

# Course Syllabus

## CTE, Culinary Skills

Morgan County Curriculum 4.1 High School, Final  
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

### Health Education

**PERSONAL WELLNESS:** Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illness and diseases and the ability to remain physically, mentally, spiritually, socially and emotionally wellness. **NUTRITION:** Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

**SAFETY:** Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

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- 1.1.01 (DOK 2) ASSESSED  
The learner will be able to explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, relationship commitments).
- 1.1.02 (DOK 3) ASSESSED  
The learner will be able to apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying, and harassment (e.g., problem-solving, relaxation techniques, communication, conflict resolution, anger management, refusal skills, peer mediation, self-advocacy).
- 1.1.03 (DOK 2) Supporting  
The learner will be able to identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance).
- 1.2.01 (DOK 3) ASSESSED  
The learner will be able to analyze the effect of individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drugs use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).
- 1.2.02 (DOK 2) ASSESSED  
The learner will be able to describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).
- 1.2.03 (DOK 2) ASSESSED  
The learner will be able to explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).
- 1.2.06 (DOK 3) ASSESSED  
The learner will be able to recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.
- 1.3.01 (DOK 3) Supporting  
The learner will be able to evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals,

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vitamins, water) on maintaining and promoting health.

### ■ 1.3.02 (DOK 2) ASSESSED

The learner will be able to explain how recommendations made in the Dietary Guidelines for Americans 2005 and the Food Guide Pyramid contribute to good health and how exchanges and substitutions can be made for a variety of special dietary needs (e.g., diabetes, weight control, pregnancy).

### ■ 1.4.02 (DOK 2) ASSESSED

The learner will be able to explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives.

### Consumerism

**CONSUMER DECISIONS:** Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and impact they have on the community and environment.

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**FINANCIAL LITERACY:** Financial literacy provides knowledge so that students are responsible for their personal

economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial knowledge and economic independence.

### ■ 3.1.01 (DOK 2) Supporting

The learner will be able to explain ways to make responsible buying decisions in relation to wants (e.g., technology, name-brand clothing, jewelry, electronics) and needs (food, clothing, housing).

### ■ 3.1.02 (DOK 2) ASSESSED

The learner will be able to compare products and services based on these factors (e.g., price, quality, features, availability, warranties, comparison shopping, impulse buying) to consider when making consumer decisions.

### ■ 3.1.03 (DOK 2) ASSESSED

The learner will be able to explain why various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (jingles/slogans, plain folks, magic ingredients, facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) are influential.

### Vocational Studies

**CAREER AWARENESS, EXPLORATION, PLANNING:** Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

**COMMUNICATION/TECHNOLOGY:** Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

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**EMPLOYABILITY SKILLS:** Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

**COMMUNICATION/TECHNOLOGY:** Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### ■ 4.2.01 (DOK 2) ASSESSED

The learner will be able to identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

#### ■ 4.2.02 (DOK 3) ASSESSED

The learner will be able to describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.