FAMILY AND CONSUMER SCIENCES CURRICULUM
CHILD DEVELOPMENT 1
CHILD DEVELOPMENT 1

Course Description:

Students explore and create projects and activities for teaching preschoolers in a nursery school setting. They discover the stages of a child's development and tools for parenting. They develop an understanding of personality traits and find effective ways to develop more positive and satisfying relationships with peers and children. A unique feature is the operation of a nursery school.

Credit: 1 Credit

Pre-Requisite: None

Recommended Grade Level: 10th, 11th, and 12th
CHILD DEVELOPMENT 1

Connecticut Career and Technical Education
Performance Standards and Competencies
CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency - A
Family and Consumer Sciences Skills:
Develop a common core of skills related to all areas of Family and Consumer Sciences Education.

Performance Standards and Competency B
Principles of Human Growth and Development:
Analyze principles of human growth and development during childhood.

Performance Standards and Competency C
Factors Affecting Human Growth and Development:
Analyze conditions that influence human growth and development during childhood.

Performance Standards and Competency D
Strategies for Promoting Growth and Development:
Analyze strengths that promote growth and development during childhood.

Performance Standards and Competency E
Roles and Responsibilities of Parenting:
Analyze the roles and responsibilities of parenting.

Performance Standards and Competency F
Parenting Practices:
Evaluate parenting practices that maximize human growth and development.

Performance Standards and Competency G
External Support Systems:
Evaluate external support systems that provide services for parents.

Performance Standards and Competency H
Pre-Parenting Factors:
Analyze physical and emotional factors related to beginning the parenting process.

**Performance Standards and Competency I**
Career Paths:
Analyze career paths within early childhood, education and childcare services.

**Performance Standards and Competency J**
Developmentally Appropriate Practices:
Analyze developmentally appropriate practices to plan for early childhood, education and child-care services.

**Performance Standards and Competency K**
Integration of Curriculum:
Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

**Performance Standards and Competency L**
Safe & Healthy Learning Environment:
Demonstrate a safe and healthy learning environment for children.

**Performance Standards and Competency M**
Positive Collaborative Relationships:
Demonstrate techniques for positive collaborative relationships with children.

**Performance Standards and Competency N**
Professional Practices & Standards:
Demonstrate professional practices and standards related to working with children.
Performance Standards and Competency - A
Family and Consumer Sciences Skills:
Develop a common core of skills related to all areas of Family and Consumer Sciences Education.

Learning Expectations
The student will be able to:
Work in small groups to plan activities to be taught in nursery school.
Demonstrate personal behavior reflecting sound decision-making and responsibility.
Apply principles of effective communication.
Demonstrate behaviors that contribute to satisfying interpersonal relations.
Demonstrate effective leadership through participation in class activities and the Nursery School.

Performance Standards
A-1 Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
A-2 Demonstrate employability skills in community and workplace settings.
A-4 Demonstrate an understanding of management processes of individual and family resources related to child development, parenting education, and early childhood education and services.
A-13 Demonstrate skills needed for product development, testing and presentation as related to child development, parenting education, and early childhood education services.
A-14 Describe workplace stress management techniques.
A-15 Identify and demonstrate communication skills that contribute to positive relationships.
A-16 Describe the importance of teamwork and leadership skills in the family, workplace, and community.

Sample Performance Tasks
- Practice positive leadership skills
- Use planning process to establish and achieve individual and group goals
- Practice good decision making skills
- Create a collage using newspaper articles and headlines to illustrate the importance of family and consumer sciences to society
- Evaluate the effects of miscommunication on relationships
- Student created projects
- Role play situations which use appropriate methods to resolve conflicts and/or promote positive relationships.
- Videos

**Evaluation Criteria**
Planned Nursery School activities
Written lesson plans, evaluations and shopping lists.
Student created activities
Nursery school questionnaire
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency B
Principles of Human Growth and Development:
Analyze principles of human growth and development during childhood.

Learning Expectations
The student will be able to:
Describe the ages and stages of child development.
Classify behaviors or events in the appropriate areas of child development.
Record children's behavior and development using a running record.

Performance Standards
B-17 Explain physical, emotional, social, and intellectual development.
B-18 Describe interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.

Sample Performance Tasks
- Write observations describing children’s behavior.
- Use curriculum resources to plan developmentally appropriate activities for early childhood.
- Student created developmentally appropriate activity project
- Write a report on the physical, emotional, social and intellectual development of one child
- Generate a list of criteria to be used to determine developmentally appropriate practices.

Evaluation Criteria
Written running record observations
Research assignment
Student lesson plans and evaluations
Use of student projects with nursery school children
Performance Standards and Competency C
Factors Affecting Human Growth and Development:
Analyze conditions that influence human growth and development during childhood.

Learning Expectations
The student will be able to:
Analyze the relationship between play and a child’s development.
Explain why childhood is an important time of development.
Explain influences on development.
Describe factors affecting the quality of a child’s life.

Performance Standards
C-19 Investigate the impact of heredity and environment on human growth and development during childhood.
C-21 Describe the effects of gender, ethnicity, and culture on individual development during childhood.

Sample Performance Tasks
- Brainstorm influences that impact growth and development of young children
- Student observations
- Parent interviews
- Research project on environmental factors affecting development

Evaluation Criteria
Written observations
Interview summary and analysis
Rubric
CHILD DEVELOPMENT 1
CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency D
Strategies for Promoting Growth and Development:
Analyze strengths that promote growth and development during childhood

Learning Expectations
The student will be able to:
Demonstrate nurturing practices that support human growth and development.
Demonstrate communication strategies that promote positive self-esteem in children.
Identify benefits of working with children.
Describe factors affecting the quality of a child's life.
Demonstrate techniques to help children learn problem-solving skills and interpersonal skills.
List the characteristics of a nurturing caregiver.

Performance Standards
D-23 Explain the role of nurturance on the growth and development of children.
D-24 Explain the role of communication on the growth and development of children.
D-25 Explain the role of support systems in meeting the growth and development needs of children.

