

Pursuant to Court's Instructions the Record on Appeal in this matter was condensed. Pages were not renumbered, therefore it appears there are missing pages, however, counsel has confirmed all pertinent information is included in the condensed record.

THE STATE OF SOUTH CAROLINA
In The Supreme Court

APPEAL FROM LEE COUNTY
Court of Common Pleas

Thomas W Cooper, Jr , Circuit Court Judge

Case No 93-CP-31-169

Abbeville County School District, Allendale County School District, Bamberg County School District 1, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Barnwell County School District 45, Berkeley County School District, Chesterfield County School District, Clarendon County School District 1, Clarendon County School District 2, Clarendon County School District 3, Dillon County School District 1, Dillon County School District 2, Dillon County School District 3, Florence County School District 1, Florence County School District 2, Florence County School District 3, Florence County School District 4, Florence County School District 5, Hampton County School District 1, Hampton County School District 2, Jasper County School District, Laurens County School District 55, Laurens County School District 56, Lee County School District, Lexington County School District 4, Marion County School District 1, Marion County School District 2, Marion County School District 7, Marlboro County School District, McCormick County School District, Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Saluda County School District and Williamsburg County School District, *(caption continued on second page)*

**RECORD ON APPEAL (CONDENSED),
VOL XXIII OF XXVIII**

Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, William L Mills, individually, and as a Taxpayer residing in Allendale County and as Guardian ad Litem of Waylon P , Waylon P , a minor, by and through William Mills, as Guardian ad Litem, Betty Bagley, individually, and as a taxpayer residing in Bamberg County and as a parent and Guardian ad Litem of Tyler B , Tyler B , a minor, by and through Betty Bagley, as Guardian ad Litem, Evert Comer, Jr , individually, and as a taxpayer residing in Bamberg County and as parent and Guardian ad Litem of Kimberly C , Kimberly C , a minor, by and through Evert Comer, Jr , as Guardian ad Litem, Marla Q Jameson, individually, and as a taxpayer residing in Barnwell County, and as a parent and Guardian ad Litem of Eleanor J , Eleanor J , a minor, by and through Marla Q Jameson, as Guardian ad Litem, Victor M Lancaster, Sr , individually, and as a taxpayer residing in Barnwell County, and as parent and Guardian ad Litem of Christie L , Christie L , a minor, by and through Victor M Lancaster, Sr , as Guardian ad Litem, Dr Charles Clark, individually, and as a taxpayer residing in Chesterfield County, and as parent and Guardian ad Litem of Candace C , a minor, by and through Dr Charles Clark, as Guardian ad Litem, Colonel Larry Coker, individually, and as a taxpayer residing in Clarendon County, and as a parent and Guardian ad Litem of Corrie C , Corrie C , a minor, by and through Colonel Larry Coker, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Kathisha W , Kathisha W , a minor, by and through Pamela Williams as Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, John Whiteside, individually, and as a

taxpayer residing in Florence County and as Parent and Guardian ad Litem of Joel W , Joel W , a minor, by and through John Whiteside as Guardian ad Litem, Dr Francis Mills, individually, and as a taxpayer residing in Hampton County and as a parent and Guardian ad Litem of Amy M , Amy M , a minor, by and through Dr Francis Mills, as Guardian ad Litem, Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B , Tyrin B , a minor, by and through Brenda Brooks as Guardian ad Litem, Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T and Bradley T , Bryan T , a minor, by and through Marva Tigner as Guardian ad Litem, Bradley T , a minor, by and through Marva Tigner as Guardian ad Litem, Robert Elisha Short, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Robert B S , Robert B S , a minor, by and through Robert Elisha Short, as Guardian ad Litem, Dr Keith A Bridges, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Jorgana Ranson B , Jorgana Ranson B , a minor, by and through Dr Keith A Bridges, as Guardian ad Litem, Gail Y Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H , Rashade H , a minor, by and through Gail Y Harriott, as Guardian ad Litem, Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W , Kimberly W , a minor, by and through Linda Carraway as Guardian ad Litem, Dr John Nobles, individually, and as a taxpayer residing in Marlboro County and as parent and Guardian ad Litem of Erin N , Erin N , a minor, by and through Dr John Nobles, as Guardian ad Litem, Patricia Hampton, individually, and as a taxpayer residing in McCormick County and as parent and Guardian ad Litem of Krystle H ,

Krystle H , a minor, by and through Patricia Hampton, as Guardian ad Litem, Bernice Profit, individually, as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H , Russell H , a minor, by and through Bernice Profit, as Guardian ad Litem, Matlin P Brown, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Tanisha P B , Tanisha P B , a minor, by and through Matlin P Brown, as Guardian ad Litem, James Berry, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Dondrea B , Dondrea B , a minor, by and through James Berry, as Guardian ad Litem, Gerald Smith, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Brenda S , Brenda S , a minor, by and through Gerald Smith, as Guardian ad Litem, Thomas Shealy, individually, and as a taxpayer residing in Saluda County and as parent and Guardian ad Litem of Thomas S , Jr , Thomas S , Jr , a minor, by and through Thomas Shealy, as Guardian ad Litem,

