

TAPE COMPLIANCE NOTEBOOK

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1

**Student
Organization
(FCCLA)**

2

**Quality
Instruction**

3

**Parental
Involvement**

4

**Professional
Development**

5

**Work-based
Learning**



1.1 Student Organizations

PROGRAM OF WORK

COPY OF AFFILIATION CHECK

AFFILIATION ROSTER

FCCLA MEETING MINUTES

FCCLA OFFICER LIST

COMPETITIVE EVENTS

LEARNING THROUGH COMMUNITY
SERVICE

CTSO INTEGRATION AS AN INTEGRAL
PART OF CURRICULUM



INSERT

- Copy of Program of Work (1.1.A)
- Photocopy of FCCLA affiliation check (ask your bookkeeper to make a photocopy of check before mailing, attach to a copy of your invoice and place in this book) and a roster (1.1.B)

or

- Online affiliation showing payment and affiliation roster (You should print one out for your bookkeeper to pay your affiliation, just make 2 copies and keep one for your book!) (1.1.B)
- Copies of FCCLA meeting agendas and minutes (1.1.C)
 - creation of POW
 - discussions on community service and other activities
 - approval of expenses
- List of FCCLA Officers (1.1.D)
- Include invoice from SLC or NLC (or both!!) (1.1.E)
- Pictures or news media posts highlighting community service projects. (1.1.F)
- Include a lesson plan showing how FCCLA is incorporated in your lessons...use those STAR Events!! Use as a competitive event within your classroom and have judges come in...they all come with rubrics :) (1.1.G)

*



*Plan smart, you could have one project based learning activity complete both standards



ALABAMA
STATE ASSOCIATION

FCCLA SAMPLE CHAPTER
PROGRAM OF WORK
YEAR 2020



GOALS FOR THE FCCLA CHAPTER ASSOCIATION	PLANS FOR ACHIEVING GOALS	TIMELINE	RESPONSIBLE MEMBER	FCCLA ADVISER RESPONSIBILITY
EXAMPLE: Increase Membership	<ol style="list-style-type: none"> 1. Create campaign to Reach, Recruit Retain: Offer prizes for members who bring new members 2. Participate in club/CTSO Fair 3. Create social media blitz for school accounts 	<ol style="list-style-type: none"> 1. First two weeks 2. Sept Schoolwide Club/CTSO Fair 3. First month of school 	<ol style="list-style-type: none"> 1. Returning Members 2. All officers 3. First Vice President 	<ol style="list-style-type: none"> 1. Sign CTSO up for Fair booth 2. Relay Social Media Posts to the one responsible for posting on social media for school
EXAMPLE: Participate in FCCLA State Project	<ol style="list-style-type: none"> 1. Collect non-perishable foods 2. Create display within state theme. 3. Count the amount of donations. 4. Take canned foods to local charity. 	<ol style="list-style-type: none"> 1. Hold can food drive in Oct-Nov 2. Deliver food to food pantry in Dec. 3. Pictures and counts to state office December 15. 	<ol style="list-style-type: none"> 1. Vice President of Community Service leads project 2. All members participate 	<ol style="list-style-type: none"> 1. Coordinates dates and paperwork for field trip to food pantry and submissions to state office.
EXAMPLE: Increase participation in STAR Events				

**Invoice**

Chapter ID: 13048
Invoice Number: 87134
Invoice Date: 10/31/2019
Invoice Amount: \$0.00
Terms: Net 30
Invoice Year: 2019 - 2020

Please remit payment to:

Family, Career and Community Leaders of America
1910 Association Drive
Reston VA 20191

Felicia Williams
Horseshoe Bend Fccla
10684 Hwy 22 East
New Site, AL 36256
Email:
feliciarwilliams@yahoo.com

Please include the top section with your payment.



Chapter ID: 13048
Invoice Number: 87134
Invoice Date: 10/31/2019

Balance Due **\$0.00**
Total Payment Amount **\$876.00**

Item	Misc Product Notes	Unit Price	Quantity	Amount
National Student Membership Dues	12 Member Minimum	\$9.00	73	\$657.00
Alabama - Student State Dues	12 Member Minimum	\$3.00	73	\$219.00
Invoice Total				\$876.00
Payment 11/13/2019 12:00 AM Check				-\$876.00
Balance Due				\$0.00

National Student Membership Dues

Chapter ID	First Name	Last Name	Submitted Date
	Mary carol	Rasbury	10/31/2019
	Taylor	Brown	10/31/2019
13048	Abby	Hadaway	10/31/2019
	Jane	Milstead	10/31/2019
13048	Hadley	Bowen	10/31/2019
13048	Beth	Conway	10/31/2019
13048	Emma	Everett	10/31/2019
13048	Hannah	Patterson	10/31/2019
13048	Savannah	Peoples	10/31/2019
	Nadia	Freeman	10/31/2019
13048	Jolee	Mcmath	10/31/2019
13048	Mckenzie	Walker	10/31/2019
13048	Sydney	Kelly	10/31/2019
13048	Raleigh	Brazzell	10/31/2019
13048	Maya	Gomez	10/31/2019
13048	Gabby	Goodner	10/31/2019
13048	Lauren	Gregg	10/31/2019
13048	Tegan	Houghton	10/31/2019
13048	Riley	Jackson	10/31/2019
13048	Sara	Jacobs	10/31/2019
13048	Kayli	James	10/31/2019
13048	Daisie	Johnson	10/31/2019
13048	Ansley	Lewis	10/31/2019
13048	Hallie	Locke	10/31/2019
13048	Courtne	Moncrief	10/31/2019
13048	Harleigh	Moss	10/31/2019
13048	Haley	Peterson	10/31/2019
13048	Katie	Rasbury	10/31/2019
13048	Braylei	Smith	10/31/2019
13048	Jillian	Thornton	10/31/2019
13048	Madison	Wray	10/31/2019
	Brittany	Looney	10/31/2019
13048	Hampton	Bowen	10/31/2019
13048	Jenna	Bowen	10/31/2019
13048	Cara	Johnson	10/31/2019
13048	Allie	Scott	10/31/2019
13048	Yasmine	Garcia	10/31/2019
13048	Landon	Smith	10/31/2019
13048	Gracie	Norrell	10/31/2019
13048	Conner	Sharpe	10/31/2019

FCCLA Meeting **Agenda** Form

Chapter Name: _____

Date: _____ Time: _____

Person Presiding: _____ Leadership Position: _____

1. Opening Ceremony

Type of Session: ☐ Business Meeting ☐ Work Session ☐ Special Meeting/Program

Format: ☐ In-Person ☐ Virtual ☐ Hybrid

Determination of Quorum/Attendance: ☐ Roll Call ☐ Sign In

Minutes: ☐ Read ☐ Distribute ☐ Copies

2. Treasurer's Report

3. Committee Reports

Person scheduled to report: _____

1. _____

2. _____

3. _____

**Note that agenda lists topics
to be discussed and maybe
who is presenting.**

4. Unfinished Business:

1. _____

2. _____

3. _____

5. New Business:

1. _____

2. _____

3. _____

6. Program

7. Announcements

8. Closing Ceremony

9. Adjournment

FCCLA Meeting Minutes

Chapter Name: Every Chapter Alabama

Date: 8/15/21 Time: 3:00

Person Presiding: Libby Kate Leadership Position: President

1. Opening Ceremony

Type of Session: ☒ Business Meeting ☐ Work Session ☐ Special Meeting/Program

Format: ☒ In-Person ☐ Virtual ☐ Hybrid

Determination of Quorum/Attendance: ☐ Roll Call ☒ Sign In (see attached sign in sheet)

Minutes: *No minutes to read* Distribute Copies

2. Treasurer's Report

Treasurer Lisa Lou reported we have a starting balance of \$500.

3. Committee Reports

No committee reports

4. Unfinished Business:

1. *No unfinished business due to being first meeting of the year*

5. New Business:

1. *Community Service Project: Libby Kate reported from officer meeting the proposals of the officers. Officers proposed that we participate in the State Project "Bake It to Make Us Covid Safe." Project was explained by VP of Community Service Brandon Smith. It was also recommended we set up a committee to oversee the planning and scheduling the back sales. Sarah Gibson moved to accept the proposals from the officers. Tiffany Redland seconded the motion. Membership voted to approve the motion.*

2. *Mrs. Anderson explained what the Program of Work is. Members discussed what we wanted the goals to be for the year. Officers proposed what they would like to see for each of their areas. Vice President of Membership Talen D proposed we set a goal of increasing membership by 30 to win gold in Go for the Red and to establish a committee to formulate plans to increase membership. Vice President of STAR Events suggested we set goal of 75% participation in STAR Events at SLC. First VP Cindy L suggested we start a social*

media campaign to promote FCS and FCCLA. All proposals were moved to be accepted by Jimmy John, seconded by Allison Ray, and unanimously voted on by members.

3. Mrs. Anderson explained she needed membership to approve paying for affiliation. Libby motioned we approve to pay affiliation invoice, Sara seconded the motion and membership voted to approve paying of the invoice.

6. Program

7. Announcements

8. Closing Ceremony: Libby Kate led membership in reciting the FCCLA Creed and adjourned the meeting.

9. Adjournment

Note that minutes include the following:

1. Discussion of members
2. Who make motion
3. Who seconds the motion
4. Vote by membership
5. Sign in Sheet or some proof of who was there and you have quorum.
 - a. (I had sign in sheet that listed all members and then sign in line next to the name. This will clearly show quorum)

FCCLA Meeting Agenda/Minutes Form

Chapter Name: Every Chapter Alabama

Date: 9/15/21 Time: 3:00

Person Presiding: Libby Kate Leadership Position: President

1. Opening Ceremony

Type of Session: X Business Meeting Work Session Special Meeting/Program

Format: X In-Person Virtual Hybrid

Determination of Quorum/Attendance: Roll Call X Sign In (see attached sign in sheet)

Minutes: *No minutes to read* Distribute Copies

2. Treasurer's Report

Treasurer Lisa Lou reported that after members had turned in affiliation and we have paid affiliation, we have a balance of \$550.

3. Committee Reports

1. Community Service Committee: *Brandon reports that the committee will be meeting Friday to set schedule for bake sales and create sign up sheets for members.*

2. Membership committee: *Jalen reported that the membership committee has met. The committee is proposing that we offer prizes for members that recruit others; that we set up a booth at the school-wide club fair; that we set up a membership booth during lunch outside of Mrs. Anderson's room; top prize for member who recruits the most new members.*

4. Unfinished Business:

1. *Mrs. Anderson reminded us that she will be doing another affiliation invoice in October for those who have not yet paid their dues and for new members we are recruiting*

5. New Business:

1. Membership: *Membership discussed the proposal by the membership committee. Ashley suggested we offer free coupons for drink and snack from the café for each recruit and recruiter. Brandon suggested we have a top FCCLA swag box for the top winner. Sasie moved that we accept both proposals for prizes. Lindsey seconded the motion. Membership unanimously voted for both proposals.*

2. *Mrs. Anderson explained she needed membership to approve paying prizes for the membership campaign. Brandon moved that we approve for Mrs. Anderson to spend up to \$200 on prizes for membership, Callie seconded the motion, membership unanimously approved the motion.*

6. Program

7. Announcements

8. Closing Ceremony. *Libby Kate led membership in reciting the FCCLA Creed and adjourned the meeting.*

9. Adjournment



THS FCCLA 2020-2021 OFFICERS

President

Jordan Owens

Vice President

**Britton Wade
Haleigh Silloway**

Treasurer

Katie Wade

Secretary

Kelise Robbins

Historian/Media

Dani Takemori



Invoice

Chapter ID: 13048

Chapter Name: Horseshoe Bend
Fccla

Meeting: 2021 NATIONAL
LEADERSHIP CONFERENCE

Invoice Invoice
Number: 105218 Date: 04/01/2021

Invoice Amount: \$0.00

Terms: Due Upon Receipt

Please remit payment to:

Family, Career and Community Leaders of America
1910 Association Drive
Reston VA 20191

Mrs. Felicia H Williams
10684 Hwy 22 East
New Site, AL 36256
Email:
feliciarwilliams@yahoo.com

Please include the top section with your payment.



