties, recipes, a grocery list, a timeline of tasks necessary to prepare, serve, and clean up the breakfast, and a list of costs for the items. The foods served are evaluated for meal appeal, nutritional value, and taste.
 - ✓ adherence to guidelines
 - ✓ teamwork
 - ✓ quality of foods served

STRAND V: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for culinary careers.*

1. When given a list of 50 careers, the student identifies those related to the field of foods.
 - ✓ accuracy
2. The student completes a lab plan that includes lab duties (e.g., manager, cook), food preparation jobs (e.g., assembling dry ingredients), necessary equipment needed, nutritive value of recipe, and an evaluation of the process.
 - ✓ presence of all required components
 - ✓ assessment
 - ✓ understanding of nutrients

Culinary Arts II: Pathway Standards

Culinary Arts II is designed for the student who is interested in extending his/her culinary skills. Culinary Arts II expands upon the basic skills learned in Culinary Arts I. Areas of study include, but are not limited to, safety and sanitation, use of equipment, international cuisine, nutrition, meal patterns, and careers in food service areas. Increasingly complex food preparation techniques are developed. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

References in parentheses following each performance standard refer to and are aligned with the National FACS Standards (NS), the critical NM Content Standards in science (CSS), mathematics (CMS), language arts (CLAS) and NM Career Readiness Standards (CR).

STRAND I: SAFETY AND SANITATION

CONTENT STANDARD: *The student regularly utilizes correct safety and sanitation procedures within the Culinary Arts environment.*

- A. The student understands the nature of chemical, electrical, and mechanical hazards in culinary arts (CSS 1, 10) and uses technical data and information (CLAS 6,7) to identify Hazard Analysis Critical Control Points (HACCP) standards and procedures.
 - 1. Accurately interprets information (CLAS 8,9) and understands and decodes the acronym HACCP (i.e., Hazard Analysis Critical Control Points) (CR-4D; NS-8.2, 9.2).
 - 2. Synthesizes and organizes information (CLAS 9) and orders the seven steps of HACCP (CR-4D: NS-8.2, 9.2).
 - 3. Applies the seven steps of HACCP (CR-4D: NS-8.2, 9.2).

STRAND II: EQUIPMENT

CONTENT STANDARD: *The student properly selects equipment for specific purposes.*

- B. The student understand the essential components of an investigation (CSS 1) and designs, plans, draws, and constructs an advanced project using appropriate materials.
 - 1. Uses appropriate technologies (CSS 5) and distinguishes appropriate equipment and utensils needed to prepare a specified recipe (CR-3A; NS-8.3).
 - 2. Evaluates information (CLAS 4) and demonstrates the proper use and care of equipment and utensils needed to prepare a specific menu (CR-3A; NS-8.3).

STRAND III: FOOD PREPARATION

CONTENT STANDARD: *The student evaluates factors that affect food from production through consumption.*

- C. The student implements principles related to the identification, selection, storage, preparation, and presentation of complex and/or culturally unique foods and understands factors that influence chemical reactions in food sciences (CSS 10, 11).
 - 1. Understands and implements different recipe formats (e.g., narrative, action, standard, Internet, family) using a variety of computational methods and conversions (CMS 1, 4) and makes well-informed presentations of recipe formats (CLAS 14) (CR - 1D, 1E-3D; NS-8.4).
 - 2. Understands scientific principles embedded in culinary arts (CSS 2) and applies appropriate food preparation procedures (CR - 1D, 1E-3A, 3D; NS-9.6).
 - 3. Understands the relationship between particular foods and place of origin (e.g., climate, religion, economics) (CR-1E; NS- 8.4).
 - 4. Uses representations and illustrations (CMS 5) to compare and contrast foods common to particular cultures (CR-1B; NS-8.4, 9.3).

5. Prepares complex foods unique to a particular region/culture (e.g., French soufflé, German strudel, potato latkes) (CR-1E; NS-9.3).
6. Makes well-organized presentations (CLAS 14) of foods in a culturally appropriate manner (CR-1E; NS-9.6).
7. Understands how to use ratio and proportion to model and solve a problem in culinary arts (CMS 9, 10).

STRAND IV: NUTRITION

CONTENT STANDARD: *The student demonstrates the ability to acquire, handle, and use foods to meet nutritional and wellness needs of individuals and families throughout one's lifetime.*

- D. The student examines physical, emotional, social, psychological, and cultural components of individual family wellness and analyzes the nutritional needs of an individual and/or small group in order to plan, prepare, and deliver foods appropriate for particular lifestyles.
 1. Accesses electronic information (CLAS 6) and uses ratio and proportion (CMS 4) to apply various dietary guidelines in planning to meet nutrition and wellness needs (CR-1E; NS-9.3, 9.4, 9.6).
 2. Understands the relationships between food, nutrition, chemical energy, cellular process and disease (CSS 10,11,12) and identifies dietary factors that increase the risk of disease and applies strategies to create a healthier diet (CR-1E; 5E; NS-9.3, 9.4, 9.6).
 3. Synthesizes and organizes a variety of information (CLAS 9) and identifies special nutritional needs related to pregnancy, lactation, infancy, early childhood, teen years, aging, vegetarianism, and during illness (CSS 12)(CR-1E; NS-9.3, 9.4, 9.6).
 4. Recognizes how cultural influences affect the preparation and nutrient intake of individuals and families and evaluates the influences of technology on various societies (CSS 15)(CR-1E; NS-8.4, 9.3).

STRAND V: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for culinary careers.*

- E. The student examines career paths with the field of foods and assesses knowledge and skills, responsibilities, and evaluates team performance in a commercial setting.
 1. Accesses electronic information (CLAS 6) to describes general career areas in the field of foods (CR-1A; NS-8.1, 9.1).
 2. Evaluates information (CLAS 4) that describe specific jobs and responsibilities for a food production team (CR-1B, 1D, 2B, 4A, 5A-F; NS-8.1, 9.1).

Culinary Arts II: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: SAFETY AND SANITATION

CONTENT STANDARD: *The student regularly utilizes correct safety and sanitation procedures with the Culinary Arts environment.*

1-3. The student uses the HACCP system to evaluate various kitchen scenarios (e.g., food handling and storage, preparation, and safety situations).

- ✓ use of system throughout the year
- ✓ understanding of the HACCP system

STRAND II: EQUIPMENT

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for the use of culinary equipment.*

1,2. The student completes a lab plan that includes lab duties (e.g., manager, cook), food preparation jobs (e.g., assembling dry ingredients), necessary equipment needed, nutritive value of recipe, and evaluation of the process and the product. The student then implements the above lab plan, including the proper use, care, and storage of equipment and utensils.

- ✓ presence of all required components
- ✓ assessment
- ✓ understanding of nutrients
- ✓ appropriate use and care of equipment and utensils
- ✓ proper selection of equipment and utensils

STRAND III: FOOD PREPARATION

CONTENT STANDARD: *The student evaluates factors that affect food from production through consumption.*

1. The student downloads a recipe from the Internet, determines its current format, and rewrites it in another format.

- ✓ accuracy
- ✓ elements of effective writing

2. When given a list of ingredients that includes amounts to be used but does not include directions for use, the student successfully prepares an edible food product.

- ✓ quality of final product

3–6. As part of a group, the student prepares a presentation (e.g., PowerPoint, video, brochure) on a particular country. The presentation includes information on the history, geography, religion, influences of food choices, etc. The group teaches the information to the class, utilizing a variety of techniques (e.g., worksheets, puzzles, games, quizzes). A culturally unique recipe of the country is prepared and presented by the group.

- ✓ individual participation
- ✓ all required components

- ✓ effectiveness of presentation
- ✓ quality of food product

STRAND IV: NUTRITION

CONTENT STANDARD: *The student demonstrates the ability to acquire, handle, and use foods to meet nutritional and wellness needs of individuals and families throughout one's lifetime.*

- 1,2. The student keeps a three-day diet record and compares his/her diet to one or more dietary guidelines (e.g., Recommended Nutrient Intakes, Recommended Dietary Allowances, Food Guide Pyramid). The student prepares a written summary reviewing his/her findings and makes recommendations for improvement.
 - ✓ clarity
 - ✓ assessment
3. As part of a group, the student uses a variety of resources (e.g., textbook, web sites, books, newspaper or magazine articles) to determine the special needs of a specific population group assigned by the teacher. Each student group presents information that includes: an outline of nutritional needs of the assigned population; identification of nutritional risks most often associated with the group; psychological, cultural, and social factors that might interfere with meeting nutritional needs; and suggestions of how to meet nutritional needs of that population group.
 - ✓ variety of resources
 - ✓ required components
 - ✓ understanding of nutritional needs
4. Looking at two typical menus, one Chinese and one American, the student contrasts the two and explains how the Chinese ingredients and food preparation compares to the American ingredients and cooking methods (e.g., wok/stir-fry/steam with rice/little meat vs. bake/braise with steak/baked potatoes/cake).
 - ✓ similarities and differences
 - ✓ cultural influences

STRAND V: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for culinary careers.*

1. Using a variety of technology, the student researches and presents three career opportunities (e.g., food photographer, wine taster, food artist) in a food-related field. Included in the presentation are educational, training, and skill requirements for the selected careers and possible future job availability.
 - ✓ use of technology
 - ✓ required components
 - ✓ effective presentation
2. The student uses a rubric to evaluate products made by classmates, justifying assessment whenever necessary.
 - ✓ adherence to rubric guidelines

Food Services I: Pathway Standards

Food Services I teaches the skills of basic gourmet food preparation and catering. The student learns and practices skills related to safety and sanitation on the worksite, customer relations, the preparation and serving of foods for customer consumption, and the use of food service equipment in a commercial kitchen. Career opportunities in the Food Services field are explored. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Skills are assessed through participation in culinary events throughout the year. Additional hours are required outside traditional class time for field experience.

References in parentheses following each performance standard refer to and are aligned with critical New Mexico State Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS), Career Readiness Standards (CR) and FACS National Standards (NS).

STRAND I: QUALITY FOOD SERVICES

CONTENT STANDARD: *The student critiques and applies quality food service practices.*

- A. The student identifies safe work habits, safety/sanitation procedures, work environment regulations, marketing strategies, and operations management.
 - 1. Understands the essential components of an investigation in culinary arts (CSS 1,2) and the proper safety procedures commonly used in food service (CR-4D; NS-8.2).
 - 2. Accesses and interprets technical electronic data and information (CLAS 6, 8) and analyzes food service industry regulations (e.g., OSHA, HACCP) (CR-3D).
 - 3. Uses ratio, proportion, and conversions (CMS 4, 6) to prepare a food using a standardized recipe (CR-1D, 1E; NS-8.4).
 - 4. Develops a strategy using a variety of data (CMS 5) and presents a well-organized operational plan for restaurant management (CMS 5) (CLAS 14)(CR-2A-C, 3B, 5E).

STRAND II: WORKPLACE BEHAVIOR

CONTENT STANDARD: *The student recognizes and demonstrates good workplace etiquette.*

- B. The student comprehends and practices good workplace ethics and responsibilities and implements good customer service techniques.
 - 1. Evaluates information (CLAS 4) and explores employee/employer responsibilities in the workplace (CR-2B, 4A, 4B, 4E; NS-8.7).
 - 2. Represents relationships between quantities (CMS 8) and identifies the traits needed to be a good team member (e.g., communication, cooperation, positive attitude, promptness) (CR-2B, 4A, 4B, 5A-E; NS-8.7).
 - 3. Understands a variety of measurement data in culinary arts (CMS 13) and performs a variety of restaurant tasks (e.g., table setting, clearing, host duties, order taking, presenting check, collecting payment) (CR-1B-D, 4A, 4B, 4E, 5B, 5C, 5E; NS-8.1-8.7).

STRAND III: TECHNICAL KNOWLEDGE, SKILLS, AND APPLICATIONS

CONTENT STANDARD: *The student examines and applies the technical knowledge, skills, and applications of the food service industry.*

- C. The student identifies and applies appropriate food service equipment and preparation techniques to prepare basic foods, emphasizing the preservation of nutrients.
 - 1. Creates multiple displays of data (CMS 14) that identify centers of a commercial kitchen and food service equipment for each center (CR-3A, 3D; NS-8.3).

2. Uses multiple resources to gather information (CLAS 5) to identify and use food service equipment, knives, and small wares found in a commercial kitchen (CR-3A, 3D; NS-8.3).
3. Practices techniques to make recipes more nutritious (CR-1B, 4B, 5E, 5F; NS-8.4, 8.5).
4. Prepares, cooks, and stores foods to retain nutrients (CR-1D, 1E, 5E; NS-8.2-8.6).
5. Demonstrates professional culinary applications/techniques in basic food service (CR-1D, 1E, 2C, 4A, 4B, 5A, 5C-F; NS-8.2-8.6).
6. Develops strategies using a variety of data to address a specific problem in culinary arts (CMS 5)
7. Understands the relationship between foods, chemical reactions, energy and cellular processes in food and the human body (CSS 10, 11,12).
8. Synthesizes information and makes well-informed presentations on various topics in culinary arts (CLAS 9, 14).

STRAND IV: CAREER PREPARATION

CONTENT STANDARD: *The student demonstrates knowledge, skills, and practices for a career in the hospitality industry.*

- D. The student explores career paths within the hospitality industry.
 1. Accesses and evaluates electronic information (CLAS 6, 8, 9) to identify career opportunities within the hospitality industry (CR-1A-C, 3A, 4A, 4C, 4D; NS-8.1).
 2. Responds to written and visual texts (CLAS 1) and accesses and organizes multiple sources of information (CLAS 5,6,9) to understand the various methods available to prepare an effective cover letter, portfolio, resume, job/or college application form (CR-1D, 1E).
 3. Synthesizes and organizes information (CLAS 9) and prepares for a job/college interview as well as for necessary follow-ups (CR-1D, 1E).

Food Services I: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: QUALITY FOOD SERVICE

CONTENT STANDARD: *The student critiques and applies quality food service practice.*

- 1,2. Using a variety of resources (e.g., articles in magazines, newspapers, Internet), the student creates an illustrated brochure on one of the following: workplace regulations, safety, sanitation procedures.
 - ✓ creativity
 - ✓ application of criteria
 - ✓ thoroughness
 - ✓ clarity
3. The student selects a standardized recipe, labels its different parts (i.e., production, yield, ingredient and quantity, preparation techniques, and cooking time and temperature), prepares, and serves a finished product.
 - ✓ correct labeling
 - ✓ appearance/taste
 - ✓ application of safety procedures
4. The student develops an idea for a new restaurant. The plan includes:
 - analysis of market place, location, competition, trends
 - position statement
 - description of atmosphere, target clientele
 - ad and menu
 - advertising venues
 - analysis of all costs incurred
 - funding sources
 - ✓ application of all criteria
 - ✓ feasibility of plan

STRAND II: WORKPLACE BEHAVIOR

CONTENT STANDARD: *The student recognizes and demonstrates good workplace etiquette.*

1. Working in pairs, the student role-plays both the employer and the employee in different work place scenarios. The pair discusses "How do you act as an employer versus an employee?"
 - ✓ understanding of differences in roles and responsibilities

2. The student, as part of a team, completes a puzzle without any discussion.
 - ✓ teamwork
3. As part of a team, the student takes turns being a host/hostess, server, busboy. Each team member evaluates his/her peers on the different jobs through the use of a rubric.
 - ✓ adherence to rubric
 - ✓ rationale for evaluation

STRAND III: TECHNICAL KNOWLEDGE, SKILLS, AND APPLICATION

CONTENT STANDARD: *The student examines and applies the technical knowledge, skills, and applications of the food service industry.*

1. The student demonstrates to the class how he/she would perform "mise en place" (i.e., making sure that everything is ready) prior to preparing a chef's salad for a party of six.
 - ✓ thoroughness of demonstration
2. The student develops an activity (e.g., game, puzzle, scavenger hunt) to label and match tools with appropriate functions.

OR

As part of a team, the student prepares a teacher-chosen product (e.g., cookies, bread, stock, fish) using proper utensils, equipment, and techniques.
3. As part of a team, the student converts a recipe high in fat, sugar, and calories to a more nutritious recipe according to dietary guidelines.
 - ✓ rational for substitutions
 - ✓ identification of recipes and cooking techniques that are not healthy
4. As part of a team, the student prepares a healthful recipe and employs correct storage techniques (e.g., cool temperature, airtight, steam table) to maintain the nutrients.
 - ✓ storage techniques appropriate for specific foods
 - ✓ applies proper cooking methods to foods to retain nutrients
5. Using a variety of preparation methods, the student prepares foods (e.g., breakfast foods, sandwiches, salads, garnishes, fruit, vegetables, meats, stocks, desserts) and serves a customer.
 - ✓ taste
 - ✓ Appearance

STRAND IV: CAREER PREPARATION

CONTENT STANDARD: *The student demonstrates knowledge, skills, and practices for a career in the hospitality industry.*

1. Using a variety of technology, the student researches and presents three career opportunities (e.g., cook, chef, restaurant/kitchen manager) in the food service industry.
 - ✓ variety of sources
 - ✓ effective presentation

2. The student compiles examples of his/her best work (e.g., cover letter, resume, applications, certificates, awards) into a portfolio.
 - ✓ variety and quality of entries
 - ✓ required components present
 - ✓ appropriate use of language/writing conventions
3. The student participates in mock interviews set up with local hospitality businesses.
 - ✓ effective speaking techniques
 - ✓ appropriate responses to questions
 - ✓ appropriate behaviors

Food Services II: Pathway Standards

A student enrolled in **Food Service II** works in a Culinary Arts lab or shadows in jobs related to food service or hospitality (e.g., restaurants, hospitals, motels). The student learns specific occupational skills related to food services as well as specific job, hospitality, and interpersonal relationship skills. The student examines the many occupations and careers in the food services area. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Business and career readiness skills are demonstrated and perfected through catering or culinary-related businesses or lab experience.