Sample Performance Tasks
- Participation in Nursery School
- Observations
- Class Discussions
- Demonstrate appropriate communication skills that promote social and emotion development of the preschool child.

Evaluation Criteria
Written Observations
Student demonstrations in nursery school
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency F
Parenting Practices:
Evaluate parenting practices that maximize human growth and development.

Learning Expectations
The student will be able to:
Identify goals of effective guidance.
Describe principles of direct and indirect guidance.
Explain various techniques for effective guidance.
Identify ways to promote a positive self-concept in young children.
Identify situations and feelings that cause tension in children.
Describe behavior problems that result from tension in young children.
Guide children as they learn appropriate behavior.

Performance Standards
F-31 Choose nurturing practices that support human growth and development.
F-32 Select communication strategies that promote positive self-esteem in children.
F-33 Assess common practices and emerging research about discipline on human growth and development.

Sample Performance Tasks
- Participation in nursery school
- Apply techniques discussed in class when managing children's behavior in nursery school
- Analyze case studies in terms of children's behavior
- Develop class rules
- Role play appropriate child guidance techniques
- Use problem solving techniques to help children resolve problems
- Select books, music and games to help children develop interpersonal skills
- Use positive body language and verbal communication when working with young children
- Research assignment
- Video
- Guest Speaker
- Parent interviews
- Change negative statements to positive

**Evaluation Criteria**

Student participation in nursery school
Quiz
Create flyer-using information from guest speaker
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency H
Pre-Parenting Factors:
Analyze physical and emotional factors related to beginning the parenting process.

Learning Expectations
The student will be able to:
Use a variety of pre-school software with pre-school children on the computer.
Use the Internet to plan preschool activities.
Use the Internet to teach preschool activities.

Performance Standards
H-41 Describe legal and ethical implications of technology.

Sample Performance Tasks
❖ The computer is a center time activity during nursery school.

Evaluation Criteria
❖ Activities completed with preschool children
❖ Student evaluation forms
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency I
Career Paths:
Analyze career paths within early childhood, education and childcare services.

Learning Expectations
The student will be able to:
The student will be able to:
Determine what personal qualities are needed to be a baby sitter or childcare provider.
Describe the responsibilities of a childcare provider when caring for children of various ages.
List safety guidelines for child care providers.

Performance Standards
I-42 Determine the roles and functions of individuals engaged in early childhood, education, and child-care services.

Sample Performance Tasks
- Create a job description for a baby sitter or childcare worker.
- Create a personal list of the qualities of a successful teacher possessed by each student.
- Design a bulletin board depicting the qualities of a successful teacher.
- Interview parents to determine what qualities they look for in a teacher.
- Write an essay on your favorite teacher and what characteristics that teacher possessed.
- Create a list of safety rules for early childhood classroom.

Evaluation Criteria
Student Bulletin Boards
Rubric
Essays
Quiz
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency J
Developmentally Appropriate Practices:
Analyze developmentally appropriate practices to plan for early childhood, education and child-care services.

Learning Expectations
The student will be able to:
Implement strategies that promote the young child's growth and development.
Explain the importance of observing young children.
List guidelines for observing young children.
Explain why confidentiality is essential when observing and interpreting observations.
Write observations of nursery school children.
Summarize preschool observations in categories of child development.
Create a portfolio for each child in nursery school.

Performance Standards
J-47 Determine a variety of assessment methods to observe and interpret children's growth and development.
J-48 Identify various cultural and environmental influences when assessing children's development.
J-50 Determine and demonstrate strategies that promote children's growth and development.

Sample Performance Tasks
- Class Discussion
- Observation of nursery school children.
- Create a "Good Observer" poster
- Anecdotal Record Observation
- Interpret observations
- Plan age appropriate activities for children
- Video and worksheet
- Observation summary sheet
Essay on child that was observed during semester

Evaluation Criteria
Student observations
Mid Term Exam Essay
CHILD DEVELOPMENT 1

CONTENT AREA - EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency K
Integration of Curriculum:
Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Learning Expectations
The student will be able to:
Demonstrate a variety of teaching methods to meet the individual needs of children in language arts, art, math, science, social studies, music, movement, snack and story time.
Plan a variety of developmentally appropriate activities to be used with preschool children.
Supervise and evaluate learning centers that promote children's exploration, creativity and discovery.
Identify the value of various curriculum related activities for preschool children.
Select and lead developmentally appropriate activities for preschool children in a specific curriculum area and theme.
Plan learning activities to help children develop physically, socially, emotionally and intellectually.
Identify the benefits of learning centers in an early childhood classroom.
Use a theme when developing curriculum.
Write a lesson plan using learning objectives.
Identify positive steps to follow when reading to young children.
Describe the stages of play.
Explain activities that help children develop both pre-writing and pre-reading skills.
Describe the stages of play.
Plan an “in school” field trip or guest speaker.

Performance Standards
K-51 Identify a variety of curriculum and instructional models.
K-52 Implement learning activities in all curriculum areas that meet the developmental needs of children.
K-53 Identify and implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.
K-54 Identify and implement a variety of teaching methods to meet individual needs of children.
K-56 Determine and demonstrate methods to establish activities, routines, and transitions.

Sample Performance Tasks
- Plan a thematic unit to be used with nursery school children
- Plan activities to be used with children in specific curriculum areas
- Research early childhood activities using the internet
- Develop activities to promote all areas of a child's development.
- Develop classroom floor plan
- In small groups, plan activities for use with preschool children
- Write lesson plans
- Write activity evaluations
- Class Discussions
- Guest Speakers
- Videos
- Role Play
- Crossword Puzzles
- Word Search/Definition Match
- Create various paste, paint and play dough recipes
- Read and evaluate children's literature
- Identify curriculum related activities related to specific children’s books
- Prepare activities for nursery school
- Prepare computer generated activities for nursery school
- Explore manipulatives available for use with preschool children
- Read section of textbook and share information with the rest of the class
- After reading children’s book, draw picture from story and dictate sentence to peer about picture.
- Explore various paint mediums to be used with children
- Build with blocks and identify stages of block building
- Student Observations
- Learn movement activity/songs to be used with preschool children
- Create teaching tool using any type of box
Evaluation Criteria
Student lesson plans
Student activity evaluations
Rubrics
Tests
Quizzes
Peer Evaluations
Final Exam
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency L
Safe & Healthy Learning Environment:
Demonstrate a safe and healthy learning environment for children.

