

Family & Consumer Science/Human Growth and Development Standards

Table of Contents

Subject	Pages
Child Development	2
Child Development	3
Clothing & Textiles 1-2	4
Clothing & Textiles 3-4	5
Creative Textiles	6
Culinary Skills 1-2	7
Culinary Skills 3-4	8-9
Culinary Skills 5-6	10
Design Workshop 1-2	11
Entertaining with Foods	12
Family Living	13
Fashion Design 1-2	14
Fashion Design 3-4	15
Fashion Design 5-6	16
Food Science	17
Foods 1-2	18-19
Global Foods-Middle School	20
Health 5 SEM	21
Health 6 SEM	22

Health 7 SEM	23
Health 8 SEM	24
HGD 7th	25
HGD 8th	26
HGD Sr. High	27
Housing	28
Introduction to Education	29
Sports Nutrition	30
Tech & Living	31
Teen Parenting 1-8	32



Child Development 1-2

Course Description:

This course will provide students with knowledge and skills necessary for working with children as parents or caregivers. Topics of study will include parenting readiness, guidance, family differences, prenatal development, the birth process, and early childhood developmental stages.

Student Content Standards:

1. Examine the role of parenting.

A. Examine considerations before choosing to parent.

Amount of time: 2 weeks

Concepts: teen parents, maturity, financial readiness, legal responsibilities.

B. Compare and contrast family differences, including child-rearing practices, cultures, customs and family structure.

Amount of time: 3 weeks

Concepts: types of families, family customs and differences between cultures.

C. Examine guidance practices and resources for raising healthy children.

Amount of time: 6 weeks

Concepts: positive parenting, theories of guidance, community resources, abuse and neglect.

2. Explore the stages of prenatal development and the birth process.

A. Explain the impact of prenatal development and care on the unborn child.

Amount of time: 5 weeks

Concepts: genetics, birth defects, prenatal medical care, stages of prenatal development

B. Examine the birth process.

Amount of time: 2 weeks

Concepts: labor and delivery

3. Compare and contrast the developmental stages and task appropriateness of early childhood.

Amount of time: 18 weeks

A. Examine the physical, emotional, social, and intellectual development of children during the first year.

Concepts: physical, emotional, social and intellectual development of a newborn and infant

B. Examine the physical, emotional, social, and intellectual development of children from ages one to three.

Concepts: physical, emotional, social and intellectual development of a toddler

C. Examine the physical, emotional, social, and intellectual development of children from ages four to six.

Concepts: physical, emotional, social and intellectual development of a preschooler

Textbook:

Brisbane, H. (2006). *The developing child*. New York: McGraw Hill, Glencoe.



Omaha Public Schools

Child Development 3-4

Course Description:

Students will gain first-hand experience observing and interacting with young children in childcare, elementary schools settings. The course will explore activities appropriate for young children, such as literature, art, music, and science.

Student Content Standards:

- 1. Develop a management plan for a childcare program.**
Amount of time: 10 weeks
Concepts: facility design, program planning, scheduling, community relations policies, record keeping, regulations, health, safety, and sanitation practices
- 2. Explore how community resources meet the diverse needs for special populations.**
Amount of time: 4 weeks
Concepts: multicultural/nonsexist, challenged, gifted, socioeconomic issues
- 3. Compare and contrast effective guidance principles and practices for caregivers.**
Amount of time: 4 weeks
Concepts: group management, recognition of and reporting child abuse, guidance principles
- 4. Create lessons and activities that foster appropriate developmental milestones during early childhood.**
Amount of time: 13 weeks
Concepts: importance of and types of play, social interaction, learning experiences (i.e., music, art, and literature)
- 5. Develop a career portfolio of professional opportunities in working with children.**
Amount of time: 5 weeks
Concepts: types of employment, levels of employment, teaching and guidance principles

Clothing & Textiles 1-2

Course Description:

This course provides students with an introduction to basic sewing construction techniques and the selection, purchase and maintenance of ready-to-wear clothing. Integrated throughout this course is technical reading, problem solving, time management and basic mathematical skills.

Student Content Standards:

1. Examine natural and synthetic fibers/fabrics for characteristics, care and usage.

Amount of time: 3 weeks

Concepts: natural and synthetic fibers, fabric types (plain weave, simple knit and non-woven)

2. Apply sewing construction skills to clothing and textiles projects.

Amount of time: 30 weeks

Concepts: sewing machine (threading, parts), technical reading & comprehension, layout and cutting, measuring, hems, handstitching, plain seams (5/8 inch seam, understitching, seam and simple seam finishes, sleeves, simple collars/facings, casings)

3. Investigate clothing-related careers.

Amount of time: 2 weeks

Concepts: strengths/interests, pathways, educational needs, clothing standards



Clothing & Textiles 3-4

Course Description:

This course expands the sewing construction techniques learned in Clothing & Textiles 1-2. Students will also study consumer-related issues, characteristics of fibers and fabrics, fitting and alteration techniques. Technical reading, problem solving, time management, and basic math will continue to be emphasized. Prerequisite: Passing grade in Clothing and Textiles 1-2.