Chapter ID: 13048
Invoice Number: 105218
Invoice Date: 04/01/2021

Balance Due	\$0.00
Total Payment Amount	\$1125.00

Item	Misc Product Notes	Unit Price	Quantity	Amount
IN-PERSON Attendance - NLC Registration		\$150.00	5	\$750.00
VIRTUAL Attendance - NLC Registration		\$150.00	1	\$150.00
National Programs in Action	Monday, May 17th, 2021 9:00 am - 5:00 pm	\$45.00	3	\$135.00
Promote and Publicize FCCLA!	Monday, May 17th, 2021 9:00 am - 5:00 pm	\$45.00	1	\$45.00
Interpersonal Communications	Monday, May 17th, 2021 9:00 am - 5:00 pm	\$45.00	1	\$45.00

Invoice Total	\$1125.00
Payment 04/21/2021 12:00 AM Visa	-\$1125.00
Payment 05/05/2021 11:49 AM Credit Memo CM5924	-\$150.00
Balance Due	\$0.00

IN-PERSON Attendance - NLC Registration

Name	Quantity	Price
Mrs. Felicia H Williams	1	\$150.00
Jenna Bowen	1	\$150.00
Beth Conway	1	\$150.00
Sydney Kelly	1	\$150.00
Armando Lopez	1	\$150.00
Sub Total:		\$750.00

VIRTUAL Attendance - NLC Registration * Cancelled

Name	Quantity	Price
Erin Cox	1	\$150.00
Sub Total:		\$150.00

National Programs in Action Monday, May 17th, 2021 9:00 am - 5:00 pm

Name	Quantity	Price
Jenna Bowen	1	\$45.00
Armando Lopez	1	\$45.00
Erin Cox	1	\$45.00
Sub Total:		\$135.00

Promote and Publicize FCCLA! Monday, May 17th, 2021 9:00 am - 5:00 pm

Name	Quantity	Price
Beth Conway	1	\$45.00
Sub Total:		\$45.00

Interpersonal Communications Monday, May 17th, 2021 9:00 am - 5:00 pm

Name	Quantity	Price
Sydney Kelly	1	\$45.00
Sub Total:		\$45.00



FCCLA Lesson Plan: Interviewing Skills

Real World Skills Through FCS Education

Topic: Integrating the Skill Demonstration Event: Interviewing Skills

Grade Level: 8-12

Timeframe: 3.5 Hours

FCCLA National Program(s) Integration:

Career Connection

Power of One

FCCLA STAR Event Integration:

Interviewing Skills – Skill Demonstration Event

Learning Objectives:

This lesson is designed to utilize resources from the Interviewing Skills, Skill Demonstration Event as students learn Real World Skills. If students decide to use this for competitions, add in the "extra" Skill Demonstration Event requirements. If students do well in the assignment, encourage them to compete.

National FCS Standards:

1.0 Career, Community and Family Connections

2.0 Consumer and Family Resources

13.0 Interpersonal Communications

Materials Needed:

Interviewing Skills Specifications

Interviewing Skills Rubric

[State Specific Education Posting Sites](#)

*All materials are available for download in the most recent competitive events guide in the [FCCLA Portal](#).

} See attached Skill demo event materials

Activity 1: Apply for a Job

Activity 1 Timeframe: 30 Mins

Activity 1 Materials Needed: Job posting websites, education specific job search sites, use the [State Specific Education Posting Sites](#) document as a resource.

Directions:

Start by demonstrating how to find current Family and Consumer Sciences job posting in your state or across the country.

Instruct students to each find an FCS position that appeals to them. Have them answer the following

questions about the positions they find:

Name and location of the school

Full time or part time

Course or courses to be taught

License Requirements

Why you choose this posting

Students will use this posting as the goal for the remainder of the lesson, using their current Family and Consumer Sciences knowledge and skills, and their current level of education.

Activity 2: Cover Letter and Resume

Activity 2 Timeframe: 120 Mins

Activity 2 Materials: Interviewing Skills Specifications

Directions:

Provide instruction on creating a cover letter and resume

How to Write a Cover Letter: <https://www.glassdoor.com/blog/guide/how-to-write-a-cover-letter/>

How to Write a Resume: <https://www.glassdoor.com/blog/guide/how-to-write-a-resume/>

Instruct students to create a cover letter and resume using their current education level that correlates with the job they are applying for in activity 1.

Use the Interviewing Skills Specifications as a guide to creating the cover letter and resume.

Activity 3: Interview

Activity 3 Timeframe: 60 mins

Activity 3 Materials Needed: Interviewing Skills Specifications

Directions:

Provide instruction on how to prepare for common interview questions:

<https://www.indeed.com/career-advice/interviewing/teacher-interview-questions>

Instruct students to write out 10 common interview questions for a teaching position. Partner students and have them demonstrate their interview skills in front of the class by using their questions to interview each other for the job they selected in activity 1.

Assessment:

-Students should turn in all complied assignment pieces from activities 1,2 and 3.

-Use the FCCLA Skill Demonstration Event, interview Skills rubric to establish requirements of the presentation as well as a grading tool.

Source:

fcclainc.org



SKILL DEMONSTRATION EVENT

Interviewing Skills



Interviewing Skills, an individual event, recognizes members for their ability to prepare employment materials and practice job interviewing skills for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing Family and Consumer Sciences knowledge and skills. This event provides an opportunity for members to gain self-confidence and demonstrate job seeking skills.

EVENT LEVELS

- Level 1: through grade 8 ■ Level 2: grades 9–10 ■ Level 3: grades 11–12

ELIGIBILITY

- Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
- Members must be affiliated at the time of registration and registered for the Virtual Leadership Experience. Video URLs are required during registration.

GENERAL INFORMATION

- Participants must apply for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing the participant's current Family and Consumer Sciences knowledge and skills, and the position must match the participant's current level of education.
- Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

PRESENTATION RECORDING SPECIFICATIONS

Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level. Participant will include title of the position they are applying for and a brief description of that position.
Up to 5 minutes	Mock Interview	Enlist the help of an adult (chapter adviser, teacher, family member, etc.) who will serve as the interviewer. They do not have to be onscreen during the recording, but the questions they ask (provided) must be audible. The interview can be up to 5 minutes in length. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of the resume. Participant should verbally highlight items of their choice during the close up. This is not a voice over, but a presentation of the product by the participant as closure of the interview.

RESUME AND MOCK INTERVIEW

Each participant will prepare a resume, reflecting their current skills and education. The job applied for must be for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing the participant's current Family and Consumer Sciences knowledge and skills, and the position must match the participant's current level of education.

Resume	Maximum of two 8 ½" x 11" pages in length, using appropriate layout, spacing, alignment, and formatting, using reverse chronological order (most recent listed first). References are not required.
Overall Appearance and Neatness	Use consistent font style and appropriate font size for readability. Resume is typed, clean, and in good condition.

Resume Criteria	Include the following information: <ul style="list-style-type: none"> • participant name and school contact information • career objective • education and training • work and volunteer experience, relevant skills • activities, honors and awards
Spelling/Grammar	Use proper spelling, punctuation, capitalization, word usage, and grammar.
Introduction and First Impression	Create a positive first impression by greeting interviewer with firm handshake, appropriate eye contact and smile, and initiates introduction.
Gestures/Mannerisms	Use natural and appropriate gestures and movements during interview.
Posture	Maintain appropriate posture during interview.
Eye Contact	Maintain eye contact with evaluator throughout interview.
Voice	Speak with appropriate volume and articulation.
Appearance	Clothing meets the conference dress code and is neat, pressed, clean, and fits properly. Professional appearance and grooming.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in interview responses.
Responses to Evaluator Questions	Provide clear and concise answers to interview questions.

Interview Questions: Choose any of the following common interview questions for the mock interview presentation recording. Not all questions must be used, but questions and responses should not exceed 5 minutes in length (total interview time).

1. Tell me about yourself.
2. What skills do you bring to this job?
3. Why is our company interesting to you?
4. Why are you looking for a job?
5. What are your goals for the future and how does this job fit into those goals?
6. What skills do you hope to learn from this job?
7. Tell me about a difficult work or school situation and how you overcame it.
8. Describe a time you went above and beyond.
9. Do you have any commitments that would limit your work hours?
10. How do you handle stress and pressure?
11. How do you manage work, school, family and social activities?
12. How do you keep yourself organized?
13. Describe a time when your work (school work, volunteer work, employment, etc.) was criticized.
14. Describe a time when an adult (boss, parent, teacher, etc.) was wrong. How did you handle the situation?
15. Give me an example of a time that you failed, and what you learned from it.
16. What is your proudest achievement?
17. What is your biggest pet peeve?
18. What do you do in your spare time?
19. What causes are you passionate about?
20. Who is your hero, and why?
21. How would you handle a complaint from a customer?
22. How would you handle an emergency situation?
23. Have you ever handled money and had to count back change?
24. What's your favorite class in school, and why?
25. What volunteer experience do you have?



INTERVIEWING SKILLS Rubric

Name of Participant _____

Chapter _____ State _____ Level _____

COVER LETTER AND RESUME						Points
Position, Documentation, Education 0 or 10 points	0 Position is not related to an area of FCS or related occupations, documents does not reflect participant's current knowledge of skills, or position does not match the participant's current level of education.	10 Entry level position in an area of FCS and/or related occupations, documents reflect participant's current knowledge and skills, and position matches the participant's current level of education				
Resume Organization 0-10 points	0 Not provided	1-2-3 Name or contact information missing/unclear, sections not clear or missing, no clear patterns in how experiences listed	4-5-6 Name and contact information incomplete, inconsistent section titles/dates/locations, inconsistent use of reverse chronological order	7-8 Name and contact information listed on top, titles/dates/locations listed, reverse chronological order followed	9-10 Name and contact information listed on top, section titles/dates/locations consistent and clear, experiences listed in reverse chronological order	
Resume Content 0-10 points	0 Not provided	1-2-3 Education section incomplete, no use of outcomes/ accomplishments, too wordy, information irrelevant to position	4-5-6 Education section unclear, statements repetitive or not well developed, ineffective descriptions, not targeted to position	7-8 Education section complete, accomplishments included, concise wording, keywords/skills somewhat targeted to position	9-10 Education section complete, well developed accomplishment statements, concise and descriptive wording used, keywords/skills targeted to position	
Overall Appearance and Neatness 0-3 points	0 Damaged and unprofessional documents	1 Documents are not neat, have inconsistent formatting, or illegible.	2 Neat, legible, inconsistent formatting.	3 Consistent style and formatting, neat, legible, and professional.		
Resume Criteria 0-5 points	0 Contains 3 or less of listed criteria	1-2 Contains 4-6 of the listed criteria	3-4 Contains 7 of the 9 listed criteria	5 Contains name, address, contact information, objective, education and training, qualification highlights, work history and relevant experience, activities, honors and awards		
Spelling/Grammar 0-3 points	0 Extensive (more than 5) errors	1 Some (3-5) errors	2 Few (1-2) errors	3 No errors		
INTERVIEW						
Introduction and First Impression 0-3 points	0 No introduction or greeting	1 Does not shake hands, minimal eye contact, does not initiate introduction	2 Shakes hands, adequate eye contact and smile, and initiates introduction	3 Shakes hands, good eye contact and smile, initiates introduction		
Gestures/Mannerisms 0-3 points	0 Inappropriate use of gestures or mannerisms	1 Overuse of gestures or mannerisms	2 Appropriate use of gestures/mannerisms	3 Natural and appropriate use of gestures/mannerisms		
Posture 0-3 points	0 Inappropriate use of posture, not professional	1 Too stiff or too relaxed in posture	2 Posture is appropriately used	3 Posture indicates interest in interview and is professional		
Eye Contact 0-3 points	0 Little or no eye contact	1 Aggressive or unnatural eye contact throughout interview	2 Inconsistent eye contact throughout interview	3 Maintains appropriate eye contact throughout entire interview		

Voice 0-3 points	0 Voice qualities not used effectively	1 Voice quality is overly loud or quiet, not well articulated	2 Voice quality is inconsistent in volume and articulation	3 Voice quality is appropriate in volume and articulation	
Appearance 0-5 points	0 Meets dress code, clothing is wrinkled or dirty, personal appearance/grooming is not professional	1 Meets dress code, clothing is clean but not pressed or fits improperly, or inconsistent personal appearance/grooming	2 Meets dress code, clothing is clean and pressed, personal appearance/grooming is mostly professional	3 Meets dress code, clothing is pressed and clean, fits well, and personal appearance/grooming is professional	
Grammar/Word Usage/Pronunciation 0-5 points	0 Extensive (more than 5) grammatical or pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 No grammatical or pronunciation errors	
Responses to Evaluator Questions 0-25 points	0 Does not answer questions or participate in interview	1-2-3-4-5-6-7-8-9-10 Interview is brief, participant does not carry on a conversation or is unable to answer questions, does not understand position	11-12-13-14-15 Participant lacks preparation, answers most questions well, but without ease or accuracy	16-17-18-19-20 Participant is poised, answers questions well, mostly prepared, and gives appropriate responses	21-22-23-24-25 Participant is confident and poised, personable, well-prepared, answers questions appropriately and without hesitation
VIDEO SPECIFICATIONS					
Introduction 0-3 points	0-1 Introduction or description is limited or both not included	2 Includes name, chapter, level and generally describes design choices	3 Includes name, chapter, level and provides full description of design choices; does not exceed 1 minute		
Video Content 0 or 3 points	0 Evident that recording is not done in one take, does not show the work surface and student at all times, or exceeds 5 minutes	3 Recording done in one take with no editing, shows the work surface and student all times, does not exceed 5 minutes			
Final Product Presentation 0-3 points	0-1 Does not provide product close-up, does not highlight items, or exceeds time limit	2 Presents final product in close up; does not highlight items; does not exceed 1 minute	3 Presents final product in close up; highlights items; does not exceed 1 minute		

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

Event Consultant _____

TOTAL
(100 points possible)

Evaluator's Comments:



2.1 Quality Instruction

SYLLABI

EMBEDDED NUMERACY

EMBEDDED LITERACY

CTE PROGRAM BUDGET

CLASSROOM/LAB SAFETY

FACILITIES

CREDENTIALING/ASSESSMENTS



2.1.A CTE SYLLABI: For all program classes

COURSE TITLE, DESCRIPTION AND
PREREQUISITES

PROGRAM/INSTRUCTIONAL DELIVERY
PLAN

COURSE GOALS, ASSESSMENT
PROCEDURES

GRADING SCALE,

FCCLA INTEGRATION

EMBEDDED NUMERACY ANCHOR
ASSIGNMENT

EMBEDDED LITERACY ANCHOR
ASSIGNMENT

AVAILABLE INDUSTRY-RECOGNIZED
CREDENTIALS OFFERED



* Project Based Learning Activities could have
both numeracy and literacy!!

