



CYSD Curriculum Adoption

2016-2017

Family Consumer Science



CYSD Family Consumer Science / Grade 7 / Cooking

Content Area:

Grade/ Course: Strand:

CYSD Family Consumer Science	*Grade 7	*Cooking
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Key:

Content Area

Strand

Grade/ Course

Standard

Indicator

CYSD Family Consumer Science

Cooking

Grade 7

Food Preparation

- CYFCS07.1.01 Interpret recipe abbreviations during food preparation.
- CYFCS07.1.02 Apply equivalent units of measure during food preparation.
- CYFCS07.1.03 Measure ingredients accurately during food preparation.
- CYFCS07.1.04 Identify and properly use kitchen tools and appliances.
- CYFCS07.1.05 Apply common recipe terms.

Kitchen and Food Safety

- CYFCS07.2.06 Apply safety in the kitchen during food preparation.
- CYFCS07.2.07 Apply food safety techniques when preparing food thus preventing food borne illnesses.

Nutrition and Food Science

- CYFCS07.3.08 Categorize and interpret the effects of the six major nutrients.
- CYFCS07.3.09 Assess the various health issues related to overweight and obesity.
- CYFCS07.3.10 Use technology to construct a personalized eating plan.
- CYFCS07.3.11 Identify a normal food "portion" and assess the health effects of portions out of control.
- CYFCS07.3.12 Incorporate fruits, vegetables, antioxidants, calcium, and whole grains during food preparation.
- CYFCS07.3.13 Investigate ways to decrease fat, sugar, and sodium in the diet and during food preparation.
- CYFCS07.3.14 Investigate food labels and terms on food packages to make smart nutritional and consumer decisions.
- CYFCS07.3.15 Investigate the consequences of skipping breakfast.
- CYFCS07.3.16 Investigate ways to eat healthy at fast food restaurants.
- CYFCS07.3.17 Critique various beverages.
- CYFCS07.3.18 Analyze the scientific changes that take place in food including the processing of food and food preparation.

Manners

- CYFCS07.4.19 Construct place settings for formal and informal meal situations.
- CYFCS07.4.20 Apply appropriate table manners in various social situations.



CYSD Family Consumer Science / High School

Content Area:

Grade/ Course: Strand:

CYSD Family Consumer Science

*High School (View All)

Key:

Content Area

Strand

Grade/ Course

Standard

Indicator

CYSD Family Consumer Science

Culinary Arts III

High School

CYFCSCAIII.11.1.1 Examine the ingredients and steps of the baking process

- CYFCSCAIII.11.1.1.01 Identify common baking ingredients and their functions
- CYFCSCAIII.11.1.1.02 Describe the stages and process of baking
- CYFCSCAIII.11.1.1.03 Identify sensory properties of baked goods
- CYFCSCAIII.11.1.1.04 Critique baked goods during the lab setting
- CYFCSCAIII.11.1.1.05 Compare and contrast volume and weight
- CYFCSCAIII.11.1.1.06 Create and original baked good recipe using baker's percentages
- CYFCSCAIII.11.1.1.07 Demonstrate proper measuring techniques for baking

CYFCSCAIII.11.1.2 Demonstrate techniques for healthy baking

- CYFCSCAIII.11.1.2.01 Identify different substitutions to make baked food more nutritious
- CYFCSCAIII.11.1.2.02 Apply nutritious substitutions within baked goods

CYFCSCAIII.11.1.3 Demonstrate basic baking and pastry techniques

- CYFCSCAIII.11.1.3.01 Identify and describe the basic principles of baking
- CYFCSCAIII.11.1.3.02 Demonstrate how to properly temper eggs
- CYFCSCAIII.11.1.3.03 Demonstrate how to properly melt chocolate
- CYFCSCAIII.11.1.3.04 Demonstrate how to properly whip cream

CYFCSCAIII.11.1.4 Demonstrate techniques for making and decorating cakes

- CYFCSCAIII.11.1.4.01 Identify types of cakes and frostings
- CYFCSCAIII.11.1.4.02 Prepare various cakes and frosting in the lab setting
- CYFCSCAIII.11.1.4.03 Demonstrate basic cake decorating techniques

