

St. Paul 8th Grade Career/Life Planning

Choice Boards and Precious Memories

2.1.9 Practice solving real-world problems related to career /life goal setting and life balance. (i.e. meal planning, family budgeting, daily work juggling).

2.3.3 Identify common tasks that require individuals to use problem-solving skills 2.3.4 Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.

Chetopa High School

Event Planning – Standards for the rest of the semester

14. Understand the need for accuracy in mathematics, reading comprehension and writing to correctly deliver products or services to guests. (HTPA04.01.01)

15. Examine the leadership and teamwork skills needed to create a good working environment that encourages staff retention. (HTPA06.01.01 and 06.01.02)

16. Develop an operating procedure for an event to include objectives, timeline, budgets, tasks, staffing, event marketing, event diagram/layout, media promotion, facility and equipment needs.

17. Develop a BEO (banquet event order) and follow the entire BEO shelf life from creation to the end of a banquet and note the intricacies involved with making a successful banquet

18. Demonstrate skills in organizing, controlling, assigning, managing and carrying out work responsibilities. (if this is a technical course would the students “demonstrate” this skill? Should this be changed to research or examine?)

19. Explore the various types of event planning and managing services within the industry. (i.e. fundraiser, sporting event, special occasion/celebration, concert, etc)

20. Research the RFP process (request for proposal process) and demonstrate how to create a proposal that sells.

21. Demonstrate industry standards for meeting room sets for different events (i.e. screen placement, isle width, classroom style, rounds, etc.)

22. Identify the different client segments, needs and budgets (i.e. corporate business, social events, non-profit companies, special events, etc)

Apparel Production – Standards for the rest of the semester

Benchmark: 26.3 Demonstrate foundational knowledge and skills of equipment and procedures used in fashion and apparel.

26.3.1

Demonstrate basic understanding of construction content and technical vocabulary (i.e. pattern symbols, notch, baste, seam allowance, grade, trim, backstitch, darts, topstitch, basic hand stitches, basic overlock, hems & casings, zipper applications, etc.).

26.3.2

Interpret product information and operational documents such as pattern envelopes, guide sheets, pattern symbols and textile labeling.

26.3.3

Reference reliable sources of information and use informational texts, internet, and/or technical materials to determine a quality apparel product.

26.3.4

Analyze impact of failing to follow data and measurements to solve a sewing construction problem (i.e. incorrect sides of fabric sewn together, skipping a step of the construction process, incorrect measurement, wrong seam allowance width, etc.)

26.3.5

Demonstrate skills in using a variety of production equipment, tools, and supplies according to user manuals and instructions given for fashion, apparel, and textile construction; as well as the alteration, care and repair of garments.

26.3.6

Interpret tables, charts, and figures from a pattern envelope or instruction guide sheet to support the garment production process.

26.4.3

Use structured problem-solving methods and critical thinking skills when developing solutions for a garment construction problem.

26.4.4

Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow.

26.4.5

Demonstrate safe work habits and procedures, including injury protocol for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, cutting tools, storage of equipment, first aid, etc.)

26.4.6

Demonstrate ability to communicate and resolve conflicts in lab settings.

26.4.7

Working with others in lab settings, and using positive interpersonal and teamwork skills, achieve personal project objectives in a timely manner (i.e. project management: follow directions, take responsibility, respect for others and cooperation).

26.4.8

Manage personal work habits to accomplish assignments.

26.4.9

Communicate goal achievement with teachers and peers.

St. Paul and Chetopa Campus

Human Growth and Development – Standards for the rest of the semester

3.3.1

Evaluate the role of nurturance on human growth and development.

3.3.2

Analyze the modes of communication on human growth and development of all people (i.e. healthy as well as those with speech/vision/hearing disabilities).

3.3.3

Compare and contrast the role of family, and that of social services support systems in meeting the needs of children.

3.3.4

Identify age-appropriate activities and toys for all children (including those with special needs).