Student Content Standards:

1. Analyze fiber/fabric characteristics and usage.

Amount of time: 3 weeks

Concepts: fabric finishes, characteristics of natural and synthetic fibers, weaves, knit and pile fabrics, high performance fibers/fabrics, alternative fibers/fabrics.

2. Demonstrate sewing construction techniques for clothing and textile projects.

Amount of time: 30 weeks

Concepts: fitting and alterations, darts, pleats/tucks, gathers/easing, zippers, pressing, advanced seams and seam finishes, facing/interfacing applications, sleeves, cuffs, pockets, waistbands, collars, fasteners, technical reading and comprehension.

3. Apply consumer skills when making clothing decisions.

Amount of time: 3 weeks

Concepts: product quality, cost per wear, decision-making, trends, retail establishments, responsibility of manufacturers, retailers and consumers.

Creative Textiles

Course Description:

This semester course will explore uses of textiles. Included in this project-oriented class will be wearable art, redesigning/recycling of clothing, sewing for the home multicultural influences in textiles design, quilting techniques and more. Some basic sewing construction skills will be used.

Student Content Standards:

1. Apply basic construction skills to textile projects.

Amount of time: throughout course (not the focus of the course)

Concepts: sewing machine fundamentals, cutting and measurement skills, pattern layouts, needle and thread options, some seams and finishes

2. Apply historical, cultural and sociological influences to textile designs/projects using various machine and hand sewing.

Amount of time: 18 weeks

Concepts: surface design applications, quilting (sashiko, pieced, crazy), dyeing (tie-dyeing, shibori), heirloom sewing, etc.



Culinary Skills 1-2

1. Practice correct, efficient, safe and sanitary procedures common to a professional kitchen.

- **Perform automatically safety and sanitation procedures.**
 - Amount of time: 4 weeks
 - Concepts: PrepSafe test, biological, chemical and physical hazards, food-borne pathogens, personal hygiene, HACCP (time and temperature control), cross-contamination, first aid, tool and equipment safety, equipment maintenance and cleanliness, OSHA guidelines
- **Pass the ServSafe National Test (National Restaurant Association) for safety and sanitation with an 80% or higher.**

2. Demonstrate preparation of various foods utilizing culinary applications.

- **Demonstrate correct and efficient use of kitchen tools and equipment.**
 - Amount of time: 4 weeks
 - Concepts: work stations, mise en place, knife skills, knife safety and maintenance, correct use of equipment,
- **Accurately perform scale and volume measurements.**
 - Amount of time: 1 week
 - Concepts: traditional measuring versus weight and volume, correct use of equipment, portion control, units of measure, converting recipes.
- **Experiment with methods of dry and moist heat cookery.**
 - Amount of time: 12 weeks
 - Concepts: dry and moist heat cooking methods, heat transfer; marinating, blanching and breading procedures, cooking times and doneness, nutritional preparation of foods
- **Practice the scientific principles involved in cooking, mixing and processing foods.**
 - Amount of time: 12 weeks
 - Concepts: protein coagulation, stocks and sauces, caramelizing sugar, fats, foams, emulsions and thickeners, seasoning and flavoring.

3. Practice workplace skills including organization, teamwork, problem solving, self-motivation, following directions, professionalism and reliability

- **Demonstrate problem-solving and decision-making skills.**
- **Develop customer service and communication skills related to the workplace/professional kitchen.**
 - Amount of time: 2 weeks and throughout the course
 - Concepts: front of the house, back of the house, timelines, customer service, and communication skills

4. Explore career options in the food industry.



Culinary Skills 3-4

Description:

This course for third year culinary students provides skills necessary for entry into the food industry employment. Workplace skill development, scientific principles related to food preparation and adherence to industry standards and specifications will be emphasized throughout the course.

Registration requirements: Culinary Skills 1-2, and teacher permission.

Standards:

1. Demonstrate safety and sanitation procedures for quantity food preparation.

- **Pass the ServSafe renewal test at 80%**

- Amount of time: 2 weeks and throughout the semester
- Concepts: ServSafe training, personal hygiene, food borne pathogens, HACCP, cross contamination, tool and equipment safety, OSHA guidelines, professionalism.