CYFCSCAIII.11.1.5 Examine procedures for safe and sanitary food handling

- CYFCSCAIII.11.1.5.01 Recognize sanitation procedures that food handlers must follow
- CYFCSCAIII.11.1.5.02 Describe and demonstrate proper storage of food to prevent cross contamination
- CYFCSCAIII.11.1.5.03 Describe the steps in the flow of food
- CYFCSCAIII.11.1.5.04 Define the principles of First In First Out (FIFO)
- CYFCSCAIII.11.1.5.05 Discuss the steps of HACCP
- CYFCSCAIII.11.1.5.06 Discuss the importance of work-flow within a professional kitchen
- CYFCSCAIII.11.1.5.07 Identify and use professional kitchen equipment

CYFCSCAIII.11.1.6 Implement a food-related live project within the classroom for a target audience

- CYFCSCAIII.11.1.6.01 Demonstrate proper safety and sanitation when preparing meals for a target audience
- CYFCSCAIII.11.1.6.02 Identify various positions within a professional kitchen
- CYFCSCAIII.11.1.6.03 Formulate catering menus that show a mastery of previous culinary knowledge
- CYFCSCAIII.11.1.6.04 Calculate food costs for a menu
- CYFCSCAIII.11.1.6.05 Plan and implement an entrepreneurial project within the classroom
- CYFCSCAIII.11.1.6.06 Evaluate the entrepreneurial project conducted by students

CYFCSCAIII.13.2.1 Demonstrate a professional commitment and responsibility during a simulated catering business

- CYFCSCAIII.13.2.1.01 Demonstrate time management and other organizational techniques
- CYFCSCAIII.13.2.1.02 Demonstrate appropriate hygiene and appearance during catering
- CYFCSCAIII.13.2.1.03 Contribute significantly to group discussion and decision-making
- CYFCSCAIII.13.2.1.04 Demonstrate the ability to work cooperatively and collaboratively with others
- CYFCSCAIII.13.2.1.05 Evaluate own performance to identify needs for professional growth
- CYFCSCAIII.13.2.1.06 Evaluate peers and provide constructive critiques of their work
- CYFCSCAIII.13.2.1.07 Demonstrate high level of culinary technique and presentation
- CYFCSCAIII.13.2.1.08 Demonstrate care for the workspace, equipment, and tools that encompasses use and cleanliness

CYFCSCAII.11.3.1 Utilize basic cooking skills

- CYFCSCAII.11.3.1.01 Examine procedures for safe and sanitary food handling
- CYFCSCAII.11.3.1.02 Practice basic food preparation techniques and food-handling procedures
- CYFCSCAII.11.3.1.03 Identify and use a variety of kitchen tools and equipment
- CYFCSCAII.11.3.1.04 Define common knife cuts used in the kitchen
- CYFCSCAII.11.3.1.05 Demonstrate proper knife skills in the lab setting

CYFCSCAII.11.3.2 Relate Principles of nutrition to food preparation

- CYFCSCAII.11.3.2.01 Identify the main nutrients and their contributions to the body's functions
- CYFCSCAII.11.3.2.02 Analyze aspects of nutrition through the lifespan
- CYFCSCAII.11.3.2.03 Apply principles of nutrition to cooking

CYFCSCAII.11.3.3 Analyze and apply flavor building techniques

- CYFCSCAII.11.3.3.01 Recognize and apply basic flavor building techniques
- CYFCSCAII.11.3.3.02 Describe differences between herbs and spices
- CYFCSCAII.11.3.3.03 Explain techniques for using herbs and spices
- CYFCSCAII.11.3.3.04 Identify common herbs and spices used in the lab setting
- CYFCSCAII.11.3.3.05 Create unique recipes using flavor building techniques
- CYFCSCAII.11.3.3.06 Identify the traditional mother sauces
- CYFCSCAII.11.3.3.07 Explain the process for creating stocks
- CYFCSCAII.11.3.3.08 Prepare a variety of stocks and sauces in the lab setting
- CYFCSCAII.11.3.3.09 Identify thickening agents used in creating sauces