Culinary Arts 1

2019-20

Holtville High School

Hospitality and Tourism Cluster
Restaurant and Food Beverage Services
Pathway
Restaurant and Food Beverage Services
Program

Theresa Long, instructor

Course Description:

Culinary Arts I is a one-credit course. The prerequisite for this course is Hospitality and Tourism. Culinary Arts I introduces students to basic food production, management, and service activities in both the back- and front-of-the-house. Emphasis is placed on sanitation, safety, and basic food preparation. Skills in mathematics, science, and communication are reinforced in this course. The required school-based laboratory for the Hospitality and Tourism cluster is a commercial food service kitchen with a food-serving and dining area. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

A grade of 75 or better is required for admittance into Culinary 2.

Fees:

A required \$35.00 course fee should be paid in full upon entering the class. Fees are due by February 28. Student monies go toward groceries needed for cooking labs and other projects.

Textbook:

Foundations of Restaurant Management and Culinary Arts Level 1

Textbook will be available for classroom use as well as checkout if needed.

Instructional Delivery Plan:

- Students will be taught through various methods including but not limited to: lecture, video, demonstration, and lab experience. Students will cite their learning through:
- Keeping organized notebook
- Labeling assignments correctly (heading)
- Taking accurate and useful class notes
- Completing assignments/homework
- Reading and comprehending the text and supplemental readings
- Communicate in writing and orally using standard grammar, sentence structure, and paragraph development PROFESSIONALLY!!!!
- Understanding and responding accurately to higher order test questions
- Participating in class discussions and laboratories
- Performing work in cooperative groups in an orderly manner

Supplies:

- 3-ring binders with clear plastic cover
- loose leaf notebook paper
- blue or black ink pens
- pencils
- index cards

Grading/Assessment:

Points will be earned by daily work, laboratory grades, tests, projects/activities, and notebook. Dividing points earned by total points possible will determine grades. Percentages of grades will follow district guidelines 60% test and major projects, 40% daily work. Turn in assignments on time. Late daily assignments will not be taken. Major projects will have a deduction of 10% per day if it is late.

The following grading scale will be followed:

- 90-100% A
- 80-89% B

- 70-79% C
- 60-69% D
- 0-59% F

Course grade is figured as follows:

3rd nine weeks 40%

4th nine weeks 40%

Semester Exam 20%

Policy/Philosophy:

Academic, attendance, and discipline policies of the school will be followed (see class rules). I believe all students can and will succeed through a variety of opportunities in this classroom. Requests for accommodations for this course are welcome from students and parents. For a conference, please email to theresa.long@elmoreco.com.

Program Goal:

- To prepare students for family life, work and careers in Family and Consumer Sciences.

Course Objectives/Goals:

- Students will have knowledge of working in the different areas of the hospitality field.

Competitions:

Students will be expected to plan and practice for Pro-Start Competition

FCCLA also has culinary competitions

Credentialing:

ServSafe: Food Safety Credential
ProStart Level 1

Anchor Assignment: Students will complete a project based learning activity in which they will create a menu for their restaurant that includes research on the type of restaurant they want to have, figuring cost of food, menu cost, writing food descriptions and publishing the menu. **(Both literacy and numeracy).**

Family, Career, and Community Leaders of America (FCCLA):

All students will have the opportunity to participate in this service organization.

The dues for the organization are \$25 a year for national, state and local affiliation as well as a Holtville FCCLA T-shirt.

Welcome back to school!! I am excited to have you in class and anticipate a great semester at Holtville High School

Theresa Long

Student Signature:

Parent/Guardian Signature:

Remind 101 class number: @culinaryye

INSERT

- Insert a copy of your class syllabi, highlight required areas you are considering that fulfill the QPI.



Dietetics

2020-2021 Syllabus

Teacher: Amethyst Vineyard, M.Ed.

amethyst.vineyard@scsboe.org

Course Description

Dietetics is a one-credit course that provides students with advanced knowledge and skills used in nutrition and dietetics. Major topics include nutrition, meal planning, safety, food science, and professional behavior.

Course Goals

Students will:

- Recognize principles and procedures of the Hazard Analysis and Critical Control Point (HACCP) system for food handling and processing.
- Determine microorganisms that cause foodborne illnesses and conditions required for growth of each.
- Analyze symptoms and preventive measures for common foodborne illnesses.
- Assess the influence of various factors on food and nutrition choices.
Examples: socio-economic, psychological, physiological, cultural, religious
- Describe major nutrients and functions of these nutrients in the human body.
- Determine nutrient deficiency diseases common throughout the world.
- Determine food modifications required with special diets.
Examples: vegetarianism, sports nutrition, diabetes, lactose intolerance, food allergies
- Assess the long-term effects of food choices on a healthy lifestyle.
- Describe the chemical makeup of major food nutrients.
Examples: carbohydrates, proteins, fats, vitamins, minerals, water
- Use sensory methods to evaluate food products.
- Evaluate various types of menus used in meal planning.
Examples: cycle, nonselective, selective, single use
- Use dietary guidelines to plan menus that meet nutritional needs of clients throughout the lifespan.
- Assess common therapeutic diets for suitability.
Examples: liquid, soft, bland, diabetic, calorie-restricted, calorie-controlled, fat-restricted, sodium-restricted
- Explain the importance of food preparation techniques that conserve nutrients.
- Determine the importance of participating in nutrition and dietetic professional associations.
 - Describing ethical behavior in the field of dietetics
- Interpret local, state, and federal legislation, regulations, and licensure laws related to dietetics and nutritional services.
- Evaluate nutrition resources, services, and agencies available in the community.
- Determine human relation skills required for interacting with the general public.
- Describe technology used in providing dietetics and nutrition services.
- Determine career and entrepreneurial opportunities in dietetics and nutrition services.
 - Identifying required credentials for dietetics and nutrition services

CTSO: FCCLA

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Program: Food, Wellness, and Dietetics

Prerequisite: Family and Consumer Sciences

Culminating Products

- ServSafe Certification
- FCCLA STAR Event: Nutrition and Wellness

Assessment Procedures

This course is primarily project-based. All projects and portfolios will be evaluated using rubrics. These rubrics will be distributed with project instructions so that students may self-evaluate as they work and have a clear idea of the level of work expected. Students will be evaluated on a 9-week grading period. Progress reports will be sent home at mid-term. Student grades will be determined by dividing the total points earned by the total points possible. Assessment procedures will be monitored in an effort to meet the individual needs of each student.

Projects, Portfolios, and Presentations	200 pts each
Tests	100 pts each
Daily Activity Grades	20 pts each
Labs	50 pts each

Grading Scale

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

Available Industry Credentials:

ServSafe Manager

AHLEI Guest Services GOLD

ASK Institute Concepts of Entrepreneurship and Management

Embedded Numeracy and Anchor Assignment: Sports Nutrition STAR Event:

Student will research nutritional information, assess athletes current eating plan and vital statistics, research proper meal plans for chosen sport, create menu plan that meets nutritional recommendations, reassess vital statistics at the end of study and interpret concluding data and evaluate project. Student will present findings.

Dual Enrollment/ Articulated Credit: Not available for this pathway

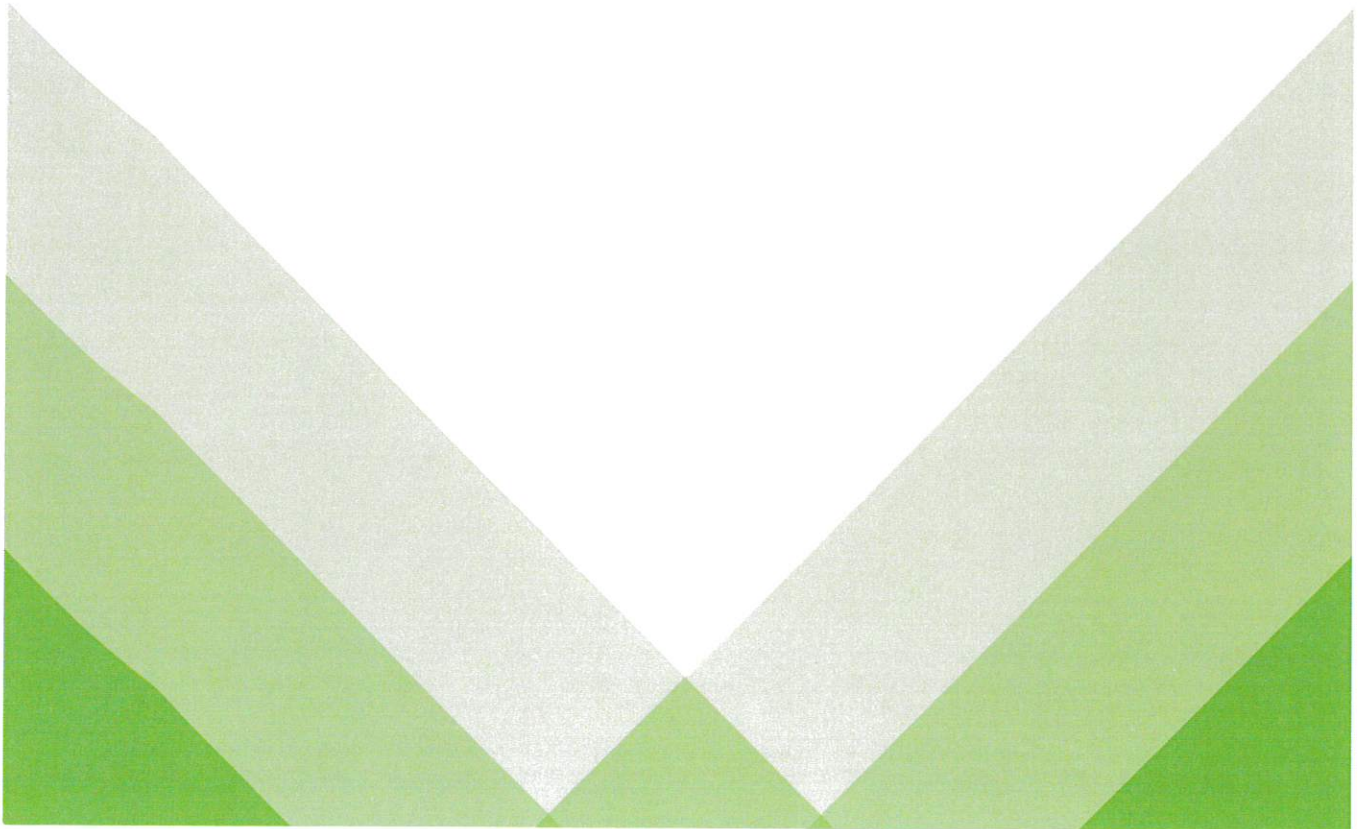
2.1.B EMBEDDED NUMERACY

CTE TEACHERS ARE USING
MATHEMATICAL VOCABULARY RELATED
TO CTE COURSE

INCLUDE ONE EXAMPLE FROM EACH
COURSE.