2. Utilize scientific principles in the preparation of foods.

- Amount of time: 4 weeks and throughout the course
- Concepts: coagulation, gelatinization, acids and alkalis, emulsification, and oxidation.
- **Prepare batch foods according to industry standards and specifications.**
 - Amount of time: 11 weeks
 - Concepts: eggs and dairy products, breakfast items, salads and dressings, fruit and vegetable cookery, grain and starch cookery, sandwiches and soups.
- **Demonstrate preparation of foods common to hot and cold stations.**
 - Amount of time: 12 weeks
 - Concepts: Cold station (salads, garde manger, pates, buffet items, garnishes) hot station (meats, poultry, fish and shellfish, vegetables, cereals, rice and pasta, soups and stocks); short order or fast food station (grilling, broiling, frying, international foods, beverages); bake station (yeast breads, quick breads, cakes, pies, cookies, pastries).
- **Apply time and motion skills to quantity food preparation.**
 - Amount of time: 2 weeks and throughout the course
 - Concepts: knife skills, tool and equipment use, conservation of supplies, workstation organization, and efficiency in movements and task completion

3. Integrate managerial skills for successful employment in the food service industry.

- ***Demonstrate managerial skills common to the food service industry.***

- Amount of time: 4 weeks
- Concepts: organizational skills and procedures, cost/portion, marketing, standardization, accounting procedures, customer relations, purchasing, menu development, time management, employee management skills, and labor laws

- ***Work cooperatively with others in a culinary setting.***

- Amount of time: throughout the course.
- Concepts: time management, working in groups, task analysis, working in a kitchen brigade

4. Explore careers in the food service industry.

- ***Create a culinary portfolio.***

- Amount of time: 1 week and throughout the course
- Concepts: food technology and development, entrepreneur skills and opportunities, portfolios, resumes, and interview skills

- ***Participate in a job shadowing or internship experience.***



Culinary Skills 5-6

Course Description

This course is offered at the Career Center. Students will explore pastries, sugar and chocolate work, specialty desserts, restaurant and/or catering services, artisan breads, garde manger and advanced culinary techniques. Interested students will gain experience in the food service industry. Students will also study nutrition guidelines as it relates to working in the Food Service Industry. Registration guidelines: Foods 1 and 2, Culinary Skills 1 and 2, Culinary Skills 3 and 4, a grade of "3" or better with teacher permission from home-school teacher.

Student Content Standards:

1. Demonstrate industry sanitation, and safety standards.

Amount of time: 3 weeks and on-going

Concepts: ServSafe, food and kitchen safety, knife skills, HACCP (Hazard Analysis Critical Control Points)

- **Pass ServSafe renewal test at 80%.**

2. Practice safe and efficient use of culinary knives.

3. Utilize commercial kitchen equipment in quantity food production.

Amount of time: 2 weeks on-going

Concepts: review of tools and small equipment, large commercial equipment (ranges, ovens, convection ovens, microwave, salamander, steam jacket, kettles, steamers, dishwashers, refrigerators, freezers)

4. Continue developing culinary and baking skills used in a professional kitchen.

Amount of time: 20 weeks

Concepts: pastries, sugar and chocolate work, specialty desserts, restaurant and/or catering services, artisan breads, garde manger and advanced culinary techniques



Design Workshop 1-2

1. Evaluate fashion using elements and principles of design
2. Determine personal body shape and appropriate pattern sizing.
3. Modify commercial patterns.
4. Design and construct garments.

140200

140201

ENTERTAINING WITH FOOD

Safety and Sanitation Procedures

1. Apply food safety and sanitation principles when producing food products.

Culinary Knife Skills

2. Practice safe and efficient use of culinary knives.

Food Prep Skills

3. Create appealing and nutritious meals for a variety of entertainment settings. –
 - Apply design principles to: creative table settings, food presentations, and invitations.
 - Utilize measures of cost control in quantity food purchase and production.
 - Demonstrate efficient time and production management skills
 - Demonstrate proper table etiquette and table settings while participating in classroom activities.

Careers

4. Explore career opportunities available in the food service industry.



Omaha Public Schools

Family Living

Course Description:

This course focuses on the family as the basic unit of society. Skills in wellness, goal-setting, resource management, decision-making, communication, and crisis management are strengthened.