Of whom

Allendale County School District,
Dillon County School District 2,
Florence County School District 4,
Hampton County School District 2,
Jasper County School District,
Lee County School District,
Marion County School District 7,
Orangeburg School District 3,
Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W , Katisha W , a minor, by and through Pamela Williams as

Plaintiffs,

Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B , Tyrin B , a minor, by and through Brenda Brooks as Guardian ad Litem, Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T and Bradley T , Bryan T , a minor, by and through Marva Tigner as Guardian ad Litem, Bradley T , a minor, by and through Marva Tigner as Guardian ad Litem, Gail Y Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H , Rashade H , a minor, by and through Gail Y Harriott, as Guardian ad Litem, Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W , Kimberly W , a minor, by and through Linda Carraway as Guardian ad Litem, Bernice Profit, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H , Russell H , a minor, by and through Bernice Profit, as Guardian ad Litem, are

Appellants-
Respondents,

v

Glenn F McConnell, as President *Pro Tempore* of the Senate and as a representative of the South Carolina Senate, Robert W Harrell, Jr , as Speaker of the House of Representatives and as a representative of the South Carolina House of Representatives,
and

Respondents-
Appellants,

The State of South Carolina, Mark C Sanford, as Governor of the State of South Carolina,

Respondents

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COURSE SPECIFICATIONS FOR BUILDING CONSTRUCTION CLUSTER 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
60600307	Inspect, operate and clean a planer					X				X	X	X	X		X	X	X				X	X	X		
60600400	D DEMONSTRATING BASIC KNOWLEDGE AND SKILLS REQUIRED TO FRAME A ONE STORY BUILDING USING A SIMPLE PLAN																								
60600401	Measure cut and install headers and girders for a floor frame	X				X				X	X	X	X	X	X	X					X	X	X		
60600402	Measure cut and install floor joists	X				X				X	X	X	X	X	X	X					X	X	X		
60600403	Cut and install solid and X bracing	X				X				X	X	X	X	X	X	X					X	X	X		
60600404	Install subfloor	X				X				X	X	X	X	X	X	X					X	X	X		
60600405	Construct corner and T parts	X				X				X	X	X	X	X	X	X					X	X	X		
60600406	Install a double top plate	X				X				X	X	X	X	X	X	X					X	X	X		
60600407	Square the exterior walls and install corner braces	X				X				X	X	X	X	X	X	X					X	X	X		
60600408	Install ceiling joists and strongbacks	X				X				X	X	X	X	X	X	X					X	X	X		
60600409	Measure cut and install rafters valley rafters and ridges	X				X				X	X	X	X	X	X	X					X	X	X		
60600410	Lay out construct and install a roof truss	X				X				X	X	X	X	X	X	X					X	X	X		
60600411	Install roof sheathing	X				X				X	X	X	X	X	X	X					X	X	X		
60600412	Install roofing felt flashing and asphalt composition shingles	X				X				X	X	X	X	X	X	X					X	X	X		
60600500	E DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO INSTALL EXTERIOR FINISHING																								
60600501	Install exterior insulation and vapor barrier sheathing	X				X				X	X	X		X	X	X					X	X	X		
60600502	Install exterior finish materials	X				X				X	X	X	X	X	X	X					X	X	X		
60600503	Install doors and windows	X				X				X	X	X	X	X	X	X					X	X	X		
60600600	F DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO INSTALL INTERIOR FINISHING MATERIALS																								
60600601	Install doors and locks	X				X				X	X	X	X	X	X	X					X	X	X		

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ—Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 25

NATIONAL GOALS

- SR—School Readiness
- SC School Completion
- SA—Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039370

DEF_3336-0135

TEX_21695

COURSE SPECIFICATIONS FOR BUILDING CONSTRUCTION CLUSTER 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
	tools safely while working on an electrical system																								
60600903	Demonstrate the ability to perceive unsafe working conditions					X	X					X	X	X						X	X		X		
60600904	Complete an electrical safety test successfully					X	X					X	X	X						X	X		X		
60601000	J DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO APPLY THE NATIONAL ELECTRICAL CODE TO BASIC PRACTICAL PROBLEMS																								
60601001	Define basic terms used in the National Electrical Code					X	X					X	X	X	X					X	X		X		
60601002	Size conductors according to Article 310					X	X					X	X	X	X					X	X		X		
60601003	Size boxes according to Article 370					X	X					X	X	X	X					X	X		X		
60601004	Demonstrate the ability to reference the codebook					X	X					X	X	X	X					X	X		X		
60601100	K DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO CUT AND JOIN PLUMBING PIPE																								
60601101	Use hand tools to cut clean ream and/or flare copper tubing					X	X					X	X	X	X	X	X	X		X	X		X		
60601102	Use hand tools to cut and clean plastic and PVC pipe					X	X					X	X	X	X	X	X	X		X	X		X		
60601103	Light adjust and use an oxyacetylene torch to pin copper tubing					X	X					X	X	X	X										
60601104	Clean and join PVC pipe					X						X	X	X	X	X				X	X				
60601200	L DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO INSTALL PLUMBING SYSTEMS																								
60601201	Rough in a water supply system for a bathroom	X				X						X	X	X	X	X	X	X		X	X	X	X		
60601202	Rough in a water supply system for a kitchen	X				X						X	X	X	X	X	X	X			X	X	X		
60601203	Install a bathtub/shower fixture	X				X						X	X	X	X	X	X	X			X	X	X		
60601204	Install a floor mounted water closet	X				X						X	X	X	X	X	X	X			X	X	X		