HIGHLIGHT THE NUMERACY COMPONENT

IF ANCHOR ASSIGNMENT MEETS BOTH
NUMERACY AND LITERACY
REQUIREMENTS, HIGHLIGHT IN DIFFERENT
COLORS



INSERT

- Insert a copy of a lesson plan for each class showing embedded numeracy and mathematical vocabulary. It only has to be one assignment, not all! Use the lesson plan shown in the syllabus.

Examples:

- Menu Costing: including figuring cost of each ingredient, total cost of recipe and selling price.
- Figuring square footage and other dimensions in interior design and how that will be used to order product.
- Creating multi sized patterns in fashion
- Personal Finance: Monthly budget, spending and reconciliation of bank account



Nutrition and Wellness



Nutrition and Wellness, an *individual or team* event, recognizes participants who track food intake and physical activity for themselves, their *family*, or a *community* group and determine goals and strategies for improving their overall health. Participants must prepare a **portfolio**, **visuals** and an **oral presentation**.

EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11-12

Level 4: Postsecondary

See page 72 for more information on event levels.

Meets:

- 1) Integration of CTSD
- 2) Numeracy & Literacy Anchor Project

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 73 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at in-person competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
4. National Leadership Conference (in-person competition) participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference. If events are held virtually, these points will be automatically awarded to all participants.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	In-Person Competition Participant Set Up / Prep Time	In-Person Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	In-Person Competition Evaluation Interview Time	In-Person Competition Total Event Time
1-3	Portfolio, Visuals, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies – no	Official dress -or- Professional dress appropriate to event	10 minutes	10 minutes prior to presentation	In-person: 1-min. warning at 9 min.; stopped at 10 min. Virtual: 11 min. to include additional questions	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

NUTRITION AND WELLNESS

Procedures and Time Requirements for In-Person Competition

Each entry will submit a <i>portfolio</i> to the event room consultant at the designated participation time.	
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio (hardcopy or electronic)</i> before the presentation begins, during participant set up time. The participant must make the <i>electronic portfolio</i> available to evaluators.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).

Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Portfolio File	Upload one (1) PDF portfolio file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Follow the page limits as described below.
Oral Presentation Video (to include Question Responses)	The oral presentation video may be up to 11 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, and Punctuality.

Specifications


Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*. For virtual competition, the portfolio **must be uploaded as one PDF file** – multiple files, images, or other file types will not be accepted. The hardcopy portfolio will be used in the oral presentation recording.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 59 slides, as described below. For virtual competition, the electronic portfolio slides **must be uploaded as one PDF file** -multiple files, images, or other file types will not be accepted. The electronic portfolio will be used in the oral presentation recording.

Nutrition and Wellness Specifications (continued)

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page 	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the portfolio.
0–9	Content Divider Pages or Sections	Use 0 to 9 <i>content divider</i> /section pages or slides. <i>Content divider</i> /section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 35 8 ½" x 11" pages or 45 slides	Subject Profile See rubric to update	The participant(s) will detail the subject of their project including past and <i>current</i> nutrition and wellness information. Participants in each level should develop projects under the following subjects: Level 1 <ul style="list-style-type: none">Choose one individual on the team. The project should concern the individual participant's own nutrition and wellness or the family's nutrition and wellness (the members of the immediate family or all those living in the residence together) Level 2 and Level 3 (choose one of the following two options) <ul style="list-style-type: none">family: the project should concern one of the individual participant's family's nutrition and wellness (the members of the immediate family or all those living in the residence together)community: the project should be based on an institution or <i>campaign</i> in the participant's <i>community</i> (e.g. school, nursing home, early childhood center, specific restaurant, etc.)
	Nutrition and Wellness Research	The participant will research recommendations for nutrition and wellness using, but not limited to the <i>resources</i> listed in event specifications. Participants should determine at least three key nutrition issues and three key wellness issues which relate to their project area, then elaborate on <i>current</i> information about each item. Research should be summarized in no more than two 8 ½" x 11 pages or three slides.
	Nutrition and Wellness Tracking	The participant will track <i>current</i> nutritional intake and wellness activity for the project's subject(s) for one week (seven consecutive days). Tracking may be done using a website or app of the participant's choosing. The participant should summarize the week's tracking of the project's subject(s) for the <i>portfolio</i> .
	Nutrition and Wellness Concerns	The participant should outline the concerns of the project's subject(s) and develop goals for improving the nutrition and wellness plan of the subject(s) This includes health concerns, personal goals of the individual(s), etc.
	Nutrition and Wellness Goals	The participant will develop three to five goals for the project and steps that should be taken to reach the goals. * Please note: If health concerns are involved, the participant should seek the assistance of a trained professional (doctor, dietitian, personal trainer, etc.). Participants should not consider themselves experts in nutrition and wellness.

Nutrition and Wellness Specifications (continued)

Up to 35 8 ½" x 11" pages or 45 slides (continued)	Nutrition Plan	The participant will develop one recommended nutrition plan that includes four weeks' worth of menus that meet the nutritional needs of the project's subject (individual, family, or community) in accordance with the above goals. This should include all meals and snacks that would be consumed by the individual (Level 1), consumed by the family (Levels 1, 2, or 3) with recommendations for meals not eaten together, or served by the institution with general recommendations for other meals eaten by those individuals involved. The nutrition plan should be realistic in regards to the schedule of the subject(s).
	Wellness Plan	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subject(s). This should be a four-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).
	Implementation & Reflection	Discuss the nutrition and wellness plan with the subject (Level 1 reflects on it personally, or with the family; Levels 1, 2, and 3 with the individual(s) in charge of nutrition and wellness). Level 1 participants should try to implement their plan and reflect on the process and results of doing so. Levels 1, 2 and 3 participants should work with their family or the community to determine if the plan can be implemented and/or if any changes can be made based on the plan's recommendations. If changes are made, the participants should reflect on what differences were seen in those who took part.
	Works Cited/ Bibliography	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Oral Presentation

The oral presentation may be up to 10 minutes in length (11 minutes for virtual competition) and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Nutrition and Wellness	Demonstrate thorough knowledge of nutrition and wellness and ability to apply knowledge to real-life situations.
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.

Nutrition and Wellness Specifications (continued)

Responses to Evaluators' Questions	<p>Provide clear and concise answers to evaluators' questions regarding the project.</p> <p>For virtual competitions, include responses to the following questions at the end of the oral presentation:</p> <ol style="list-style-type: none">1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career?2. What obstacles caused challenges in your work, and how did you address them?
------------------------------------	--

Resources

- www.choosemyplate.gov
- www.fueluptoplay60.com
- www.fitness.gov
- www.usda.gov
- www.fda.gov
- www.actionforhealthykids.org



NUTRITION AND WELLNESS Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Subject Profile 0-10 points	0 Not provided	1 2 Profile is included but vaguely referred to	3 4 Profile has some evidence of self-assessment	5 6 Explained somewhat, but not documented sources of profile	7 8 Documented resources used for profile	9 10 Documented resources used, described role of profile in project	
Evidence of Research - Nutrition and Wellness 0-10 points	0 Not explained	1 2 Some research done but incomplete information, does not address both nutrition and wellness issues	3 4 Research does not address both nutrition and wellness issues, is current but from unreliable sources and does not adequately cover the topic	5 6 Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, does not adequately cover the topic	7 8 Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, and adequately covers the topic	9 10 Research for 3 nutrition and 3 wellness issues is current, from reliable sources, documented correctly, and extensively covers the topic	
Nutrition and Wellness Tracking 0-3 points	0 No subjects listed	1 Incomplete list of subjects and not current or appropriate for project	2 Complete list of subjects but incorrect style	3 Complete list of subjects, appropriate resources, in a consistent format			
Nutrition and Wellness Concerns 0-3 points	0 No concerns provided	1 Concern questions are addressed	2 All questions are answered and participant shows some reflection on their concerns and ways to improve if necessary	3 All questions are answered thoroughly and participant shows significant reflection on concerns and ways to improve if necessary			
Nutrition and Wellness Goals 0-5 points	0 No goals stated	1 1-3 goals are stated, but are not appropriate	2 3-5 appropriate goals are stated	3 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	4 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	5 3-5 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	
Nutrition Plan 0-4 points	0 Not provided	1 Plan is included	2 Profile is included and complete				
Wellness Plan 0-3 points	0 No plan provided	1 Plan provided with no value or variety in experiences	2 Adequate plan provided with good variety and value of experiences	3 Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easily understood			
Implementation and Reflection 0-5 points	0 No activity included	1 Activities poorly documented, reflection provided	2 Activities are adequately documented	3 Activities are adequately documented and partial reflection on results	4 Activities are adequately documented and reflection provided	5 Activities are effectively documented, reflection provided and recommendation for change included	
Appearance 0-3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, professional, correct grammar and spelling used with effective organization of information			

Nutrition and Wellness Rubric (continued)

ORAL PRESENTATION										Points
Organization/ Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery				
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of career knowledge and FCS coursework relationship	2 Some knowledge of relationship of career and FCS coursework	3 Knowledge of career and FCS coursework but not shared	4 Knowledge of career and relationship to FCS is evident and shared	5 Knowledge of career and FCS relationship is evident and explained well				
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation				
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio and visuals				
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate		2 Voice quality is good, but could improve		3 Voice quality is outstanding and pleasing				
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate		3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation				
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors		2 Few (1-2) grammatical and pronunciation errors		3 Presentation has no grammatical or pronunciation errors				
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation				

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

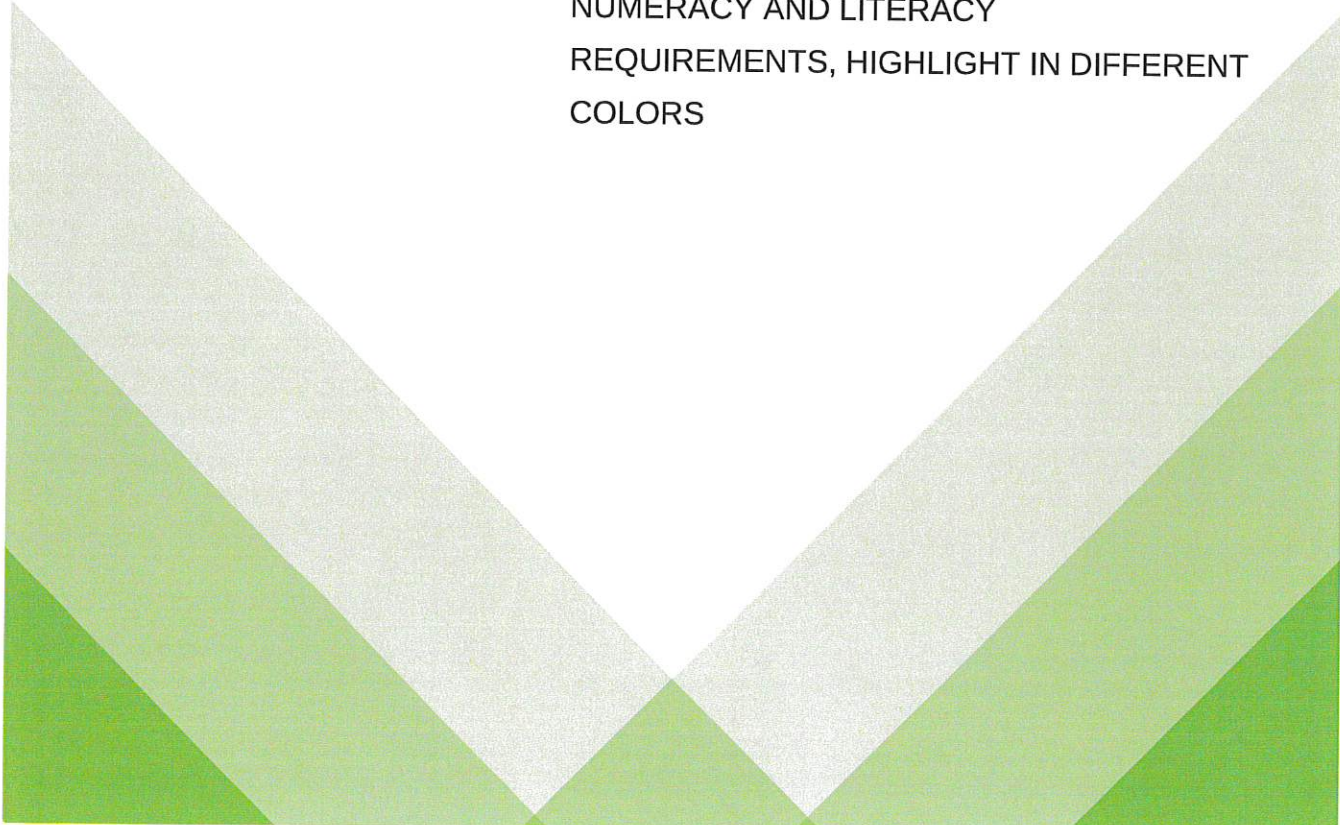
2.1.C EMBEDDED LITERACY

CTE TEACHERS ARE INTEGRATING
TECHNICAL READING AND WRITING SKILLS
AS EVIDENCED IN LESSON PLANS

INCLUDE ONE EXAMPLE FROM EACH
COURSE.