1. Analyze similarities and differences in families.

Topics: structures, functions, life stages, family traditions and culture
Amount of Time: 5 weeks (2.5 weeks block schedules)

2. Determine ways to efficiently manage self and family.

Topics: financial literacy, time management, family management (balancing time for self, work and family)
Amount of Time: 5 weeks (2.5 weeks block schedules)

3. Examine healthy relationships.

Topics: communication skills, healthy relationships, relationships with friends, families, dating, and marriage, stress management
Amount of Time: 8 weeks (4 weeks block schedules)

4. Analyze the impact of crises situations on families.

Topics: family crises, resources available within the community, abuse (sexual, emotional, physical), addictions (chemical dependency, gambling), changes in family (employment changes, moving, birth of a child, divorce, remarriage, blended families, death, suicide), natural disasters, etc.
Amount of Time: 18 weeks (9 weeks block schedules)

Fashion Design 1-2

Course Description:

This course explores clothing design and the fashion industry. Topics include: elements and principals of design, design creation, garments styles and parts, designers, textiles and cultural and historical influence on design.

Student Content Standards:

1. Use computer applications to create a portfolio of fashion designs.

Amount of time: throughout course

Concepts: paint and draw programs, word processing, CAD programs

2. Apply the elements and principles of design to create fashions.

Amount of time: 3 weeks and throughout course

Concepts: color, line, shape, texture, balance, proportion, rhythm, harmony, emphasis, garment parts and styles

3. Determine appropriate textiles for fashions designed.

Amount of time: 4 weeks and throughout course

Concepts: natural vs. synthetic, fabric construction, fabric finishes

4. Investigate worldwide fashion influences.

Amount of time: 6 weeks

Concepts: fashion designers, cultures/countries around the world, fashion history, trends, and politics

5. Explore careers in the fashion industry.

Amount of time: 3 weeks

Concepts: apparel industry, pattern companies, haute couture, apparel retail, apparel production fashion designers, fashion magazine industry, fiber and fabric production, costuming

CAD Fashion 3-4

Course Description:

This course expands the concepts learned in CAD Fashion 1-2. Topics will include: surface design rendering, CAD designing, fashion illustration, costuming and career dressing. These concepts will be included in a portfolio and/or presentation boards.

Student Content Standards:

1. Create fashion designs using computer applications to be included in a portfolio and/or presentation boards.

Amount of time: 27 weeks and throughout course

Concepts: paint and draw programs, word processing CAD, costuming, surface design rendering

2. Illustrate the elements and principles of design in fashion.

Amount of time: 6 weeks

Concepts: fashion illustration, hand rendering, portfolios and/or presentation boards, elements and principles of design

3. Determine appropriate textiles for fashions designed.

Amount of time: 4 weeks and throughout course

Concepts: natural vs. synthetic, fabric construction, fabric finishes

4. Investigate worldwide fashion influences.

Amount of time: 6 weeks

Concepts: fashion designers, cultures/countries around the world, fashion history, trends, and politics

5. Explore careers in the fashion industry.

Amount of time: 3 weeks and throughout course

Concepts: job shadowing, dress for success, portfolios



Fashion Design 5-6

Course Description:

This course expands the concepts learned in CAD Fashion 3-4. Topics will include: flat pattern design, fashion capitals, icons and designers, theatre costume design, and surface design. These concepts will be included in a portfolio and/or presentation boards.

1. Use an integrative approach to apparel design.

- a. Analyze social, psychological, cultural, historical, and material factors that impact the design process.

Amount of time: 6 weeks/3 weeks block

Concepts: relationship between current fashion trends and historical fashion design, fashion icons, fashion as it relates to culture, etc.

- b. Identify consumer strategies associated with fashion.

Amount of time: 2 weeks/1 week block

Concepts: knock offs from fashion events, marketing strategies for fashion designers, name recognition, fashion lines at discount stores

- c. Create and evaluate designs considering interactions among the person, the product, and the environments in which they are used.

Amount of time: 4 weeks/2 weeks block & throughout

Concepts:

2. Create a professional portfolio of designs incorporating the elements and principles of design.

- a. Design theatrical costumes.
- b. Apply surface designs to garments designed.

3. Compare and contrast characteristics of the fashion capitals and designers.

Amount of time: 4 weeks/2 weeks block

Concepts: New York City, Paris, etc.

4. Develop an electronic fashion show.

Amount of time: 3 weeks

Food Science

Course Description:

This course provides students with an introduction to basic sewing construction techniques and the selection, purchase and maintenance of ready-to-wear clothing. Integrated throughout this course are technical reading, problem solving, time management and basic mathematical skills.