References in parentheses following each performance standard refer to and are aligned with critical New Mexico State Content Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS), Career Readiness (CR) and FACS National Standards (NS).

STRAND I: QUALITY FOOD SERVICES

CONTENT STANDARD: *The student critiques and applies quality food service practice.*

- A. The student develops and uses HACCP flow charts and temperature records for a safe and sanitary culinary environment and computes quantities for recipes and implements a restaurant management plan.
 - 1. Designs and conducts investigations (CSS 2) that demonstrate safe, sanitary, and proper procedures for receiving, storing, holding, and serving food, abiding by local food service regulations (CR-3D, 4D; NS-8.2).
 - 2. Uses a variety of data and information (CMS 5) and organizes and accurately interprets information (CLAS 8,9) to create and maintain HACCP flow charts and temperature records for a restaurant and/or for classroom (CR-3D, 4D; NS-8.2).
 - 3. Uses ratio and proportion (CMS 6) and estimates quantities and performs conversions (CMS 2, 4) to increase or decrease standardized recipe quantities to reflect restaurant production (CR-5E; NS-8.4).
 - 4. Uses multiple resources to gather information (CMS 5) and implements a management plan for a restaurant and/or for classroom (CR-1D, 1E, 2A-C, 4A, 4B, 4E, 5A-F; NS-8.6).

STRAND II: WORKPLACE BEHAVIOR

CONTENT STANDARD: *The student recognizes and demonstrates good workplace etiquette.*

- B. The student identifies the rights and responsibilities of employees and employers and identifies the roles and duties of each member of the service staff.
 - 1. Accesses, synthesizes, and organizes information (CLAS 6,9) to identify employee/employer responsibilities and regulations related to the food service industry (CR-1B, 3C, 3D, 4C-E; NS-8.6).
 - 2. Uses a variety of technology tools (CLAS 13) to identify and present traits of a good team member and performs job duties that exceed customer expectations (CR-1A, 1C, 1D, 2B, 4A-E, 5A-F; NS-8.6, 8.7).
 - 3. Increases understanding of principles of food science (CSS 10,11,12) and performance skills in job duties related to the food service industry (CR-1D).

STRAND III: TECHNICAL KNOWLEDGE, SKILLS, AND APPLICATION

CONTENT STANDARD: *The student examines and applies the technical knowledge, skills, and application of the food service industry.*

- C. The student identifies and applies appropriate food service equipment and preparation techniques creating dishes from raw products to consumable products.
1. Identifies the five mother sauces and the compound sauces that can be created from the five mother sauces (i.e., Béchamel, Espagnole, Tomato, Hollandaise, Velouté) (CR-1D, 1E, 5E; NS-8.5).
 2. Identifies stocks (i.e., brown, white, fish, vegetable) and glazes (CR-1D, 1E, 5E; NS-8.5).
 3. Identifies different classes of soups (e.g., cream, clear) (CR-1D, 1E, 5E; NS-8.5).
 4. Identifies different types of fruits, vegetables, legumes, grains, and pasta (CR-1D, 1E, 5E; NS-8.5).
 5. Identifies the market forms and classes/grades of poultry, beef, pork, and lamb (CR-1D, 1E, 5E; NS-8.5).
 - 6.
 7. Classifies matter in a variety of sauces (CSS 6) and identifies the five mother sauces and the compound sauces that can be created from the five mother sauces (i.e. Béchamel, Espagnole, Tomato, Hollandaise, Velouté). (CR-1D, 1E, 5E; NS-8.5)
 8. Identifies specific physical properties of stocks (CSS 9) and identifies various stocks (i.e. brow, white, fish, vegetable) and glazes (CR-1D, 1E, 5E; NS-8.5).
 9. Uses differences in physical properties (CSS 9) to identify different classes of soups (e.g. cream, clear) (CR1D, 1E, %E; NS-8.5).
 10. Classifies and identifies (CSS 9) different types of fruits, vegetables, legumes, grains, and pasta (CR-1D, 1E, 5E; NS-8.5).
 11. Uses a variety of data and information (CLAS 3,5) to identify the market forms and classes/grades of poultry, beef, pork, and lamb (CR-1D, 1E, %E; NS-8.5)
 12. Identifies different types of fish and seafood, describing the composition and structure of the fish (CR-1D, 1E, 5E; NS-8.5).
 13. Designs and conducts investigations in culinary arts (CSS 2) that explain and analyze how cooking affects different types and market forms of fruits, vegetables, legumes, grains, pastas, poultry, beef, pork, and lam (CR-1D, 1E, 5E; NS-8.5).
 14. Understands the relationship between temperature and chemical reactions in foods (CSS 10) and explains and analyzes how cooking affects fish and seafood and the nutrients in fish and seafood (CR-1D, 1E, 5E, 5F; NS-8.5)
 15. Represents data and information and the relationships among them (CMS 8) and identifies and explains a baking formula (recipe) (CR-1D, 1E, 5E; NS-8.5).
 16. Uses estimation, ratio, and proportion (CMS 2, 6) in a baker's scale (CR-1D, 3A, 5E, 5F; NS-8.3).
 17. Presents well-organized information (CLAS 14) that explains the function of and uses appropriate bakeshop equipment and tools for a given formula (recipe) (CR-10).

STRAND IV: CAREER PREPARATION

CONTENT STANDARD: *The student demonstrates knowledge, skills, and practices for a career in the hospitality industry.*

- D. The student examines career opportunities in the classic French system and compares and contrasts to career opportunities today and revises and adds to portfolio started in year one.
1. Accesses electronic information and prepares displays (CLAS 6, 14) that define and identify roles of a food service employee and/or chef in today's career market (CR-1A, 1C, 2C, 3A, 3C; NS-8.1).
 2. Create a well-organized presentation (CLAS 14) that identifies the parts of the classic French kitchen brigade system (CR-1B, 2B, 4B, 5A-F; NS-8.1).
 3. Respond to a variety of written and visual texts (CLAS 1) to prepare a resume, cover letter, job application and add to portfolio (CR-1E; NS-8.1).

4. Synthesize, organize, and present information (CLAS 9) that describes culinary professional workplace guidelines (e.g., two weeks notice before quitting, professional demeanor and dress) (CR-4A).
5. Read critically and independently to draw conclusions (CLAS 11) that explain the difference between school lab experience and an actual food service job experience (CR-1B).

Food Services II: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: QUALITY FOOD SERVICES

CONTENT STANDARD: *The student critiques and applies quality food services practices.*

- 1,2. The student creates a flow chart to track a food product (e.g., chicken) from order to customer consumption.
 - ✓ use of technology
 - ✓ all HACCP procedures
3. In a catering scenario, the student converts a recipe of spaghetti that serves 25 to one that serves 200.
 - ✓ proper application of math
 - ✓ taste of final recipe
4. In a simulated restaurant scenario the student identifies personnel needs based on hours of operation and customer volume.
 - ✓ thoroughness of plan
 - ✓ relationship of staff to customer volume

STRAND II: WORKPLACE BEHAVIOR

CONTENT STANDARD: *The student recognizes and demonstrates good workplace etiquette.*

1. The student charts all employer responsibilities and laws that apply to an existing restaurant. Next the student charts all responsibilities at the same restaurant. The student uses a graphic organizer (e.g., Venn diagram) to compare and contrast.
 - ✓ logic
 - ✓ understanding of roles/responsibilities
2. After going to a restaurant, the student uses technology to produce a T-chart comparing an exceptionally good dining experience to an exceptionally bad dining experience.
 - ✓ logic
 - ✓ completeness of project
3. The student serves customers in catering, banquet, and other restaurant setting (e.g., school function catering, student's restaurant workplace).
 - ✓ food quality and taste
 - ✓ safety and sanitation standards
 - ✓ quality in job skills

STRAND III: TECHNICAL KNOWLEDGE, SKILLS, AND APPLICATION

CONTENT STANDARD: *The student examines and applies the technical knowledge, skills, and applications of the food service industry.*

1. After the student prepares the five mother sauces and a compound sauce from each of the mother sauces, he/she writes a comparison of the sauces and the brainstorms what types of food would be complemented by the different sauces.
 - ✓ rationale for choice of food
 - ✓ clear comparison of the sauces
 - ✓ quality of sauces
2. As part of a small group, the student prepares and tastes the different stocks, identifying each and describing the differences.
 - ✓ correct identification
 - ✓ clear comparison
 - ✓ quality of stocks/glazes
3. Using bases or fresh stocks and a variety of garnishes, the student prepares a variety of soups and relates the soups to appropriate menus for the different seasons.
 - ✓ rationale for choice of soups and seasons
 - ✓ quality of soup
4. The student matches pictures of grains and pasta with appropriate terminology.
5. Using different large pieces of meat, the student cuts them into different market forms that could be used in a restaurant situation. The student then uses charts and a matching game to identify grades of meat and characteristics of the grades.
 - ✓ technique
6. After visiting a seafood market, the student fillets a whole fish and describes the process in writing.
 - ✓ thoroughness
 - ✓ technique
- 7, 8. As part of a small group, the student applies both moist and dry heat cooking methods to a variety of different fruits, vegetables, and legumes. After the foods are cooked, the student tastes the product, comparing the techniques and the effects on the food. The student then uses a graphic organizer to display findings.
 - ✓ assessment
9. Given a recipe and a baker's formula, the student identifies each, and explaining the similarities and differences between the two.
 - ✓ understanding
 - ✓ precise measurements
 - ✓ appropriate math
 - ✓ precise weighing skills

10. Given a baker's scale, the student measures out a formula (recipe) and uses the appropriate vessels to differentiate between weight and volume.
 - ✓ correct application of vessels
 - ✓ precise measurements
 - ✓ appropriate math
 - ✓ precise weighing skills
11. Using a formula for white bread, the student creates a flow chart that includes appropriate equipment, increase/decrease formula (recipe) based on customer needs.
 - ✓ precise measurement
 - ✓ appropriate math
 - ✓ precise weighing skills
 - ✓ quality of product

STRAND IV: CAREER PREPARATION

CONTENT STANDARD: *The student demonstrates knowledge, skills, and practices for a career in the hospitality industry.*

1. The student uses a variety of technology to research the job responsibilities of a working chef in today's food service industry. After this research has been completed, the student compares and contrasts that opportunity with his/her identified career path.
2. Using a variety of technologies the student will illustrate the kitchen brigade system comparing and contrasting the traditional system and the modern one.
 - ✓ salary
 - ✓ job responsibilities
3. Using computer resources, the student writes a resume, a cover letter, and fills out job applications.
4. The student collects employee handbooks from a variety of food service establishments and writes a report comparing and contrasting the rules and regulations of various food service establishments.

OR

The student uses technology to write a letter of resignation and role plays giving a two week notice.

- ✓ writing conventions
5. Using a variety of technologies, the student reports on the similarities and differences between the school environment and the various restaurant concepts (e.g., fast food, hotel restaurant, family dining, theme restaurants catering).
 - ✓ differences in equipment
 - ✓ differences in restaurant concepts
 - ✓ differences in staffing
 - ✓ differences in menu

Food Services III: Pathway Standards

Food Service III is designed for the serious food service student who plans a career in food service or a related field. This class refines and continues the development of skills introduced in previous classes. The student participates in school catering, culinary competitions, numerous lab experiences, and out of class activities that may include job shadowing or internships. The student enrolled in Food Service III practices supervision skills as well as teamwork skills.

References in parentheses following each performance standard refer to and are aligned with critical New Mexico State Content Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS), Career Readiness (CR) and FACS National Standards (NS).

STRAND I: QUALITY FOOD SERVICES

CONTENT STANDARD: *The student critiques and applies quality food service practices.*

- A. The student manages safety, sanitation, and HACCP procedures for the food service environment and creates a menu and marketing plan for a restaurant.
 - 1. Understands the essential components of an investigation in culinary arts (CSS 1) and manages safe and proper procedures for receiving, storing, holding, and serving food (CR-1D, 1E, 4D; NS-8.2, 8.6, 9.2, 9.6).
 - 2. Accesses electronic information and organizes, synthesizes, and accurately interprets technical information (CLAS 6, 8,9) and manages and adjusts HACCP flow charts and temperature records to workplace requirements (CR-1E, 4D; NS-8.2, 8.6, 9.2, 9.6).
 - 3. Uses a variety of computational methods and understands estimation and probability (CMS 9, 14) to develop and implement a menu and marketing plan for a restaurant (CR-1D, 1E, 2A-C, 4A, 4B, 4E, 5A-F; NS-8.6, 8.7, 9.6).

STRAND II: WORKPLACE BEHAVIOR

CONTENT STANDARD: *The student recognizes and demonstrates good workplace etiquette.*

- B. The student shows team, management, and service skills that provide exceptional customer service.
 - 1. Uses multiple resources to gather information (CLAS 5) and demonstrates positive interpersonal workplace skills to resolve conflicts, negotiate problem situation, work as a team, and provide leadership to other students (CR-1D, 4A, 4B, 5C, 5D-F; NS-8.6).
 - 2. Estimates the amount of time and resources (CMS 2) to complete a catering or food service project (CR-1D, 1E, 2A; NS-8.6).
 - 3. Responds effectively (CLAS 2,9) to customer complaints using listening, writing, and speaking skills (CR-1D, 4A, 5 D-F; NS-8.7).

STRAND III: TECHNICAL KNOWLEDGE, SKILLS, AND APPLICATIONS

CONTENT STANDARD: *The student examines and applies the technical knowledge, skills, and application of the food service industry.*

- C. The student chooses appropriate cooking methods, food service equipment, and preparation techniques, combining with other ingredients to create dishes to industry standards.
 - 1. Uses a variety of techniques for researching topics (CLAS 3) and prepares the five mother sauces and compound sauces, combining with other food products to enhance flavors and nutrition (CR-1D, 1E, 5E; NS-8.5).
 - 2. Understands different properties of culinary products (CSS 6) and prepares brown, white, fish, vegetable stocks, and glazes to be used in soups or in recipes (CR-1D, 1E, 5E; NS-8.5).
 - 3. Uses different physical properties of culinary products (CSS 9) and prepares different classes of soups and implements them on a menu (CR-1D, 1E, 5E; NS-8.5).

4. Performs a variety of conversions (CMS 4) and creates and writes standardized recipes for different types of fruits, vegetables, legumes, pasta, grains, poultry, beef, pork, lamb, fish, and seafood, using and combining different ingredients and spices to enhance the product (CR-1D, 1E, 5E; NS-8.5).
5. Identifies factors that influence chemical reactions (CSS 10) and chooses a cooking method that is best suited to preserve the nutrients, texture, and flavors of fruits, vegetables, legumes, grains, pasta, poultry, beef, pork, lamb, fish, and seafood (CR-1D, 1E, 5E, 5F; NS-8.5).
6. Knows the essential components of an investigation (CSS 1) and uses food service equipment and preparation techniques in a professional manner (CR-1D, 1E, 3A, 3C, 3D, 4D, 5F; NS-8.5).
7. Identifies and applies a variety of measurement techniques (CSS 4) and prepares a variety of bakeshop products using baking formulas to industry standards (CR-1D, 1E, 5E; NS-8.5, 9.6).
8. Makes well-informed and organized presentations (CLAS 14) creating presentation trays for marketing baked goods (CR-1E, 5E, 5F; NS-8.6).
9. Uses appropriate technologies (CSS 3) for bakeshop equipment and tools for given formula (CR-1D, 1E, 3A, 3C, 3D, 4D; NS-8.3).

STRAND IV: CAREER PREPARATION

CONTENT STANDARD: *The student demonstrates knowledge, skills, and practices for a career in the hospitality industry.*

- D. The student identifies education and career path goals in the hospitality industry and continues development of a professional portfolio started in Foods I and II.
 1. Develops an appropriate strategy using a variety of data (CMS 5) and defines and identifies small business opportunities in food service (CR-1B, 1C, 2C; NS-8.1, 9.1).
 2. Accesses electronic information (CLAS 6) and identifies and defines educational and training opportunities needed to advance food service careers and opportunities (CR-1C, 1E, 2A, 2C, 3C; NS-8.1, 9.1).
 3. Responds to written and visual texts (CLAS 1) and updates resume, reevaluating career path (CR-1E; NS-8.1).
 4. Synthesizes and organizes information (CLAS 9) and applies culinary professional workplace guidelines (CR-4A).