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT-Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 27

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI-Parental Involvement

REC039372

DEF_3336-0137

TEX_21697

COURSE SPECIFICATIONS FOR BUILDING CONSTRUCTION CLUSTER 1, 2, 3, and 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks							SC Chamber/SCANS Skills							National Goals								
		M	FL	A	SC	LA	HS	SS	PE	PO	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
60601205	Install a double kitchen sink	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601206	Install a dishwasher	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601207	Install an icemaker	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601208	Install a water heater	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601209	Pressure test water supply system	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601210	Repair leaks in valves and lines	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601211	Thaw a frozen water supply line	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601300	M DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO INSTALL DRAINAGE SYSTEMS																							
60601301	Install a wastewater system for a bathtub over flow and trap	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601302	Install a wastewater system for built in lavatories	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601303	Install a wastewater system for a floor mounted water closet	X				X	X		X	X	X	X	X	X	X	X			X	X	X	X		
60601304	Install a wastewater system for a double kitchen sink with a garbage disposal	X				X	X		X	X	X	X	X	X	X	X				X	X	X		
60601305	Rough in waste lines and vent stacks	X				X			X	X	X	X	X	X	X	X				X	X	X		
60601306	Install cleanouts on wastewater lines	X				X	X		X	X	X	X	X	X	X	X				X	X	X		
60601307	Calculate the slope requirements for wastewater lines	X				X			X	X	X	X		X	X	X				X	X	X		
60601308	Pressure test wastewater lines	X				X			X	X	X	X		X	X	X				X	X	X		
60601309	Clean obstructions from wastewater lines	X				X			X	X	X	X		X	X	X				X	X	X		
60601310	Thaw a frozen trap or line	X				X			X	X	X	X		X	X	X				X	X	X		

Revision date 07/98

Revised by Harold Knight Fred P Hamilton Career Center Alfred Waters Daniel Morgan Career Center Ellis Oates Sumter County Career Center Mark Phillips Kirkland Correctional Institute Charles Williams Trenton Correctional Institution L P Rogers Ridgeland Correctional Institution D C Thomas Allendale Correctional Institution Ernest Rivers Colleton County Area Vocational Center Heyward Brunson Wateree Correctional Institution Garner W Matthews Lexington Technology Center Jessie Sweatt Heyward Career Center Bernard Trott Batesburg Loesville High

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS-Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 28

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039373

DEF_3336-0138

TEX_21698

COURSE SPECIFICATIONS FOR BUILDING CONSTRUCTION CLUSTER 1, 2, 3, and 4

The STUDENT will be able to

School Kenny Padgett David L Brabham A Shawn Belcher Jim Bullington and Robert Shealy Centex Homes Columbia and Dennis Calhoun East Coast Distributors Conway

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA--Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS--Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems
T&I 29

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
A Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI--Parental Involvement

REC039374

DEF_3336-0139

TEX_21699

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CARPENTRY 1, 2, 3, and 4

ACTIVITY/COURSE CODES 6091, 6092, 6093, and 6094

COURSE DESCRIPTION

The Carpentry program is designed to prepare student to perform entry level carpentry tasks under the supervision of an experienced carpenter. Carpentry student receives instruction in framing construction material, blueprint reading, and safety. Also included is instruction in site preparation using power and hand tools and applied mathematics.

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

Credit 1, 2, or 3 units

CARPENTRY 1, 2, 3, AND 4

RESOURCES

Carpenter (Revision) Volume 9 V TECS Catalog Vocational Technical Education Consortium of States Commission on Occupational Education
Institutions 1866 Southern Lane Decatur Georgia

Carpentry Curriculum Standards Alabama Vocational Curriculum Standards

Carpentry, Second Edition Delmar Publishers 1995

Carpentry, Second Edition, Instructor's Resource Kit Delmar Publishers 1995

Carpentry, Second Edition, Student Workbook Delmar Publishers 1995

Carpentry and Building Construction Glencoe Publishing Division 1986 1997

Carpentry and Building Construction, Student Workbook Glencoe Publishing Division 1997

Durbahn and Sunberg Fundamentals of Carpentry American Technical Society

Estimating for Residential and Commercial Construction Delmar Publishers 1994

Estimating for Residential and Commercial Construction, Instructor's Guide Delmar Publishers 1994

Exploring Construction Technology MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater
Oklahoma

Wagner Willis H Modern Carpentry Goodheart Willcox Co Inc 1996

Wagner Willis H Modern Carpentry Workbook Goodheart Willcox Co Inc 1996

Wheels of Learning, Carpentry - Level One - Instructor's Guide Prentice Hall Inc 1996

Wheels of Learning, Carpentry - Level One - Trainee Guide Prentice Hall Inc 1996

Wheels of Learning, Carpentry - Level Two - Instructor's Guide Prentice Hall Inc 1996