Student Content Standards:

1. Examine the relationship between food science and the food service industry

Amount of time: throughout course

Concepts: food industry segments (productions, manufacturing & processing, distribution, marketing), careers, trends, labeling

2. Analyze food products using scientific research and lab experiments.

Amount of time: throughout course

Concepts: food processing methods (cleaning, mixing, drying, forming, heat, freezing) chemical and physical reactions (lipids, proteins, carbohydrates, dairy, cereals, candies, beverages, additives, water), impact on nutritional value, shelf life, food packaging, sensory evaluation,

3. Evaluate sanitation and safety standards used in the food industry.

Amount of time: throughout course

Concepts: government agencies, laws and regulations, safety standards, technology, packaging, food additives, industry best practices

4. Examine the relationship between world food situations and the food industry.

Amount of time: 2 weeks

Concepts: government roles, trade agreements, economic development, challenges, geographical and environmental concerns



Family and Consumer Sciences

Foods 1-2

Course purpose:

This course provides students with an introduction to nutrition and safe food preparation for the home. Integrated throughout the course are manners, consumerism, management of time and energy, and working with others.

Student Content Standards:

1. Analyze the relationship between nutrition and healthy living.

a. *Apply consumer skills to the selection of nutritious foods.*

Amount of time: 2 weeks/ongoing

Concepts: food labels, calculating cost per unit, lost leaders, food advertisements, selecting nutritious foods

b. *Explain the impact of diet and exercise on the body.*

Amount of time: 3 weeks/ongoing

Concepts: diets throughout the life cycle, food pyramid, exercise, eating disorders, nutrients (vitamins, minerals, carbohydrates, proteins and fats)

2. Apply safe and sanitary procedures during food preparation.

Amount of time: 2 weeks/ongoing

Concepts: proper hand washing, foods lab sanitation, food safety, time and temperature guidelines for foods, foods lab safety, safe operation of equipment.

3. Practice basic principles of food cookery.

a. *Demonstrate correct usage of measurements.*

Amount of time: 1 week/ongoing

Concepts: dry ingredients, liquid ingredients, scale measures, volume, recipe conversions

b. *Apply the process of reading and using recipes to new situations.*

Amount of time: 1.5 weeks /ongoing

Concepts: parts of a recipe (ingredients, amounts, yield, preparation instructions, cooking time and temperature, type of container, nutrition analysis); cooking terminology, altitude, misc en place, calculation of recipe costs, substitutions, organization of recipes. Work plan

c. *Practice safe and efficient use of culinary knives.*

Amount of time: 2 week/ongoing

Concepts: Types of knives, proper handling, knife motion, safety procedures, knife cuts (medium and large dice, rondelle, and mincing)

d. *Utilize basic principles of food cookery.*

Amount of time: 23 weeks

Concepts: eggs (methods, omelets), cookies (rolled, dropped, bar), fruits, vegetables, dairy products, quick breads, convenience foods

e. Demonstrate appropriate manners, table settings, and styles of service.

Amount of time: one week and throughout

Concepts: etiquette/table manners, styles of table service, table settings

f. Work cooperatively with others in large and small group settings.

Amount of time: three/ongoing

Concepts: social skills, teamwork

g. Coordinate food preparation tasks with time management.

Amount of time: 2 days/ ongoing

Concepts: time management, task analysis

Textbooks:

Kowtaluk, H. (2006). *Food for Today*. Peoria, IL: Glencoe/McGraw Hill.

Family and Consumer Sciences

Omaha Public Schools



Global Foods

1. Investigate cultures from various geographical locations around the world for:
 - a. Food habits
 - b. Nutrition and Health
 - c. Socioeconomic structure
 - d. Methods of cooking
2. Practice safe, responsible, and sanitary work habits in the lab.
3. Demonstrate preparation of foods utilizing:
 - a. Correct and efficient use of kitchen tools
 - b. Accurately measuring techniques
 - c. Proper cooking methods



Health 5th Grade* (Semester)

This course explores issues related to good health. This includes the harmful misuse of medicines and poisonous household products, procedures for handling emergencies in the home when they arise, importance of eating a healthy diet, exercising for life, and using communication skills that foster nonviolent alternatives to conflicts. Students will then consider ways to apply these themes to their own lives. (This course is for one semester.)

Students will:

- 1. Explain the harmful effects of medicines or poisonous household products when used incorrectly.**

Amount of time: 2 weeks

Concepts: correct use and storage of medications, importance of not over medicating, disposal of unused medications, expiration dates for medicines, concerns when combining medications, where to find information about medications or household products, keeping track of medications used, reporting medications used to a doctor, warning labels, etc.

- 2. Demonstrate correct procedures to use when an emergency arises.**

Amount of time: 2 week

Concepts: procedure to follow if someone is poisoned or there is an emergency, who to call, what to say during the call, what adults could help, what information is needed for the call, when to go to a doctor, emergency room, or urgent care, etc.