Food Services III: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: QUALITY FOOD SERVICE

CONTENT STANDARD: *The student critiques and applies quality food service practices.*

- 1,2. In a lab or food service job experience, the student employs safe and sanitary workplace procedures to order, receive, prepare, and serve food for customer consumption.
 - ✓ documentation (e.g., temperature chart)
 - ✓ taste and appearance of food
 - ✓ customer satisfaction
3. As part of a group, the student selects a theme for a restaurant (e.g., pasta bar, seafood restaurant), develops and uses technology to produce a menu around the theme, and creates a marketing plan to bring customers to the restaurant.
 - ✓ menu matches theme
 - ✓ menu applicable to target customer (e.g., McDonald's vs. Applebee's)
 - ✓ marketing plan includes advertisement, actual menu with graphics, simulated commercial

STRAND II: WORKPLACE BEHAVIOR

CONTENT STANDARD: *The student recognizes and demonstrates good workplace etiquette.*

1. Given a hypothetical employee relation, customer service, or employee/employer problem, the student writes a problem-solving scenario and role-plays with other students.
 - ✓ appropriate responses
2. The student, as head of a team, plans a school-catering event from start to finish.
 - ✓ food quality
 - ✓ presentation
 - ✓ customer satisfaction
 - ✓ safety and sanitation practices
 - ✓ profitability
3. Given a written customer complaint, the student writes a letter of apology to the customer. The student role-plays handling verbal customer-complaints.
 - ✓ correct spelling, punctuation, grammar in letter
 - ✓ reflective listening skills
 - ✓ appropriate speaking skills
 - ✓ non-hostile responses

STRAND III: TECHNICAL KNOWLEDGE, SKILLS, AND APPLICATIONS

CONTENT STANDARD: *The student examines and applies the technical knowledge, skills, and application of the food service industry.*

1. The student writes a standardized recipe including a sauce that would enhance the dish, prepares the recipe, and serves to other students to critique.
 - ✓ justification of choice of sauce
 - ✓ product quality
 - ✓ taste
 - ✓ components of a standardized recipe
 - ✓ appropriate math
2. The student uses different types of stocks and ingredients to make a variety of healthful soups.
 - ✓ justification of choice of sauce
3. The student chooses and prepares soups appropriate for a specific menu or season (e.g., vichyssoise for spring menu, clam chowder for sea-food menu) and serves them to customers.
 - ✓ appropriateness of choices
 - ✓ justification of choice of sauce
4. The student chooses a poultry product and writes a standardized recipe incorporating the poultry. Other students cook the recipe, trying to produce the results intended by the writer. The recipe is rated through the use of a rubric.
 - ✓ justification of choice of sauce
5. Given a cut of meat, the student selects a cooking method that accentuates the characteristics of the meat product (e.g., leg of lamb: roasting; chuck roast: braising). The student prepares different cuts of meats using different cooking methods and then tastes and compares techniques and how they affect the different types and cuts of meat.
6. In a lab sitting or internship, the student practices skills, improves speed of preparation, and works toward mastery of skills (e.g., uses knife to julienne carrots; develops speed-dicing onions).
7. In lab or internship setting, the student improves skills preparing many bake shop products for customer consumption.
 - ✓ measuring techniques
 - ✓ quality of product
 - ✓ customer satisfaction
 - ✓ appropriate math
- 8, 9. For school catering or fundraiser, students prepare bake goods for sale and market the goods.
 - ✓ profitability
 - ✓ merchandising of bakery sales case
 - ✓ product quality
 - ✓ customer satisfaction

STRAND IV: CAREER PREPARATION

CONTENT STANDARD: *The student demonstrates knowledge, skills, and practices for a career in the hospitality industry.*

1. Using a variety of technologies, the student researches small business opportunities available and formulates a business plan using one of the opportunities.
 - ✓ feasibility of plan
 - ✓ profitability
 - ✓ source for start up capital
 - ✓ marketing to demographics of customer
2. Using a variety of technologies, the student researches the educational opportunities available for his/her needs and career paths. The student applies to a variety of Educational institutions (e.g., CIA, Johnston and Wales).
3. Using a variety of resources, the student updates a resume and a cover letter and fills out job applications, reflecting new skills and experiences. The student applies for and obtains a job or continues in current employment.
4. The student practices management roles in school or workplace scenario.
 - ✓ supervisory techniques
 - ✓ workplace etiquette
 - ✓ safety and sanitation procedures
 - ✓ customer satisfaction
 - ✓ product quality

Sewing and Fashion I: Pathway Standards

Sewing and Fashion I provides students the opportunity to explore the fashion industry. The student gains knowledge and skills through the study of the principles and elements of design, fiber and textile materials, construction techniques, safe use and care of equipment, and consumer strategies and uses basic construction techniques to complete projects. Emphasis is placed on time management and organizational skills.

References in parentheses following some of the descriptors refer to performance standards found in FACS National Standards (NS) and in the critical New Mexico State Content Standards in Science (CSS), Mathematics, (CMS), Language Arts (CLAS) and Career Readiness (CR).

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

- A. The student identifies education, employability skills, training requirements and opportunities for career paths in textile and apparel services.
 - 1. Investigates and analyzes data and information (CLAS 3) responding to written and visual texts (CLAS 1) to evaluate personal interests and aptitudes for proper course selection and career choices (CR-1A).
 - 2. Accesses and evaluates electronic information (CLAS 6) to identify skills required for a career in the textile and apparel design industry (CR-1A).
 - 3. Uses a variety of techniques to research careers in the textile and apparel design industry (CLAS 3)(CR-1A, 1C).
 - 4. Describes the essential components of an investigation (CSS 1) to explore a variety of career opportunities in the textile and apparel design industries (CR-1B).
 - 5. Analyzes and integrates positive behavior, conduct, and social manners within the school, workplace, and community (CR-4A).

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

- B. The student explores elements and principles of design in designing, constructing, and/or altering products.
 - 1. Classifies the characteristics of natural and synthetic fibers based on physical properties (CSS 6) (NS-16.2.2).
 - 2. Uses a variety of physical properties (CSS 9) to describes effects of textile characteristics on design and construction of projects (NS-16.2.4).
 - 3. Identifies factors that influence chemical reactions in textiles (CSS 10) and explains the effects of textile characteristics on care, use, and maintenance of products (NS-16.2.4).
 - 4. Synthesizes and organizes information from a variety of sources (CLAS 9) and selects appropriate procedures for care of textile products (NS-16.2.5).
 - 5. Evaluates and accurately interprets information (CLAS 4,8) on textile labeling (NS-16.2.3).

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

- C. The student explores elements and principles of design in designing, construction, and/or altering textile products.
 - 1. Responds reflectively to visual information (CLAS 1) and recognizes how clothing helps a person express individuality and makes a good impression (CR-1D, 1E, NS-6.3.1).
 - 2. Uses appropriate technologies to describe and communicate the principles and elements of design (CSS 3)(CR-1D, NS-16.3.3).
 - 3. Applies basic color schemes and color theory to develop and enhance visual effects (NS-16.3.2).
 - 4. Accesses and interprets electronic information (CLAS 6,9) to explore the role of technology in the apparel and textile design industry (NS-16.3.7).
 - 5. Uses a variety of techniques for researching topics (CLAS 3) to examine production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products (NS-16.4.2).

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- D. The student uses a variety of equipment, tools, and supplies for apparel and textile construction, alternation, and repair.
 - 1. Uses appropriate technologies (CSS 3) with a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair (CR-4D, NS-16.4.1).
 - 2. Represents and analyzes relationships (CMS 8) and demonstrates basic skills for producing and altering textile products and apparel (CR-1D, NS-16.4.5).
 - 3. Evaluates information (CLAS 4) and demonstrates appropriate use and care of equipment (CR-4D).
 - 4. Applies basic methods of measurements (CSS 4)(NM MA-9A, 9B).
 - 5. Synthesizes and organizes information (CLAS 9) and recognizes and organizes resources to meet deadlines (CR-2C).
 - 6. Understands the hazards in the use of textile equipment and products (CSS 1) and identifies and practices safety standards (CR-4D).

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

- E. The student reviews marketing strategies and costs of construction, manufacturing, altering, or repairing textile products.
 - 1. Uses multiple resources and accesses electronic information (CLAS 5,6) to review marketing strategies for apparel and textiles products (NS-16.5.1).
 - 2. Uses a variety of computational methods (CMS 1) to calculate the cost of constructing, manufacturing, altering, or repairing textile products (NS-16.5.2.).
 - 3. Evaluates the influences of technology in the textile field on society (CSS 15) and identifies external factors that influence merchandising making well-organized and well-informed presentations (CLAS 14) (NS-16.5.4).

Sewing and Fashion I: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

1-5. Each student brainstorms a list of personal interests and abilities, circles the items that apply to textile and apparel industry-related careers, and shares results in a class discussion. S/he then forms a group with other students who have similar interests and narrows choices to one career to research. S/he gathers information using multiple resources specifying skills required, a description of tasks involved, opportunities for advancement, job availability, working conditions, and benefits. Each group presents its findings to the class using visual aids. The student takes notes during the presentations and afterwards writes a personal reflection about textile and apparel related careers.

- ✓ individual participation
- ✓ variety of resources
- ✓ use of technology, visuals (PowerPoint)
- ✓ completeness and clarity
- ✓ appropriate behavior
- ✓ effectiveness of delivery
- ✓ language conventions.

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student evaluates fiber and textile materials.*

1. The student brings samples of fabric swatches, yarn, and thread to class, looks at the appearance, and feels the surface of each. Using unraveled samples of fibers, the student then examines the physical characteristics (e.g., strength, length, elasticity) and records observations.
 - ✓ correct identification of fibers
2. Using reference materials, the student identifies the origin of fibers on a list, groups the fibers into natural or manufactured classifications, chooses fibers that are most appropriate for the project to be considered, and justifies the choice.
 - ✓ accuracy
 - ✓ support for choice
- 3, 4. As part of a group, the student uses a variety of resources (e.g., text book, Internet sites) to create a one-minute commercial advertising the effects of the care, use, and maintenance of products on a particular fiber, as well as the appropriate procedures for the care, use, and maintenance of a product made from the particular fiber, and presents the commercial to the class.
 - ✓ variety of resources
 - ✓ creativity
 - ✓ accuracy
 - ✓ effectiveness of presentation

5. The student brings an item with a textile label to class. As part of a group, the student compares information found on each label, compiles a list of similarities and differences among the labels, reports findings to the class and participates in a class discussion on the relevance and importance of textile labeling in his/her daily life.
 - ✓ accuracy
 - ✓ individual participation
 - ✓ thoughtful analysis

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

1. The student selects, cuts out, and glues to a sheet of paper two magazine pictures that depict individuality and two that show conformity. In a group with two others, the student compares the magazine pictures and writes a paragraph stating how clothing helps a person express individuality and makes a good impression.
2. As part of a group, the student creates a poster with two sides. One side displays a design with colored pictures from magazines depicting the elements of design (i.e., color, line, shape, space, texture). The other side of the poster displays original drawings in black illustrating each of the five principles of design (i.e., balance, proportion, emphasis, rhythm, harmony). The group presents and explains the poster to the class and hangs it with string from the ceiling.
 - ✓ elements and principles of design
3. The student colors a basic design four times using different colors and combinations to illustrate the use of basic color schemes and color theory, displays the designs, and discusses with the class the visual effects achieved.
- 4, 5. The student views a video showing the use of technology in the production of fibers, yarn, fabrics, and other textile products. Following the video presentation, the student writes a summary of the information presented.
 - ✓ relevance
 - ✓ clarity

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- 1-6. The student selects a pattern, appropriate fabric, and notions and constructs a project of his/her choice.
 - ✓ basic measurements
 - ✓ correct size pattern
 - ✓ appropriate fabric and notions
 - ✓ following a pattern and teacher instructions
 - ✓ appropriate use of equipment, tools, and supplies
 - ✓ demonstration of basic sewing techniques
 - ✓ use and care of equipment
 - ✓ organization of resources to meet deadlines
 - ✓ practice of safety habits

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

- 1, 3. At home the student views and records notes about five different television commercials for apparel and/or textile products. From the notes, the student lists marketing strategies used and external factors that influence merchandizing. The student then participates in a class discussion highlighting the various strategies and external factors observed.
 - ✓ thoughtful analysis
2. The student calculates the cost of constructing his/her project and compares it to ready-to-wear items.
 - ✓ identification of individual costs
 - ✓ total costs for project
 - ✓ comparison with similar ready-to-wear items
 - ✓ accuracy in calculations

Sewing and Fashion II: Pathway Standards

Sewing and Fashion II expands on the skills and knowledge acquired in Sewing and Fashion I. Careers in the textile and apparel design industry are analyzed. Techniques in time management, organizational skills, and teamwork are emphasized through the completion of advanced projects.

References in parentheses following some of the descriptors refer to performance standards found in FACS National Standards (NS) and in the critical New Mexico Content Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS), and Career Readiness (CR).

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

- A. The student explores education, employability, training requirements and opportunities for career paths in textile and apparel services.
 - 1. Uses a variety of techniques to research a topic (CLAS 3) and analyzes and evaluates personal interests and aptitudes for proper course selection and career choices (CR-1A).
 - 2. Synthesizes and organizes information (CLAS 9) and develops and revises a career plan consistent with career interests, aptitudes, and abilities (CR-1C).
 - 3. Describes the essential components of an investigation (CSS 1) to identify and utilize individual interests, aptitudes, and skills within the group to accomplish goals (CR-5A).
 - 4. Uses multiple resources to gather information (CLAS 5) and determines the roles and functions of individuals engaged in textiles and apparel careers (NS-16.6.1).
 - 5. Accesses and interprets electronic information (CLAS 6) to explore opportunities for employment and entrepreneurial endeavors (NS-16.1.2).
 - 6. Reads critically and independently to (CLAS 11) to examine education and training requirements and opportunities for career paths in textile and apparel services (NS-16.1.3).

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student evaluates fiber and textile materials.*

- B. The student compares effects of textile characteristics on design, construction, care, use, and maintenance of products.
 - 1. Synthesizes and organizes information (CLAS 9) to select and use appropriate terminology for identifying, comparing, and analyzing textile fibers (NS-16.2.1).
 - 2. Understands the physical properties of fibers and textiles (CSS 9) and determines their performance characteristics (NS-16.2.2).
 - 3. Uses a variety of computational methods (CMS 1) to examine the effects of textile characteristics on care, use, and maintenance of products (NS-16.2.4).
 - 4. Create displays of data and information and present information (CSS 14) (CLAS 14) on the appropriate procedures for care of textile products (NS-16.2.5).
 - 5. Access and accurately interpret data and information (CLAS 6, 8) to analyze information on textile labeling (NS-16.2.3).

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

- C. The student demonstrates elements and principles of design in designing, constructing, and/or altering textile products.
 - 1. Conducts investigations (CSS 2) to examine the ways in which fabric, texture, and pattern can affect visual appearance (NS-16.3.1).
 - 2. Utilizes elements and principles of design using representation and models (CMS 7) in designing, constructing, and/or altering textile products (NS-16.3.3).
 - 3. Investigates (CSS 1) basic color schemes and color theory to develop and enhance visual effects (NS-16.3.2).
 - 4. Demonstrates ability to use technology for textile and apparel design (CLAS 3)(NS-16.3.7).

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- D. The student selects a variety of equipment, tools, and supplies for apparel and textile construction, alteration, and repair.
 - 1. Uses a variety of data and information (CMS 5) to compare and contrast a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair (CR-4D, NS-16.4.1).
 - 2. Understands chemical reactions that affect fibers and textiles (CSS10) and uses appropriate materials for cleaning, pressing, and finishing textiles products (NS-16.4.3).
 - 3. Uses a variety of computational methods (CMS 1) to calculate and evaluate precision measurements (NM-MA-9A, 9B).
 - 4. Understands the physical properties of fibers and textiles (CSS 9) and improves skills for producing and altering textiles products and apparel (CR-1D, NS-16.4.5).
 - 5. Uses representations and models (CMS 7) to demonstrate appropriate use and care of equipment (CR-4D).
 - 6. Compares garments for quality construction (CR-4D).
 - 7. Synthesizes information and manages and organizes resources (CLAS 9) to meet deadlines (CR-2C).
 - 8. Understands the essential components of an investigation in textiles (CSS 1) and applies safety standards (CR-4D).

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

- E. The student determines marketing strategies and costs of construction, manufacturing, altering, or repairing textile products.
 - 1. Accesses and interprets electronic information (CLAS 6,8) to develop marketing strategies for apparel and textile products (NS-16.5.1).
 - 2. Uses a variety of computational methods to estimate and compute (CMS 1,2,9) cost analysis of individual projects (CR-2C, NS-16.5.2).
 - 3. Uses multiple resources to gather information (CLAS 5) to describe external factors that influence merchandising (NS-16.5.4).

STRAND VI: CUSTOMER SERVICE

CONTENT STANDARD: *The student evaluates components of customer service.*

- F. The student gives examples of factors that contribute to quality customer relations and the skills necessary for quality customer service.
 - 1. Responds reflectively to informational texts (CLAS 2) that identify factors that contribute to quality customer relations (NS-16.6.1).
 - 2. Makes well-informed presentations (CLAS 14) that identify the skills necessary for quality customer service (NS-16.6.3).

Sewing and Fashion II: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

- 1-6. The student, as a part of a group, selects a textile and apparel related career to research. The student locates a person working in that career and makes arrangements for a personal interview. During the interview the student gathers information about:
the roles and functions of that individual in the specific career
 - ✓ opportunities for employment and entrepreneurial endeavors in the field
 - ✓ education, training requirements, and opportunities in the career
 - ✓ personal interests and aptitudes that are helpful in the career

Following the interview the student, within the group, develops a written career plan consistent with the information gained from the interview and personal interests. Each person in the group contributes.

- ✓ completion of all components of the project
- ✓ individual participation

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student evaluates fiber and textile materials.*

- 1 - 5. As part of a group, the student uses appropriate terminology to examine an article of clothing and creates a poster with the following information:
 - ✓ performance characteristics of the fiber and textile in the article of clothing
 - ✓ correct care, use and maintenance for the item
 - ✓ textile label information

Each group discusses its findings with the class by displaying the poster, verbally presenting the information, and demonstrating the appropriate procedures for the care of the item.