Learning Expectations
The student will be able to:
Plan food and nutrition experiences for children to encourage healthy eating habits.
Prepare simple cooking activities to be lead with children.
Identify and implement security procedures when working with preschool children.
Identify basic guidelines for dealing with children who are ill.

Performance Standards
L-57 Describe methods to manage physical space to maintain a safe and healthy learning environment.
L-58 Apply safe and healthy practices with children.
L-59 Implement strategies to teach children health, safety, and sanitation habits.
L-60 Provide safe and healthy meals and snacks.

Sample Performance Tasks
- Role Play
- Plan healthy nutritious snacks
- Plan cooking experiences for preschool children
- Class Discussion
- Guest Speaker

Evaluation Criteria
Rubric
Quiz
**CHILD DEVELOPMENT 1**

**CONTENT AREA -**
**EARLY CHILDHOOD EDUCATION AND SERVICES**

**Performance Standards and Competency M**
Positive Collaborative Relationships:
Demonstrate techniques for positive collaborative relationships with children.

**Learning Expectations**
The student will be able to:
- Identify and demonstrate appropriate methods to promote positive behavior.
- Explain the importance of consistency in guiding children.
- Be positive role models.
- Describe principles of direct guidance.
- Describe principles of indirect guidance.
- Identify and demonstrate appropriate methods of handling misbehavior.

**Performance Standards**
- M-64 Establish developmentally appropriate guidelines for behavior.
- M-65 Demonstrate problem-solving skills with children.
- M-66 Identify interpersonal skills that promote positive and productive relationships with children.
- M-67 Describe strategies for constructive and supportive interactions between children and families.
- M-68 Determine methods for presenting information to parents regarding developmental issues and concerns related to children.

**Sample Performance Tasks**
- Use problem-solving steps to help children resolve conflicts.
- Complete observations of children focusing on conflicts and guidance techniques.
- Video
- Guest Speaker
- Brainstorm
- Class Discussion
- Student observations
Evaluation Criteria
Student behavior with peers
Student behavior with preschool children
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency N
Professional Practices & Standards:
Demonstrate professional practices and standards related to working with children.

Learning Expectations
The student will be able to:
Identify positive characteristics of teachers.
Identify responsibilities of teachers.
Be prepared with nursery school lesson plans and activities as assigned.

Performance Standards
N-69 Identify various opportunities for continuing training and education.
N-70 Describe the importance of demonstrating enthusiasm, initiative, and commitment to program goals and improvements.

Sample Performance Tasks
- Discussion
- Brainstorm
- Essay
- Participation in nursery school

Evaluation Criteria
Essay
Demonstrated behavior in nursery school
CHILD DEVELOPMENT 2
CHILD DEVELOPMENT 2

Course Description:

Students explore theories of Child Development and different types of child care programs. They explore techniques for positive collaborative relationships with children and technology related activities for teaching. Students discover effective ways to work with young children through the operation of a nursery school.

Credit: 1 Credit

Pre-Requisite: Child Development 1

Recommended Grade Level: 11th, and 12th
CHILD DEVELOPMENT 2

Connecticut Career and Technical Education
Performance Standards and Competencies

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency A
Family and Consumer Sciences Skills:
Develop a common core of skills related to all areas of Family and Consumer Sciences Education.

Performance Standards and Competency B
Principles of Human Growth and Development:
Analyze principles of human growth and development during childhood.

Performance Standards and Competency C
Factors Affecting Human Growth and Development:
Analyze conditions that influence human growth and development during childhood.

Performance Standards and Competency D
Strategies for Promoting Growth and Development:
Analyze strengths that promote growth and development during childhood.

Performance Standards and Competency E
Roles and Responsibilities of Parenting:
Analyze the roles and responsibilities of parenting.

Performance Standards and Competency F
Parenting Practices:
Evaluate parenting practices that maximize human growth and development.

Performance Standards and Competency G
External Support Systems:
Evaluate external support systems that provide services for parents.

Performance Standards and Competency H
Pre-Parenting Factors:
Analyze physical and emotional factors related to beginning the parenting process.

Performance Standards and Competency I
Career Paths:
Analyze career paths within early childhood, education and childcare services.

Performance Standards and Competency J
Developmentally Appropriate Practices:
Analyze developmentally appropriate practices to plan for early childhood, education and child-care services.

Performance Standards and Competency K
Integration of Curriculum:
Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Performance Standards and Competency L
Safe & Healthy Learning Environment:
Demonstrate a safe and healthy learning environment for children.

Performance Standards and Competency M
Positive Collaborative Relationships:
Demonstrate techniques for positive collaborative relationships with children.

Performance Standards and Competency N
Professional Practices & Standards:
Demonstrate professional practices and standards related to working with children.
Performance Standards and Competency - A

Family and Consumer Sciences Skills:
Develop a common core of skills related to all areas of Family and Consumer Sciences Education.

Learning Expectations
The student will be able to:
Work in small groups to plan activities to be taught in nursery school.
Demonstrate personal behavior reflecting sound decision-making and responsibility.
Apply principles of effective communication.
Practice behaviors that contribute to satisfying interpersonal relations.
Demonstrate effective leadership through participation in class activities and the Nursery School.
Employ appropriate decision-making and resource management skills.
Analyze personal characteristics and competencies of a successful early childhood profession and career opportunities relating to young children.
Work with peers to organize nursery school responsibilities and activities.