- 3. Describe the importance of eating healthy foods.**

Amount of time: 3 weeks

Concepts: why healthy foods?, MyPlate, healthy vs. unhealthy food choices, servings needed per day, importance of breakfast, food labels, etc.

- 4. Demonstrate communication skills that foster nonviolent alternatives to conflict.**

Amount of time: 3 weeks

Concepts: self control when angry, mediating conflict, nonviolent alternatives to conflict, celebrating differences, diffusing bullying situations, etc.

- 5. Describe the importance of exercise for life.**

Amount of time: 2 weeks

Concepts: Benefits of exercise, how much exercise, ways to incorporate exercise into daily life, the relationship of diet and exercise for a healthy body weight, etc.

*Based on a 45 minute period.



Health 6th Grade*

(Semester)

This course explores issues related to good health. This includes the importance of eating a healthy diet, ways to avoid common injuries and accidents, the need for good personal hygiene, and ways to protect the environment from pollution and consumer rights. Students will then consider ways to apply these themes to their own lives. (This course is for one semester.)

Students will:

- 1. Describe examples of healthy and balanced diets.**
Amount of time: 3 weeks
Concepts: nutrition, diet, MyPlate, meal plans, serving size
- 2. Explain ways to avoid common accidents and injuries.**
Amount of time: 4 weeks
Concepts: Home safety, outdoor safeties, vehicle safety, natural disaster safety, treatment of common injuries, safety hazards
- 3. Explain factors that help protect and maintain good hygiene.**
Amount of time: 3 weeks
Concepts: grooming, skin, teeth, hair, nail care, etc.
- 4. Describe ways to protect the environment from pollution.**
Amount of time: 3 weeks
Concepts: types of pollution, renewable resources, impact of pollution, recycling, etc.
- 5. Explain ways to be a wise consumer.**
Amount of time: 4 weeks
Concepts: consumer rights and responsibilities, how advertisements influence what we purchase, comparison shopping, complaint letters, etc.

*Based on a 45 minute period.



7th Grade Health Semester Class

This course explores issues related to good health. This includes healthy habits for life, goal setting, decision-making, healthy relationships and good communication, emergency first aid and non-profit health organizations in the community (Semester).

The student will:

1. Describe healthy behaviors and habits for life.

Amount of time: 4 weeks*

Topics: healthful foods, physical activity, protection from the sun, not smoking, medical checkups, and challenging the mind, social health, mental/emotional health, physical health

2. Use goal setting and decision-making skills for real life problems.

2A. Explain the relationship between setting goals and achievement.

Amount of time: 1 week*

Topics: goals, long term, short term goals, SMART Goals, setting goals

2B. Apply the SODA decision making model to real life problems.

Amount of time: 2 weeks*

Topics: SODA model for decision making, when to use

3. Describe how healthy relationships and good communication skills help diffuse conflicts.

3A. Describe characteristics of healthy relationships

Amount of time: 1.5 weeks*

Topics: characteristics of healthy relationships, unhealthy relationships that lead to physical, sexual or emotional abuse, creating healthy relationships

3B. Develop healthy communication and conflict resolutions skills with family and friends.

Amount of time: 2.5 weeks*

Topics: I-messages, listening skills, effective communication, conflict resolution

4. Perform first aid in emergency situations.

Amount of time: 3 weeks*

Topics: CPR, types of medical help, basic first aid, emergency situations

5. Describe non-profit health organizations available in the community.

Amount of time: 3 weeks

Topics: types of medical service, nonprofit organizations and funding, functions

** Based on a 45 minute class period*



Health/ 8th Grade Semester Class

8th Grade Health Standards* Semester Class

This course will increase student awareness of health issues such as healthful eating, stress management, grief and depression. It also will help students become better consumers of health information, media messages and of Internet safety. (Semester)

The student will:

1. Critique media messages

Amount of time: 4 weeks*

Topics: Internet safety, Online predators, cyber bullying, cyber posts are forever, marketing tactics media literacy, creditability of Internet resources, etc.

2. Evaluate health information for accuracy.

Amount of time: 2 weeks

Topics; types of health information, ways to analyze health messages, ways to identify reliable sources of information,

3. Develop healthy eating and exercise practices

Amount of time: 4 weeks*

Topics: My Plate, nutrients, BMI, Anorexia, Bulimia, Binge eating, food labels, relationship between exercise and eating, fast food dangers, menu planning

4. Explore healthy ways to manage stress

Amount of time: 3 weeks*

Topics: Stress, positive and negative stress, causes, symptoms, managing stress

5. Develop ways to cope with grief and depression.

Amount of time: 3 weeks*

Topics: Types of emotions, grief (define, stages of grief), depression (signs/symptoms, triggers, and treatment), suicide (potential signs, impact on family and friends)

6. Describe health related careers.

Amount of time: 2 weeks

Topics: Nebraska Career Education health career cluster, types of health careers, required training, preparation for health careers beginning in high school

** Based on a 45 minute class period*



7th Grade HGD Standards

Self identify folder should include:

Personal Adjustment/Self Identity

Describe how hard work is even more important than ability.
 Compare and contrast a growth versus a fixed mindset.
 Understand the importance of having hope in your life.