CARPENTRY 1, 2, 3, AND 4

RESOURCES continued

Wheels of Learning Carpentry – Level Two – Trainee Guide Prentice Hall Inc 1996

Wheels of Learning Core Curricula, Instructor's Guide, Prentice Hall Inc 1996

Wheels of Learning Core Curricula, Trainee Guide, Prentice Hall Inc 1996

Wheels of Learning Roofing – Level One – Instructor's Guide Prentice Hall Inc 1996

Wheels of Learning Roofing – Level One – Trainee Guide Prentice Hall Inc 1996

Wheels of Learning Roofing – Level Two – Instructor's Guide Prentice Hall Inc 1996

Wheels of Learning Roofing – Level Two – Trainee Guide Prentice Hall Inc 1996

COURSE SPECIFICATIONS FOR CARPENTRY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
60900100	A PERFORMING WORK SAFETY PRACTICES																								
60900101	Demonstrate safe work habits				X	X				X		X		X	X	X			X	X	X				
60900102	Keep a clean orderly safe work area				X	X				X		X		X	X	X			X	X	X				
60900103	Operate a fire extinguisher				X	X				X		X			X	X			X	X					
60900104	Demonstrate the safe use of hand and power tools				X	X				X		X		X	X	X			X	X			X		
60900200	B DEMONSTRATING CUTTING SHAPING AND FASTENING SKILLS																								
60900201	Cut stock to size	X			X					X	X	X		X	X					X	X				
60900202	Crosscut dimensional lumber to size	X			X					X	X	X		X	X	X				X	X				
60900203	Rip cut dimensional lumber to size	X			X					X	X	X		X	X	X				X	X				
60900204	Joint stock	X			X					X	X	X		X	X	X				X	X				
60900205	Cut a dado and gain	X			X					X	X	X		X	X	X				X	X				
60900206	Bore holes				X					X	X	X		X	X	X				X					
60900207	Plane stock	X			X					X	X	X		X	X	X				X	X				
60900208	Sand stock				X					X	X	X		X	X	X				X					
60900209	Fasten stock with nails				X					X	X	X		X	X					X					
60900210	Fasten stock with screws				X					X	X	X		X	X					X					
60900211	Construct a square frame	X			X					X	X	X	X	X	X	X				X	X				
60900212	Cut holes and patterns in stock	X			X					X	X	X		X	X	X				X	X				
60900300	C DEMONSTRATING BASIC BUILDING SITE PREPARATION SKILLS																								
60900301	Install batter boards	X	X		X					X	X	X	X	X		X				X	X				
60900400	D DEMONSTRATING SKILLS NECESSARY TO CONSTRUCT AND SET CONCRETE FORMS																								
60900401	Construct footing forms	X								X	X	X	X	X	X	X				X	X	X			
60900402	Construct slab forms	X								X	X	X	X	X	X	X				X	X	X			
60900403	Align and brace foundation forms	X								X	X	X	X	X	X	X				X	X	X			
60900404	Install anchor bolts	X								X	X	X		X						X	X	X			

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 32

NATIONAL GOALS

- SR--School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental involvement

REC039379

DEF_3336-0144

TEX_21704

COURSE SPECIFICATIONS FOR CARPENTRY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks									SC Chamber/SCANS Skills									National Goals								
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI			
60900405	Build concrete step and stair forms	X								X	X	X	X	X	X	X	X					X	X	X				
60900406	Construct a slab on grade	X								X	X	X	X	X	X	X	X					X	X	X				
60900500	E DEMONSTRATING FLOOR FRAMING SKILLS																											
60900501	Lay out a floor frame	X								X	X	X	X	X	X	X						X	X	X				
60900502	Cut and install sill plates	X								X	X	X	X	X	X	X						X	X	X				
60900503	Frame and install a built up sill	X								X	X	X	X	X	X	X						X	X	X				
60900504	Frame and install a box sill	X								X	X	X	X	X	X	X						X	X	X				
60900505	Install posts and columns	X								X	X	X	X	X	X	X						X	X	X				
60900506	Frame and install a built up girder	X								X	X	X	X	X	X	X						X	X	X				
60900507	Cut and install floor joists and bridging	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900508	Frame floor openings	X								X	X	X	X	X	X	X						X	X	X				
60900509	Install a subfloor	X								X	X	X	X	X	X	X						X	X	X				
60900600	F DEMONSTRATING WALL FRAMING SKILLS																											
60900601	Lay out a wall frame	X								X	X	X	X	X	X	X						X	X	X				
60900602	Construct corner posts and T posts	X								X	X	X	X	X	X	X						X	X	X				
60900603	Frame and align an exterior wall	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900604	Frame and align a partition wall	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900605	Install backing for fixtures or cabinets	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900606	Build a box beam	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900607	Install structural sheathing	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900608	Anchor a partition	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900700	G INTERPRETING AND DEMONSTRATING USE OF ARCHITECTURAL BLUEPRINTS																											
60900701	Read and interpret blueprints	X		X	X					X	X	X	X		X	X	X			X		X	X	X				
60900702	Stack lumber and store building materials	X				X				X	X		X	X	X	X	X			X		X		X				
60900800	H DEMONSTRATING ROOF AND CEILING FRAMING SKILLS																											
60900801	Lay out a ceiling frame	X				X				X	X	X	X	X	X	X	X			X		X	X	X				
60900802	Cut and install ceiling joists	X				X				X	X	X	X	X	X	X	X			X		X	X	X				