Performance Standards
A-1 Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
A-2 Demonstrate employability skills in community and workplace settings.
A-4 Demonstrate an understanding of management processes of individual and family resources related to child development, parenting education, and early childhood education and services.
A-7 Describe the impact of technology on individual and family resources as related to child development, parenting education, and early childhood education and services.
A-14 Describe workplace stress management techniques.
A-15 Identify and demonstrate communication skills that contribute to positive relationships.
A-16 Describe the importance of teamwork and leadership skills in the family, workplace, and community.
Sample Performance Tasks
- Practice leadership skills
- Use planning process to establish and achieve individual and group goals
- Practice good decision making skills
- Complete technology project with preschool children using current children's educational software.
- Work in small groups to plan activities
- Student journals

Evaluation Criteria
Rubrics
Planned teaching units
Technology projects
Written lesson plans, evaluations and observations
Essays
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency B
Principles of Human Growth and Development:
Analyze principles of human growth and development during childhood.

Learning Expectations
The student will be able to:
Describe the ages and stages of child development.
Classify behaviors or events in the appropriate area of child development.
Record children's development using a variety of observation techniques.
Plan appropriate teaching strategies to promote children's growth and development.
Analyze how the learning environment fosters the development of children.

Performance Standards
B-17 Explain physical, emotional, social, and intellectual development.
B-18 Describe interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.

Sample Performance Tasks
- Write observations that use various techniques to describe and analyze children's behavior.
- Analyze observations
- Use curriculum resources to plan developmentally appropriate activities for early childhood.
- Create a timeline depicting the sequence of children's physical, social, emotional, and cognitive development

Evaluation Criteria
Written observations
Written/Computerized time lines
Student lesson plans and evaluations
Essays
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency C
Factors Affecting Human Growth and Development:
Analyze conditions that influence human growth and development during childhood.

Learning Expectations
The student will be able to:
Analyze the relationship between play and a child's development.
Explain why childhood is an important time of development.
Explain influences on development.
Describe family structures and special issues related to each type.
Analyze trends that affect families today.
Describe factors affecting the quality of a child's life.
Compare childhood in the past and present.

Performance Standards
C-19 Investigate the impact of heredity and environment on human growth and development during childhood.
C-20 Explain society's influence on the behavior of caregivers and family members resulting in the impact of changing economic conditions on parenting practices.
C-21 Describe the effects of gender, ethnicity, and culture on individual development during childhood.
C-22 Describe the effects of life events during childhood on individual's physical and emotional development.

Sample Performance Task
- Brainstorm influences that impact growth and development of young children
- Student observations
- Essays
- Comparison chart - childhood today vs. yesterday
- Class discussions
- Research assignment
Current articles - magazine, internet, newspaper

Evaluation Criteria
Written observations
Essays
Comparison Charts
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency D
Strategies for Promoting Growth and Development:
Analyze strengths that promote growth and development during childhood

Learning Expectations
The student will be able to:
Identify benefits of working with children.
Describe factors affecting the quality of a child's life.
Use current and emerging research on human growth and development and parenting, including brain research, to evaluate common practices.
Present information to parents regarding developmental issues and concerns related to children.
Demonstrate techniques to help children learn problem-solving skills and interpersonal skills.
Describe how to nurture children.
Explain how babies develop communications skills.

Performance Standards
D-23 Explain the role of nurturance on the growth and development of children.
D-24 Explain the role of communication on the growth and development of children.
D-25 Explain the role of support systems in meeting the growth and development needs of children.

Sample Performance Tasks
- Research projects
- Create parent bulletin boards and newsletters
- Participation in nursery school
- Video
- Advice Column
**Evaluation Criteria**
Rubric
Essays
Self-evaluations
Activity Evaluations
CHILD DEVELOPMENT 2
CONTENT AREA - EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency E
Roles and Responsibilities of Parenting:
Analyze the roles and responsibilities of Parenting.

Learning Expectations
The student will be able to:
Explain how knowledge of child development is linked to reasonable expectations.
Distinguish among different parenting styles.
Identify ways to improve parenting skills.
Analyze trends that affect families today.
Describe the changes that parenthood brings.

Performance Standards
E-26 Explain parenting roles across the life span.
E-27 Describe expectations and responsibilities of parenting.
E-28 Determine consequences of parenting to the individual, family and society.
E-29 Identify various societal conditions that impact parenting across the life span.
E-30 Explain cultural differences in roles and responsibilities of parenting.

Sample Performance Tasks
- Parent interviews
- Case studies
- Class discussions
- Create brochure describing parenting responsibilities
- Create public service announcement dealing with parenting issues
- Create posters describing the rewards and responsibilities of parenthood
- Guest Speaker
- Role Play various scenarios related to parenting issues
Evaluation Criteria
Rubrics
Student evaluations
Self-evaluation
Quiz
Create a parenting license
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency F

Parenting Practices:
Evaluate parenting practices that maximize human growth and development.

Learning Expectations
The student will be able to:
- Analyze the impact of abuse and neglect on children and families and determine methods of prevention.
- Explain the importance of consistency in guiding children.
- Apply effective techniques for encouraging appropriate behavior.
- Explain how and why to set limits.
- Identify effective ways of dealing with misbehavior.
- Explain what child abuse is and analyze why it happens.
- Discuss what can be done to prevent child abuse.
- Describe how to report suspected child abuse.

Performance Standards
- F-31 Choose nurturing practices that support human growth and development.
- F-32 Select communication strategies that promote positive self-esteem in children.
- F-33 Assess common practices and emerging research about discipline on human growth and development.
- F-34 Assess the possible impacts of abuse and neglect on children and families and determine methods for prevention.
- F-35 Determine criteria for selecting care and services for children.

Sample Performance Tasks
- Participation in nursery school
- Apply techniques discussed in class when managing children's behavior in nursery school
- Search the internet for research on relative topics: Shaken Baby Syndrome; Neglect; Sexual Abuse
- Class discussion
Create positive parenting poster
Create "How Would You Respond" cards
Create comic strip to depict how one should/should not respond to misbehavior in children.
Student observation of peer when working in nursery school
Internet research project
Participation in nursery school
Guest speaker
Research Child Abuse and the services available in Connecticut
Use problem solving techniques to help children resolve problems
Select books, music and games to help children develop interpersonal skills
Use positive body language and verbal communication when working with young children

**Evaluation Criteria**
Research Projects
Student Presentations
Student Projects
Student participation in nursery school
CHILD DEVELOPMENT 2
CONTENT AREA - EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency G
External Support Systems:
Evaluate external support systems that provide services for parents.