HIGHLIGHT THE LITERACY COMPONENT

IF ANCHOR ASSIGNMENT MEETS BOTH
NUMERACY AND LITERACY
REQUIREMENTS, HIGHLIGHT IN DIFFERENT
COLORS



INSERT

- Insert a copy of a lesson plan for each class showing literacy. Use the lesson showcased in the syllabus.
- Attach a copy of the reading passage used in the lesson plan.

Example:

Have students complete a research project on nutrients in which they must cite the article they read, have them write a summary on a chosen nutrient. Give students scenarios with nutrition related symptoms and have them make "diagnosis" based on their knowledge of nutrient deficiency's. Have them make recommendations on what foods they could eat that would help with the nutrition related disease. Have a copy of student work to be put into notebook.

Use STAR events to create lessons/ABL w/ Literacy & Numeracy Standards!



Sports Nutrition



Sports Nutrition, an individual or team event, recognizes participants who use Family and Consumer Sciences skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. The participants must prepare a **file folder**, **visuals**, an **oral presentation**, and demonstrate a method to be used by the athlete to assist with nutrition management.

EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11-12

Level 4: Postsecondary

See page 72 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 73 prior to event planning and preparation.
2. Participants must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.

3. The nutritional plan and management tool do not have to be implemented by the student athlete. **The selected student athlete should be someone other than the participant(s).**
4. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at in-person competitions.
5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
6. National Leadership Conference (in-person competition) participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference. If events are held virtually, these points will be automatically awarded to all participants.



GENERAL INFORMATION


Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	In-Person Competition Participant Set Up / Prep Time	In-Person Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	In-Person Competition Evaluation Interview Time	In-Person Competition Total Event Time
1-3	File folder, Oral Presentation, Management Tool, Visuals	Table – yes Electrical Access – no Wall Space – no Supplies – no	Official dress -or- Professional dress appropriate to event	5 minutes	5 minutes prior to presentation	In-person: 1-min. warning at 14 min.; stopped at 15 min. Virtual: 16 min. to include additional questions	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
■		■	■	■		■		■	■

SPORTS NUTRITION

Procedures and Time Requirements for In-Person Competition

Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.	
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist. Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before each presentation begins.
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. The oral presentation is a time for the participant(s), in the role of student nutritionist/dietitian , to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way presentation. Students take on the role of the student nutritionist/dietitian. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation. 
5 minutes	Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participants at the end of scoring.

Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Folder Contents File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. The document should include one page for each of the file folder contents as described below.
Nutritional Plan and Management Tool File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. The document should include up to eight (8) photos of the Nutritional Plan and Management Tool.
Oral Presentation Video (to include Question Responses)	The oral presentation video may be up to 16 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, and Punctuality.


Specifications

File Folder

Participant(s) will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant's name, and state.

1- 8 ½" x 11" page	<i>Project Identification Page</i>	Use <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1- 8 ½" x 11" page	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to develop the Sports Nutrition project.

Sports Nutrition Specifications (continued)

1		Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
1 to 2- 8 ½" x 11" pages		Sport and Training Summary Pages	Summarize the specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport.
1- 8 ½" x 11" page		Student Athlete Demographic Page	Provide description of student athlete, including gender, first name, age, height, goal weight, and activity level. Include any specific health concerns (food preferences, food intolerances, dietary restrictions, physical disorders, cultural needs, etc.).
1- 8 ½" x 11" page		Student Athlete Daily Schedule Page	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep, and other responsibilities (work, volunteering, tutoring, etc.). Should not reflect a competition day.
1- 8 ½" x 11" page		Works Cited/Bibliography	Use MLA or APA citation style to cite all references. Resources should be <i>reliable and current</i> .

Nutritional Plan and Management Tool

The participant will develop a nutrition plan with specific, measurable, attainable, realistic, and timely goals; provide a nutritional evaluation, and present a management tool to be used by the student athlete.

Nutrition Plan Goals	Identify 3–5 goals the nutrition plan addresses, to include nutritional needs, hydration, and performance goals. In addition, identify if the plan is to maintain weight, encourage weight loss, or result in weight gain.
Nutrition and Hydration Plan	<p>Participants will develop a three-day nutritional plan to include two non-competition days and one competition day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.</p> <p>Each day should include breakfast, lunch, dinner, and snacks. The schedule of eating may be modified to meet the student athlete's schedule and any items from the student athlete interview. Participants should assume all meals are prepared at home, but not necessarily eaten at home. Meals should be planned to include cultural needs, health, balance, variety and timing of nutrient intake for optimum performance.</p>
Nutritional Evaluation	Analyze each day of the nutritional plan using a nutrient analysis program of the participant's choice. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure that the analysis meets the needs of the student athlete. Provide a rationale for any discrepancies.
Management Tool	Provide the student athlete with a suggested method to monitor and manage their nutritional plan and goals. This may involve technology (mobile applications, website tracking, etc.) or may be paper-pencil, stickers, etc. The management tool should meet the needs of the student athlete and be realistic given the student's daily schedule. The management tool can be commercially available or designed by the participant.

Presentation of Nutritional Plan and Management Tool to Student Athlete/Oral Presentation

The oral presentation may be up to 15 minutes in length (16 minutes for virtual competition) and is a time for the participant(s), in the role of student nutritionist/dietitian, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. The nutrition plan will be explained and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a 3-minute playing time during the presentation. Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).

Great way to incorporate FCCLA into curriculum!!

Will include literacy skills to read & learn nutritional info & write plan

uses numerical skills to figure and analyze data

Sports Nutrition Specifications (continued)

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of sports nutrition related to the participant's chosen project.
Use of <i>Visuals</i> during Presentation	The <i>visuals</i> chosen present the nutritional plan in a way that is clear, concise, and visually appealing.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> or notecards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	<p>Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.</p> <p>For virtual competitions, include responses to the following questions at the end of the oral presentation:</p> <ol style="list-style-type: none"> 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?



SPORTS NUTRITION

Point Summary Form

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				
Registration Packet 0 or 3 points	<div style="display: flex; justify-content: space-between;"> Picked up by adviser or designated adult during scheduled time </div> <div style="display: flex; justify-content: space-between;"> No 0 Yes 3 </div>			
Event Online Orientation Documentation 0 or 2 points	0 Official documentation not provided at presentation time or signed by adviser		2 Official documentation provided at presentation time and signed by adviser	
File Folder 0-4 points	0 No file folder presented	1 2 3 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	4 File Folder is presented with correct labeling and sufficient evaluators material <ul style="list-style-type: none"> Project ID page Planning Process summary Project Summary Submission Proof 1-2 Sport and Training Summary page(s) 1 Student Athlete Demographic page 1 Student Athlete Daily Schedule page 1 Works Cited/Bibliography 	
Punctuality 0-1 point	0 Participant was late for presentation		1 Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

= **AVERAGE EVALUATOR SCORE**

Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)

FINAL SCORE

(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



SPORTS NUTRITION Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

FILE FOLDER CONTENTS							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Sport and Training Summary Pages 0-8 points	0 Not provided	1 Missing two or more components and is poorly written	2 Missing one component or lacked detail	3 Missing one component or lacked detail	4 Missing one component or lacked detail	5 Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport	
Student Athlete Demographic Page 0-3 points	0 Not provided	1 Missing two or more components and is poorly written	2 Missing one component and lacks details	3 Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns			
Student Athlete Daily Schedule Page 0-3 points	0 Not provided	1 Missing two or more components and is poorly written	2 Missing one component and lacks details	3 Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities			
Works Cited/Bibliography 0-3 points	0 No resources listed	1 Resources are incomplete, not current, or not reliable for project	2 Reliable resources but incorrect style (<i>see style sheet</i>)	3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>)			
NUTRITION AND HYDRATION PLAN							
Nutrition Plan Goals 0-5 points	0 Not provided	1 1-3 goals are stated or do not address all required components	2 3-5 goals are stated, but do not address all required components	3 3-5 goals are stated, addressing all required components	4 3-5 appropriate goals are stated, addressing all required components	5 Addresses 3-5 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	0 Not provided	1 Limited plan provided	2 Plan provided but not well explained	3 Plan provided and explained	4 Adequate plan provided with appropriate and realistic recommendations	5 Extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
Nutritional Evaluation 0-10 points	0 Not provided	1 Minimal information provided	2 Analysis is incomplete, or does not fully meet the needs	3 Analysis is complete but does not include information on DRIs or RDAs for the athlete	4 Analysis is complete, meets most needs and is presented in a consistent format	5 Analysis is complete, meets athlete needs, and discrepancies are explained, and presented in a consistent format	
Management Tool 0-5 points	0 Not provided	1 Difficult to use or understand, does not meet the needs of the athlete	2 Somewhat complicated, and does not meet the needs or schedule of the athlete	3 Easy to understand and use, does not appear to meet athlete's needs	4 Easy to understand and use, generally meets the needs of the athlete	5 Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

Sports Nutrition (continued)

Points

ORAL PRESENTATION									
Organization/ Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	1 Presentation covers some topic elements	2 Presentation covers all topic elements but with minimal information	3 Presentation covers all topic elements but with minimal information	4 Presentation gives complete information but does not explain the project well	5 Presentation covers information completely but does not flow well	6 Presentation covers information completely but does not flow well	7 Presentation covers all relevant information with a seamless and logical delivery	8 Presentation covers all relevant information with a seamless and logical delivery
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation			
Use of Visuals during Presentation 0-4 points	0 Visuals are not used during presentation	1 Limited use during presentation	2 Incorporated throughout presentation	3 Used effectively throughout presentation	4 Significantly enhances the presentation				
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing					
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation					
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors					
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation			

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

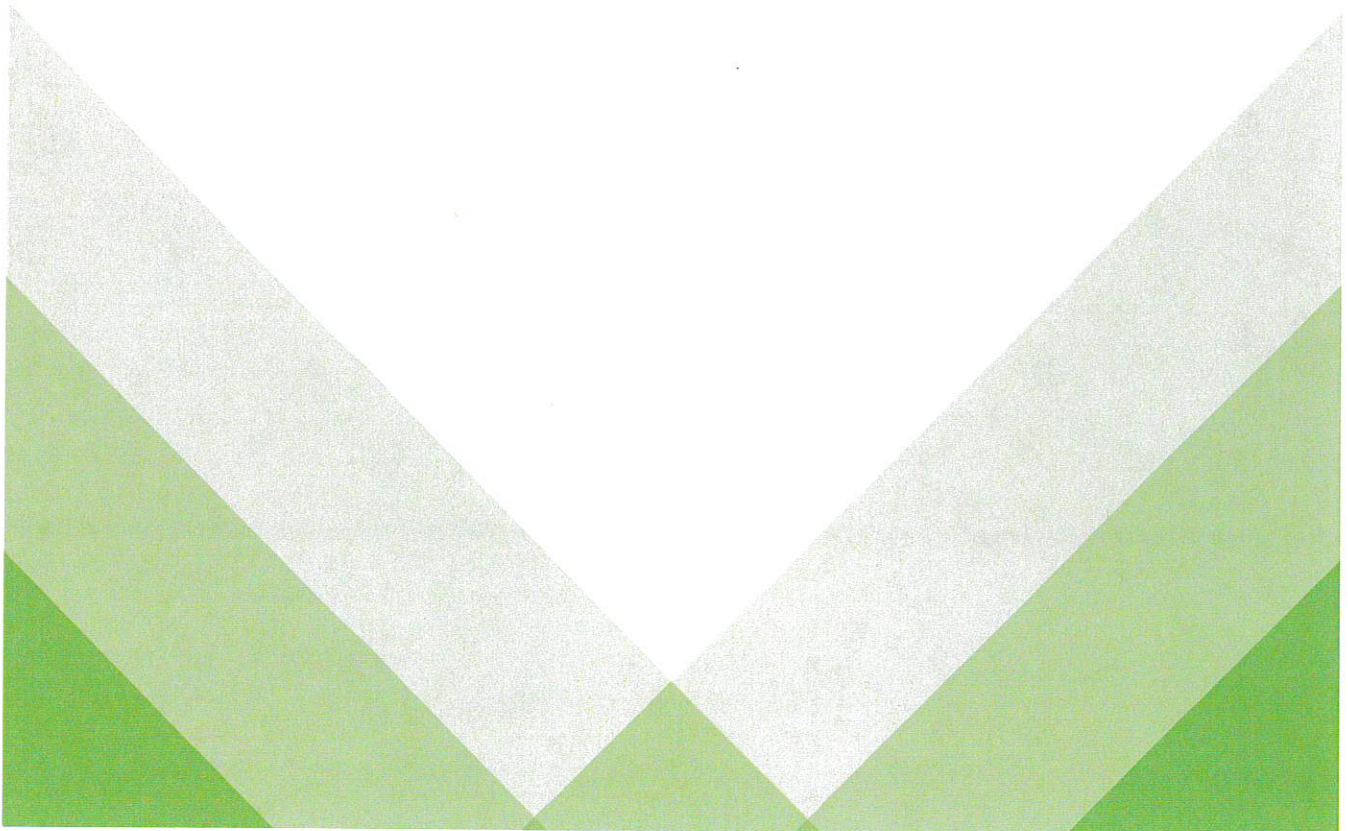
Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