CYFCSCAII.11.3.4 Analyze and demonstrate various culinary techniques

- CYFCSCAII.11.3.4.01 Demonstrate a working knowledge of cooking skills, methods, and techniques
- CYFCSCAII.11.3.4.02 Describe and categorize types of salads
- CYFCSCAII.11.3.4.03 Prepare a variety of salads in the lab setting
- CYFCSCAII.11.3.4.04 Describe and categorize types of sandwiches
- CYFCSCAII.11.3.4.05 Prepare a variety of sandwiches in the lab setting
- CYFCSCAII.11.3.4.06 Describe and categorize types of soups
- CYFCSCAII.11.3.4.07 Prepare a variety of soups in the lab setting
- CYFCSCAII.11.3.4.08 Recognize the structure and composition of meats, poultry, and seafood
- CYFCSCAII.11.3.4.09 Prepare meats, poultry, and seafood in the lab setting
- CYFCSCAII.11.3.4.10 Show the process for fabricating poultry
- CYFCSCAII.11.3.4.11 Discuss the importance of consuming whole grain products
- CYFCSCAII.11.3.4.12 Demonstrate how to prepare fresh pasta and other grain products

CYFCSCAII.11.3.5 Examine the ingredients and steps of the baking process

- CYFCSCAII.11.3.5.01 Explain the baking process and ingredients used in baking yeast breads
- CYFCSCAII.11.3.5.02 Demonstrate the steps to preparing yeast breads
- CYFCSCAII.11.3.5.03 Prepare various yeast breads in the lab setting

CYFCSCAII.13.3.1 Demonstrate a professional commitment and responsibility during lab settings

- CYFCSCAII.13.3.01 Demonstrate time management and other organizational techniques.
- CYFCSCAII.13.3.02 Demonstrate appropriate hygiene and appearance.
- CYFCSCAII.13.3.03 Evaluate own performance to identify needs for professional growth.

Regional and International Cooking

CYFCSR&I.11.3.1 Analyze and demonstrate various culinary techniques

- CYFCSR&I.11.3.1.01 Demonstrate a working knowledge of cooking skills, methods, and techniques.
- CYFCSR&I.11.3.1.02 Practice and describe safe and sanitary food handling techniques.
- CYFCSR&I.11.3.1.03 Demonstrate a working knowledge of food preparation techniques.
- CYFCSR&I.11.3.1.04 Recognize and use a variety of kitchen tools and equipment.
- CYFCSR&I.11.3.1.05 Explain and demonstrate appropriate measuring techniques.
- CYFCSR&I.11.3.1.06 Clean and maintain kitchen utensils and equipment.

CYFCSR&I.11.3.2 Examine and evaluate factors that influence the culture and cuisine for the major regions of the United States and the world.

- CYFCSR&I.11.3.2.01 Distinguish commonalities found among all major regions of the world.
- CYFCSR&I.11.3.2.02 Identify the major influencing factors on culture and cuisine – history and geography, influencing people groups and religion.
- CYFCSR&I.11.3.2.03 Recognize the role these factors play within the individual's region, family and personal culture and cuisine.
- CYFCSR&I.11.3.2.04 Examine the influence of economics on resource availability.
- CYFCSR&I.11.3.2.05 Compare and analyze the distribution of economic resources to the population density of each global region.
- CYFCSR&I.11.3.2.06 Relate history and geographic location to the cultures and cuisines of each region.
- CYFCSR&I.11.3.2.07 Study and observe the various people groups of each region (religion, beliefs, traditions, etc) and their influence on the region.
- CYFCSR&I.11.3.2.08 Develop an appreciation of cultural uniqueness through the study of foods from around the world.
- CYFCSR&I.11.3.2.09 Categorize the major sub-regions of the United States

CYFCSR&I.11.3.3 Study and prepare foods for the major regions of the United States and the world.

- CYFCSR&I.11.3.3.01 Identify typical ingredients used in regional and international dishes and explain their use.
- CYFCSR&I.11.3.3.02 Describe and prepare dishes specific to the region of the United States and the world.
- CYFCSR&I.11.3.3.03 Design and create dishes that represent the cuisine of two or more cultures simultaneously using the principles of fusion cuisine.