Decision-making

Apply the decision-making process to real life situations.

Wellness Folder should include:

Nutrition

Analyze how food choices can impact our weight and overall health.

Chemical use and abuse

Explain the effect of tobacco and alcohol use on the body.

Personal Safety Folder should include:

Personal Safety

Describe the possible implications of sexting on those involved
 Explain the impact of bullying over time.

Relationship Folders should include:

Communication

Describe the impact of passive, aggressive, and assertive communication on relationships.

Healthy Relationships

Explain the importance of healthy relationships with family and friends

Reproduction Folder should include:

Adolescent development

Explain changes during puberty
 Diagram the male and female reproductive systems

Reproductive Health

Explain the fertilization process
 Explain the benefits from abstaining from sexual activity
 Compare and contrast the use of condoms and birth control pills as family planning methods.
 Identify behaviors that spread sexually transmitted diseases
 Summarize the lifelong effects of sexually transmitted infections.



Omaha Public Schools

Human Growth and Development

Senior High Human Growth and Development Standards/Learning Goals

Concept 12: Examine healthy relationships.

- A. Examine how relationships are impacted by sense of self.
- B. Determine ways to increase sense of self for betterment of life.
- C. Understand the importance of having hope in your life.
- D. Examine how values, goals, and decision making impact our relationships with others.
- E. Analyze relationships for healthy vs. unhealthy characteristics.
- F. Demonstrate healthy communication practices.
- G. Demonstrate ways to prevent sexual abuse.

Concept 13: Analyze internal and external influences of drug use and abuse.

- A. Determine the benefits of a drug-free lifestyle.
- B. Explain effects of alcohol and other drug use on individuals and their families.
- C. Demonstrate the use of the decision making process to make healthy decisions about alcohol and drug use.

Concept 14: Explain in what ways personal health requires responsibility to one's self, one's family and society.

- A. Explain the male and female reproductive systems.
- B. Explain the importance of medical checkups.
- C. Describe the impact of prenatal care on the developing child.

Concept 15: Starting and maintaining a family involves responsibility.

- A. Explain the benefits of abstaining from sexual activity.
- B. Compare family planning methods for effectiveness, ease of use, cost and possible side effects.
- C. Explore adoption as an alternative to starting a family
- D. Determine the skills and responsibilities involved in parenting.

Concept 16: Explain the importance of sexual responsibility.

- A. Summarize the life-long effects of sexually transmitted infections.
- B. Identify behaviors that transmit sexually transmitted infections.
- C. Identify valid resources for STI testing and treatments.



Housing

This course allows students to explore options in housing types, selection and interior design. The course provides hands-on experiences working with interiors: floor plans, furniture arrangements, use of materials, window treatments, renderings and space utilization.

1. Demonstrate procedures for selecting, financing and insuring a living space.

Amount of time: 2 weeks

Concepts: housing selection, financing a home, insuring a home

2. Compare and contrast housing choices based on climate, culture, architectural styles, etc.

a. Compare housing alternatives within various cultures.

Amount of time: 2 weeks

Concepts: effects of climate, economics, traditions, geography, life cycle changes

b. Compare architectural styles commonly found in housing.

Amount of time: 2 weeks

Concepts: types of housing (single vs. multifamily units, town houses, row houses, duplexes, apartments, triplex, fourplex), 19th & 20th Centuries, ranch, two-story, split, tri-level, etc.

3. Demonstrate efficient and aesthetic use of housing interior space.

a. Evaluate floor plans for functional and aesthetic design.

Amount of time: 2 weeks

Concepts: floor plans, arranging for efficiency and aesthetics, architectural symbols, furniture

b. Demonstrate efficient arrangement of living, storage and work space.

Amount of time: 2 weeks

Concepts: planning storage, work areas, kitchens, space saving devices

c. Explore the use of the elements and principles for designing housing interiors.

Amount of time: 12 weeks

Concepts: use of proportion, scale, balance, rhythm, emphasis, unity, color, color schemes, texture

d. Create a design plan for a room.

Amount of time: 12 weeks

Concepts: renderings, computer design, floor plans, color schemes, wall, floor, and window treatments, etc.