2.1.D USE OF TECHNOLOGY, EQUIPMENT, AND FACILITY Program Budget

APPROVED ANNUAL PROGRAM BUDGET



INSERT

- Annual program area budget prepared by the teacher which includes
- Administrator signature
- Expected income:
 - Required: Local maintenance of effort funds, state O&M funds, Perkins funding, CTSO monies
 - Optional (as applicable to program): fundraisers, sponsorships, classroom dues, etc.
- Expected expenditures:
 - Required: CTSO dues and activities, equipment, and supplies
 - Optional (as applicable to program): fieldtrips, professional development, etc

Income and Expenditures should balance!

Sylacauga City Schools
Career and Technical Education
Early Childhood Education/ Food, Wellness and Dietetics/ Fashion Design Program
Budget
2020-2021

Teacher: Amethyst Vineyard

Income

Maintenance

\$300 plus \$3 per student enrolled on last school year's enrollment \$1116.00

State and Federal Allocated Funds

O&M \$1195.00

Perkins N/A

Teacher Instructional Fee \$600.00

Travel

Other

FCCLA

Dues \$300.00

Fundraisers \$287.00

Student Travel Fees \$4500.00

Total Receipts

\$7998.00

Expenses

Equipment/ Program Improvements \$700.00

Consumable Supplies \$2911.00

Other

FCCLA Organization Activities \$587.00

Conferences \$4500.00

Total Expenditures

\$7998.00

Should
Zero out!

Prepared by:


Teacher

Administration Approval:

Teacher: Mr. David Linquist

Principal: W. H.

CTE Director: J. L. W.

2.1.E USE OF TECHNOLOGY, EQUIPMENT, AND FACILITY

SAFETY TEST 100% PASS RATE

CTIP FOR EACH STUDENT WITH IEP

CLEARLY DEFINED PROCESS OF QUALITY
AND EXPECTATION OF TECH., EQUIPMENT
MAINTNEANCE AND SCHDULES

SAFETY AND PROPER USE OF CHEMICALS,
FACILITIES,EQUIPMENT AND TEHCNOLOGY

FACILITIES MEET SAFETY REGULATIONS

ADEQUATE SPACE FOR SEATED AND LAB
WORK

CLASSROOM AND LAB ARE CLEAN,
ORDERLY, AND REPLICATES WORKING
ENVIRONMENT

STUDENTS ARE GIVEN ADEQUATE ACCESS
TO RELEVANT EQUIPMENT

SECURED STORAGE IS SUFFICIENT

ON-SITE REVIEW!!

2.1.G INDUSTRY CREDENTIALING AND TECHNICAL ASSESSMENTS

CREDENTIALING OPPORTUNITIES

60-89% OF STUDENTS SITTING FOR EXAM
OBTAIN A PASSING SCORE



INSERT

- Proof of CRI's being offered to students
- Scorecard from CRI exams (should get summary for any CRI you give) Pass rate should be 60-89% of students who **SIT** for exam..... For ServSafe use the Scantron program to test readiness to sit for exam.



AMERICAN HOTEL & LODGING
EDUCATIONAL INSTITUTE

2113 NORTH HIGH STREET
LANSING, MI 48906 USA
PHONE: 1.517.372.8800
FAX: 1.517.372.5141
WWW.AHLEI.ORG

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GRADE REPORT

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Sylacauga High School
701 North Broadway
Sylacauga, AL 35150
UNITED STATES

ROSTER NO.	SPONSOR NO.	# of STDN'S	# of PASSED	# of FAILED	AVG GRADE
000002586C19	0334278	6	5	1	79.50
COURSE NO.	COURSE NAME				
091	Golden Opportunities				
FINAL EXAM DATE	INSTRUCTOR NAME AND NUMBER				
05/17/19	Amethyst Vineyard 0335262				

SOC. SEC. NO. / EI STUDENT NO.	STUDENT NAME	FINAL EXAM	FINAL GRADE	RETAKE FLAG
999555879	1	28	93	
999555882	ton	28	93	
999555881	er	24	80	
999555883	1	23	77	
999555880	rick	23	77	
	* UNSUCCESSFUL COURSE COMPLETIONS *			
999555878	Mar. e	17	57	



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Sylacauga High School

701 North Broadway
Sylacauga, AL 35150
UNITED STATES

ROSTER NO.	SPONSOR NO.	# of STDN'TS	# of PASSED	# of FAILED	AVG GRADE
000002587C19	0334278	17	16	1	86.82
COURSE NO.	COURSE NAME				
091	Golden Opportunities				
FINAL EXAM DATE	INSTRUCTOR NAME AND NUMBER				
05/20/19	Amethyst Vineyard 0335262				

SOC. SEC. NO. / EI STUDENT NO.	STUDENT NAME	FINAL EXAM	FINAL GRADE	RETAKE FLAG
999555895	te	29	97	
999555889	rn	27	90	
999555890	Byrd	28	93	
999555899	well	30	100	
999555891	L	26	87	
999555894	mon	29	97	
999555896		30	100	
999555888	ney	24	80	
999555886	Lar	24	80	
999555892	J	28	93	
999555900	rs	25	83	
999555887	s	26	87	
999555885	J	21	70	
999555898	Na	28	93	
999555897	Ta	24	80	
999555884	Di	28	93	
	* UNSUCCESSFUL COURSE COMPLETIONS *			
999555893	Ci	16	53	



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Sylacauga High School
701 North Broadway
Sylacauga, AL 36150
UNITED STATES

ROSTER NO.	SPONSOR NO.	# of STDNTS	# of PASSED	# of FAILED	AVG GRADE
000002588C19	0334278	12	10	2	80.67
COURSE NO.	COURSE NAME				
091	Golden Opportunities				
FINAL EXAM DATE	INSTRUCTOR NAME AND NUMBER				
05/21/19	Amethyst Vineyard 0335262				

SOC. SEC. NO. EI STUDENT NO.	STUDENT NAME	FINAL EXAM	FINAL GRADE	RETAKE FLAG
999555903	W	22	73	
999555910	Br	22	73	
999555902	Jc	30	100	
999555911	Mc	27	90	
999555909	C	25	83	
999555907	Nk .din	28	93	
999555904	Je	23	77	
999555908	S	27	90	
999555901	Rc	27	90	
999555912	Gr	25	83	
	* UNSUCCESSFUL COURSE COMPLETIONS *			
999555905	Ai	19	63	
999555906	Hi	16	53	



3.1 PROGRAM PATHWAY IMPLEMENTATION

PROGRAM SCHEDULING

PARENTAL/GUARDIAL INVOLVEMENT

PROGRAM ADVISORY COMMITTEE
MEETINGS

PROGRAM ADVISORY COMMITTEE
PROGRAM OF WORK

PROGRAM MARKETING, PUBLIC RELATIONS,
COMMUNITY OUTREACH

3.1.A PROGRAM SCHEDULING

DAILY SCHEDULE FOR ALL TEACHERS IN PROGRAM THAT SHOW EVIDENCE OF 3 **PROGRAM** COURSES PROVIDED OVER 2 YEAR PERIOD.

CTE TEACHERS HAVE 30 MINUTES OR MORE OF UNINTERRUPTED PLANNING/PREP TIME.



INSERT

- Provide schedule from PowerSchool showing daily schedule.
- May need past copies of INOW to show 2 year cycle.

- Home
- Classroom
- Grade Book
- Attendance
- Grades
- Roster
- Textbook
- Learning Earnings
- Reports
- Consent
- Reports
- Utilities
- Performance

Grade Book

Sections

Active Date:

12/09/2020

☐ Include Withdrawn Students

Refresh

Grading Period:

2nd Nine Weeks

[View Daily Absence Listing](#)

Course/Section	Description	Per	Term	CR
802111al.025	Admin Period	1	Term 1, Term 2	0
500011.001	Hospitality/Tourism	2	Term 1, Term 2	24
500011.002	Hospitality/Tourism	3	Term 1, Term 2	11
510004.002	Family/Cons Sci Fou	4	Term 1, Term 2	21
600525ab.004	AAS-Vocational-12	4	Term 1, Term 2	1
500011.003	Hospitality/Tourism	5	Term 1, Term 2	19
802111aa.092	Planning	6	Term 1, Term 2	0
240025.001	Cheerleading	7	Term 1, Term 2	24
240025ab.003	Beginning Kinesiology Cheer	7	Term 1, Term 2	10

THIS!

Family and Consumer Science Schedule 2020-2021

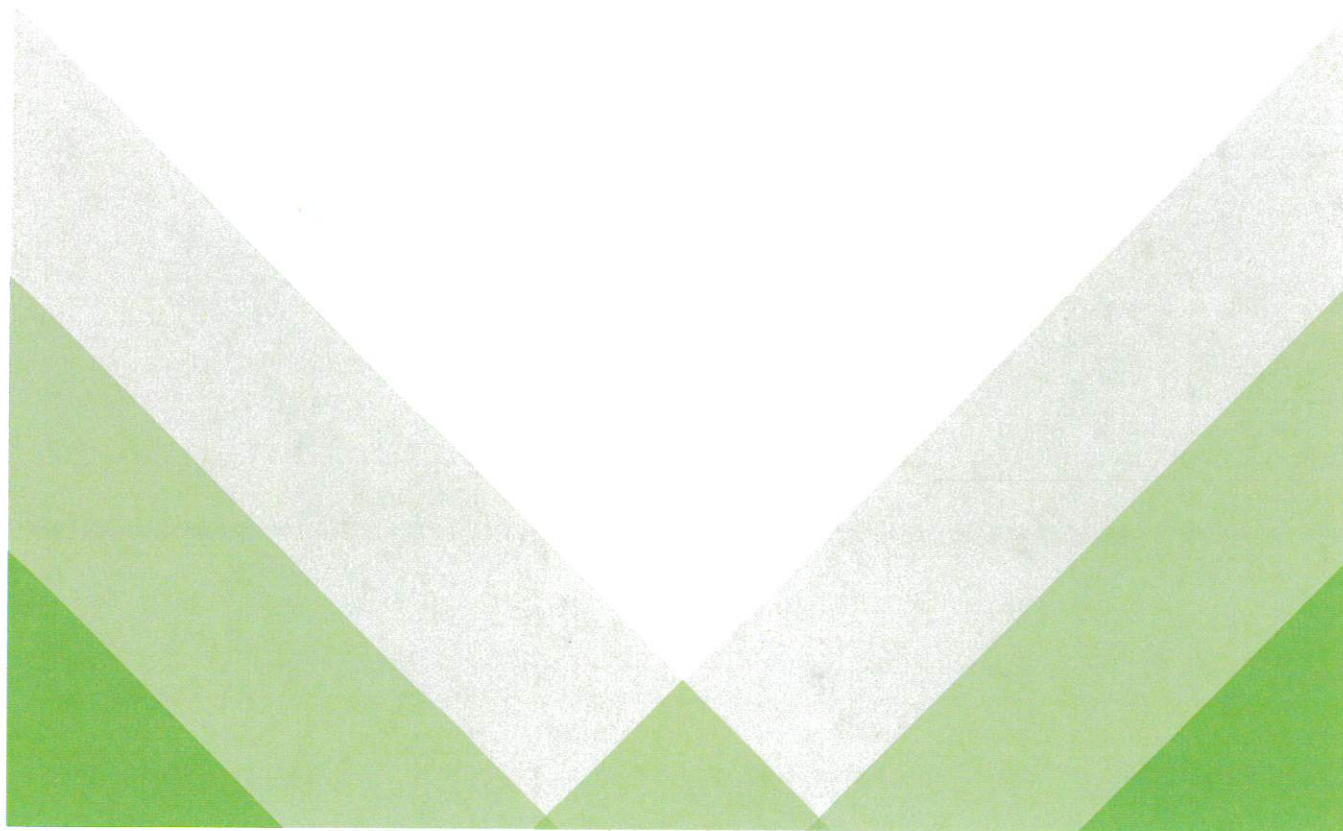
1st	7:50-8:44	Culinary Arts	
2nd	8:49-9:38	Foods and Nutrition	
3rd	9:43-10:32	Planning	
4th	10:37-12:26	Family & Consumer Science	
5th	12:31-1:20	Family & Consumer Science	
6th	1:25-2:14	Foods and Nutrition	
7th	2:19-3:10	Family & Consumer Science	
Lunch	10:32-10:54		

NOT THIS!