Learning Expectations
The student will be able to:
Identify local, state and national resources available to families.
Identify community resources, services, and opportunities available to Parents.

Performance Standards
G-36 Assess community resources and services available for families.
G-37 Apprise community resources that provide opportunities related to parenting.

Sample Performance Tasks
- Research local, state and national resources using the library and the Internet.
- Guest Speakers
- Field Trips
- Create posters depicting resources available to families/parents
- Create resource file

Evaluation Criteria
Completed resource file
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency H
Pre-Parenting Factors:
Analyze physical and emotional factors related to beginning the parenting process.

Learning Expectations
The student will be able to:
Use technology to complete various research assignments.
Complete a technology project with the nursery school children using Kid Pix Deluxe 3, Kidspiration and/or Power Point.
Use the digital camera and photo editing software.
Use a variety of preschool software with the preschool children.
Use the Internet to plan preschool activities.
Use the Internet to teach preschool activities.

Performance Standards
H-41 Describe legal and ethical implications of technology.

Sample Performance Tasks
- Children’s literature technology project
- Internet assignments - Child Care Options, Developmental Therapists

Evaluation Criteria
- Student Presentations
- Mid Term Exam
- Complete children’s literature assignment technology project
CHILD DEVELOPMENT 1

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency I

Career Paths:
Analyze career paths within early childhood, education and childcare services.

Learning Expectations

The student will be able to:
Determine personal qualities needed to be childcare provider.
Describe the responsibilities of a childcare provider when caring for children of various ages.
List safety guidelines for child care providers.
Compute a salary range on which he/she could live.
List questions to ask during an interview.
Prepare a portfolio.

Performance Standards

I-42 Determine the roles and functions of individuals engaged in early childhood, education, and child-care services.
I-43 Identify opportunities for employment and entrepreneurial endeavors.
I-44 Identify education and training requirements and opportunities for career paths in early childhood, education, and child-care services.
I-45 Describe the economic impacts of early childhood education, education, and child-care services occupations.

Sample Performance Tasks

- Field trip to local Community College
- Field trip to local child care site
- Complete job applications
- Write a letter of application
- Write a resume
- Role play job interviews
- Research federal, state, and local standards, policies regulations and laws that impact employees in a child care program.
- Read an article in a journal and write an abstract about it
❖ Research jobs, pay and benefits available in the child care industry using the Department of Labor website.
❖ Guest Speaker
❖ Create Portfolio
❖ Clip ads from a local newspaper and rank according to personal preference.
❖ Attend a local Early Childhood Conference
❖ Conduct a survey to determine local salaries for teachers/child care workers.

**Evaluation Criteria**
Portfolio
Rubric
Student evaluations
CHILD DEVELOPMENT 2
CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency J
Developmentally Appropriate Practices:
Analyze developmentally appropriate practices to plan for early childhood, education and child-care services.

Learning Expectations
The student will be able to:
Examine child development theories and their implications for education and teaching.
Identify and give examples of Piaget's stages of learning.
Apply Piaget's principles to the early childhood classroom.
Identify signs of preoperational thinking in preschool children.
Distinguish between developmentally appropriate and inappropriate lessons.
Implement strategies that promote the young child's growth and development.
Explain the importance of observing young children.
Evaluate four methods of observing children.
List guidelines for observing young children.
Explain why confidentiality is essential when observing and interpreting observations.
Write observations of nursery school children.
Determine strategies caregivers can use to help children with special needs.

Performance Standards
J-46 Explain child development theories and their implications for educational and childcare practices.
J-47 Determine a variety of assessment methods to observe and interpret children's growth and development.
J-48 Identify various cultural and environmental influences when assessing children's development.
J-49 Recognize special needs of children.
J-50 Determine and demonstrate strategies that promote children’s growth and development.

**Sample Performance Tasks**
- Brainstorm possible obstacles in classroom for children with special needs.
- Research state and federal regulations regarding children with special needs.
- Guest Speaker
- Class Discussion
- Brainstorm movies and books about people with disabilities and how they handled them.
- Research a specific handicap and its implications
- Create a time line showing the changes in how the treatment of children with disabilities has changed over the years.
- Field Trip to visit classroom with children with disabilities.
- Observation of nursery school children.
- Research and create a power point presentation of a specific child development theorist.
- Piaget Jeopardy game
- Conduct one of Piaget’s experiments with a nursery school child.
- Create observation check list
- Create poster explaining four types of observations.
- Create a “Good Observer” poster
- Running Record Observation
- Frequency Count Observation
- Anecdotal Record Observation
- Developmental Checklist Observation
- Write an observation of a character in a TV show or movie
- Working with a partner, complete an observation on a specific child and then compare observations.

**Evaluation Criteria**
Observations of nursery school children
Analyze observations
Quiz
Rubrics
Student Presentations
CHILD DEVELOPMENT 2

CONTENT AREA - EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency K

Integration of Curriculum:
Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Learning Expectations
The student will be able to:
Demonstrate a variety of teaching methods to meet the individual needs of children in language arts, art, math, science, social studies, music, movement, snack and story time.
Supervise and evaluate learning centers that promote children's exploration, creativity and discovery.
Select and lead developmentally appropriate theme related activities in a specific curriculum area.
Plan and teach a curriculum unit based on a children's book.
Plan and implement a special event for preschool children to share with parents.
Plan and lead learning activities to help children with develop physically, socially, emotionally and intellectually.
Analyze what makes activity plans effective for young children.
Identify the benefits of learning centers in an early childhood classroom.
Write a lesson plan using learning objectives.
Identify positive steps to follow when reading to young children.
Demonstrate a variety of storytelling methods.
Explain activities that help children develop both pre-writing and pre-reading skills.