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 33

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039380

DEF_3336-0145

TEX_21705

COURSE SPECIFICATIONS FOR CARPENTRY 1 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF
60900803	Cut and install ceiling joist strongbacks	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900804	Frame ceiling openings	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900805	Lay out roof openings	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900806	Cut and install common rafters	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900807	Cut and install valley rafters	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900808	Cut and install hip rafters	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900809	Cut and install jack rafters	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900810	Cut and install a ridgeboard	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900811	Frame roof openings	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900812	Frame gable ends	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900813	Cut and install collar ties	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900814	Install roof trusses	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900815	Install roof sheathing	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900816	Lay out common rafters	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900900	I DEMONSTRATING SKILLS REQUIRED TO INSTALL ROOFING MATERIALS																							
60900901	Apply roof felt paper	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900902	Install asphalt composition shingles	X				X				X	X	X	X	X	X	X			X	X	X	X		
60900903	Install metal flashing	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901000	J DEMONSTRATING EXTERIOR FINISHING SKILLS																							
60901001	Install exterior sheathing	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901002	Install exterior finish materials	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901003	Frame a boxed cornice	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901004	Install double hung windows	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901005	Install casement windows	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901006	Install exterior doors and lock sets	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901007	Install storm doors and windows	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901008	Install exterior trim	X				X				X	X	X	X	X	X	X			X	X	X	X		
60901100	K DEMONSTRATING INTERIOR FINISHING SKILLS																							

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC-Science
- LA-Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS-Basic Skills
- IF-Information
- IT Interpersonal
- R Resources
- T-Technology
- S Systems
- T&I 34

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039381

DEF_3336-0146

TEX_21706

COURSE SPECIFICATIONS FOR CARPENTRY 1, 2 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
60901101	Install plywood paneling	X				X				X	X	X	X	X	X	X	X				X	X	X	X	
60901102	Install hardboard paneling	X				X				X	X	X	X	X	X	X	X				X	X	X	X	
60901103	Cut and install furring	X				X				X	X	X	X	X	X	X	X				X	X	X	X	
60901104	Install drywall board (Sheetrock)	X				X				X	X	X	X	X	X	X	X				X	X	X	X	
60901105	Install interior doors	X				X				X	X	X	X	X	X	X	X				X	X	X	X	
60901106	Cut and install finish flooring	X				X				X	X	X	X	X	X	X	X				X	X	X	X	
60901107	Cut and install baseboards, trim, and molding	X				X				X	X	X	X	X	X	X	X				X	X	X	X	
60901200	L DEMONSTRATING SKILLS REQUIRED TO CONSTRUCT A STAIRCASE																								
60901201	Lay out cut and install straight run stringers	X	X			X				X	X	X	X	X	X	X	X			X	X	X	X		
60901202	Cut and install risers and treads	X	X			X				X	X	X	X	X	X	X	X			X	X	X	X		

Revision date 07/98

Revised by Harold Knight Fred P Hamilton Career Center Alfred Waters Daniel Morgan Career Center Ellis Oates Sumter County Career Center Mark Phillips Kirkland Correctional Institute Charles Williams Trenton Correctional Institution L P Rogers Ridgeland Correctional Institution D C Thomas Allendale Correctional Institution Ernest Rivers Colleton County Area Vocational Center Heyward B unson Wate ee Correctional Institution Garner W Matthews Lexington Technology Center Jessie Sweatt Heyward Career Center Bernard Trott Batesburg Leesville High School Johnny Brietenback Cherokee Technology Center Gaffney Kenny Padgett David L Brabham A Shawn Belcher Jim Bullington Robert Shealy Centex Homes Columbia Alfred Waters Daniel Morgan Area Vocational Center and James Garrison B J Skelton Career Center Easley

CURRICULUM FRAMEWORKS

M Math
 FL Foreign Language
 A Visual & Performing Arts
 SC Science
 LA Language Arts
 HS Health & Safety
 SS Social Studies
 PE Physical Education

**MATRIX KEY
 SC CHAMBER/SCANS SKILLS**

PQ--Personal Qualities
 TS Thinking Skills
 BS Basic Skills
 IF Information
 IT Interpersonal
 R Resources
 T Technology
 S Systems
 T&I 35

NATIONAL GOALS

SR School Readiness
 SC School Completion
 SA Student Achievement & Citizenship
 TE Teacher Education & Professional Development
 MS Mathematics & Science
 AL Adult Literacy & Lifelong Learning
 DF Safe Disciplined & Alcohol & Drug Free Schools
 PI Parental Involvement

REC039382

DEF_3336-0147

TEX_21707

ELECTRICITY 1, 2, 3, AND 4

ACTIVITY/COURSE CODES. 6287, 6288, 6289, AND 6290

COURSE DESCRIPTION

The Electricity program is designed to prepare student for entry level employment as an electrician and electrician helper or in related occupations. Electricity student receives instruction in communication skills, leadership skills, human relations and employability skills, safety, effective work practices, and in the installation, operation, maintenance, and repair of residential electricity systems. Laboratory activities provide instruction in all phases of residential electrical wiring in accordance with the National Electrical Code.