Benchmark: 3.4 Analyze the determinants involved in meeting the needs of children.

3.4.1

Identify the physical, emotional, social and intellectual needs of children and how to meet them.

3.4.2

Investigate the impact of not providing for the needs of children appropriately.

Benchmark: 3.4 Analyze the determinants involved in meeting the needs of children.

3.4.1

Identify the physical, emotional, social and intellectual needs of children and how to meet them.

3.4.2

Investigate the impact of not providing for the needs of children appropriately.

3.4.3

Determine the role of the parent vs role of the child care provider in meeting the needs of children.

3.4.4

Examine the effects of life events and conditions on child and parent/caregiver relationships.

3.4.5

Compare and contrast the different options when identifying appropriate care for children outside of the home.
Benchmark: 3.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.

3.5.1

Demonstrate collaborative skills to meet the needs of people across the life span..

3.5.2

Practice effective communication skills in family, community and work settings (including children, parents, community leaders, agency directors).

3.5.3

Enhance development of 21st century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)

3.5.4

Determine how science and technological advances are influencing the development of children.

3.5.5

Recognize that child care services and education providers has an impact on the national economy and global community.

3.5.6

Examine the legal and licensing aspects in meeting the needs of all children.

3.5.7

Use technology to advocate for the quality care of children.

3.5.8

Summarize education, training, certifications and responsibilities of individuals engaged in human development careers (i.e. social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors).

3.5.9

Analyze benefits of professional organizations to the early childhood related professional..

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Career Connections – Standards for the rest of the semester

Benchmark: 10.2 Analyze factors related to providing individual, family and community services across family and consumer sciences fields.

10.2.1 Analyze professional, ethical, legal, and safety issues that confront employees in family and consumer sciences careers.

10.2.2 Summarize licensing laws and regulations that affect careers in family and consumer sciences

10.2.3 Compare and contrast local, state, and national agencies and informal support resources providing individual, family and community services.

10.2.4 Summarize the rights and responsibilities of clients and their families and/or customers.

10.2.5 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing family and consumer sciences professionals.

10.2.6 Analyze community-networking opportunities to promoter partnerships in addressing family and consumer sciences related issues.

Benchmark: 10.3 Demonstrate appropriate communication skills that contribute to positive relationships in classroom and community settings.

10.3.1 Use appropriate communication modes/strategies for the most effective outcome.

10.3.2 Practice respectful interrelationships with sensitivity to gender, equity, age, culture and ethnicity in classroom and community settings.

10.3.3 Demonstrate the use of verbal, listening, and writing skills to communicate clearly in community settings.

Benchmark: 10.6 Demonstrate professional behaviors, skills, and knowledge in family and consumer sciences related settings.

10.6.1 Follow rules, regulations, and policies established by the school, community or related entities during family and consumer sciences events and activities.

10.6.2 Demonstrate professional and ethical collaborative relationships with teachers, fellow students, family and/or community members.

10.6.3 Complete accurate project and/or work related documents and submit in a timely manner to appropriate leaders.

10.6.4 Analyze personal strengths, needs, preferences, and interests through formal and informal assessment practices.

10.6.5 Demonstrate safe use of technology in protecting identify of self and others.

Essentials to Fashion/Apparel – Standards for the rest of the semester

25.1.1

Identify roles and responsibilities of individuals engaged in fashion, apparel and interior design careers.

25.1.2

Analyze opportunities for employment and entrepreneurial endeavors for this field.

25.1.3

Summarize education, training and credential requirements for career paths in fashion, apparel, textiles, interior design, set and exhibit design, costuming and etc.

25.1.4

Understand the impact of legislation, industry standards, labeling, and labor laws on the FAID industry.

25.1.5

Explore the global nature of the FAID industry.

25.1.6

Analyze the benefit of membership in professional organizations related to the FAID industry.

25.4.3

Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in completing design or production assignments.

25.4.8

Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently.

25.4.9

Manage personal work habits to accomplish assignments.