- ✓ understanding

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

1. The student chooses fabrics with various textures, colors, and patterns to create samples of garments on poster board which displays the effects on visual appearance.
2. The student uses elements and principles of design to construct a garment for a stuffed animal or doll. The elements and principles used are presented to the class for discussion.
 - ✓ quality of the finished product

3. The student experiments with basic color theory in determining his/her personal colors using various color swatches to drape near the face.
 - ✓ correct identification of colors that coordinates with the individual's skin tone
4. The student, working in a group, develops a video of the presentation showing examples of the elements and principles of design in various textile and apparel items.
 - ✓ use of technology
 - ✓ effectiveness of presentation

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- 1-8. The student selects a pattern, appropriate fabric, and notions and constructs an advanced project of his/her choice which has been approved by the teacher. The student compares the finished garment to a similar ready-to-wear item and completes a comparison chart of the two.
 - ✓ precise measurements
 - ✓ correct size pattern
 - ✓ appropriate fabric and notions
 - ✓ following pattern and teacher instructions
 - ✓ appropriate use and care of equipment, tools, and supplies
 - ✓ demonstration of sewing and altering skills
 - ✓ organization of resources to meet deadlines
 - ✓ practice safety habits
 - ✓ appropriate pressing and finishing

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

1. The student, as part of a group, develops marketing strategies for a particular apparel or textile product including:
 - ✓ a magazine advertisement
 - ✓ a newspaper advertisement
 - ✓ a billboard advertisement
 - ✓ a radio commercial
 - ✓ a television commercialEach student presents to the class a portion of the project.
 - ✓ effectiveness of presentation
 - ✓ individual participation
 - ✓ presence of all required elements
2. The student computes a cost analysis of each individual project completed.
 - ✓ identification of individual costs
 - ✓ total costs for project
 - ✓ accuracy in calculations

3. The student lists on a sheet of paper the last five clothing purchases made. S/he describes the various factors that influenced his/her purchases (e.g., television ad, magazine ad, friend).

STRAND VI: CUSTOMER SERVICE

CONTENT STANDARD: *The student evaluates components of customer service.*

- 1-2. The student considers qualifications for “salesperson of the month” and discusses and lists factor and skills that contribute to quality customer service.
 - ✓ industry-recognized acceptable standards
3. As part of a group, the student creates a bulletin board display of interpersonal skills necessary for effective team work.
 - ✓ appropriateness

Sewing and Fashion III: Pathway Standards

Sewing and Fashion III expands skill and knowledge acquired in Sewing and Fashion I and II. This course investigates career paths within textile and apparel design industries. The student uses advanced construction techniques to complete projects. Time management, organizational, and teamwork skills are essential.

References in parentheses following some of the descriptors refer to performance standards found in FACS National Standards (NS) and in the critical New Mexico Content Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS), and Career Readiness (CR).

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

- A. The student explores education, employability, training requirements and opportunities for career paths in textile and apparel services.
 - 1. Makes well-informed presentations (CLAS 14) that illustrate the roles and function of individuals engaged in textiles and apparel careers (NS-16.1.1).
 - 2. Uses multiple resources (CLAS 5) to examines opportunities for employment and entrepreneurial endeavors (NS-16.1.2).
 - 3. Access and interpret electronic information (CLAS 6,8) to analyze education and training requirements and opportunities for career paths in textiles and apparel services (NS -16.1.3).
 - 4. Examine the impact of textiles and apparel occupations on local, state, national, and global economics evaluating the influences of technology in the textile industry on society (CSS 15) (NS-16.1.4).

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student evaluates fiber and textile materials.*

- B. The student assesses effects of textile characteristics on design, construction, care, use and maintenance of products.
 - 1. Demonstrates writing mechanics (CLAS 10) that incorporate appropriate terminology for identifying, comparing, and analyzing textile fibers (NS-16.2.1).
 - 2. Uses the physical properties of matter (CSS 9) to examine performance characteristics of fiber and textiles (NS-16.2.2).
 - 3. Responds to informational text (CLAS 2) and assesses effects of textile characteristics on and maintenance of products (NS-16.2.4).
 - 4. Applies appropriate procedures for care of textile products (NS-16.2.5).
 - 5. Investigates the composition of fibers and textile products (CSS 2) to design appropriate textile products.

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

- C. The student utilizes elements and principles of design in designing, construction, and/or altering textile products.
 - 1. Uses representations and models (CMS 7) to demonstrate the ways in which fabric, texture, and pattern can affect visual appearance (NS-16.3.1).
 - 2. Conducts investigations (CSS 2) to examine the elements and principles of design in designing, constructing, and/or altering textile products (NS-16.3.3).

3. Use a variety of techniques to research topics (CLAS 3) that combine basic color schemes and color theory to develop and enhance visual effects (NS-16.3.2).
4. Uses technologies to quantify relationships (CSS 5) to demonstrate design concepts with material or computer (NS-16.3.4).
5. Integrates the use of technology in textile and apparel design (CSS 3) (CMS 5)(NS-16.3.7).

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- D. The student incorporates a variety of equipment, tools, and supplies for apparel and textile construction, alteration, and repair.
 1. Integrates a variety of equipment, tools, and supplies for apparel and textile construction, alteration, and repair (CR-4D, NS-16.4.1).
 2. Represents and analyzes (CMS 7) appropriate materials for cleaning, pressing, and finishing textile products ((NS-16.4.3).
 3. Understands the physical properties of fibers and textiles (CSS 9) and expands skills for producing and altering textile products and apparel (CR-1D, NS-16.4.5).
 4. Models appropriate use and care of equipment (CR-4D).
 5. Represents and analyzes relationships (CMS 8) and evaluates garments for quality construction (CR-1D).
 6. Synthesizes information (CLAS 9) and manages and organizes resources to meet deadlines (CR-2C).
 7. Understands the essential component of an investigation (CSS 1) and investigates and applies safety standards related to the school, community, and workplace (CR-4D).

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

- E. The student develops marketing strategies and costs of constructing, manufacturing, altering, or repairing textile products.
 1. Understands the various types of data collection (CMS 12) and analyzes marketing strategies for apparel and textile products (NS-16.5.1).
 2. Uses a variety of computational methods (CMS 1) to assess the cost analysis of individual projects (CR-2C, NS-16.5.2).
 3. Identifies ethical considerations for merchandising apparel and textiles products and identifies the influences of the textile industry on society (CSS 15) (NS-15.5.3).
 4. Makes well-informed and well-organized presentations (CLAS 14) the identify varied methods for promoting apparel and textiles products (NS-16.5.5).
 5. Evaluates information (CLAS 4) that identifies and examines external factors that influence merchandising (NS-16.5.4).

STRAND VI: CUSTOMER SERVICE

CONTENT STANDARD: *The student evaluates components of customer service.*

- F. The student gives applies proven factors that contribute to quality customer relations and the skills necessary for quality customer service.
 1. Develops displays of information (CSS 14) that depict factors and their relationships that contribute to quality customer relations (NS-16.6.1).
 2. Responds reflectively (CLAS 1) to dramatization of the skills necessary for quality consumer service (NS-16.6.3).
 3. Practices interpersonal skills necessary for effective teamwork (CR-4A, 4B).
 4. Recognizes the impact of cultural diversity as a factor in customer relations (CR-5E, NS-16.6.2).

5. Generates representations and develops a model (CMS 7) to determine solutions to address customer concerns (NS-16.6.4).
6. Uses multiple resources to gather information to evaluate problems (CLAS 5) and identifies problems and uses critical thinking skills to solve customer-related problems (NS-16.6.4).

STRAND VII: BUSINESS AND CAREER SUCCESS

CONTENT STANDARD: *The student demonstrates general operational procedures required for business profitability and career success.*

- G. The student examines personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental success.
 1. Identifies the effects of security and inventory control strategies using a variety of interactive technologies (CLAS 3)(NS-16.7.3).
 2. Understands the essential components of investigations (CSS 1) and recognizes procedures for reporting and handling accidents, safety, and security incidents (NS-16.7.4).
 3. Uses a variety of computational methods (CMS 1) to examine operational costs (NS-16.7.5).
 4. Evaluates the influences of technology on society (CSS 15) and analyzes the results of the process (CR-5F).

Sewing and Fashion III: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

1-4. Each student researches a career in the textile and apparel industry using a variety of resources. The research includes the types of employment and entrepreneurial opportunities available, education and training required, and the impact of the textile and apparel industry on the local, state, national, and global economies. The student writes a short paper, prepares at least one visual aid, and presents his/her findings to the class.

- ✓ presence of all components required
- ✓ effectiveness of presentation
- ✓ graphic organizers

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student evaluates fiber and textile materials.*

1, 2. Through mini-labs, demonstrations, and the viewing of videos, the student identifies, compares, analyzes, and examines the performance characteristics of fibers and textiles.

- ✓ comprehension

3, 4. Using a variety of products found in the classroom and brought from home, the student compares the effects of textile characteristics due to the proper and improper care of the products.

- ✓ testing techniques
- ✓ assessment

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

1- 5. Using a drawing program (e.g., drawing tools in Word), the student designs and constructs a simple project (e.g., 9-patch quilt, shorts and shirt set) involving:

- visual effects of fabric, texture, and pattern
- application of the principles and elements of design and color theory
- expression of individuality
 - ✓ appropriate use of fabric, texture, and pattern
 - ✓ appropriate use of the principles and elements of design
 - ✓ pleasing visual effects of color
 - ✓ overall positive visual appearance of final project
 - ✓ use of technology

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- 1, 3-7. The student selects and constructs an appropriate advanced sewing project that is teacher approved. Using a teacher-designed evaluation, the student evaluates his/her project upon completion.
 - ✓ correct use and care of various sewing equipment, tools, and supplies
 - ✓ adherence to timelines
 - ✓ practice of safety procedures
 - ✓ thoughtful analysis
 - ✓ apparentness of sewing techniques (e.g., altering)
 - ✓ quality of final product
2. Using products from home and school, the student rates cleaning products and equipment (e.g., detergents, spot removers, irons) and presents to the class a comparison of his/her findings stating, with evidence and support, which items are the most effective.
 - ✓ effective presentation
 - ✓ support for position
 - ✓ analysis and assessment

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

- 1,3-5. The student studies a variety of resources (e.g., television, books, videos) used for marketing apparel and textile products and collects data. The student then presents to the class what s/he learned and leads a discussion highlighting ethical considerations, comparison and contrasts of several sources, and external factors that influence merchandising.
 - ✓ comparison and contrast examples
 - ✓ assessment statements
 - ✓ comprehension (e.g., subtleties)
2. The student selects a project and figures all costs and time involved. She/he writes an assessment of the project.
 - ✓ perspective
 - ✓ support for assessment

STRAND VI: CUSTOMER SERVICE

CONTENT STANDARD: *The student evaluates components of customer service.*

- 1-6. The student views videos, listens to guest speakers, and visits places of business that focus on customer service, problem-solving strategies, cultural diversity, and practices of effective teamwork. Using the information obtained through these experiences and rubric, the student selects one of the aspects of customer service, prepares a presentation, and presents to a Level I or Level II class.
 - ✓ identification of skills (e.g., conflict resolution, problem-solving)
 - ✓ possible solutions to address customer concerns
 - ✓ “good” vs. “bad” examples
 - ✓ team work

- ✓ diversity practices
- ✓ organization
- ✓ delivery of presentation
- ✓ adherence to rubric

STRAND VII: BUSINESS AND CAREER SUCCESS

CONTENT STANDARD: *The student demonstrates general operational procedures required for business profitability and career success.*

- 1-4. The student takes notes while listening to a guest speaker from the Small Business Association and/or OSHA on the effects of security and inventory control strategies in a business, procedures for reporting and handling accidents, safety and security incidents, and on operational costs incurred in running a business. Following the speaker's presentation, the student writes an analysis of the information given and reflects on the process involved in running a business.
- ✓ analysis
 - ✓ comprehension

Sewing and Fashion IV: Pathway Standards

Sewing and Fashion IV builds upon the knowledge of previous Sewing and Fashion classes with the primary purpose of developing marketable skills. The student participates in entrepreneurship activities and uses various construction skills to complete projects. Employment opportunities are explored through mentoring, job shadowing, field trips, or work site programs.

References in parentheses following some of the descriptors refer to performance standards found in FACS National Standards (NS) and the critical New Mexico Content Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS), and Career Readiness (CR).

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

- A. The student applies education, employability skills, training requirements and opportunities for career paths in textile and apparel services.
 - 1. Uses a variety of techniques to research topics (CLAS 3) and develops a career plan consistent with interests, aptitudes, and abilities (CR-1C).
 - 2. Accesses and interprets electronic information (CLAS 6, 8) to demonstrate job acquisition skills (CR-1D).
 - 3. Estimates and uses the principles of probability (CMS 2, 14) to forecast the impact of textiles and apparel occupations on local, state, national, and global economics (NS-16.1.4).

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student evaluates fiber and textile materials.*

- B. The student evaluates effects of textile characteristics on design, construction, care, use, and maintenance of products.
 - 1. Demonstrates control of grammar, paragraph and sentence structure, diction, and syntax (CLAS 10) and Integrates appropriate terminology for identifying, comparing, and analyzing textile fibers (NS-16.2.1).
 - 2. Understands the physical properties of fibers and textiles (CSS 9) to compare and contrast performance characteristics of fiber and textiles (NS-16.2.2).
 - 3. Conducts investigations (CSS 2) and rates effects of textile characteristics on and maintenance of products (NS-16.2.4).
 - 4. Evaluates appropriate procedures for care of textile products (CLAS 4) (NS-16.2.5).

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

- C. The student recommends elements and principles of design in designing, constructing, and/or altering textile products.
 - 1. Demonstrates knowledge of advanced computer operations (CLAS 6) to design, develop, and maintain products and services (CR-3B).
 - 2. Uses estimation and an understanding of probability (CMS 2, 14) to predict the ways in which fabric, texture, and pattern can effect visual appearance and express individuality (CR-1D, IE, NS-16.3.1).
 - 3. Using ratio and proportion (CMS 6) applies the principles and elements of design to apparel and textile products (CR-1D, NS-16.3.3).

4. Synthesizes and organizes information (CLAS 9) to critique basic color schemes and color theory in the development and enhancement of visual effects (NS-16.3.2).
5. Categorizes production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products and understands and characterizes the properties of fibers and textiles (CSS 9) (NS-16.4.2).

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- D. The student recommends a variety of equipment, tools, and supplies for apparel and textile construction, alteration, and repair.
 1. Understands the use of appropriate technologies (CSS 3) and recommends a variety of equipment, tools, and supplies for apparel and textile construction, alteration, and repair (CR-4D, NS-16.4.1).
 2. Compares and contrasts appropriate materials for cleaning, pressing, and finishing textiles products using knowledge of the properties of fibers and textiles (CSS 9) (NS-16.4.3).
 3. Refines skills for producing and altering textile products and apparel (CR-1D, NS-16.4.5).
 4. Demonstrates appropriate use and care of equipment (CR-4D).
 5. Rates garments for quality construction (CR-1D).
 6. Analyzes and applies safety standards related to the school, community, and workplace (CR-4D).
 7. Maintains a personal management system which includes goals, identifies required resources, prioritizes activities, and evaluated progress toward achievement of goals, within a specified timeline (CR-2A).

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

- E. The student assesses marketing strategies and costs of constructing, manufacturing, altering, or repairing textile products.
 1. Creates marketing strategies for apparel and textile products (NS-16.5.1).
 2. Predicts cost analysis of individual projects (CR-2C, NS-16.5.2).
 3. Evaluates information (CLAS 4) and critiques external factors that influence merchandising (NS-16.5.4).
 4. Evaluates the influences of the textile products on society (CSS 15) and assesses ethical considerations for merchandising apparel and textiles products (NS-16.5.3).
 5. Uses multiple resources to gather and evaluate information (CLAS 5) to compares and contrasts varied methods for promoting apparel and textile products (NS-16.5.5).
 6. Reads critically and independently to draw conclusions from research (CLAS 11) and selects research methods, including forecasting techniques, for marketing apparel and textile products (NS-16.5.6).
 7. Represents and analyzes relationships and describes the connections among these representations in textile merchandising (CMS 8).

STRAND VI: CUSTOMER SERVICE

CONTENT STANDARD: *The student evaluates components of customer service.*

- F. The student assesses factors that contribute to quality customer relations and the skills necessary for quality customer service.
 1. Synthesizes, organizes, and accurately interprets information (CLAS 8, 9) to assess the factors that contribute to quality customer relations (NS-16.6.1).
 2. Generates representations to model (CMS 7) the skills necessary for quality customer service (NS-16.6.3).

3. Responds reflectively to written and visual text (CLAS 1) and evaluates and demonstrates interpersonal skills necessary for effective team work (CR-4A, 4B).
4. Uses a variety of techniques for researching topics (CLAS 3) and appraises the impact of cultural diversity as a factor in customer relations (NS-16.6.2).
5. Evaluates the explanations and ideas of others (CLAS 4) and devises solutions to address customer concerns (NS-16.6.4).
6. Makes well-informed and well-organized presentations (CLAS 14) that demonstrate leadership skills within a group through effective communication, ability to motivate team members, and effective delegation of responsibility (CR-5D).

STRAND VII: BUSINESS AND CAREER SUCCESS

CONTENT STANDARD: *The student demonstrates general operational procedures required for business profitability and career success.*

- G. The student integrates personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
 1. Understands the various methods of data collection (CMS 12) to examine the effects of security and inventory control strategies, cash and credit transaction methods, law, and worksite policies on loss prevention and store profit (NS-16.7.3).
 2. Uses a variety of technology tools to present information (CLAS 13) and demonstrate procedures for reporting and handling accidents, safety, and security incidents (NS-16.7.4).
 3. Uses a variety of computational methods (CMS 1) to assess operational costs such as mark up, mark down, cash flow, and other factors affecting profit (NS-16.7.5).

Sewing and Fashion IV: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: CAREER PATHS

CONTENT STANDARD: *The student analyzes career paths within textile and apparel design industries.*

1-2. The student develops a written personal career plan to include:

- ✓ personal interests, aptitudes, abilities, and goals
- ✓ specific education and training plans
- ✓ roles and functions in the selected career
- ✓ opportunities for employment and entrepreneurial endeavors
- ✓ location of appropriate job advertisements
- ✓ completion of a job application form
- ✓ personal resume
- ✓ role playing a job interview
- ✓ completion of all required components

3. The student forecasts the impact of textiles and apparel occupations on local, state, national, and global economies in a written research paper and presents findings to the class.