Performance Standards
K-51 Identify a variety of curriculum and instructional models.
K-52 Implement learning activities in all curriculum areas that meet the developmental needs of children.
K-53 Identify and implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.
K-54 Identify and implement a variety of teaching methods to meet individual needs of children.
K-55 Describe possible arrangements of learning centers that provide for children's exploration, discovery, and development.
K-56 Determine and demonstrate methods to establish activities, routines, and transitions.

**Sample Performance Tasks**
- Children's Literature Unit Assignment
- Technology project to be complete with preschool children
- Take digital pictures, edit and use it technology project.
- Prepare schedules and practice procedures, routines and transitions of daily operations.
- Plan activities to be used with children in specific curriculum areas
- Research early childhood activities using the internet
- Develop classroom floor plan
- In small groups, plan activities for use with preschool children
- Develop learning centers that address all areas of a child's development.
- Write lesson plans
- Write activity evaluations
- Class Discussions
- Guest Speakers
- Plan activities for specific curriculum areas
- Videos
- Role Play
- Crossword Puzzles
- Create various paste, paint and play dough recipes
- Read and evaluate children's literature
- Identify activities related to specific children's books
- Prepare activities for nursery school
- Prepare computer generated activities for nursery school
- Field Trip

**Evaluation Criteria**
Student lesson plans
Student activity evaluations
Rubrics
Tests
Quizzes
Portfolio
Completed technology projects
Peer Evaluations
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency L
Safe & Healthy Learning Environment:
Demonstrate a safe and healthy learning environment for children.

Learning Expectations
The student will be able to:
Plan food and nutrition experiences for children to encourage healthy eating habits.
Prepare simple cooking activities to be lead with children.
Prepare a sample room arrangement.
Describe how and when to report child abuse.
Define child abuse.
Discuss ways to prevent child abuse.
Identify and implement security procedures when working with preschool children.
Identify basic guidelines for dealing with children who are ill.

Performance Standards
L-57 Describe methods to manage physical space to maintain a safe and healthy learning environment.
L-58 Apply safe and healthy practices that comply with state regulations.
L-59 Implement strategies to teach children health, safety, and sanitation habits.
L-60 Provide safe and healthy meals and snacks.
L-61 Describe the documentation process for symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse and neglect to the designated authorities.
L-62 Implement basic health practices and prevention procedures for worker and children regarding childhood illness and communicable diseases.
L-63 Identify and implement security and emergency procedures.

Sample Performance Tasks
- Role Play
Plan healthy nutritious snacks
Plan cooking experiences for preschool children
Research specific type of child abuse
Write a bill of rights for children
Create a poster of child abuse related community resources
Interview a social worker
Create a floor plan including at least five learning centers
Create safety check list for preschool classroom
Create preschool safety posters
Class Discussion
Guest Speaker
Interview a preschool teacher to determine health and safety practices in the center
Interview preschool parents to determine what they look for in terms of health and safety in the classroom
Develop health, safety and emergency guidelines for the nursery school
Create cross word puzzle
Write a public service announcement about when to keep your child home from school due to illness
List ways child care workers can protect themselves from work related hazards
Write a letter to parents explaining procedures for handling sick children, pick up routines and food allergies.

Evaluation Criteria
Rubrics
Quiz
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency M
Positive Collaborative Relationships:
Demonstrate techniques for positive collaborative relationships with children.

Learning Expectations
The student will be able to:
Identify and demonstrate appropriate methods to promote positive behavior.
Explain the importance of consistency in guiding children.
Be positive role models.
Describe principles of direct guidance.
Describe principles of indirect guidance.
Identify and demonstrate appropriate methods of handling misbehavior.

Performance Standards
M-64 Establish developmentally appropriate guidelines for behavior.
M-65 Demonstrate problem-solving skills with children.
M-66 Identify interpersonal skills that promote positive and productive relationships with children.
M-67 Describe strategies for constructive and supportive interactions between children and families.
M-68 Determine methods for presenting information to parents regarding developmental issues and concerns related to children.

Sample Performance Tasks
- Class Discussion
- Role Play
- Interview parents about how they manage their children’s behavior
- Write observation of types of guidance used by parents with children and in a public place.
- Use problem-solving steps to help children resolve conflicts.
- Complete observations of children focusing on conflicts and guidance techniques
- Video
- Guest Speaker
- Brainstorm
- Class Discussion
- Prepare parent news letter
- Student observations

**Evaluation Criteria**
Student behavior with peers
Student behavior with preschool children
CHILD DEVELOPMENT 2

CONTENT AREA -
EARLY CHILDHOOD EDUCATION AND SERVICES

Performance Standards and Competency N
Professional Practices & Standards:
Demonstrate professional practices and standards related to working with children.

Learning Expectations
The student will be able to:
Identify opportunities in the community to work with young children.
Identify positive characteristics of teachers.
Identify responsibilities of teachers.
Be prepared with nursery school lesson plans and activities as assigned.

Performance Standards
N-69 Identify various opportunities for continuing training and education.
N-70 Describe the importance of demonstrating enthusiasm, initiative, and commitment to program goals and improvements.

Sample Performance Tasks
- Discussion
- Brainstorm
- Essay
- Participation in nursery school
- Internet search
- Field Trip
- Local conferences - when available

Evaluation Criteria
Essay
Demonstrated behavior in nursery school
HOTEL RESTAURANT MANAGEMENT
HOTEL RESTAURANT MANAGEMENT

Course Description:
In this course, students discover what makes a hotel or restaurant successful. They explore job related skills in the field of Hotel and Restaurant Management. Students visit local hotels and restaurants as well as the hospitality program at the local community college.

Credit: ½ Credit

Pre-Requisite: None

Recommended Grade Level: 10th, 11th, and 12th
HOTEL RESTAURANT MANAGEMENT

CONNECTICUT CAREER AND TECHNICAL EDUCATION

PERFORMANCE STANDARDS AND COMPETENCIES

CONTENT AREA -
NUTRITION, FOOD PRODUCTION AND SERVICES

Performance Standards and Competency A
Family and Consumer Sciences Skills:
Develop a common core of skills related to all areas of Family and Consumer Sciences Education.