3.1.B PARENT/GUARDIAN INVOLVEMENT

PARENTS ARE PROVIDED W/ AT
LEAST TWO OPP. TEACHER
MEETINGS/OPEN HOUSES

PARENTS ARE APPRISED OF PROGRAM
ACTIVITIES



INSERT

- Include evidence of open house, parent-teacher meetings (could include flyers, social media, newsletters, etc)
- Evidence showing parental communication (social media, newsletters, websites, etc)
-

Be sure the evidence has dates!!

Students, parents, and the public are welcome to join us at the

Elmore County Technical Center

for

OPEN HOUSE

The logo for Elmore County Technical Center is a red 3D cube. The top face of the cube features a blue stylized 'E' shape. The text 'ELMORE COUNTY' is written in white along the top edge of the front face, and 'TECHNICAL CENTER' is written in white along the bottom edge of the front face. A blue teardrop shape is positioned at the bottom left corner of the front face.

Thursday, August 19, 2021

3:30 - 6:00 PM

800 Kelly Fitzpatrick Drive
Wetumpka



Sylacauga City Schools

CAREER & TECHNICAL EDUCATION

Welcome

Alabama's Career and Technical Education (CTE) program is considered to be the foundation for our state's future. CTE is focused on developing the skills of K-12 students and strives to prepare them for postsecondary learning and workforce opportunities. It also provides them essential leadership skills through participation in student organizations. CTE is learning that works for Alabama.

Food, Wellness, & Dietetics

Amethyst Vineyard



CTE Director

Bennie Lewis
(256) 249-0911

bennie.lewis@scsboe.org

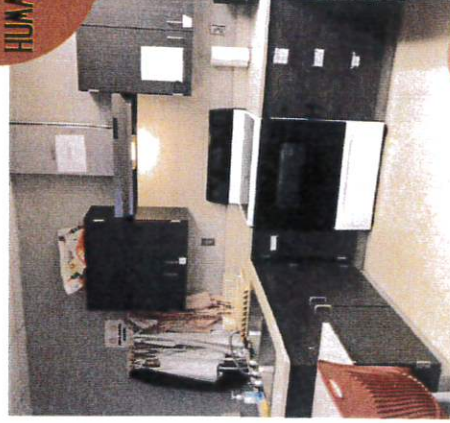
The Sylacauga City School's Career Technical Education Department does not discriminate on the basis of age, gender, race, religion, national origin, creed, or physical disabilities



Food, Wellness and Dietetics

the Food, Wellness, and Dietetics program is for students who are interested in pursuing careers in nutrition, wellness, and health and disease prevention. Courses provide students with knowledge in event planning; photographic styling applications; social media and digital design techniques; developing and adapting food products for marketing and specific nutrition needs; meal planning; food safety; and the scientific investigation of production, processing, preparation, evaluation, and utilization of food.

CAREER CLUSTER
HUMAN SERVICES



Credentials

- **ServSafe**- students can earn the ServSafe Food Protection Manager Certification, accredited by the American National Standards Institute (ANSI)-Conference for Food Protection (CFP)

Courses

SYLACAUGA HIGH SCHOOL

- Family and Consumer Sciences
- Dietetics
- Food Innovations & Media
- Sports Nutrition
- Entrepreneurship in FACS



Student Organizations

FCCLA

Family, Career and Community Leaders of America Family, Career and Community Leaders of America (FCCLA) is a Career and Technical Student Organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system. Since 1945, FCCLA members have been making a difference in families, careers, and communities by addressing important personal, work, and societal issues. Through participation in Competitive Events, becoming involved in community service opportunities, student leadership, and attending leadership conferences, members develop real world skills, explore Career Pathways, and become college- and career-ready

3.1.D ADVISORY COMMITTEE

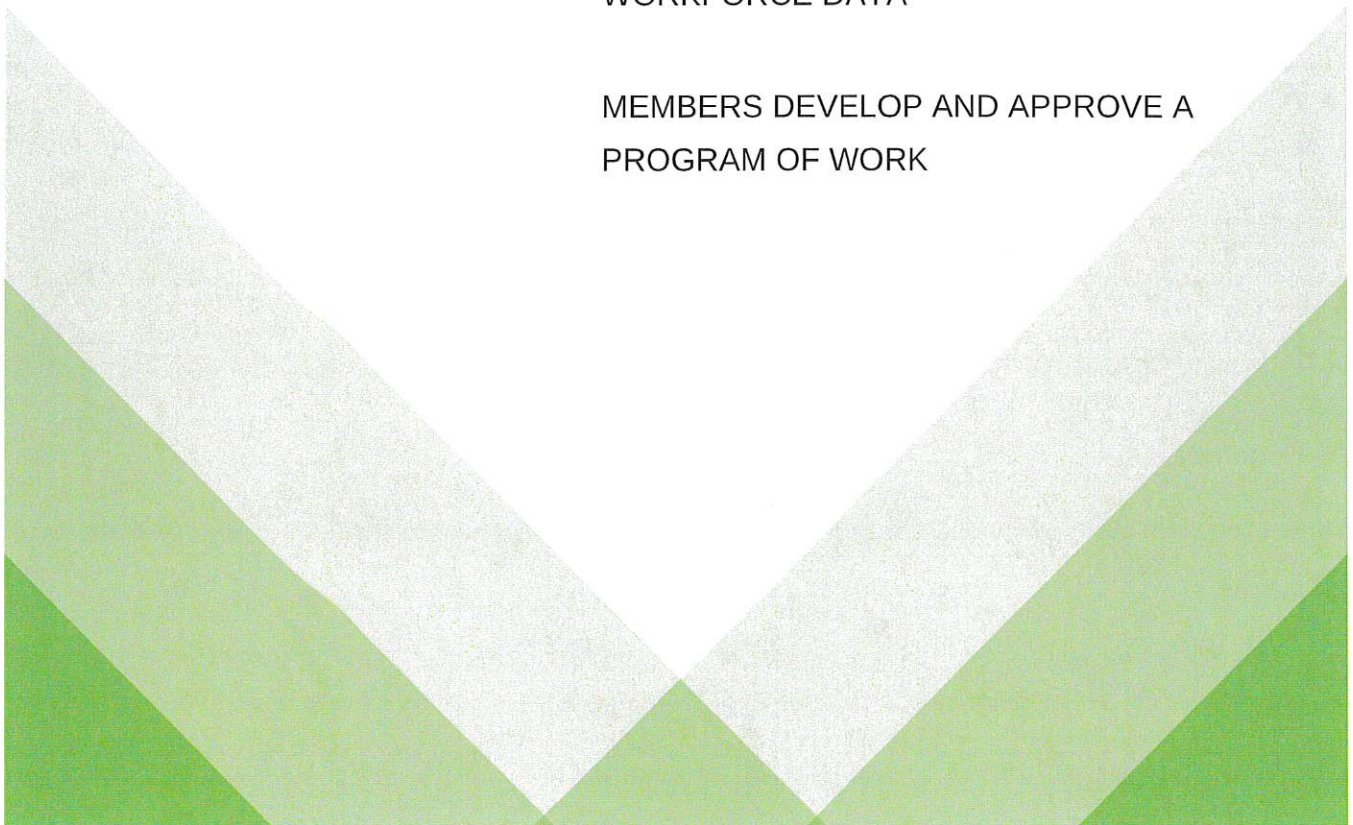
ADVISORY COMMITTEE OF AT LEAST 5
BUSINESS STAKEHOLDERS

THE COMMITTEE MEETS AT LEAST TWICE
A YEAR

MEETINGS HAVE AN ESTABLISHED AGENDA,
ATTENDANCE IS TAKEN AND 51% OR MORE
OF MEMBERS ATTEND, MINUTES TAKEN

MEMBERS ANNUALLY REVIEW
WORKFORCE DATA

MEMBERS DEVELOP AND APPROVE A
PROGRAM OF WORK



INSERT

- Advisory Committee Roster
- Meeting agenda, minutes and roster (at least 51% of members attend) for 2 meetings a year.
- At least one agenda should show current workforce data

Alabaster City Schools
THS Hospitality and Tourism Advisory Board Members
2020-2021

Program: Hospitality and Tourism Academy
Niva Roberson, Instructor

School: Thompson High School

Name	Company	Title	Address	Email	Phone
B...	The Shelby County Chamber www.shelbychamber.org	Director, Community and Career Development	1301 County Services Drive Pelham, AL 35124	ber.o	(205) 965-1100
Br...	K&J's Elegant Pastries https://www.kjselegantpastries.com	Designer Chef	236 1st St S #300 Alabaster, AL 35007	ky@ya	(205) 965-4927
C...	Caulfield Investment Holdings www.caulfieldholdings.com	Vice President	230 Oxmoor Circle Birmingham, AL 35209	kf@ca	(205) 965-1100
C...	HelmsBriscoe https://www.helmsbriscoe.com/associates/acondon	Regional Vice President	1757 Murray Hill Road Birmingham, AL 35216	A@helmsbriscoe.com	(205) 422-2900
K...	American Village http://www.americanvillage.org	Sponsor Coordinator and Sales Outreach	3727 Highway 119 S, Montevallo, AL 35115	pal@am	(205) 965-8300



THS Hospitality & Tourism Advisory Committee Meeting

Created by: faaniniva.roberson@acsboe.org · Your response: ✓ Yes, I'm going

Time

4:30pm - 5pm (Central Time - Chicago)

Date

Tue Jan 12, 2021

My Notes

Guests

- ✓ Faaniniva Roberson
acondon@helmsbriscoe.com
- kecaulfield@gmail.com
- kerripate@gmail.com
- kjselegantpastries@yahoo.com
- pari@shelbychamber.org

Advisory
Committee

**Alabaster City Schools
Advisory Committee Meeting Agenda**

2020-2021

December 10, 2020

3:30pm

Program: Hospitality and Tourism Academy
Niva Roberson, Instructor

School: Thompson High School

Welcome

Attendance

Program of Work

Review the goals and objectives of the program and serve as a communication link between the THS Hospitality and Tourism Academy and the community

Discussion of Local Workforce data

Minutes

Next meeting

zoom.0

13:12

4:29 PM 12/10/2020

Virtual Fall Leaders...

CTE Alabama Cours...

AL Regional Project...

College Planning

Career Planning

CTE

THS Cheer

Teacher Resources

Daily Toss

District

Apps

THS 20-21 Advisory Committee Meeting Agenda

File Edit View Insert Format Tools Add-ons Help

Last edit was 4:13:45 PM

Normal text

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Text

Program: Hospitality and Tourism Academy

Niva Robertson, Instructor

School: Thompson High School

Welcome

Attendance

Program of Work

Review the goals and objectives of the program and serve as a communication link between the THS Hospitality and Tourism Academy and the community

Discussion of Local Workforce data

Minutes

Next meeting

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Attendance

- ① Pari Barzegari
- ② Kelli Caulfield
- ③ Keri Pate
- ~~④ Absent~~
- ④ Ashley called in and had to leave.
- ⑤ Kristal Bryant

Alabaster City Schools
THS Hospitality and Tourism Advisory Committee
Meeting Minutes 2020-2021

December 10, 2020

Zoom Meeting 3:30pm

Program: Hospitality and Tourism Academy
Niva Roberson, Instructor

School: Thompson High School

Welcome and Attendance

The meeting began with Mrs. Roberson introducing herself and explained the advisory committee. Barzegari, Caulfield, and Sawyer were in attendance for the Zoom meeting. Following her introduction the members briefly introduced themselves and stated the company they were affiliated with.