CYFCSR&I.13.3.1 Demonstrate a professional commitment and responsibility during lab settings

- CYFCSR&I.13.3.1.01 Demonstrate time management and organizational techniques.
- CYFCSR&I.13.3.1.02 Demonstrate appropriate hygiene and appearance.
- CYFCSR&I.13.3.1.03 Contribute significantly to group discussion and decision-making.
- CYFCSR&I.13.3.1.04 Demonstrate the ability to work cooperatively and collaboratively with others.

- CYFCSR&I.13.3.1.05 Evaluate own performance to identify needs for professional growth
- CYFCSR&I.13.3.1.06 Evaluate peers and provide constructive critiques of their work.
- CYFCSR&I.13.3.1.07 Demonstrate high level of culinary technique and presentation.
- CYFCSR&I.13.3.1.08 Demonstrate care for the workspace, equipment and tools that encompasses use and cleanliness.
- CYFCSR&I.13.3.1.09 Maintain the safe and sanitary work environment of the food lab setting

Culinary Arts I

CYFSCAI.11.3 Food Science and Nutrition

- CYFSCAI.11.3.01 Analyze factors that affect food choices.
- CYFSCAI.11.3.02 Explain factors affecting our food supply.
- CYFSCAI.11.3.03 Examine the process of food production from farm to table
- CYFSCAI.11.3.04 Investigate the role of portion distortion on serving sizes.
- CYFSCAI.11.3.05 Explore nutrition and develop an understanding of the role of nutrition to the individual through the use of www.choosemyplate.gov.
- CYFSCAI.11.3.06 Classify foods by food group within the, ChooseMyPlate model, including serving size and nutrient functions.
- CYFSCAI.11.3.07 Describe and practice safe and sanitary food handling techniques.
- CYFSCAI.11.3.08 Practice basic food preparation techniques using a variety of ingredients.
- CYFSCAI.11.3.09 Identify and use appropriate kitchen tools and utensils.
- CYFSCAI.11.3.10 Explain and demonstrate appropriate measuring techniques.
- CYFSCAI.11.3.11 Describe and recognize common cooking terms.
- CYFSCAI.11.3.12 Understand ingredients needed for baked goods and their functions.
- CYFSCAI.11.3.13 Describe and develop a well-balanced daily meal within a budget using the ChooseMyPlate guidelines.
- CYFSCAI.11.3.14 Maintain the safe and sanitary work environment of the food lab setting

CYFSCAI.13.1 Career Awareness and Preparation

- CYFSCAI.13.1.01 Explore careers in the food and hospitality areas.

Child and Adolescent Development for Teaching

CYFCSCADT.11.4 Child Development

- CYFCSCADT.11.4.01 Analyze the importance of studying children.
- CYFCSCADT.11.4.02 Identify generalizations of growth and development; including the areas of development.
- CYFCSCADT.11.4.03 Examine contribution of selected developmental theories and theorists.
- CYFCSCADT.11.4.04 Compare and contrast subjective and objective observations.
- CYFCSCADT.11.4.05 Analyze different kinds of intelligences and learning styles.
- CYFCSCADT.11.4.06 Critique the physical, emotional, intellectual, and social development of a preschooler.
- CYFCSCADT.11.4.07 Analyze age appropriate activities and strategies for preschoolers.
- CYFCSCADT.11.4.08 Design, prepare and present learning center activities for preschoolers.
- CYFCSCADT.11.4.09 Interpret signs of pre-operational thinking in preschoolers.
- CYFCSCADT.11.4.10 Examine and apply techniques for interactive reading and literacy.
- CYFCSCADT.11.4.11 Investigate the current issues facing preschoolers.
- CYFCSCADT.11.4.12 Critique the physical, emotional, social, and intellectual development of a child ages 5-8.
- CYFCSCADT.11.4.13 Analyze learning techniques for children in grades K-3.
- CYFCSCADT.11.4.14 Analyze age appropriate methods for teaching children ages 5-8.
- CYFCSCADT.11.4.15 Design, prepare and present learning activities for early elementary children.
- CYFCSCADT.11.4.16 Investigate the current issues facing early elementary children.
- CYFCSCADT.11.4.17 Critique the physical, emotional, social and intellectual development of a child ages 8-10.
- CYFCSCADT.11.4.18 Evaluate age appropriate methods for teaching children ages 8-10.
- CYFCSCADT.11.4.19 Design, prepare and present learning lessons for late elementary children.
- CYFCSCADT.11.4.21 Critique the physical, emotional, social and intellectual development of a child ages 10-12.
- CYFCSCADT.11.4.22 Evaluate age appropriate methods for teaching children ages 10-12.
- CYFCSCADT.11.4.23 Design, prepare and present learning lessons in different content areas within the middle schools.
- CYFCSCADT.11.4.24 Investigate the current issues facing middle school students.
- CYFCSCADT.11.4.25 Critique the physical, emotional, social and intellectual development of a child ages 13-17.
- CYFCSCADT.11.4.26 Evaluate age appropriate methods for teaching children ages 13-18.
- CYFCSCADT.11.4.27 Design, prepare and present learning lessons in different content areas in high schools.
- CYFCSCADT.11.4.28 Investigate the current issues facing high school students.
- CYFCSCADT.11.4.29 Compare and contrast needs within a given curriculum.
- CYFCSCADT.11.4.30 Analyze schedules and routines for students of all ages.
- CYFCSCADT.11.4.31 Construct and Connect transitions for students of all grade levels.
- CYFCSCADT.11.4.32 Draw Conclusions on how to include parents in the student's education.
- CYFCSCADT.11.4.33 Investigate the trends in education for special needs children.
- CYFCSCADT.11.4.20 Investigate the current issues facing late elementary students.