Performance Standards and Competency E
Food Safety:
Evaluate factors that affect food safety, from production through consumption.

Performance Standards and Competency G
Career Paths:
Analyze career paths within the hospitality, food production and services, food science, dietetics and nutritional industries.

Performance Standards and Competency H
Safety, Security and Environmental Issues:
Demonstrate procedures applied to safety, security and environmental issues.

Performance Standards and Competency I
Service:
Apply concepts of service to meet customer expectations.

Performance Standards and Competency L
Planning Menu Items:
Demonstrate planning menu items based on standardized recipes to meet customer needs.

Performance Standards and Competency N
Food Management Functions:
Demonstrate implementation of food service management functions.

Performance Standards and Competency O
Internal and External Customer Service:
Demonstrate the concept of internal and external customer service.
National Standards for Hospitality, Tourism, and Recreation

10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Content Standard 10.1
Analyze career paths within the hospitality, tourism, and recreation industries.

Content Standard 10.2
Demonstrate procedures applied to safety, security, and environmental issues.

Content Standard 10.3
Apply concepts of service to meet customer expectations.

Content Standard 10.4
Demonstrate practices and skills involved in lodging occupations.
HOTEL RESTAURANT MANAGEMENT

National Standards for Hospitality, Tourism, and Recreation

10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Content Standard 10.1
Analyze career paths within the hospitality, tourism, and recreation industries.

Competencies

10.1.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.

10.1.2 Explore opportunities for employment and entrepreneurial endeavors.

10.1.3 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation.

10.1.4 Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economies.

CONNECTICUT CAREER AND TECHNICAL EDUCATION
PERFORMANCE STANDARDS AND COMPETENCIES
CONTENT AREA - NUTRITION, FOOD PRODUCTION AND SERVICES

Performance Standards and Competency A
Family and Consumer Sciences Skills:
Develop a common core of skills related to all areas of Family and Consumer Sciences Education.

Performance Standards

A-1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.

A-2 Demonstrate employability skills in community and workplace settings.

A-7 Describe the impact of technology on individual and family resources as related to food production, nutrition and hospitality.

A-8 Describe the interrelationships between the economic system and consumer actions as related to food production, nutrition and
hospitality.
A-10 Identify factors that impact consumer advocacy related to food production, nutrition, and hospitality.
A-13 Describe workplace stress management techniques.
A-14 Identify and demonstrate communication skills that contribute to positive relationships.
A-15 Describe the importance of teamwork and leadership skills in the family, workplace, and community.

Performance Standards and Competency G
Career Paths:
Analyze career paths within the hospitality, food production and services, food science, dietetics and nutritional industries.

Performance Standards
G-32 Determine the roles and functions of individuals engaged in hospitality, food production and services, food science, dietetics, and nutrition careers.
G-33 Identify opportunities for employment and entrepreneurial endeavors.
G-34 Examine education and training requirements and opportunities for career paths in hospitality, food production and services, food science, dietetics, and nutrition.

Learning Expectations
The student will be able to:
Describe the characteristics of the hospitality industry and types of operations.
Demonstrate appropriate job seeking skills.
Identify traits and skills of successful leaders.
Apply teamwork skills in various job related situations.
Practice behaviors that contribute to satisfying interpersonal relations.
Apply appropriate decision-making and resource management skills.
Demonstrate an understanding of the importance of communication, time management, and team work skills.
Describe the advantages and disadvantages of working in the hospitality industry.
Identify the titles, roles, and responsibilities of individuals working in the hospitality industry.
Identify education and training requirements for the hospitality industry.
Identify front of the house and back of the house jobs and responsibilities.
Describe the guest cycle in a hotel.
Explain the relationship between job training, job level and salary.
Identify how the hospitality industry affects and is affected by the economy and world events.

Sample Performance Tasks
- Role Play
- Crossword puzzle
- Video
- Field Trips
- Word Search/Matching Definitions
- Class Discussion
- Internet Search/Department of Labor
- Essay
- Interviews
- Brainstorm
- Guest Speaker
- Research educational requirements for jobs in the hospitality industry.
- Read and review current articles
- Homework

Evaluation Criteria
Test
Quiz
Rubric
Essay
HOTEL RESTAURANT MANAGEMENT

National Standards for Hospitality, Tourism, and Recreation
10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Content Standard 10.2
Demonstrate procedures applied to safety, security, and environmental issues.

Competencies
10.2.1 Examine the importance of safety, security, and environmental issues related to the hospitality tourism, and recreation industries.
10.2.2 Demonstrate ability to ensure customer safety.
10.2.3 Manage evacuation plans and emergency procedures.
10.2.4 Examine utilization of resources and ways to conserve them.
10.2.5 Design a system for documenting and investigating reports related to safety, security, and environmental issues.

CONNECTICUT CAREER AND TECHNICAL EDUCATION
PERFORMANCE STANDARDS AND COMPETENCIES
CONTENT AREA - NUTRITION, FOOD PRODUCTION AND SERVICES

Performance Standards and Competency H
Safety, Security and Environmental Issues:
Demonstrate procedures applied to safety, security and environmental issues.

Performance Standards
H-35 Demonstrate ability to ensure customer safety.

Learning Expectations
The student will be able to:
Identify customer related safety procedures in a hotel/restaurant.
List procedures to be followed with safety deposit boxes.
Identify ways to prevent food bourn illness.
Identify ways to prevent food contamination and spoilage.
Explain the role of front office staff in maintaining security.
Explain emergency security procedures.
Identify guest rights.

**Sample Performance Tasks**
- Role Play
- Video
- Class Discussion
- Create guest safety posters/flyers
- Guest Speaker
- Brainstorm
- Case studies
- Interviews
- List steps in handling safety deposit boxes
- Complete suspect description
- Create food safety posters
- Read and review current articles
- Interview hotel/restaurant manager re: emergency procedures

**Evaluation Criteria**
Quiz
Rubric
HOTEL RESTAURANT MANAGEMENT

National Standards for Hospitality, Tourism, and Recreation
10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Content Standard 10.3
Apply concepts of service to meet customer expectations.