Mrs. Roberson reviewed the bylaws of the advisory committee and a few of the objectives and standards for Hospitality & Tourism and Family & Consumer Sciences classes. She further explained how each member's careers are related to her classes and how their expertise can benefit her program.

Program of Work

Mrs. Roberson explained how each member serves as a communication link between the THS Hospitality and Tourism Academy and the community.

Mrs. Roberson asked everyone to think about some ideas for the committee to implement or assist. Program of work was discussed and created. Sign-up sheet for committee members to assist with any activity will be emailed to committee members to sign up for particular objectives and activities. Next was the discussion of how they can help enhance Mrs. Roberson's classes.

Discussion of Local Workforce data

Pari B. volunteered to head this task. With her being employed with the Shelby County Chamber of Commerce she has access to Shelby County workforce data and can easily disseminate information to our committee.

Next meeting

Discussion about the next meeting date was tossed around and finally settled on January. Mrs. Roberson will send out a few dates for members to choose from. She will send out a calendar invite for the next meeting. The meeting was adjourned and then appetizers were served.

3.1.E ADVISORY COMMITTEE PROGRAM OF WORK

MEMBERS DEVELOP AND APPROVE A
PROGRAM OF WORK



INSERT

- Program of Work for Program, developed by Advisory Committee that includes:
 - Date POW was developed
 - Objectives
 - Activities
 - Timelines
 - Committee member responsibilities

Alabaster City Schools
Advisory Committee Program of Work
2020-2021

Program: Hospitality and Tourism Academy**School:** Thompson High School*Niva Roberson, Instructor*

Objectives	Activities/Strategies/Steps	Timeline	Committee Member Responsible
1. Review the goals and objectives of the program and serve as a communication link between the THS Hospitality and Tourism Academy and the community.	<ol style="list-style-type: none"> 1. Review the THS Hospitality and Tourism Academy and the demographics of the community it serves. 2. Review information about the program's demographic profile. 	Dec 2020	All Members
2. Identify community resources that will help support or contribute to the success of the THS Hospitality and Tourism Academy	<ol style="list-style-type: none"> 1. Provide back-to-industry experiences for the faculty (when appropriate). 2. Review the potential for sponsoring student scholarships, recognition programs, foundation programs, and other program enhancements. 3. Provide guest lecturers and opportunities for field trips. 	Jan 2021	All Members
3. Inform the THS Hospitality and Tourism Academy of changes and trends in the economy, local workforce, and/or community.	<ol style="list-style-type: none"> 1. Share information with other committee members concerning changes, trends, and issues in one's own business or organization. 2. Identify job titles in areas of work related to the THS Hospitality and Tourism Academy 	On-going	Pari Barzegari
4. Assist in student recruitment for the THS Hospitality and Tourism Academy, provide work-based learning opportunities, and assist in placing graduates with prospective employers.	<ol style="list-style-type: none"> 1. Identify work sites for internships and placement of students. 2. Promote the program throughout the community. 3. Conduct career forums (employability skills) for students. 	Feb 2021	
5. Review and recommend revisions in the THS Hospitality and Tourism Academy curriculum.	<ol style="list-style-type: none"> 1. Crosswalk skills and knowledge offered in the THS Hospitality and Tourism Academy curriculum with standards required by professional agencies. 2. Review Hospitality and Tourism skills and knowledge and determine the relevancy to business and industry needs. 	January 2021	
6. Review and make recommendations concerning facility and/or equipment improvements for the THS Hospitality and Tourism Academy	<ol style="list-style-type: none"> 1. Review the facility and equipment utilized for the THS HAT 2. Identify new technology and developments that should be used in the THS Hospitality and Tourism Academy 3. Recommend equipment needs for the THS Hospitality and Tourism Academy 4. Help identify resources for obtaining technology and equipment. 	February 2021	Kelli Coulfield

3.1. E MARKETING, PUBLIC RELATIONS AND COMMUNITY OUTREACH

MARKETING ACTIVITIES REFLECT THE
VALUE OF THE PROGRAM TO STUDENTS
AS DESCRIBED IN THE SCHOOL'S PRINTED
LITERATURE AND WEBSITE



INSERT

- Evidence of marketing of program
 - newsletters,
 - news media,
 - Screenshots
 - social media
 - websites

Find Your Bliss in the SHS

HUMAN SERVICES

Department



Dietetics

SPORTS NUTRITION

Fashion Design

Food Innovations and Media

11:12



Amethyst Vineyard ▾



@amethystvineyard

119

Following

31

Followers

373

Likes

Edit profile



Tap to add bio



Home



Discover



Inbox



Me



4.1.A PROFESSIONAL DEVELOPMENT

TECHNICAL AWARENESS UPDATES



INSERT

- Technical Awareness Hours:
 - Copies of Certificates of Completion or Industry Visits
 - Technical Skill related workshops, conferences, etc
 - 9 month employees: 8 hours annually
 - 10 month employees: 16 hours annually

Family and Consumer Sciences CREDENTIALING CENTER

CERTIFICATE OF PROFESSIONAL DEVELOPMENT UNITS



THIS CERTIFIES THAT

(ATTENDEE'S NAME)



HAS EARNED 1 OF A TOTAL OF 1 PDUS POSSIBLE TOWARD CFCS
(PDUS TAKEN)



HAS EARNED 1 OF A TOTAL OF 1 PDUS POSSIBLE TOWARD CPFFE
(PDUS TAKEN)



HAS EARNED 1 OF A TOTAL OF 1 PDUS POSSIBLE TOWARD CNWE
(PDUS TAKEN)

FOR PARTICIPATION IN

WORK-BASED LEARNING IN FCS: PLANNING FOR HIGH QUALITY
OPPORTUNITIES IN 2020 AND BEYOND

Lori A. Myers
(SPONSOR'S SIGNATURE)

Graig E. McElwain, CFCS
CHAIR, COUNCIL FOR CERTIFICATION

Live Event: 10/20/20; Archive: Ongoing
DATE OF EVENT

CERTIFICATE OF PARTICIPATION

This certifies that

Ashley Long
Name

has participated in a
Family, Career and Community Leaders of America (FCCLA), Adviser Webinar.

Webinar Title:

1900-Present Day: U.S. History Through Fashion

Presented by: FIDM/Fashion Institute of Design and Merchandising

Webinar Date and Time:

Thursday, April 22, 2021 - 4:00 PM / 6:00 PM ET

Ashley Long

Professional Development Manager



Andy Davone

Executive Director



5.1 WORK-BASED LEARNING

EMPLOYABILITY SKILLS

FIELD TRIP

JOB SHADOWING

BUSINESS SOLICIATION FOR WORK-BASED
EXPERIENCES

STUDENT REPORTS

FORMAL TRAINING AGREEMENT/CLINCI



INSERT

5.1.A This is for ALL PROGRAMS, NOT JUST CO-OP

- Evidence that CTE program addresses soft skills desired by employers. (most likely a lesson plan that highlights a lesson on career ready skills.
- Documentation of at least one field trip (permission slip, media post, etc), can be virtual but need to provide documentation for verification.
- Documentation of at least **one** job-shadowing opportunity (document showing agreement with industry partner)

5.1.B. Program Area Off Site Live Work

- Student evidence of experience (daily logs, summaries, etc)
- Formal training agreements with business industry partners



Faaniniva Roberson <faaniniva.roberson@acsboe.org>

Reminder: VirtualJobShadow.com Customer Workshop: Training 101 starts in 1 Hour

1 message

Customer Service VirtualJobShadow.com <customerservice@gotowebinar.com>

Thu, Dec 10, 2020 at 6:59 AM

Reply-To: customerservice@virtualjobshadow.com

To: faaniniva.roberson@acsboe.org



It's Time to Start Your Virtual Job Shadow

This is a reminder that "VirtualJobShadow.com Customer Workshop: Training 101" will begin in 1 Hour on:

Thu, Dec 10, 2020 8:00 AM - 9:00 AM CST

Add to Calendar: [Outlook® Calendar](#) | [Google Calendar™](#) | [iCal®](#)

Please send your questions, comments and feedback to: customerservice@virtualjobshadow.com

How to Join the Webinar

1. Click the link to join the webinar at the specified time and date:

[Join Webinar](#)

Note: This link should not be shared with others; it is unique to you.

Before joining, be sure to [check system requirements](#) to avoid any connection issues.

2. Choose one of the following audio options:

TO USE YOUR COMPUTER'S AUDIO:

When the webinar begins, you will be connected to audio using your computer's microphone and speakers (VoIP). A headset is recommended.

--OR--

TO USE YOUR TELEPHONE:

If you prefer to use your phone, you must select "Use Telephone" after joining the webinar and call in using the numbers below.

United States: +1 (914) 614-3221

Access Code: 971-605-470

Audio PIN: Shown after joining the webinar

Webinar ID: 753-479-779

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THS HOSPITALITY AND TOURISM ACADEMY

LESSON PLANS

Instructor: Niva Roberson		Week(s) Sept. 28 - Oct 2	
Course Title Hospitality and Tourism Foundation		Duration: Time in min.	
Module 1: Introduction to Hospitality and Tourism	Lesson <i>Lesson 3: Getting to Know You: Self Assessments</i>		
Unit <i>Unit 2: Career Pathways</i>			
Content Standard(s) 5. Determine career pathways, entrepreneurial opportunities, and required credentials related to hospitality and tourism. <u>Alabama Course of Study: Career Preparedness</u> 3. Analyze personal skills, interests, and abilities and relate them to current career opportunities b. Explore individual career options from the 16 National Career Clusters to examine specific job descriptions, requirements, salaries, and employment outlooks. c. Identify safety and health standards in the workplace for daily procedures, emergency procedures, equipment/tools, dress, use of technology, and work area maintenance.			
Overview/Annotation/Primary Concern/Issue/Problem <ul style="list-style-type: none">Determine the preparation requirements for various levels of employment in a variety of careers in the Hospitality and Tourism industry			
Essential Questions <ul style="list-style-type: none">What essential knowledge and skills are necessary to prepare for various opportunities in the hospitality and tourism industry?			

Instructional Methods	Procedure/Activities/Learning Experiences	Materials, Equipment & Technology Resources
<ul style="list-style-type: none"> ✓ Lecture □ Inquiry □ Demonstration □ Direct Experience/Lab □ Role Play ✓ Group Discussion ✓ Technology integration □ Student-centered □ Flipped □ Project-base □ Individual activity ✓ Collaborative activity 	<p><u>Introduction/Interest Approach</u></p> <ul style="list-style-type: none"> ➤ TSW complete the Getting to Know You PDF with Kami <p><u>Summary of Content and Teaching Strategies</u></p> <ul style="list-style-type: none"> ➤ TSW navigate to 3 different self assessment websites to find out the following information.. When finish answer the questions and submit on Schoology <ul style="list-style-type: none"> • What kind of student are you? Types of Students • What are your learning styles? Learning Styles • What study habits can you improve? Improve Study Habits ➤ TTW review the Enneagram Lesson with the class ➤ Complete the Online Enneagram Test. After completing the Enneagram Test complete the Enneagram Personality Types Worksheet. ➤ Find another student in class with the same Enneagram Personality type. Complete the worksheet together. 	<ul style="list-style-type: none"> ❖ Smart Panel ❖ Schoology Platform ❖ Internet connection (laptop, smartphone, ipad) <p>Getting to Know You pdf WS</p> <p>Types of Students</p> <p>Learning Styles</p> <p>Improve Study Habits</p> <p>Enneagram Lesson</p> <p>Online Enneagram Test</p>

	<u>Review/Summary</u> Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be re-taught.	
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Assessment Strategies <u>Application Evaluation</u> Enneagram Type Partner Worksheet

Integrated Curriculum <input type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Social Studies/History <input type="checkbox"/> Government/Economics <input checked="" type="checkbox"/> English <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Other	
Other Areas Addressed as Part of the Course Instruction	
<i>Teamwork activities</i>	Enneagram Personality Type Worksheet Working together with individuals with similar personalities
<i>Employability skills</i>	Public Speaking, teamwork, collaborating with unfamiliar people
<i>Problem solving and management skills</i>	Learning how to work through adversity and the unknown
<i>Integrated CTSO experience</i>	Using the FCCLA Planning Strategies
Provision for Individual Differences	
<i>Accommodations</i>	Pair students with an advanced student to help navigate the online assignments Allow extended time Allow students to complete in the resource room
<i>Enhancements</i>	
<i>Extensions</i>	
<i>Remediations</i>	
<i>Modifications</i>	
Lesson Evaluation Toward Improved Teaching	