OBJECTIVE

Given the necessary equipment, materials, National Electrical Code, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

Credit: 1, 2, or 3 units

REC039383

DEF_3336-0148

TEX_21708

ELECTRICITY 1, 2, 3, AND 4

RESOURCES

Basic Electrical Wiring MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Electrical Wiring, Residential Delmar Publishing 1993

Electricity 1 Devices, Circuits and Materials Delmar Publishers 1991

Electricity 2 Devices, Circuits and Materials Delmar Publishers 1991

Electricity 3, Motors and Generators, Controls, and Transformers Delmar Publishers 1991

Electricity 4 Motors, Controls and Alternators Delmar Publishers 1991

Electricity, Fundamental Concepts and Applications Delmar Publishers 1992

Holzmann Modern Residential Wiring Goodheart Willcox Co Inc

Industrial Electricity Number 6 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

Miller Industrial and Residential Electricity Glencoe Publishing Co 1988

Residential Electrical Wiring Twelfth Edition Delmar Publishers 1995

Residential Electrical Wiring, Instructor's Guide Delmar Publishers 1995

Wheels of Learning, Electrical - Level One - Instructor's Guide Prentice Hall Inc 1996

Wheels of Learning, Electrical - Level One - Trainee Guide Prentice Hall Inc 1996

Wheels of Learning, Electrical - Level Two - Instructor's Guide Prentice Hall Inc 1996

Wheels of Learning, Electrical - Level Two - Trainee Guide Prentice Hall Inc 1996

COURSE SPECIFICATIONS FOR ELECTRICITY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals						
		M	F	A	S	L	H	S	S	P	F	P	T	B	I	I	R	T	S	S	R	S	S	T	M	A	D	P
62870100	A DEMONSTRATING WORK SAFETY PRACTICES																											
62870101	Demonstrate the ability to work safely					X	X					X	X	X	X	X	X	X				X	X		X			
62870102	Demonstrate the ability to keep a clean orderly safe work area					X	X					X	X	X	X	X	X	X				X	X		X			
62870103	Operate a fire extinguisher					X	X					X	X	X	X	X	X	X				X	X		X			
62870104	Demonstrate the safe and proper use of hand and power tools					X	X					X	X	X	X	X	X	X				X	X		X			
62870105	Complete a safety test successfully					X	X					X	X	X	X	X	X	X				X	X		X			
62870200	B DEMONSTRATING THE UNDERSTANDING AND KNOWLEDGE OF ELECTRICITY																											
62870201	Demonstrate the structure of matter					X	X					X	X	X			X	X				X	X	X	X			
62870202	Demonstrate and explain the effect of static electricity					X	X					X	X	X			X	X				X	X	X	X			
62870203	Describe and demonstrate current flow	X				X	X					X	X	X			X	X				X	X	X	X			
62870204	Demonstrate an understanding of energized electrical circuits	X				X	X	X				X	X	X	X	X	X	X				X	X	X	X			
62870205	Explain and demonstrate the difference between alternating current and direct current	X				X	X	X				X	X	X	X	X	X	X				X	X	X	X			
62870300	C DEMONSTRATING THE ABILITY TO MAKE BASIC ELECTRICAL CALCULATIONS DC THEORY																											
62870301	Perform applied math functions	X				X	X					X	X	X	X	X	X	X				X	X	X	X			
62870302	Demonstrate theory of magnetism	X				X	X					X	X	X	X	X	X	X				X	X	X	X			
62870303	Calculate voltage current and resistance using Ohm's Law	X				X	X					X	X	X	X	X	X	X				X	X	X	X			
62870304	Calculate power using Watts Law	X				X	X					X	X	X	X	X	X	X				X	X	X	X			
62870305	Calculate power necessary to perform various electrical jobs	X				X	X	X				X	X	X	X	X	X	X				X	X	X	X			

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS--Social Studies
- PE--Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 61

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug-Free Schools
- PI Parental Involvement

REC039385

DEF_3336-0150

TEX_21710

COURSE SPECIFICATIONS FOR ELECTRICITY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62870306	Measure volts ampere and resistance using a multimeter	X			X	X	X			X	X	X	X	X	X	X				X	X	X	X		
62870307	Measure watts using a wattmeter	X		X	X	X	X			X	X	X	X	X	X	X				X	X	X	X		
62870400	D DEMONSTRATING SKILLS REQUIRED TO INTERPRET BLUEPRINTS AND SPECIFICATIONS																								
62870401	Identify and explain the purpose of electrical symbols and drawings	X		X		X	X				X	X	X	X	X	X				X	X	X	X		
62870402	Read dimensions of blueprints using scales and tape measures	X				X	X				X	X	X	X	X	X				X	X	X	X		
62870403	Obtain electrical wiring installation information from a floor plan	X				X	X				X	X	X	X	X	X				X	X	X	X		
62870404	Convert blueprint dimensions to actual distance	X		X		X					X	X	X	X	X	X				X	X	X	X		
62870405	Analyze blueprint information	X				X					X	X	X	X	X	X				X	X	X	X		
62870500	E DEMONSTRATING SKILLS REQUIRED TO ROUGH IN FEEDER CIRCUIT CABLES AND CIRCUITS										X	X	X	X	X	X				X	X	X	X		
62870501	Demonstrate and list the organizational structure or the National Electrical Code	X			X	X	X				X	X	X	X	X	X				X	X		X		
62870502	Determine wiring methods and materials	X				X					X	X	X	X	X	X				X	X	X	X		
62870503	Rough in Romex cable to outlet boxes and distribution panels	X				X					X	X	X	X	X	X				X	X	X	X		
62870504	Rough in armored cable to junction and outlet boxes	X				X	X				X	X	X	X	X	X				X	X	X	X		
62870505	Determine wiring for S1 S2 S3 and S4 switches	X				X	X				X	X	X	X	X	X				X	X	X	X		
62870506	Install duplex split wired and moisture resistant receptacles	X				X	X				X	X	X	X	X	X				X	X	X	X		
62870507	Define grounding according to the National Electrical Code Article 250	X				X	X				X	X	X	X	X	X				X	X	X	X		
62870508	Identify install and size boxes according to the National Electrical Code Article 370	X			X	X					X	X	X	X	X	X				X	X	X	X		