CYFCSCADT11.2 Balancing Family, Work and Community Responsibilities

- CYFCSCADT11.2.01 Compare and contrast different methods of guiding children's behavior from age 3-18.

CYFCSCADT11.3 Food Science and Nutrition

- CYFCSCADT11.3.01 Analyze the nutritional needs for students of all ages.

Early Childhood Education Lab

CYFCSECEL.11.2 Balancing Family, Work and Community Responsibility

- CYFCSECEL.11.2.01 Examine skills needed by early childhood professionals.
- CYFCSECEL.11.2.02 Interpret responsibilities of early childhood professionals.
- CYFCSECEL.11.2.03 Connect factors that promote quality in an early childhood program to our preschool lab.

CYFCSECEL.11.3 Food Science and Nutrition

- CYFCSECEL.11.3.01 Demonstrate safe and sanitary food handling practices.
- CYFCSECEL.11.3.02 Analyze preschool snacks based on individual nutritional needs.

CYFCSECEL.11.4 Child Development

- CYFCSECEL.11.4.01 Synthesize child development theories and their implications for educating and guiding preschoolers.
- CYFCSECEL.11.4.02 Analyze principles and domains of child development.
- CYFCSECEL.11.4.03 Compare and contrast three, four and five year olds.
- CYFCSECEL.11.4.04 Connect observation techniques and guidelines while studying children's growth and development.
- CYFCSECEL.11.4.05 Recognize and apply concepts when making objective observations.
- CYFCSECEL.11.4.06 Demonstrate the role and responsibilities for the teacher in planning developmentally appropriate activities for young children.
- CYFCSECEL.11.4.07 Design a thematic curriculum that is developmentally appropriate.
- CYFCSECEL.11.4.08 Plan activities that are developmentally appropriate and accommodate multiple intelligences and other learning styles.
- CYFCSECEL.11.4.09 Organize and facilitate developmentally appropriate learning centers for early childhood environments.
- CYFCSECEL.11.4.10 Construct and revise transitions used in the preschool lab.
- CYFCSECEL.11.4.11 Demonstrate developmentally appropriate teaching strategies for children ages three to five.
- CYFCSECEL.11.4.12 Design strategies for working with children with special needs.
- CYFCSECEL.11.4.13 Identify and create the elements of developmentally appropriate environments in indoor and outdoor early childhood settings.
- CYFCSECEL.11.4.14 Demonstrate security and emergency procedures for an early childhood setting.
- CYFCSECEL.11.4.15 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- CYFCSECEL.11.4.16 Implement strategies to teach children health, safety, nutrition, and sanitation habits.
- CYFCSECEL.11.4.17 Analyze current issues in health and safety affecting preschoolers.
- CYFCSECEL.11.4.18 Examine factors affecting behavior of children and strategies to prevent them.
- CYFCSECEL.11.4.19 Apply communication techniques for establishing expectations of preschoolers behaviors.
- CYFCSECEL.11.4.20 Implement developmentally appropriate guidance and behavior management techniques.
- CYFCSECEL.11.4.21 Communicate information to preschool families.
- CYFCSECEL.11.4.22 Design a developmentally appropriate language and literacy strategy activity for children ages 3-5.
- CYFCSECEL.11.4.23 Apply problem solving techniques in appropriate situations.
- CYFCSECEL.11.4.24 Demonstrate developmentally appropriate language and literacy activities for children.