- ✓ predictions

STRAND II: FIBERS AND TEXTILES

CONTENT STANDARD: *The student evaluates fiber and textile materials.*

1-4. From a group of fabrics, the student uses appropriate terminology to create a textile sampler. The sampler includes an investigation of swatches of the fabrics, names and definitions of the fabrics, type of weave, fiber content, use, care, maintenance, and a rating of performance characteristics.

- ✓ assessments
- ✓ accuracy

STRAND III: APPAREL AND TEXTILE DESIGN

CONTENT STANDARD: *The student demonstrates apparel and textile design skills.*

1. The student designs and develops a computerized design for sewing and/or embroidery of a textile or apparel product.

- ✓ quality production

2-4. The student designs and constructs an advanced sewing project involving:

- predicting visual effects of fabric, texture, and pattern
- expression of individuality

- application of the principles and elements of design
 - critique of visual effects of color schemes and theory
 - ✓ appropriate use of fabric texture and pattern
 - ✓ appropriate use of the principles and elements of design
 - ✓ pleasing visual effects of color
 - ✓ overall positive visual appearance of final project
5. In a small group, the student creates a bulletin board display categorizing production processes for creating fibers, yarn, woven and knit fabrics, and non-woven textile products.
- ✓ appropriate placement of items in categories

STRAND IV: APPAREL AND TEXTILE CONSTRUCTION AND REPAIR

CONTENT STANDARD: *The student demonstrates skills needed to produce, alter, or repair textile products and apparel.*

- 1, 2, 5. The student writes a series of articles for a parent newsletter including:
- ✓ recommendations for a variety of equipment, tools, and supplies for apparel and textile construction, alteration, and repair
 - ✓ comparison of appropriate materials for cleaning, pressing, and finishing textile products
 - ✓ rating standards for quality construction of textile products and apparel
 - ✓ appropriate suggestions
 - ✓ accurate information
 - ✓ language conventions
- 3, 4, 6, 7. The student creates and maintains a written personal management system and refines skills by constructing advanced sewing projects including:
- ✓ setting goals
 - ✓ identifying required resources
 - ✓ prioritizing required resources
 - ✓ prioritizing activities
 - ✓ meeting timelines
 - ✓ appropriately using and caring for equipment
 - ✓ applying safety standards
 - ✓ altering and repairing techniques
 - ✓ realistic goals
 - ✓ safety practices
 - ✓ completion of all components

STRAND V: APPAREL AND TEXTILE MERCHANDISING

CONTENT STANDARD: *The student evaluates elements of textile and apparel merchandising.*

1-6. As part of a group, the student writes a written assessment of strategies and costs of constructing, manufacturing, altering or repairing a particular textile product by:

- conducting research on the marketability of a particular textile or apparel product (e.g., surveys, testing)
- forecasting the viability of a product
- predicting the cost analysis of production of the product
- assessing ethical considerations for merchandising the product
- critiquing external factors that influence merchandising of the product
- comparing and contrasting varied methods for promotion
- creating marketing strategies for the product
 - ✓ critical analysis
 - ✓ understanding of industry standards
 - ✓ accuracy (e.g., costs)
 - ✓ marketing strategies
 - ✓ research techniques

STRAND VI: CUSTOMER SERVICE

CONTENT STANDARD: *The student evaluates components of customer service.*

1-6. As part of a group, the student establishes a small business which provides a product or a service to customers. The student:

- evaluates and demonstrates interpersonal skills
- effectively delegates responsibility
- assesses factors that contribute to customer relations
- appraises the impact of cultural diversity
- models skills necessary for quality customer service
- devises solutions to address customer concerns
 - ✓ effective communication within the group
 - ✓ effective communication with customers
 - ✓ effective group interaction
 - ✓ appropriate language use
 - ✓ problem solving skills
 - ✓ analytical skills

STRAND VII: BUSINESS AND CAREER SUCCESS

CONTENT STANDARD: *The student demonstrates general operational procedures required for business profitability and career success.*

- 1-3. The student examines general operational procedures required for business profitability and career success in a written report after observing and interviewing at least one store manager or owner of a textile or apparel business. The student includes the effects of security and inventory control strategies, cash and credit transaction methods, legal issues, work site policies in loss prevention and store profit, procedures for handling accidents, safety, and reporting security incidents, and operational costs (e.g., mark up, mark down, cash flow).
- ✓ completion of required components
 - ✓ language conventions
 - ✓ effectiveness of final product

Basic Applied Design: Pathway Standards

In **Basic Applied Design** the student learns the basic principles of floral arrangement and food decorating. The student assembles simple floral designs, decorates simple cakes, and explores a variety of careers within the floral and fancy foods industry. Teamwork, employability skills, application of literacy skills, and curriculum integration are an integral part of the course.

References in parentheses following each performance standard refer to and are aligned with the critical New Mexico Content Standards in Science (CSS), Mathematics (CMS, Language Arts (CLAS) and Career Readiness (CR).

STRAND I: THEORY

CONTENT STANDARD: *The student applies the elements of design (i.e., color, proportion, balance, focal point, harmony), the use and care of equipment and tools, and safety and sanitation procedures for production of a floral or fancy food product.*

A. The student uses the elements of design and appropriate tools to prepare simple floral arrangements and basic fancy foods.

FLORAL DESIGN

1. Understands the relationships among geometric shapes (CMS 11) and identifies the appropriate elements of design (CR-1B, 1D, 1E).
2. Represents and analyzes relationships (CMS 8) and identifies a variety of flowers and foliage (CR-1D, 1E).
3. Uses a variety of resources to gather information (CLAS 5) to determine the appropriate care and handling of flowers and foliage (CR-1B, 1D, 4D, 4E).
4. Generates models (CMS 7) to identify basic floral arrangement shapes (CR-1B, 1D, 1E).

FANCY FOODS

5. Uses a variety of techniques to research a topic (CLAS 3) to identify appropriate seasonal and/or special occasion arrangements (CR-1B, 1D, 1E).
6. Synthesizes and organizes information (CLAS 9) to identify floral designs appropriate for weddings and funerals (CR-1B, 1D, 1E).
7. Understands the appropriate cellular processes (CSS 12) and utilizes everlasting or permanent floral supplies (CR-1D, 1E).
8. Describes the essential components of an investigation in floral design (CSS 1) and identifies appropriate equipment and tools necessary for floral design (CR-1D, 1E).
9. Designs investigations (CSS 2) and identifies proper safety and sanitation procedures when creating a floral arrangement (CR-1B, 1D, 4D, 4E).
10. Classifies a variety of food products based on physical properties (CSS 9) and identifies a variety of fancy foods (e.g., petite fours, candies, cakes, food/sugar/ice molding, cookies) (CR-1B, 1D, 1E).
11. Accurately interprets information (CLAS 7,8) to identify appropriate care and handling of fancy foods (CR-1D, 1E, 4D, 4E).
12. Uses knowledge of three-dimensional objects (CMS 11) to identify basic shapes, sizes, and flavors of cakes (CR-1B, 1D, 1E).
13. Evaluates the information and ideas of others (CLAS 4) and identifies appropriate fancy foods for seasonal/special occasions/weddings (CR-1B, 1D, 1E).
14. Use a variety of technology tools to present information (CLAS 13) on the appropriate equipment and tools necessary for fancy food preparation (CR-1D, 1E).

15. Accesses electronic information (CLAS 6) to identify proper safety and sanitation procedures when preparing fancy foods (CR-1D, 4D, 4E).

STRAND II: TECHNIQUES

CONTENT STANDARD: *The student applies appropriate techniques to create a floral or fancy food product.*

- B. The student assembles a simple floral arrangement and decorates a simple cake.

FLORAL DESIGN

1. Describes an investigation (CSS 1) that includes the appropriate equipment and supplies necessary for floral design (CR-1B, 1D, 1E).
2. Generates representations and models (CMS 7) to identify a variety of flowers to be worn (CR-1B, 1D, 1E).
3. Creates multiple displays of data (CSS 14) to identify appropriate techniques for assemble of wedding/ funeral floral pieces (CR-1B, 1D, 1E).
4. Designs and conducts an investigation (CSS 2) to assemble a simple floral design (CR-1B, 1D, 1E).

FANCY FOODS

5. Describes an investigation (CSS 1) that includes the appropriate equipment and supplies necessary for preparation of fancy foods (CR-1B, 1D, 1E).
6. Uses multiple resources to gather information to evaluate a given problem (CLAS 5) in assembly techniques for tiered cakes (CR-1B, 1D, 1E).
7. Makes a well-organized presentation (CLAS 14) decorating a cake using basic design techniques (e.g., shells, stars, borders, writing, simple flowers, leaves) (CR-1B, 1D, 1E).

STRAND III: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for a career in the floral and/or fancy food industries.*

- C. The student recognizes career paths and/or employment opportunities within the floral and fancy food industries.
 1. Accesses, organizes, and interprets electronic information (CLAS 6, 8, 9) to identifies careers in the floral and fancy foods industries (CR-1A, 1C).
 2. Uses multiple resources to gather and evaluate information (CLAS 5) to become familiar with the skills necessary for employment in the floral and fancy food industries (CR-1B, 1C, 1E).
 3. Responds reflectively to discussions and dialogue (CLAS 1) to recognizes appropriate job-related attire and behaviors in the floral and fancy food industries (CR-1B, 1C, 1E).

Basic Applied Design: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: THEORY

CONTENT STANDARD: *The student applies the elements of design (i.e., color, proportion, balance, focal point, harmony), the use and care of equipment and tools, and safety and sanitation procedures for production of a floral or fancy food product.*

- 1,4,7. The student draws and/or creates a floral arrangement using a triangular or circular design. The design includes an appropriate color harmony, a focal point, and appropriate proportion, rhythm, and balance. When the design is complete, the student explains his/her choices of supplies and materials used.
 - ✓ inclusion of all design elements
 - ✓ logical explanations
- 2-4. The student selects appropriate flowers and foliage to create a variety of floral arrangements (e.g., corsage, bud vase, centerpiece).
 - ✓ inclusion of a variety of flowers and foliage
- 5,6. The student selects illustrations or draws samples of floral designs appropriate for seasonal and/or special occasion (e.g., prom, Thanksgiving, weddings, funerals).
 - ✓ appropriateness of selections
- 8,9. The student uses appropriate equipment, tools, and safety and sanitation procedures to process flowers.
 - ✓ correct processing procedures
 - ✓ proper tool usage and cleaning procedures
- 10,13. The student selects an illustration or draws samples of a variety of fancy foods (e.g., petite fours, candies, wedding or special occasion cakes).
 - ✓ correct identification of fancy foods
- 11,14,15. The student prepares either a self-selected or teacher-selected fancy food project (e.g., shaped cake, decorated cookies).
 - ✓ proper usage of correct tools and equipment
 - ✓ application of safety and sanitation procedures throughout the project
- 12. The student prepares an oral presentation describing various pan shapes and sizes and flavors and frostings for preparing a decorated cake.
 - ✓ use of visual aids
 - ✓ handouts
 - ✓ equipment resources listed
 - ✓ taste examples

STRAND II: TECHNIQUES

CONTENT STANDARD: *The student applies appropriate techniques to create a floral or fancy food product.*

- 1-4. When given various flowers, floral tools, and equipment, the student chooses the proper tools and type of flower necessary for assembling a corsage.
 - ✓ correct wiring and taping
 - ✓ proper construction
 - ✓ quality product
3. The student describes the process necessary and techniques required to assemble a wedding or funeral floral piece.
 - ✓ understanding of the differences between wedding/funeral and other types of flowers
 - ✓ correct identification of equipment
- 5,7. When given various equipment (e.g., pans, cake mixes, recipes,) the student creates a baked and decorated cake.
 - ✓ proper application of design techniques
 - ✓ proper baking procedures in place
 - ✓ quality product
 - ✓ good icing consistency
6. The student writes a description of the process and equipment used to assemble a tiered cake.
 - ✓ use of correct terminology
 - ✓ clear, accurate, and complete description

STRAND III: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for a career in the floral and/or fancy food industries.*

1. The student lists a variety of career opportunities and places of employment related to the floral /fancy foods industry.
 - ✓ awareness of employment opportunities
2. The student listens to a variety of guest speakers (e.g., employers looking for new hires).
 - ✓ participation in class discussion
 - ✓ description of important job skills

3. The student assembles a pictorial collage of proper on-the-job attire.

OR

The student role-plays various situations or scenarios that might be encountered in a job situation.

- ✓ proper reactions to adverse situations

Advanced Applied Design: Pathway Standards

Advanced Applied Design is a continuation of Basic Applied Design. This course encompasses commercial techniques in the floral and fancy food industry. The marketable skills gained include the ability to create or prepare floral arrangements and fancy food items of marketable retail quality. Wedding and special occasions are emphasized as well as the basic sales skills necessary in the floral and fancy foods industry. Teamwork, employability skills, application of literacy skills, and curriculum integration are an integral part of the course.

References in parentheses following each performance standard refer to and are aligned with the critical New Mexico Content Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS), and Career Readiness (CR).

STRAND I: THEORY

CONTENT STANDARD: *The student applies the elements of design (i.e., color, proportion, balance, focal point, harmony), the use and care of equipment and tools, and safety and sanitation procedures for production of a floral or fancy food product.*

- A. The student uses the elements of design, appropriate tools, and safety and sanitation skills to prepare a variety of floral arrangements and fancy foods for various activities, special occasions, or possible sales.

FLORAL DESIGN

1. Understands the relationships among a variety of three-dimensional objects (CMS 11) and applies the elements of design to create a variety of floral arrangements (e.g., seasonal, special occasion, weddings, funerals) (CR-1B, 1D, 1E).
2. Generates different representations and models (CMS 7) to utilize a variety of flowers and foliage and basic floral arrangement shapes (CR-1B, 1D, 1E).
3. Describes the essential components of an investigation in floral design (CSS 1) and utilizes appropriate equipment and tools necessary (CR-1B, 1D, 1E).
4. Develops and appropriate strategy (CMS 5) to select everlasting or permanent floral supplies (CR-1B, 1D, 1E)
5. Understands the physical and chemical properties of preserving flowers and foliage (CSS 9, 12) and applies appropriate care and handling of floral products (CR-1B, 1D, 4D, 4E).
6. Demonstrates and applies proper safety and sanitation procedures when creating floral arrangements (CR-1D, 4D, 4E).

FANCY FOODS

7. Understands the relationships among three-dimensional objects (CMS 11) and applies the elements of design to produce a variety of fancy foods (e.g., petite fours; candies; special occasion cakes in various shapes, sizes, flavors; food/sugar/ice molding; cookies) (CR-1B, 1D, 1E).
8. Designs and conducts an investigation in food production (CSS 2) and utilizes the appropriate equipment and tools necessary (CR-1D, 1E).
9. Accesses and evaluates information (CLAS 4,6) and applies appropriate care and handling of fancy foods (CR-1D, 1E, 4D, 4E).
10. Describes the essential components of an investigation (CSS 1) and applies proper safety and sanitation procedures when preparing fancy foods (CR-1D, 4D, 4E).

STRAND II: TECHNIQUES

CONTENT STANDARD: *The student applies appropriate techniques to create a floral or fancy food product.*

- B. The student generates different representations and models (CMS 7) to create a variety of floral designs and prepares a variety of fancy foods ranging from a simple to a moderate degree of difficulty.
 - 1. Designs and conducts investigations (CSS 2) and utilizes appropriate equipment and supplies necessary for floral design (CR-1B, 1D, 1E).
 - 2. Demonstrates an understanding of the relationships between ratios and proportion (CMS 6) in assembling a variety of flowers to be worn (e.g., pin and wrist corsages, boutonniere) (CR-1B, 1D, 1E).
 - 3. Applies the appropriate techniques for assembly of wedding/funeral floral pieces (CR-1B, 1D, 1E).
 - 4. Uses measurement techniques (CSS 4) to arranges floral designs with varying degrees of complexity (CR-1B, 1D, 1E).
 - 5. Utilizes appropriate equipment and supplies necessary for preparation of fancy foods (CR-1B, 1D, 1E).
 - 6. Designs and conducts an investigation (CSS 2) to assemble tiered cakes (CR-1B, 1D, 1E).
 - 7. Makes well-organized presentations (CLAS 14) decorating cakes using basic and advanced design techniques (e.g., shells, stars, writing, drop flowers, flowers formed on a nail, leaves) (CR-1B, 1D, 1E).

STRAND III: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for a career in the floral and/or fancy food industries.*

- C. The student recognizes career paths and/or employment opportunities within the floral and fancy food industries.
 - 1. Access electronic information (CLAS 6) to research careers in the floral and fancy food industries (CR-1A, 1C, 3C, 4D).
 - 2. Demonstrates skills necessary for employment in the floral and fancy food industries (CR-1D, 1E, 2C, 3B, 3D, 4A, 4B, 4D, 4E, 5A-F).
 - 3. Responds reflectively to discussion and dialogue (CLAS 1) and selects appropriate job-related attire and demonstrates appropriate ethical job-related behaviors (CR-1D, 1E, 2A, 4A, 4B, 4C, 5A-F).
 - 4. Uses a variety of technology tools to present and communicate information (CLAS 13) and develops effective leadership, interpersonal, and team skills (CR-2B, 4A, 4B, 5A-F).
 - 5. Recognizes and demonstrates procedures for reporting and handling accidents and safety issues (CR-1D, 4C-E).
 - 6. Analyzes concepts (CLAS 16) and identifies and examines the effect of security and inventory control strategies (CR-1D, 2C, 3A-D, 4D).
 - 7. Evaluates the information, explanations and ideas of others (CLAS 4) and demonstrates customer relations skills (e.g., answering phones, taking orders, preparing receipts/billing (CR-1B, 1D, 1E, 4A, 5B).
 - 8. Uses a variety of computational methods (CMS 1) to examine and assess operational costs (CR-1B, 1D, 1E, 2C, 3A, 3B, 3D).