4. Explore careers in the housing industry.

Amount of time: 2 weeks

Concepts: interior design, architecture, real estate, construction, etc.

Textbook: Sherwood, Ruth. *Homes and Interiors* 7th Edition. New York: Glencoe. 2007.

Family and Consumer Sciences



Omaha Public Schools

Introduction to Education

Students will:

1. Examine a variety of instructional techniques used to meet the needs of all learners.
2. Explore classroom management and discipline strategies.
3. Investigate career opportunities and related requirements.
4. Analyze how political, social and cultural influences impact education.
5. Examine conditions that impact growth and development.



Omaha Public Schools

Sports Nutrition

Course Description:

Student Content Standards:

1. Evaluate diet choices which promote health and optimum performance.

Amount of time: 5 weeks

Concepts: Diet trends, importance of breakfast, reading food labels, eating healthy at restaurants, personal diet analysis, planning pre and post competition foods

2. Integrate general nutrition principles into personal diets and recognize their importance to a healthy lifestyle.

Amount of time: 6 weeks

Concepts: nutrients and their functions, dietary guidelines, MyPlate, nutrient density, nutritional supplements

3. Analyze the relationship between energy metabolism, body composition and energy balance.

Amount of time: 3 weeks

Concepts: energy and measurement, body mass index (BMI), basal metabolic rate (BMR), personal energy assessment, weight management, and eating disorders

4. Examine the importance of physical activity in maintaining a healthy lifestyle.

Amount of time: 4 weeks

Concepts: components of fitness, principles of conditioning, fitness plans

Tech and Living Content Standards

The student will:

1. Complete assigned module tasks when working both independently and cooperatively.

- a. Utilize problem-solving skills to complete module activities.
- b. Use reading and math skills appropriately to complete Research, Challenge and Math Application questions.
- c. Work effectively in cooperative learning teams.
- d. Use critical thinking skills to communicate module assessment answers.
- e. Use organizational skills to work independently and become a self-directed learner.
- f. Develop skills to become technologically literate.

(65 percent)

2. Apply problem-solving skills through practical math applications and communication.

- a. Solve specific problems related to Family and Consumer Science and Industrial Technology. (Discovery Day activities- basic nutrition concepts, food pyramid, simple machines, bridges, etc.)
- b. Read measuring tools appropriately & apply accurate measuring techniques.
- c. Understand and choose the best math applications for solving problems.
- d. Communicate ideas effectively in written format (summarizing, daily journals, critical thinking, and enrichment writing activities.)
- e. Apply module vocabulary appropriately (word wall, Frayer models, combination notes, etc.)

(15 percent)

3. Investigate career interest areas and career clusters

- a. Self-assess career interests using a career interest inventory.
- b. Identify topic-related careers (from modules and discovery days) and examine relevant factors such as job description, working conditions, education required, etc.
- c. Categorize careers according to the Nebraska Career Education Model.

(10 percent)

4. Practice safe and responsible work habits in the lab

- a. Demonstrate safe use of tools (knives, small appliances, measuring equipment, pins, shears, seam-ripper, scissors, hammer, scalpels, utility knives, screw-drivers, etc.)
- b. Demonstrate proper use of power tools and appliances (band saw, drill press, laser, sewing machine, microwave oven, etc.)
- c. Show responsibility in the handling and care of tools and materials.
- d. Practice safe work habits during daily activities.
- e. Identify common safety hazards (trip hazards, proper shelving, safe lifting, horseplay, handling hot items, spills, etc.) to avoid.

(10 percent)



Teen Parenting 1-8

Student Content Standards:

- 1. Create an environment of good health and safety for the family.**
 - a. Explain the importance of good nutrition and eating habits for pregnant women and children.
 - b. Demonstrate current health care practices for pregnant women and children.
 - c. Plan for a safe and nurturing environment for children.
 - d. Compare and contrast family planning options.

- 2. Practice healthy communication skills.**
 - a. Demonstrate communication skills that help to develop healthy relationships and self-expression.
 - b. Practice guidance and discipline techniques that foster desired behavioral changes from a child.

- 3. Explain support systems available to teen parents.**
 - a. Give examples of support systems available for teen parents.
 - b. Support other teen parents with similar situations.
 - c. Determine ways to balance the roles of parent and student.
 - d. Examine legal issues of teen parents.

- 4. Demonstrate skills that foster healthy development for children.**
 - a. Examine guidance and discipline techniques for children.
 - b. Determine appropriate discipline and guidance dependent on the developmental stage (intellectual, physical, social/emotional) of the child.
 - c. Examine personal readiness and concerns as a parent.

- 5. Develop a career plan based on personal skills and interests.**