CYFCSECEL.13.3 Career Retention and Advancement

- CYFCSECEL.13.3.01 Demonstrate effective verbal, nonverbal, and written skills.
- CYFCSECEL.13.3.02 Demonstrate positive interpersonal skills (teamwork, leadership, and negotiations).
- CYFCSECEL.13.3.03 Demonstrate enthusiasm, initiative, and commitment to program goals.

Early /Elementary Education Seminar

CYFCSEELS.11.2 Balancing Family, Work and Community Responsibility

- CYFCSEELS.11.2.01 Contribute significantly to group discussion and decision-making.
- CYFCSEELS.11.2.02 Apply collaboration skills when working with others.
- CYFCSEELS.11.2.03 Interpret expectations and responsibilities of early childhood professionals.
- CYFCSEELS.11.2.04 Develop communication with colleagues and student family members in understandable formats, language, and terminology (oral and written).

CYFCSEELS.11.4 Child Development

- CYFCSEELS.11.4.01 Select and use observation methods most suited to particular students, situations, and/or goals.
- CYFCSEELS.11.4.02 Identify and apply classroom management concepts.
- CYFCSEELS.11.4.03 Apply knowledge of growth and development to establish developmentally appropriate lessons/projects in specific areas of learning for students six to 12.
- CYFCSEELS.11.4.04 Interpret and create strategies for working with students with special needs.
- CYFCSEELS.11.4.05 Design a lesson plan template that includes the components of an effective lesson.
- CYFCSEELS.11.4.06 Select and use a variety of curriculum and instructional resources.
- CYFCSEELS.11.4.07 Communicate actively with students-modeling good speech, listening carefully, and building on their verbal and non-verbal understanding and vocabulary.
- CYFCSEELS.11.4.08 Apply concepts to encourage student engagement, problem solving, decision-making, and choices.
- CYFCSEELS.11.4.09 Interpret and apply, Responsive Classroom strategies.
- CYFCSEELS.11.4.10 Practice appropriate indirect guidance techniques (room arrangement, routines, scheduling, rules, program planning).
- CYFCSEELS.11.4.11 Apply communication skills for establishing expectations.
- CYFCSEELS.11.4.12 Communicate behavioral choices and their consequences to students.
- CYFCSEELS.11.4.13 Critique response strategies for behavior problems.
- CYFCSEELS.11.4.14 Apply mutual trust and respect for the values, attitudes, expectations, and cultures of others.
- CYFCSEELS.11.4.15 Design strategies for forming positive relationships with families and students.
- CYFCSEELS.11.4.16 Practice a variety of teaching strategies to meet individual needs of students.
- CYFCSEELS.11.4.17 Demonstrate security and emergency procedures.
- CYFCSEELS.11.4.18 Analyze the effects of gender, ethnicity, and culture on individual development and needs.
- CYFCSEELS.11.4.19 Demonstrate strategies to motivate and engage students.

CYFCSEELS.13.1 Career Awareness and Preparation

- CYFCSEELS.13.1.01 Critique a career in education while participating in an Early Elementary Seminar placement.
- CYFCSEELS.13.1.02 Analyze current topics in education.
- CYFCSEELS.13.1.03 Design a professional portfolio to showcase the seminar experience.

CYFCSEELS.13.3 Career Retention and Advancement.

- CYFCSEELS.13.3.01 Apply time management and other organizational techniques.
- CYFCSEELS.13.3.02 Reflect on and evaluate own performance to identify needs for professional growth.

CYCC.G.HS.4.1 Career Awareness and Preparation.

- CYCC.G.HS.4.1.02 Explore the variety of traditional and nontraditional occupations.

CYCC.G.HS.4.2 Employment Readiness.