Advanced Applied Design: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: THEORY

CONTENT STANDARD: *The student applies the elements of design (i.e., color, proportion, balance, focal point, harmony), the use and care of equipment and tools, and safety and sanitation procedures for production of a floral or fancy food product.*

- 1-6. The student creates a variety of floral arrangements suitable for sales (e.g., prom/homecoming, weddings, special occasions, seasonal) using a variety of floral design styles. The designs include appropriate color harmonies, focal points, appropriate proportion, rhythm.
- ✓ appropriateness
 - ✓ proper inclusion of all design elements
 - ✓ demonstration of money collection, writing of sales receipts, money processing
 - ✓ demonstration of order taking, both in person and over the telephone
 - ✓ correctly filling orders
- 7-10. The student prepares a variety of fancy foods (e.g., cookie bouquets, decorated cookies, molded candies) suitable for sale utilizing proper safety and sanitation procedures and appropriate tools and equipment.
- ✓ proper storage and transportation of fancy food products
 - ✓ correct tool usage
 - ✓ proper safety and sanitation (e.g., clean-up, hand washing, attire)
 - ✓ appropriate fancy food products for specific occasions
 - ✓ variety

STRAND II: TECHNIQUES

CONTENT STANDARD: *The student applies appropriate techniques to create a floral or fancy food product.*

- 1-4. The student creates a variety of floral designs that would be suitable for sale ranging from simple to a medium level of complexity.
- ✓ appropriate use of tools
 - ✓ proper assembly
 - ✓ appropriate design for occasion
 - ✓ variety
 - ✓ aesthetic quality
- 5-7. The student produces a variety of fancy food products that would be suitable for sale.
- ✓ appropriate use of tools
 - ✓ proper assembly and construction
 - ✓ visual appeal
 - ✓ quality of taste
 - ✓ final product

STRAND III: CAREER SKILLS

CONTENT STANDARD: *The student integrates knowledge, skills, and practices required for a career in the floral and/or fancy food industries.*

1. In groups or independently, the student researches careers in the floral and fancy food industries and presents finding to the class.
 - ✓ variety of sources
 - ✓ use of technology
 - ✓ effectiveness of presentation
- 2-4. Independently and in groups, the student creates a variety of floral or fancy food projects
 - ✓ quality of product
 - ✓ practice of safety and sanitation habits
 - ✓ participation (individual and group)
 - ✓ appropriate use of equipment and supplies
 - ✓ deadlines met
 - ✓ collaboration and cooperation demonstrated
5. The student participates in group activities, views videos, and /or listens to speakers from OSHA or other similar organizations to learn and demonstrate the proper way to handle accidents and safety issues.
 - ✓ role play correct procedure
6. Through written materials, videos and speakers, the student gains knowledge in the area of security and inventory control by keeping a log of inventory that is not salable.
7. The student takes orders that come in to the business by phone or in person.

OR

The student role plays the correct way to respond to a variety of customer-related situations
8. The student compares and calculates operational costs on two projects.
 - ✓ accuracy in calculation
 - ✓ comparison shopping for supplies in large and small quantities
 - ✓ total costs of projects

Nutrition: Pathway Standards

Nutrition covers the major components of what a student needs to know to maintain a healthy well being. The main focus areas are, but not limited to, factors that influence nutrition and wellness, categories and functions of nutrients, wellness needs of families and individuals, preparation/safety and sanitation, and science and technology. Careers in nutrition are explored. Nutrition labs help facilitate learning throughout the course. Literacy strategies are integrated throughout the curriculum.

References in parentheses following each performance standard refer to and are aligned with the National Health Standards (N), the New Mexico Career Readiness Standards (CR), the New Mexico Health Standards (H), the critical New Mexico Standards in Science (CSS), Mathematics (CMS), Language Arts (CLAS) and the Albuquerque Public Schools (APS) Language Arts Standards (APS-LA).

STRAND I: FACTORS THAT INFLUENCE NUTRITION AND WELLNESS

CONTENT STANDARD: *The student demonstrates nutrition and wellness practices that enhance individual and family well-being.*

- A. The student examines all components (e.g., physical, social, legislative) of wellness that influence and lead to a healthy lifestyle.
 - 1. Defines wellness and illness demonstrating the ability to evaluate information and the explanations and ideas of others (CLAS 4) (N-14.1; H-1A).
 - 2. Explains the physical, mental, spiritual, and social aspects of wellness making well-informed and well-organized presentations (CLAS 14) (N-14.1; H-1B).
 - 3. Lists factors that contribute to disease and understands cellular processes in disease (CSS12) (N-14.1; H-1G; S-III.I.I.12).
 - 4. Discusses how lifestyle choices impact personal health relating data and information to health problems (CMS 5)(N-14.1; H-1D).
 - 5. Accesses, organizes, and interprets data and information and their relationships (CLAS 6, 9) (CMS 8)to examine legislation and regulations related to nutrition and wellness issues (N-14.1; H-1G; S-III.I.I.9, III.I.I.11).
 - 6. Explores environmental conditions that can affect health by designing and conducting investigations to determine the impact of various environmental factors on health (CSS 2)(N-14.1; H-1E; S-II.I.I.3).
 - 7. Evaluates the influences of technology on nutrition and wellness in society (CSS 15).

STRAND II: CATEGORIES AND FUNCTIONS OF NUTRIENTS

CONTENT STANDARD: *The student identifies the major nutrients and their functions.*

- B. The student assesses the effects of nutrients on health and the impact of food on wellness.
 - 1. Identifies the basic nutrient groups (e.g., fats, proteins) (N-14.2).
 - 2. Recognizes the functions of nutrients and the relationships between nutrients and health (CSS 12)(N-14.2; H-2C; S-II.I.I.3, II.II.I.1).
 - 3. Describes the steps in the digestion process and identifies chemical changes in the digestion process (CSS 11)(N-14.2; S-II.II.III.7).
 - 4. Names common digestive disorders and describes how the body uses chemical energy obtained from food to conduct cellular functions (CSS 11)(N - 14.2; H - 3B).
 - 5. Discusses ways to prevent and treat disorders and describes mechanisms for cellular processes (CSS 12)(e.g., digestive) (N-14.2; H-3B).
 - 6. Discusses how the Recommended Dietary Allowances (RDAs) and Dietary References Intakes (DRIs) are used (N-14.3; H-3A).

7. Accesses and interprets electronic information (CLAS 6,7,8) to appraise sources of nutrition information, including food labels, related to health and wellness (N–14.2; H–3A).

STRAND III: WELLNESS AND NEEDS OF FAMILY AND INDIVIDUALS

CONTENT STANDARD: *The student recognizes that different lifestyles guide family and individual nutritional choices.*

- C. The student compares and contrasts various lifestyles (e.g., vegetarian, medical, athletic, life stages, eating disorders) to determine their nutritional needs.
 1. Uses appropriate technologies to collect and analyze data (CSS 3) and describes and discusses the stages of the life cycle (N–14.1; H–1C).
 2. Explains factors that affect nutritional needs at each stage of the life cycle describing mechanisms for cellular processes (CSS 12) (N–14.1; H–1C).
 3. Designs strategies that meet the health and nutrition requirements of individuals and families using a variety of data and information (CMS 5) (N–14.3; H–6A, 7F)
 4. Describes how cells use chemical energy from food (CSS 11) and compares and contrasts ways to maintain energy balance (N–14.1; H–1C).
 5. Establishes a weight management plan for individual body types using a variety of computational methods (CMS 1), using formulas (CMS 2), and synthesizing and organizing information from a variety of sources (CLAS 9) (N–14.2; H–1C).
 6. Identifies characteristics and health risks associated with eating disorders (N–14.2; H–3C).
 7. Analyzes possible causes of eating disorders using appropriate technologies (CSS 3) and evaluating societal factors in diet (CSS 15)(N–14.2; H–3C).
 8. Describes sources of help for people with eating disorders (N–14.2; H–3C).
 9. Designs and conducts investigations (CSS 2) to explore a variety of life styles (e.g., active sedentary, special needs) and compares and contrasts how proper/improper nutrition affects quality of life (N–14.3).
 10. Describes the effects of stress on physical and mental health using multiple displays of data to explain the relationships between stress and health (CSS 14)(N–14.1; H–3G).
 11. Uses multiple resources to gather information to evaluate the effects of stress (CLAS 5) and identifies and uses strategies to prevent stress (N–14.1; H–3G).
 12. Evaluates the influences of technology on society (CSS 15) to analyze the consequences of safe, risky, and harmful behaviors (e.g., smoking, drugs, sex, supplements) (N–14.1; H–3C, 3F, 5F, 6B).

STRAND IV: PREPARATION, SAFETY, AND SANITATION

CONTENT STANDARD: *The student evaluates factors that affect food from production through consumption.*

- D. The student applies principles related to the identification, selection, storage, preparation, and presentation of basic foods.
 1. Explains common food contaminants and sanitation and safety practices to prevent contamination demonstrating an understanding of the chemical reactions that can affect food products (CSS 10) (N–8.2; H–3B).
 2. Identifies and discusses symptoms of food borne illnesses analyzing the relationships between technology and scientific knowledge (CSS 13) (N–8.2; H–2B, 3B, 7C).
 3. Practices preventive measures when shopping for, storing, and preparing food to avoid food borne illness using appropriate measurement techniques for various classifications of matter (CSS 4,6) (N–8.2; H–1G).
 4. Discusses the impact that food sensitivity (e.g., peanuts, shellfish, MSG) has on food production and consumption analyzing con-

- cepts and perspectives presented in text and media (CLAS 15) (N–8.2; H–3A, 3F, 7E).
5. Discusses the role of food producers, food processors, government agencies, and consumers in protecting the safety of the food supply making well-organized and well-informed presentations (CLAS 14)(N–8.2; H–1G).
 6. Accurately interprets technical information (CLAS 8) and applies the policies and procedures set forth by governmental agencies (e.g., HACCP, OSHA, local health departments) for food handling, sanitation, and safety (N–8.2; H–1G).
 7. Designs and conducts investigations (CSS 2) selecting preparation and cooking methods and equipment that enhance nutritional value (N–8.2; H–6A).
 8. Compares food industry standards vs. household standards accessing and interpreting electronic information (CLAS 6, 8) (N–8.2).
 9. Applies presentation factors (e.g., food portions, texture, appeal) in planning and preparing food items (CLAS 14) (N–8.2).
 10. Discusses food preparation methods for special needs diets (e.g., infant, senior citizen, diabetic) analyzing the ideas and perspectives and using multiple resources to gather and interpret information (CLAS 5,8,15)(N–8.2).

STRAND V: SCIENCE AND TECHNOLOGY

CONTENT STANDARD: *The student recognizes the scientific and technological impact on nutrition.*

- E. The student determines how scientific and technical advances impact the nutrient content, availability, and safety of foods.
 1. Identifies changes in technology related to food production and preparation (CSS 15)(N–9.5; H–4C).
 2. Discusses advantages and disadvantages of technological advances and how science has produced knowledge that is relevant to individual health (CSS 16) (N–9.5; H–4C; CR–3A).
 3. Evaluates the influences of food production technology on society (e.g., refrigeration, microwave ovens) (CSS 15)(S–III.I.I.3).
 4. Understands the scientific foundations of common technologies (e.g., medical X-rays, irradiation, fertilizers and pesticides) (CSS 3) S–III.I.I.4).
 5. Understands that applications of genetics can meet human needs and can create new problems (e.g., agriculture, medicine, cloning) (CSS 15)(S–III.I.I.5).
 6. Describes how environmental, economic, and political interests impact resource management and use in New Mexico (CSS 15,16) (S–III.I.I.13).

STRAND VI: CAREER EXPLORATION

CONTENT STANDARD: *The student develops an awareness of career options and job acquisition skills related to the nutrition and health fields.*

- F. The student identifies a variety of career choices, skills, and educational and training requirements needed for employment in the nutrition and health fields.
 1. Identifies career interests and aptitudes accessing electronic information (CLAS 6)(N–9.1; CR–1A).
 2. Explores opportunities for employment and entrepreneurial endeavors using multiple resources to gather information and evaluate options (N–9.1; CR–1A).
 3. Conducts investigations and gathers information (CSS 2) to examine education and training requirements and opportunities for career paths (N–9.1; CR–1E).
 4. Explores how interests, aptitudes, values, and goals can affect career decisions using representations and models to depict relationships among factors (CMS 7)(CR–1A).
 5. Demonstrates effective techniques to find, keep, and leave a job evaluating the explanations and ideas of others (CLAS 4) (CR–4C).

6. Manages resources effectively (CR–2A).
7. Works collaboratively with others from diverse backgrounds (CR–5C).
8. Applies critical thinking and problem-solving skills to solve problems (CMS 5) (CR–5E).
9. Communicates effectively in oral and written formats (CLAS 10)(CR–5D).

STRAND VII: LITERACY

CONTENT STANDARD: *The student communicates basic nutrition and wellness principles and concepts through reading, writing, and speaking opportunities.*

- G. The student enhances proficiency in reading comprehension, specialized vocabulary, writing techniques, and research strategies while acquiring knowledge regarding nutrition and wellness.

Nutrition aligns with 9th grade Language Arts standards unless otherwise indicated.

1. Develops and demonstrates proficiency with the following strategies to approach reading for information across content areas (CLAS 11)(APS–LA I.1):
 - scans reading selections to determine whether a text contains
 - relevant information,
 - reads and rereads to decode meaning, and
 - reviews and summarizes essential elements of text for overview.
2. Uses discussion with peers as a way of understanding information (CLAS 1)(APS–LA I.2).
3. Uses a variety of interactive technologies (e.g., Internet, CD-ROM, video) effectively to enhance understanding of reading selections ((CLAS 3)(APS–LA I.3).
4. Summarizes information accurately to determine main ideas and critical details (CLAS 3)(APS–LA I.6).
5. Compares and contrasts information from different historical eras (CLAS 3)(APS–LA II.11).
6. Demonstrates increasing comprehension and ability to respond personally to texts (CLAS 2)(APS–LA II.12).
7. Develops increased competence in using the writing process to create a final product (CLAS 14)(APS–LA III.1).
8. Develops increased competence in using elements of effective writing (CLAS 10)(APS–LA III.2).
9. Develops increased competence in using writing conventions (CLAS 10)(APS–LA III.5).
10. Supports an informed opinion (CLAS 12)(APS–LA III.6).
11. Creates and uses standards to evaluate the effectiveness of communication (CLAS 4)(APS–LA IV.5).
12. Views media (e.g., television, radio, film, technology) critically (APS–LA V.1).
13. Demonstrates appropriate participation in group discussions e.g., behaviors, response to questions and comments, collaboration) (CLAS 1)(APS–LA V.2).
14. Evaluates information to develop informed opinions (CLAS 12)(APS–LA VI.1).

Nutrition: Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: FACTORS THAT INFLUENCE NUTRITION AND WELLNESS

CONTENT STANDARD: *The student demonstrates nutrition and wellness practices that enhance individual and family well-being.*

1,2. Through a variety of activities, the student compares and contrasts characteristics of wellness and illness. He/She:

- prepares a two-column chart that differentiates characteristics of wellness and illness.
- creates vocabulary word lists that describe a well person and a sick person.
- creates a collage depicting lifestyles of well/sick persons.
- role plays scenarios.
- discusses how wellness impacts all areas of life.
- sets health goals related to physical, mental, and social needs.
 - ✓ individual participation in activities/discussions
 - ✓ effective visuals
 - ✓ understanding of wellness components
 - ✓ clarity in communication
 - ✓ establishment of goals

3,4,6. The student, in a small or large group setting, discusses the influence of lifestyle choices (e.g., smoking, exercise, eating wisely) on a person's likelihood of getting diseases.

- ✓ individual participation in discussions
- ✓ effective communication
- ✓ understanding of key concepts
- ✓ insights/perspectives

5,6. The student participates in a class project that involves researching the local, state, and federal guidelines and regulations that govern how the school cafeteria operates and maintains a safe food supply. The student, through brainstorming and discussion, determines the tasks that must be accomplished, how those tasks are accomplished, and the responsibilities of each student. Each student assumes responsibilities for completing the project and reports findings to the larger group upon completion of tasks.

After all the research and tasks have been accomplished and reported, the student writes a summary of what he/she learned. The summary includes licensure and safety procedures in place.

- ✓ collaboration/teamwork
- ✓ task completion
- ✓ thorough research

- ✓ relevant information
- ✓ clarity in communication
- ✓ analysis/reflection

OR

The student participates in a class discussion to identify an environmental concern in his/her school area (e.g., school cafeteria), investigates the site selected, describes in as much detail as possible what was observed, and outlines a proposal that indicates what should be done and how safety would be addressed.

- ✓ collaboration/teamwork
- ✓ active participation in all activities
- ✓ observation skills
- ✓ attention to detail
- ✓ clarity in communication
- ✓ problem-solving strategies
- ✓ identification of safety concerns

OR

The student conducts a mock health inspection of the school cafeteria, snack bar, or nurse's office.