Competencies
10.3.1 Practice service methods which exceed the expectations of customers.
10.3.2 Determine the relationship between employees' attitude and actions and customer satisfaction.
10.3.3 Employ strategies for resolving complaints.
10.3.4 Measure the impact customer relations has on success of the hospitality, tourism, and recreation industry.
10.3.5 Measure the impact customer relations has on the needs of special populations.

CONNECTICUT CAREER AND TECHNICAL EDUCATION
PERFORMANCE STANDARDS AND COMPETENCIES
CONTENT AREA - NUTRITION, FOOD PRODUCTION AND SERVICES

Performance Standards and Competency I
Service:
Apply concepts of service to meet customer expectations.

Performance Standards
I-37 Practice service methods, which exceed the expectations of customers.
I-38 Determine the relationship between an employee's actions and customer satisfaction.
I-39 Employ strategies for resolving complaints.
Performance Standards and Competency O
Internal and External Customer Service:
Demonstrate the concept of internal and external customer service.

Performance Standards
0-75 Demonstrate quality services, which exceed the expectations of customers.
0-76 Examine the relationship between employees and customer satisfaction.
0-77 Apply strategies for resolving complaints.
0-78 Demonstrate sensitivity to diversity and individuals with special needs.

Learning Expectations
The student will be able to:
Identify the elements of good service.
Describe the role of the customer in a service-oriented industry.
Analyze the difference between marketing tangible and intangible products.
List the tangible things a hotel/restaurant can do to provide good service.
Demonstrate problem-solving skills.
Explain why customers are important to the hospitality business.
Describe the needs that hospitality businesses satisfy.
Explain the importance of quality service.
Explain the importance of good communication skills.
Describe methods of handling customer complaints.
Evaluate the responsibilities of employees and employers in the hospitality industry.
Analyze restaurant reviews
Write personal restaurant review.

Sample Performance Tasks
- Role Play
- Case Studies/Scenarios
- Brainstorm
- Class Discussion
- Essay
- Respond to letter of complaint
- Bingo Game
- Guest Speaker
- Read and review current articles
- Complete true/false questions then read article to determine correct answers.
- Internet – research mission statements
- Homework
- Invent company and develop mission statement
- Crossword puzzle
- Internet search for restaurant review and complete worksheet on review.
- Write restaurant review

**Evaluation Criteria**

Quiz
Test
Student Essays
HOTEL RESTAURANT MANAGEMENT

National Standards for Hospitality, Tourism, and Recreation

10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Content Standard 10.4
Demonstrate practices and skills involved in lodging occupations.

Competencies
10.4.1 Demonstrate front desk skills.
10.4.2 Perform cash handling, accounting, and financial transactions.
10.4.3 Manage convention, meeting and banquet support functions.
10.4.4 Apply basic skills in food and catering services.
10.4.5 Manage use, care, maintenance and storage of equipment, tools and supplies.
10.4.6 Apply facility services skills.
10.4.7 Apply time and work management to facility service tasks.
10.4.8 Perform appropriate work roles within sales and marketing division.

CONNECTICUT CAREER AND TECHNICAL EDUCATION
PERFORMANCE STANDARDS AND COMPETENCIES
CONTENT AREA - NUTRITION, FOOD PRODUCTION AND SERVICES

Performance Standards and Competency N
Food Management Functions:
Demonstrate implementation of food service management functions.

Performance Standards
N-72 Apply accounting principles in planning and forecasting profit and loss.

Learning Expectations
The student will be able to:
Identify information needed for forecasting.
Calculate a no-show, walk-in, overstay, and Understay percentage.
Determine the forecasted number of rooms available for sale.
Describe the functions of the front office
Describe the registration process.
List and describe the four stages of the guest cycle.
Describe the communications functions in a hotel.
Discuss the functions of the housekeeping department.
Discuss the functions of the maintenance department.
Describe an organization chart.
Explain what a franchise is.
Identify the roles and responsibilities of management.
Describe how managers control costs.
Identify upselling techniques.
Describe the responsibilities of the food and beverage director.
Identify the divisions in the food and beverage department.
Identify the responsibilities of personnel in the food and beverage department.

Sample Performance Tasks
- Class Discussion
- Complete forecasting reports
- Complete night audit report
- Brainstorm
- Video
- Guest Speaker
- Class Discussion
- Role Play
- Crossword Puzzle
- Bingo Game
- Create a room division organizational chart
- Textbook
- Complete a registration card
- Complete a split folio
- Worksheet - interaction during the guest cycle
- Take phone messages
- Complete a split bill
- Case studies
- Create phone tip sheet
- Create card to be displayed in hotel room describing types of phone calls and charges
- Create radio announcement describing services of hotel/restaurant
- Vocabulary match
- Operate mock restaurant
- Practice waitress/waiter skills (carrying trays, taking orders etc.)

**Evaluation Criteria**
Completed forecasting report
Completed night audit report
Quiz
Test
Completed written work
HOTEL RESTAURANT MANAGEMENT

CONNECTICUT CAREER AND TECHNICAL EDUCATION
PERFORMANCE STANDARDS AND COMPETENCIES
CONTENT AREA -
NUTRITION, FOOD PRODUCTION AND SERVICES

Performance Standards and Competency L
Planning Menu Items:
Demonstrate planning menu items based on standardized recipes to meet customer needs.

Learning Expectations
The student will be able to:
Describe fixed menu schedules.
Describe cycle menu schedules.
Identify menu-pricing styles.
Select menu items to create a balanced menu.
Identify the two questions one must take into consideration when planning a menu.
Identify the copy elements needed in menus.
Summarize important layout elements.
List common menu design mistakes.
Calculate prices using several pricing methods.

Performance Standards
L-53 Apply menu-planning principles to develop and modify menus.
L-54 Examine food and equipment needed for menus.
L-55 Do menu layout and design.

Sample Performance Tasks
❖ Examine menus from a variety of restaurants
❖ Brainstorm
❖ Class Discussion
❖ Create a sample restaurant menu including prices

Evaluation Criteria
Menu is part of Final Exam