- CYCC.G.HS.4.2.02 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

CYCC.G.HS.8.1 Self-Knowledge Application.

- CYCC.G.HS.8.1.03 Develop an action plan to set and achieve realistic goals.

CYCC.G.HS.9.1 Acquire Personal Safety Skills

- CYCC.G.HS.9.1.01 Acquire skills and knowledge to handle difficult, stressful or harmful situations.

CYCC.G.HS.3.1 Relate School to Life Experiences.

Secondary Education Seminar

CYFCSSES.11.2 Balancing Family, Work and Community Responsibility.

- CYFCSSES.11.2.01 Contribute significantly to group discussion and decision-making.
- CYFCSSES.11.2.02 Apply collaboration skills when working with others.
- CYFCSSES.11.2.03 Interpret expectations and responsibilities of secondary education professionals.
- CYFCSSES.11.2.04 Develop communication with colleagues and student family members in understandable formats, language, and terminology (oral and written).

CYFCSSES.11.4 Child Development

- CYFCSSES.11.4.01 Select and use observation methods most suited to particular students, situations, and/or goals.
- CYFCSSES.11.4.02 Analyze the effects of gender, ethnicity, and culture on individual development and needs.
- CYFCSSES.11.4.03 Apply knowledge of growth and development to establish developmentally appropriate activities for students 12-18.
- CYFCSSES.11.4.04 Interpret and create strategies for working with students with special needs.
- CYFCSSES.11.4.05 Design a lesson plan template that includes the components of an effective lesson.
- CYFCSSES.11.4.06 Select and use a variety of curriculum and instructional resources.
- CYFCSSES.11.4.07 Practice a variety of teaching strategies to meet individual needs of students.
- CYFCSSES.11.4.08 Communicate actively with students-modeling good speech, listening carefully, and building on their verbal and non-verbal understanding.
- CYFCSSES.11.4.09 Apply concepts to encourage student engagement, problem solving, decision-making, and choices.
- CYFCSSES.11.4.10 Demonstrate security and emergency procedures.
- CYFCSSES.11.4.11 Demonstrate positive classroom management and direct guidance techniques (Praising, suggesting, prompting, persuading, redirecting, modeling, listening, ignoring, encouraging).
- CYFCSSES.11.4.12 Practice appropriate indirect guidance techniques (room arrangement, routines, rules, program planning).
- CYFCSSES.11.4.13 Apply communication skills for establishing expectations.
- CYFCSSES.11.4.14 Demonstrate strategies to motivate and engage students.
- CYFCSSES.11.4.15 Communicate behavioral choices and their consequences to students.
- CYFCSSES.11.4.16 Critique response strategies for behavior problems.
- CYFCSSES.11.4.17 Identify and apply classroom management concepts.
- CYFCSSES.11.4.18 Apply mutual trust and respect for the values, attitudes, expectations, and cultures of others.
- CYFCSSES.11.4.19 Design strategies for forming positive relationships with families and students.

CYFCSSES.13.1 Career Awareness and Preparation

- CYFCSSES.13.1.01 Analyze current topics in education.
- CYFCSSES.13.1.02 Design a professional portfolio to showcase the seminar experience.
- CYFCSSES.13.1.03 Critique a career in education while participating in a middle or high school Seminar placement.

CYFCSSES.13.3 Career Retention and Advancement

- CYFCSSES.13.3.01 Apply time management and other organizational techniques.
- CYFCSSES.13.3.02 Reflect on and evaluate own performance to identify needs for professional growth.

CYCC.G.HS.4.1 Career Awareness and Preparation.

- CYCC.G.HS.4.1.02 Explore the variety of traditional and nontraditional occupations.

CYCC.G.HS.4.2 Employment Readiness.

- CYCC.G.HS.4.2.02 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

CYCC.G.HS.8.1 Self-Knowledge Application.

- CYCC.G.HS.8.1.03 Develop an action plan to set and achieve realistic goals.

CYCC.G.HS.9.1 Acquire Personal Safety Skills

- CYCC.G.HS.9.1.01 Acquire skills and knowledge to handle difficult, stressful or harmful situations.

CYCC.G.HS.3.1 Relate School to Life Experiences.

- CYCC.G.HS.3.1.02 Understand the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.