CURRICULUM FRAMEWORKS

- M Math
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- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 62

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039386

DEF_3336-0151

TEX_21711

COURSE SPECIFICATIONS FOR ELECTRICITY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks									SC Chamber/SCANS Skills									National Goals								
		M	F	A	S	L	H	S	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P		
62870509	Install and connect lights controlled by dimmers and switches	X			X	X	X				X	X	X	X	X	X	X			X	X		X					
62870510	Install fans controlled by switches	X			X	X	X				X	X	X	X	X	X	X			X	X		X					
62870511	Install external lights	X			X	X	X				X	X	X	X	X	X			X	X		X						
62870512	Install circuit breakers and ground fault circuit interrupters	X				X	X				X	X	X	X	X	X			X	X	X	X						
62870513	Balance total load	X				X	X				X	X	X	X	X	X			X	X	X	X						
62870600	F DEMONSTRATING SKILLS TO MAKE SERVICE ENTRANCE INSTALLATIONS IN ACCORDANCE WITH NEC ARTICLE 230																											
62870601	Size service entrance conductors according to Article 230 and 310 of the National Electrical Code	X				X	X				X	X	X	X	X	X			X	X	X	X						
62870602	Install and ground service entrance equipment	X				X	X				X	X	X	X	X	X			X	X	X	X						
62870603	Install/Connect mobile home service	X				X	X				X	X	X	X	X	X			X	X	X	X						
62870604	Demonstrate the ability to install an underground service	X				X	X	X			X	X	X	X	X	X			X	X	X	X						
62870700	G DEMONSTRATING THE ABILITY TO MAKE BASIC ELECTRICAL CALCULATIONS, AC THEORY																											
62870701	Calculate voltage current resistance and power for AC circuits by applying Ohm's Law and Watts Law	X			X						X	X	X	X		X			X	X								
62870702	Calculate capacitance and inductance values	X			X		X				X	X	X	X		X			X	X								
62870703	Demonstrate knowledge of solid state devices	X			X		X				X	X	X	X		X			X	X								
62870800	H DEMONSTRATING SKILLS REQUIRED TO INSTALL ALARM COMMUNICATION AND CONTROL CIRCUITS																											
62870801	Construct control circuits from schematics (i.e. bell low voltage lighting etc.)				X		X				X	X	X	X		X			X									
62870802	Install emergency alarm systems	X			X		X				X	X	X	X		X			X									
62870900	I DEMONSTRATING SKILLS IN BASIC																											

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE--Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 63

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039387

DEF_3336-0152

TEX_21712

COURSE SPECIFICATIONS FOR ELECTRICITY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals									
		M	F	A	S	L	H	S	S	P	E	P	T	B	I	T	R	T	S	S	R	S	C	S	A	T	E	M	A	D	P
CONDUIT BENDING AND FILL																															
62870901	Identify basic conduit materials and straps					X						X	X	X	X	X	X	X	X					X	X	X	X				
62870902	Demonstrate cutting and reaming EMT	X				X	X					X	X	X	X	X	X						X		X						
62870903	Make 90 degree bends	X			X	X	X					X	X	X	X	X	X						X		X						
62870904	Make various offsets	X			X	X	X					X	X	X	X	X	X						X		X						
62870905	Make three point saddles	X			X	X	X					X	X	X	X	X	X						X		X						
62870906	Make back to back 90 degree bends	X			X	X	X					X	X	X	X	X	X	X					X		X						
62870907	Determine conduit fill	X				X																	X	X	X	X					
62871000	J DEMONSTRATING SKILLS IN ELECTRICAL CONTROLS AND DEVICES																														
62871001	Demonstrate knowledge of control symbols	X			X		X					X	X	X		X	X					X	X								
62871002	Describe and connect various Industrial relays and starters	X			X		X					X	X	X		X	X					X	X								
62871003	Demonstrate knowledge of control wiring	X			X		X					X	X	X		X	X					X	X								
62871004	Install sensing and control devices	X			X		X					X	X	X	X	X	X					X	X								
62871100	K DEMONSTRATING SKILLS IN WORKING WITH AC/DC ELECTRIC MOTORS TRANSFORMERS AND GENERATORS																														
62871101	Demonstrate the operating characteristics of different types of AC/DC motors	X			X		X					X	X	X	X		X	X				X	X								
62871102	Change direction of rotation of electric motors	X			X		X					X	X	X	X		X	X				X	X								
62871103	Describe the basic operation of the AC generator	X			X		X					X	X	X	X		X	X				X	X								
62871104	Describe the construction and operating characteristics of transformers	X			X		X					X	X	X	X		X	X				X	X								
62871105	Describe various types of transformer connections and the result of these connections	X			X		X					X	X	X	X		X	X				X	X								