STRAND II: CATEGORIES AND FUNCTIONS OF NUTRIENTS

CONTENT STANDARD: *The student identifies the major nutrients and their functions.*

- 1–3. The student copies a daily lunch menu from the school's cafeteria listing. He/She identifies the nutrients in the menu and then lists foods in the meal in the order in which they would leave the stomach. Working in small or large groups, the student compares and contrasts his/her answers with others in the group, discusses discrepancies, and explains his/her reasoning.
 - ✓ task completion
 - ✓ correct identification of nutrients
 - ✓ collaboration/teamwork
 - ✓ individual participation in discussions
 - ✓ support for argument
 - ✓ clarity in communication
- 4,5. The student writes about a time when he/she believes his/her eating habits brought about a problem with digestion. He/She clarifies the example as one of the following: overeating, under eating, lack of variety, lack of fiber, eating too much fat, eating contaminated or spoiled foods.
 - ✓ effective writing elements
 - ✓ analysis of problem
6. The student creates a T-chart for recommended servings and uses the categories More and Less as column titles. Beneath each word the student lists factors that would cause a person to need the higher or lower number of daily servings in the recommended range for each food group. The student participates in a follow-up discussion and supports his/her factors for each group.
 - ✓ understanding of RDA
 - ✓ appropriate placement of factors

- ✓ support for position
- ✓ effective communication

7. The student brings in ten different food labels. Working in small groups, he/she reads, defines, and classifies nutrition information (e.g., serving size, calories, daily value of nutrients) for health and wellness for all the food labels in the group.
- ✓ completion of task
 - ✓ collaboration/teamwork
 - ✓ analysis/insights
 - ✓ relevant information

STRAND III: WELLNESS AND NEEDS OF FAMILY AND INDIVIDUALS

CONTENT STANDARD: *The student recognizes that different lifestyles guide family and individual nutritional choices.*

- 1,2. Through a variety of activities, the student visually illustrates the term “life cycle.” Once the student has done that, he/she explains why the life cycles are grouped as they are. In either small or whole group discussions, the student names people he/she knows in each of the life stage groups and identifies those groups that need additional nutrients because of body size and composition, age, gender, activity level, health conditions, and pregnancy or lactation.
- ✓ effective visual
 - ✓ appropriate life stages groups
 - ✓ active participation in discussions
 - ✓ relevant information
- 1–3. As part of a group, the student develops a Food Guide Pyramid that is representative of a particular age group. At the completion of the project, each group shares its findings. A discussion follows about the reasons for the differences in the pyramid.
- ✓ completion of task
 - ✓ collaboration/teamwork
 - ✓ effective presentation
 - ✓ active participation in discussions
 - ✓ insights/perspectives
 - ✓ clarity in communication
4. The student through various activities compares and contrasts ways to maintain energy balance. He/She:
- creates a visual (e.g., chart poster, transparency,)
 - participates in discussions, and/or
 - prepares a worksheet/handout that shows both sides of the Energy Balance Equation.
 - ✓ involvement in all activities
 - ✓ comparisons and contrasts
 - ✓ effectiveness/thoroughness
 - ✓ attention to detail
- understanding of key concepts

5. Working in groups, the student discusses weight management plans. He/She:

- researches what makes a well-managed weight program,
- determines individual Body Mass Index (BMI), healthy weight range, and does the pinch test to measure fat, and
- uses information and data collected to plan and maintain a weight management plan and logs it in a daily journal.
 - ✓ collaboration/teamwork
 - ✓ individual participation in discussions
 - ✓ thorough research
 - ✓ relevant information
 - ✓ all required components
 - ✓ journal entries
 - ✓ understanding of key concepts

6–9. Working in small groups or individually, the student researches (e.g., Internet, library) the three most common eating disorders (i.e., anorexia nervosa, bulimia nervosa, binge eating) and their health risks. The research information includes medical professionals and other sources and resources for helping people with eating disorders. Upon completion of the research, the student or the small group discusses the similarities and differences among the various eating disorders, discusses the probable causes of eating disorders (e.g., social influences, psychological influences, genetic influences), and designs a chart or pamphlet of the common characteristics of people with eating disorders.

- ✓ collaboration/teamwork
- ✓ thorough research
- ✓ relevant information
- ✓ individual participation in all aspects of the activities
- ✓ effective graphic organizer
- ✓ analysis/insights

10,11. Through a variety of activities (e.g., role playing, discussion), the student, in a group or individually, identifies the causes and signs of stress and the effects they have on mental and physical health, discusses strategies that prevent stress, and creates a poster showing positive and negative effects of stress on one's physical and mental health.

- ✓ individual participation in all activities
- ✓ interaction with others
- ✓ all required components
- ✓ appropriateness of responses
- ✓ effective visual

Option: The student role plays different scenarios that depict ways of preventing and dealing with stress.

12. In either a small group or whole group, the student discusses the appropriate use of drugs as medicine and then makes a chart distinguishing the misuse and abuse of drugs. He/She then identifies and analyzes the health risks and consequences of unsafe, risky, and harmful behavior associated with the abuse of smoking, drugs, supplements, and other substances.

- ✓ active participation in discussions
- ✓ identification of harmful behaviors
- ✓ interaction with others
- ✓ analysis/insights
- ✓ quality visual

OR

Through a variety of activities, the student takes advantage of opportunities to be a health advocate. He/She:

- describes influences that support a teen's decision not to drink alcohol,
- designs a plan for resisting an invitation to smoke when it comes from friends,
- designs a poster that tries to convince peers not to smoke or drink alcohol,
- role plays a scenario where you tell a friend how to use drugs responsibly (e.g., using some one else's drugs), and/or designs posters, buttons, and/or handouts that present abstinence from sex as the responsible decision for peers.
 - ✓ active participation in discussions
 - ✓ identification of harmful behaviors
 - ✓ interaction with others
 - ✓ analysis/insights
 - ✓ quality visuals
 - ✓ effective communication

STRAND IV: PREPARATION, SAFETY, AND SANITATION

CONTENT STANDARD: *The student evaluates factors that affect food from production through consumption.*

1–3. The student creates a four-part chart that compares and contrasts foods, a possible contaminant, symptoms of the food contaminant, and how to prevent illness from this contaminant.

Food	Contaminant	Symptoms	Prevention
Chicken	Salmonella	Liver damage	Cook chicken well

- ✓ understanding of main ideas
- ✓ completion of chart
- ✓ accuracy

4,5. The student selects an ethnic restaurant (e.g., Chinese, Mexican, Greek) to visit and asks the main cook or chef what ingredients certain foods contain, how they are prepared, and how the consumer is notified of ingredients to which he/she could be sensitive. The student reports findings to the class.

- ✓ response to questions

- ✓ relevant information
- ✓ effective presentation

OR

The student conducts research to find out the obligations and responsibilities food processors, food producers, and government agencies have to the consumer and creates a brochure that represents what precautions the consumer can take.

- ✓ thorough research
- ✓ relevant information
- ✓ compelling brochure

OR

The student researches (e.g., Internet, school library) to identify case histories of people who have died or had serious health problems related to food borne illness or allergies (e.g., peanuts, shell fish). He/She presents findings to the class.

- ✓ thorough research
- ✓ relevant information
- ✓ effective presentation

6. Using the menu created in the following illustration, the student identifies the problem area CCP (critical control point) and creates a HAACP plan (Hazard Analysis Critical Control Point) that could be used when producing the menu.
 - ✓ adherence to governmental policies
- 7-9. The student critiques a variety of menus collected from restaurants, cafeterias, homes, and weight loss programs. He/She then rewrites the menus to make them more nutritious and presents them to the class for review. Depending on the facilities of the school, the student can cook/prepare in the classroom the menu items using all the sanitation procedures learned in class and presents them to the class.
 - ✓ comparisons and contrasts
 - ✓ analysis
 - ✓ modifications
 - ✓ proper safety/sanitation procedures
 - ✓ effective presentation
10. The student identifies a special needs person and designs a menu that nutritionally enhances that individual's quality of life. The student prepares one of the menu items and presents/serves it to the person. That person critiques the menu and the specially prepared dish.
 - ✓ appropriate menu
 - ✓ quality presentation of food item
 - ✓ safe preparation practices
 - ✓ audience response

STRAND V: SCIENCE AND TECHNOLOGY

CONTENT STANDARD: *The student recognizes the scientific and technological impact on nutrition.*

- 1–3. The student develops a series of parallel vignettes to compare and contrast the performance of daily tasks in the 1800s with the performance tasks of today and presents them to the class and/or other interested students. For each vignette, the student represents the 1800s first, then shows the same scene in the present day. During the viewing of the vignettes, the other students in the class list details ob-

served about the amount of physical activity in each vignette for each time period.

- ✓ attention to detail (e.g., accurateness of vignettes)
- ✓ comparisons and contrasts
- ✓ effective presentation

3. Depending on a school's resources, the student participates in a field trip to a food packing plant, takes note of the technology observed, and writes a summary of his/her findings.

- ✓ observation skills
- ✓ technological information
- ✓ effective writing elements

4. The student researches (e.g., Internet) food technology advancements (e.g., radiation, dehydration, military MRES) and reports findings to the class.

- ✓ thorough research
- ✓ relevant information
- ✓ effective presentation

5, 6. The student writes a paper on a controversial topic (e.g., hybrid products) stating the advantages and disadvantages of the current concepts with an emphasis on the latest technological advances and its impact on the state.

- ✓ support for argument
- ✓ both sides of the issue
- ✓ technological influences
- ✓ impact on the state
- ✓ effective writing elements

STRAND VI: CAREER EXPLORATION

CONTENT STANDARD: *The student develops an awareness of career options and job acquisition skills related to the nutrition and health fields.*

1–4. Through self reflection the student thinks about what he/she might want to do after graduation. He/She lists skills and talents that he/she possesses and then takes a career survey/inventory to determine what careers might best fit the skills. The student then selects one career option to research and finds what the skills, qualifications, education, training and opportunities are for that selected career.

- ✓ self reflection
- ✓ identification of career options
- ✓ thorough research
- ✓ relevant information

OR

Using community resources (e.g., guest speakers, employment agencies), the student gathers data and information about careers in nutrition, education opportunities, and skills needed to advance in those careers. He/She presents findings to the class in either an oral or written format.

- ✓ use of a variety of resources

- ✓ organization of information
- ✓ effective presentation
- ✓ all required components

OR

The student makes a poster that describes a variety of career opportunities in the nutrition field. He/She does research as needed to provide illustrations and captions depicting what each professional does in each particular field.

- ✓ effective visual
- ✓ representative of a variety of careers
- ✓ pertinent information

5–9. Through a variety of activities the student demonstrates positive behaviors needed to be successful at school, work, or the community. The student:

- participates in role playing exercises simulating a job interview. He/She takes turns being interviewed and being the interviewee.
- completes a portfolio of work that includes a cover letter, a letter of recommendation, résumé, an example of a resignation, and samples of class assignments (e.g., tests, projects). Each entry has a reflection piece as to why that particular item was included in the portfolio.
- creates a chart that exemplifies traits of a good employee.
- discusses in a small group a conflict that he/she had recently with a peer and how it was resolved.
 - ✓ interaction with others
 - ✓ active participation in all activities
 - ✓ problem-solving strategies (e.g., conflict resolution)
 - ✓ creativity
 - ✓ effective communication (e.g., oral and written)
 - ✓ organization

STRAND VII: LITERACY

CONTENT STANDARD: *The student communicates basic nutrition and wellness principles and concepts through reading, writing, and speaking opportunities.*

- 1–6. See Strand I, the 3rd illustration; Strand II, the illustration for performance standard #7; Strand III, the illustrations for performance standards #5 and #6 – #9; Strand IV, the 2nd illustration; Strand V, the illustration for performance standard #4; and Strand VI, the 1st illustration.
- 7–10. See Strand I, the 3rd illustration; Strand II, the 2nd illustration; Strand III, the illustration for performance standards #6 – #9; Strand IV, the 2nd illustration; Strand V, the 2nd illustration and the illustration for performance standards #5, #6; and Strand VI, the 1st and 2nd illustrations.
- 11–13. See Strand I, the 1st and 2nd illustrations; Strand II, the 1st and 3rd illustrations; Strand III, the 1st and 2nd illustrations, the illustration for performance standards #6 – #9 and the last illustration; Strand IV, the 2nd and last illustrations; Strand V, the 1st illustration; and Strand VI, the 1st and 2nd illustrations.
14. See Strand I, the 3rd illustration; Strand III, the illustrations for performance standards #5 and #6 – #9; Strand IV, the 2nd illustration; Strand V, the illustration for performance standard #4; and Strand VI, the 1st illustration.

Teaching and Working with Young Children I: Pathway Standards

COURSE DESCRIPTION: The student explores significant child development theorists and theories, child development milestones from pre-birth through preschool, components of a quality early childhood environment, and ways to promote healthy relationships. Careers in an early childhood setting are explored. Areas of study include, but are not limited to, child growth and development, safety and health, the learning environment, relationships, pregnancy and prenatal care, and career readiness.

References in parentheses following each performance standard refer to and are aligned with critical New Mexico mathematics (CMS), science (CMS), and language arts (CLAS) content standards, and NM Career Readiness Standards (NM) and Health Education Standards (HE).

STRAND I: CHILD GROWTH AND DEVELOPMENT

CONTENT STANDARD: *The student analyzes and engages in developmentally appropriate practices that promote the cognitive, physical, and social-emotional development of the child.*

- A. The student compares and contrasts cognitive, physical, and social-emotional characteristics throughout a young child's developmental stages.
 - 1. Investigates, using appropriate technologies, (CSS 1,2,3) and describes significant child development theories/theorists (NM-5E).
 - 2. Examines (CSS 2) and discusses cultural differences and their impact on child rearing(NM-5B, C).
 - 3. Uses representations and data (CMS 8,12) to identify the developmental milestones of a child (NM-5B, E).
 - 4. Evaluates information and uses multiple resources to examine cause and effect (CLAS4,5) in applying knowledge of a child's cognitive development to create appropriate activities (NM-5B, C, E, F).
 - 5. Understands the relationships between cells, chemical reactions and growth (CSS 10,11,12) and applies knowledge of a child's physical development to create appropriate activities (NM-5B, C, E, F).
 - 6. Applies knowledge of a child's social-emotional development to develop strategies based on various data and information (CMS 5) and create appropriate activities (NM-5B, C, E, F).

STRAND II: SAFETY AND HEALTH

CONTENT STANDARD: *The student applies appropriate safety and health practices for self and child.*

- B. The student recognizes and explains appropriate safety and health practices for self and child.
 - 1. Describes mechanisms for development and growth (CSS 12) in sequencing immunizations and wellness checkups for a young child (NM-4D, 5B).
 - 2. Accesses and interprets a variety of electronic information (CLAS 6,8) and describes guidelines for promoting a child's safety (NM-4C-E, 5E).
 - 3. Recognizes signs of child abuse based and makes well-informed and well-organized presentation (CLAS14)(NM-4C, D, 5D, E).
 - 4. Explains importance of a healthy diet and the interrelationships between science and technology that influence diet and health (CSS13, 15)(NM-5B-F).
 - 5. Identifies common injuries, conditions, and illnesses and determines appropriate action including the role of medicine and medical

technology in childhood illness and care (CSS 15, 16) (NM-4C-E, 5C-F).

STRAND III: LEARNING ENVIRONMENT

CONTENT STANDARD: *The student designs and creates an age-appropriate learning environment.*

C. The student compares and evaluates learning environments for young children.

1. Uses multiple resources to gather and organize information (CLAS 5,9) and lists goals of a quality learning environment (NM-5D, E).
2. Evaluates a variety of learning environment floor plans using representations to model relationships (CMS 7,8) (NM-1E, 4A, D, E, 5B-F).
3. Understands ratio and proportion (CMS 6) and designs a floor plan for an age-appropriate learning environment (NM-1E, 4A, D, E, 5B-F).
4. Uses a variety of techniques to research childhood safety (CLAS 3) and recognizes safety factors in considering an early childhood setting (NM-1E, 4D, E, 5E, F).
5. Organizes and synthesizes information (CLAS 9) and lists age-appropriate materials for a learning environment (NM-1E, 4A, D, E, 5B-F).
6. Reads critically and independently to draw conclusions from research (CLAS 11) and describes correlation between learning materials areas of development (i.e., cognitive, physical, social-emotional) (NM-1E, 5B, C, E, F).

STRAND IV: RELATIONSHIPS

CONTENT STANDARD: *The student applies problem-solving strategies to achieve positive personal outcomes.*

D. The student identifies factors that lead to successful relationships.

1. Models real-life situations (CMS 10) and identifies strategies that promote healthy work relationships (NM-1E, 4A, B, 5A-F; HE-5A-G).
2. Evaluates information and the ideas of others (CLAS 4) and formulates a plan to solve work-related problems (NM-1E, 4A, B, 5A-F; HE-5A-G).
3. Represents and analyzes relationships (CMS 8) and identifies strategies that promote healthy family relations (NM-4A, B, 5D-F; HE-5A-G).
4. Accurately interprets information (CLAS 7) and recognizes appropriate actions to promote healthy family dynamics (NM-4A, B, 5A, D-F; HE-5A-G).
5. Identifies strategies that promote healthy partnerships and makes well-organized and well-informed presentations (CLAS 14) (NM-4A, B, 5A, D-F; HE-5A-G).
6. Recognizes appropriate actions to promote healthy partnership relations based on responses to discussions and written and visual information (CLAS 1) (NM-4A, B, 5D-F; HE-5A-G).
7. Identifies strategies that promote healthy relationships between young children and their caregivers (NM-1E, 4A, B, 5A-F; HE-5A-G).
8. Analyzes concepts and perspectives (CLAS 15) and recognizes appropriate actions to promote healthy development of young children (NM-1E, 4A, B, 5A-F; HE-5A-G).

STRAND V: PREGNANCY AND PRENATAL CARE

CONTENT STANDARD: *The student evaluates the importance of prenatal care for a healthy pregnancy.*

- E. The student identifies factors that are important for a healthy pregnancy.
 - 1. Identifies pre-pregnancy habits that promote a healthy pregnancy including an understanding of the chemical and physical changes in pregnancy (CSS 10,11) (HE-1A, C, E, F, 2B-D, F, 3A, C, D, G, 6A, C-E).
 - 2. Outlines the process of fertilization and the mechanisms for cellular processes (CSS 12)(HE-1C, 2A, D-F, 4A).
 - 3. Using a variety of data and information (CLAS 5) to compare birth control methods (HE-1A, C, F, 2A-D, 3C, 4A, B, 6A).
 - 4. Evaluates information (CLAS 4) and recognizes physical and emotional changes that occur during pregnancy (HE-1B, C, 2F).
 - 5. Describes the birth process and accurately interprets a variety of informational text (CLAS 7) (HE-1C, 2A, D-F, 4A).
 - 6. Identifies choices and outcomes of a teen pregnancy and birth and makes well-organized presentations to support perspectives (CLAS 14) (HE-1B, D, F, 3A, C, 5F, G, 6A-C, 7D, F).
 - 7. Evaluates the influences of technology on society (CSS 15) and lists rights and responsibilities of parenthood (HE-1D, G, 3C, 5F).
 - 8. Applies an understanding of the components of an investigation (CSS 2) to describe the neonatal stage of an infant (HE-1C, 2A, D-F, 4A).

STRAND VI: CAREER READINESS

CONTENT STANDARD: *The student investigates and prepares for careers in the Health and Human Services industry.*

- F. The student explores careers in the Health and Human Services industry.
 - 1. Accesses, organizes, and interprets electronic information (CLAS 6,9) to describe qualities and preparation needed for various careers in the Health and Human Services pathway (NM-1A, C, 3A, 4A, B, 5B-F).
 - 2. Makes well-organized and well-informed presentations (CLAS 14) to discuss professional standards for various careers in the Health and Human Services pathway (NM-1A, C, 3A, 4A, B, 5B-F).
 - 3. Inventories personal aptitudes for various careers in the Health and Human Services pathway organizing and synthesizing information from a variety of sources (CLAS 9)(NM-1A, C, 2A, 3A, 4A, B, 5A-F).
 - 4. Recognizes legal responsibilities in a childcare setting and supports an informed opinion using appropriate reason and organizational structure (CLAS 12)(NM-4C, D).

Teaching and Working with Young Children I:

Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: CHILD GROWTH AND DEVELOPMENT

CONTENT STANDARD: *The student analyzes and engages in developmentally appropriate practices that promote the cognitive, physical, and social-emotional development of the child.*

1. After viewing “*The History of Parenting*,” the student prepares a timeline depicting the different theorists, their eras, and their philosophies on child development.
 - ✓ accuracy
 - ✓ neatness
2. As part of a small group, the student discusses how a particular holiday (e.g., birthday) is celebrated in his/her family. Each group records its observations. As part of a class discussion, the student recognizes that celebrations often relate to culture.
 - ✓ understanding
 - ✓ participation
3. The student sequentially illustrates the developmental milestones of a child, noting the approximate age at which each milestone occurs.
 - ✓ accuracy
- 4 – 6. The student develops and prepares an age-appropriate activity that represents cognitive, physical, and social-emotional development.
 - ✓ appropriate directions
 - ✓ accuracy
 - ✓ all areas of development represented
 - ✓ self/peer evaluation of activity

STRAND II: SAFETY AND HEALTH

CONTENT STANDARD: *The student applies appropriate safety and health practices for self and child.*

1. The student creates a timeline that includes the sequence and a description of the immunization and wellness checkup.
 - ✓ accuracy
2. The student uses a checklist to evaluate a room for its safety features.
 - ✓ thoroughness
 - ✓ accuracy
3. After studying about child abuse, the student participates in a small group discussion brainstorming signs as well as actions the student

should take if he/she suspects abuse.

- ✓ individual participation
- ✓ accuracy
- ✓ logical actions

4. The student creates and presents a food pyramid for a young child.

- ✓ appropriate food groups included
- ✓ appropriate portions noted

5. The student uses a graphic organizer to correlate an appropriate action with a specific childhood illness, injury, or condition.

- ✓ relationship depicted
- ✓ appropriate actions noted

STRAND III: LEARNING ENVIRONMENT

CONTENT STANDARD: *The student designs and creates an age-appropriate learning environment.*

1. As part of a small group, the student creates a check list of the goals for a quality learning environment. After each group shares its goals, the student participates in a discussion to determine a class list of goals.

- ✓ participation
- ✓ consensus building

2–4. After looking at a variety of floor plans, the student illustrate his/her own floor plan for a learning environment. The student trades floor plans with a peer and uses a rubric to evaluate peer's plan.

- ✓ wet vs. dry areas
- ✓ adequate space for each area
- ✓ traffic patterns
- ✓ safety
- ✓ overall practicality
- ✓ adherence to rubric

5, 6. The student creates a shopping list for the implementation of a new learning environment. The shopping list includes prices for a minimum set up as well as for a "dream" environment. The student writes a justification for choices listed.

- ✓ thoroughness
- ✓ two prices for each item on list
- ✓ reasonable justification

STRAND IV: RELATIONSHIPS

CONTENT STANDARD: *The student applies problem-solving strategies to achieve positive personal outcomes.*

1–8. As part of a small group, the student writes a scenario related to a work/family/partner/child and teacher situation. The group role plays its scenario to the other members of the class. The class members identify the strategies portrayed to promote healthy relationships.

- ✓ appropriate scenario

- ✓ appropriate strategies
- ✓ helpful interventions portrayed
- ✓ good communication skills

STRAND V: PREGNANCY AND PRENATAL CARE

CONTENT STANDARD: *The student evaluates the importance of prenatal care for a healthy pregnancy.*

- 1, 6. The student writes a letter to a pregnant teen discussing pre- and pregnancy choices being made and how these choices might affect the fetus, baby, and own life.
 - ✓ thorough list of choices
 - ✓ identification of detrimental habits (e.g., drugs, poor nutrition)
 - ✓ writing conventions applied
 - ✓ accurate information
 - ✓ effective communication
2. The student creates a cartoon strip, including characters (e.g., Sammy Sperm) that depicts the fertilization process.
 - ✓ accuracy
 - ✓ thoroughness
 - ✓ creativity
3. Using a graphic organizer, the student creates a visual that shows birth control methods, from the most to the least effective.
 - ✓ accuracy
 - ✓ organization
 - ✓ visual appeal
4. The student illustrates a pregnant-looking girl and labels the various parts of the picture with the physical (e.g., swollen feet, varicose veins, nausea) and emotional (roller coaster emotions, cravings) changes that might be experienced.
 - ✓ thoroughness
 - ✓ accuracy
5. The student creates a visual representation of what happens to the mother and the baby at each stage of the birth process.
 - ✓ accuracy
 - ✓ thoroughness
6. After listening to a guest speaker in the field of family law, the student writes a short essay on the rights and the responsibilities of parenthood.
 - ✓ understanding of differences
 - ✓ use of notes
 - ✓ writing conventions
 - ✓ clarity of expression or effective communication

8. The student listens to a guest speaker in the field of neonatal care, takes notes and uses them to list the differences between a newborn and a three-month old baby.

- ✓ accuracy
- ✓ use of notes

STRAND VI: CAREER READINESS

CONTENT STANDARD: *The student investigates and prepares for careers in the Health and Human Services industry.*

- 1, 2. The student creates a collage/poster depicting the preparation, qualities, and professional standards needed to succeed in a specific career in the Health and Human Services pathway.

- ✓ accuracy
- ✓ creativity
- ✓ quality product or visual appeal

3. The student completes and evaluates a personal profile test to identify his/her learning/working style and an aptitude test to determine abilities in relation to a career in the Health and Human Services pathway.

- ✓ completion of tests
- ✓ accurate interpretation

4. After listening to a guest speaker who runs a childcare center, the student uses notes to write a short essay on the legal responsibilities for one who works in a childcare setting.

- ✓ thoroughness
- ✓ accuracy
- ✓ writing conventions

Teaching and Working with Young Children II: Pathway Standards

COURSE DESCRIPTION: The student focuses on child development, researching its theories and theorists, and application of child development principles with young children, using this knowledge in a learning environment for young children. The course emphasizes child growth and development, health and safety, learning environments, relationships, and career readiness.

References in parentheses following each performance standard refer to and are aligned with critical New Mexico mathematics (CMS), science (CSS), language arts (CLAS) academic content standards, NM Career Readiness Standards (NM), and the New Mexico Health Education Standards (HE).

STRAND I: CHILD GROWTH AND DEVELOPMENT

CONTENT STANDARD: *The student analyzes and engages in developmentally appropriate practices that promote the cognitive, physical, and social-emotional development of the child.*

A. The student demonstrates developmentally appropriate practices for young children.

1. Reads critically and uses a variety of techniques for researching (CLAS 11,2,3) significant child development theories/theorists (NM-5E).
2. Conducts investigations (CSS 2) to examine cultural differences and their impact on child rearing (NM-5B, C).
3. Demonstrates understanding of the relationships between developmental stages (CMS 6) and compares and contrasts the developmental milestones of a child (NM-5B, E).
4. Evaluates the effectiveness of planned activities to enhance a young child's cognitive development (CLAS 4,5)(NM-5B, C, E, F).
5. Accurately interprets a variety of information (CLAS 7,8) to evaluate the effectiveness of planned activities to enhance a young child's physical development (NM-5B, C, E, F).
6. Evaluates the effectiveness of planned activities to enhance a young child's social-emotional development relating the connections among representations of development stages to appropriate activities (CMS 8) (NM-5B, C, E, F).

STRAND II: SAFETY AND HEALTH

CONTENT STANDARD: *The student applies appropriate safety and health practices for self and child.*

B. The student applies techniques for ;prevention and intervention of unhealthy and unsafe practices.

1. Evaluates information (CLAS 4) and makes well-informed and well-organized presentations (CLAS 14) that demonstrate good safety practices (NM-1E, 4D, E, 5D, E; HE-3B, C, E).
2. Uses multiple resources and accesses electronic information (CLAS 5,6) to research procedures to follow related to child abuse (NM-4C, D, 5D, E; HE-1D, G, 2A, D-F, 3E, 5A, C-E, G, 7A, C-F).
3. Accurately interprets information (CLAS 7,8) including an understanding of the relationship of nutrients to growth and development (CSS 12) to plan and prepare nutritious and appealing snacks and meals (NM-1E, 2A, C, 4C, 5E; HE-1A-C, 4A, B, 6C, 7D-F).
4. Represents and analyzes information (CMS 8) to research childhood illnesses, conditions, and injuries as related to a child's development (NM-4C-E, 5E, F; HE-1A, C, E, 2A, B, D, F, 3C, D, 4A, 6B, C, 7A-F).

STRAND III: LEARNING ENVIRONMENT

CONTENT STANDARD: *The student designs and creates an age-appropriate learning environment.*

C. The student creates and implements learning environments for young children.

1. Evaluates information and supports an informed opinion (CLAS 5, 12) in creating a goal/philosophy mission statement for an early childhood center (NM-5D, E).
2. Understands the relationships among ratio and proportion (CMS 6) and uses a floor plan to establish an age-appropriate learning environment (NM-1E, 4A, D, E, 5B-F).
3. Investigates safety factors (CSS 2) of existing childcare centers (NM-1E, 4D, E, 5E, F).
4. Uses a variety of technology tools (CLAS 13) and computational methods (CMS 9) to create a material/equipment/toy inventory for an individual learning center (NM-1E, 4A, D, E, 5B-F).
5. Experiments with and evaluates the use of materials and toys for young children analyzing concepts and information and drawing conclusions (CLAS 11,15) (NM-1E, 5B, C, E, F).

STRAND IV: RELATIONSHIPS

CONTENT STANDARD: *The student applies problem-solving strategies to achieve positive personal outcomes.*

D. The student evaluates choices and their effect on relationships.

1. Responds reflectively to discussions and the ideas of others (CLAS 1) and collaborates with coworkers to create a positive work environment in a facility for young children (NM-1E, 4A, B, 5A-F; HE-5A-G).
2. Analyzes and appraises personal relationships with family members representing relationships using written and verbal expressions (CMS 8)(NM-4A, B, 5A, D-F).
3. Organizes and synthesizes information (CLAS 9) to analyze and appraise personal relationships with partner (NM-4A, B, 5A, D-F).
4. Gathers and evaluates information from multiple resources (CLAS 5) to analyze and appraise a teaching relationship with young children (NM-1E, 4A, B, 5A-F).

STRAND V: CAREER READINESS

CONTENT STANDARD: *The student investigates and prepares for careers in the Health and Human Services pathway.*

E. The student compares and contrasts careers in the Health and Human Services pathway.

1. Uses a variety of technology tools (CLAS 13) to reevaluate (CLAS 4) and research a career in the Health and Human Services pathway (NM-1A, C, 3A, 4A, B, 5B-F).
2. Makes well-informed and well-organized presentations (CLAS 10,14) that demonstrate professional standards (NM-1A, C, 3A, 4A, B, 5B-F).
3. Analyzes the concepts and perspectives (CLAS 15) that explain legal responsibilities in a childcare setting (NM-4C, D).
4. Accesses electronic information (CLAS 6) and professional publications (NM-1B, E, 4A, 5E, F).
5. Organizes and synthesizes information including demonstrating control of grammar, paragraph and sentence structure, diction, and syntax (CLAS 9,10) to demonstrate appropriate preparation (e.g., portfolio, résumé) for seeking a job (NM-1A-E, 2A, 3D, 5A, E, F).

Teaching and Working with Young Children II:

Assessment Illustrations

Note: These assessment illustrations include suggested activities for attaining each performance standard, with at least one key feature to look for while assessing student performance. A check (✓) refers to a key feature to look for while assessing student performance.

STRAND I: CHILD GROWTH AND DEVELOPMENT

CONTENT STANDARD: *The student analyzes and engages in developmentally appropriate practices that promote the cognitive, physical, and social-emotional development of the child.*

1. The student uses technology to research one child-development theorist and shares information with peers, using the jigsaw format. While peers share their information, the student takes notes.
 - ✓ thoroughness
 - ✓ accuracy of information
 - ✓ complete notes

After the information has been jigsawed, the student writes a report explaining which theorist he/she feels had the greatest impact.

- ✓ writing conventions
- ✓ justification of choice
- ✓ effective communication

2. The student creates and uses a survey to determine the impact culture has on child rearing practices. Based on the information gleaned from the survey, he/she prepares a graphic representation that deduces the differences found.
 - ✓ use of survey
 - ✓ valid deductions
 - ✓ visual representation
3. The student completes a variety of types of observations (e.g., checklist, anecdotal) to record a young child's developmental milestones. He/She compares observations with peers, noting similarities and differences. As part of a full class discussion, the student hypothesizes about the differences.
 - ✓ logical hypothesis
- 4–6. The student writes a letter to the parent of a young child 4-5 times a year describing the child's cognitive, physical, and social/emotional development and explaining what this means in terms of learning.
 - ✓ specific characteristics noted for each developmental area
 - ✓ mention of progress
 - ✓ clear communication of information
 - ✓ writing skills

STRAND II: SAFETY AND HEALTH

CONTENT STANDARD: *The student applies appropriate safety and health practices for self and child.*

1. The student uses a rubric to evaluate a peer's safety practices (e.g., hand washing).
 - ✓ adherence to rubric
2. After researching child abuse and the procedures to follow, the student prepares a flow chart depicting actions.
 - ✓ accuracy
 - ✓ thoroughness
3. The student uses a rubric to evaluate a meal/snack prepared by a peer. The rubric includes sections on child appeal, food guide pyramid, texture, taste, and temperature.
 - ✓ completion of rubric

After the rubric is completed, the student shares with peer and discusses how any shortcomings might be addressed.

- ✓ good communication
 - ✓ tact
 - ✓ accurate information
4. The student researches and prepares a presentation using technology on one childhood illness/condition.
 - ✓ good presentation skills
 - ✓ accurate information
 - ✓ thoroughness
 - ✓ technology

STRAND III: LEARNING ENVIRONMENT

CONTENT STANDARD: *The student designs and creates an age-appropriate learning environment.*

- 1- 4. The student prepares a grant proposal for an ideal learning center for young children.
 - ✓ identification of target group
 - ✓ application of mission statement to target group
 - ✓ floor plan meets goals
 - ✓ compliance of Federal safety standards
 - ✓ use of resource materials
 - ✓ appropriate learning material for target group
 - ✓ approximate costs
5. The student uses his/her knowledge of theorists to create, conduct, and evaluate experiments with young children.
 - ✓ appropriate materials
 - ✓ age-appropriate experiments
 - ✓ evaluation sheet with any feedback

STRAND IV: RELATIONSHIPS

CONTENT STANDARD: *The student applies problem-solving strategies to achieve positive personal outcomes.*

1. The student creates a code of conduct for a young child's learning environment. He/She compares own code with those of peers, adjusting own code if necessary.
 - ✓ thoroughness
 - ✓ willingness to listen to others
 - ✓ logical
- 2-4. After reading a book/section of a book/article about relationships, the student writes a book report and presents a synopsis of the story to peers.
 - ✓ appropriate reading material
 - ✓ writing conventions
 - ✓ logical synthesis of information
 - ✓ effective presentation

STRAND V: CAREER READINESS

CONTENT STANDARD: *The student investigates and prepares for careers in the Health and Human Services pathway.*

- 1, 4, 5. The student composes an ad for a career in the Health and Human Services pathway. He/She prepares a résumé and a letter of application and studies the notes gleaned from research to prepare for a mock interview.
 - ✓ research notes
 - ✓ résumé
 - ✓ letter of application
 - ✓ good communication skills
 - ✓ awareness of education and skills required
2. Throughout the year, the student uses a checklist to demonstrate how he/she is using professional standards.
 - ✓ consistent compliance of professional standards
3. The student researches a case situation (e.g., confidentiality) to find out what legal steps should be taken and shares with the class the findings. He/She answers any questions the other students may have pertaining to the legalities of the situation and the responsibilities of the caregiver.
 - ✓ response to questions
 - ✓ knowledge of the case