Revision date 05/99

Revised by Perry Cook Timberland High School James Hutto Fairfield County Career Center Eddie McKenzie Hartsville High School and Robert Wendell Sumter County Career Center The following electrical instructors reviewed the revised competencies George Ashbury Holly Hill Roberts High

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T-Technology
- S Systems
- T&I 64

NATIONAL GOALS

- SR--School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug-Free Schools
- PI Parental Involvement

REC039388

DEF_3336-0153

TEX_21713

COURSE SPECIFICATIONS FOR ELECTRICITY 1, 2, 3, AND 4

The STUDENT will be able to

School Robert Blackwell Heyward Career Center John Hill Chesterfield High School Bill Kerr Garrett School of Technology Donell Martin Calhoun County High School John McClary Baptist Hill High School Tom Miller Clinton High School Alexander Mills Beaufort Jasper Career Education Center Robert Mise Barnwell County Vocational Center Otto Pierce Hemingway Vocational Education Center Duane Robinson F E DuBose Vocational Center Roger Smith Orangeburg Technical Center Brian Stewart B J Skellon Career Center Chuck Tolle Dorchester County Career School and Dennis Turner Florence Career Center Members of the Carolinas Electrical Contractors Association Inc who reviewed the competencies John Bardsley Utilities Construction Co Inc Butch Brogdon Brogdon Electric Michael L Mapes Watkins Engineers & Constructors Mike Richardson Atlantic Electric Co Inc and Jackie G Clarkson Career Development Director Carolinas Electrical Contractors Association

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS-Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems
T&I 65

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039389

DEF_3336-0154

TEX_21714

MASONRY 1, 2, 3, AND 4

ACTIVITY/COURSE CODES. 6250, 6251, 6252, AND 6253

COURSE DESCRIPTION

The Masonry program is designed to prepare student to perform entry level masonry tasks under the supervision of an experienced mason. Masonry student receives instruction in constructing and repairing walls, partitions, arches, fireplaces, floors, and walks. Included in the course of study is instruction in spacing, layouts, and alignment of bricks and blocks.

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

Credit 1, 2, or 3 units

MASONRY 1, 2, 3, AND 4

RESOURCES

Bricklayer Volume 36 V TECS Catalog Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

Exploring Construction Technology MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Kicklighter Clois E Modern Masonry Goodheart Willcox Company Inc 1985

Kreh Richard T Masonry Skills Delmar Publishers Inc 1990

Masonry Worker Number 5 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia

Residential Masonry Glencoe Publishing Division 1989

Smith R C T L Honkala and C K Andres Masonry Materials Design Construction Reston Publishing

Wheels of Learning Masonry – Level One – Instructor's Guide Prentice Hall Inc 1996

Wheels of Learning Masonry – Level One – Trainee Guide Prentice Hall Inc 1996

Wheels of Learning Masonry – Level Two – Instructor's Guide Prentice Hall Inc 1996

Wheels of Learning Masonry – Level Two – Trainee Guide Prentice Hall Inc 1996

COURSE SPECIFICATIONS FOR MASONRY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62500100	A PERFORMING WORK SAFETY PRACTICES																								
62500101	Demonstrate the ability to work safely			X	X		X					X		X	X		X	X							X
62500102	Demonstrate the ability to keep a clean orderly safe work area			X	X		X	X				X	X	X	X		X	X			X	X	X	X	
62500103	Operate a fire extinguisher			X	X		X	X				X	X	X	X		X	X			X	X	X	X	
62500104	Demonstrate the safe use of hand and power tools			X	X		X	X				X	X	X	X		X	X			X	X	X	X	X
62500105	Complete safety test			X	X		X	X				X	X	X	X		X	X			X	X	X	X	X
62500200	B DEMONSTRATING SKILLS IN THE PREPARATION OF FOUNDATIONS AND FOOTINGS																								
62500201	Demonstrate the ability to read a rule or tape measure				X		X	X				X	X	X	X		X	X			X	X	X	X	
62500202	Set up batter boards and attach building line				X		X	X				X	X	X	X		X	X			X	X	X	X	
62500203	Locate and square corners				X		X	X				X	X	X	X	X	X	X			X	X	X	X	
62500204	Locate and make excavation lines				X		X	X				X	X	X	X	X	X	X			X	X	X	X	
62500205	Set up scaffolding	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X						
62500300	C DEMONSTRATING SKILLS USED IN POINTING AND JOINTING BRICK																								
62500301	Estimate brick masonry units	X					X	X													X	X	X	X	
62500302	Hand cut and saw brick			X			X	X													X	X	X	X	
62500303	Hand and machine mix mortar			X			X	X													X	X	X	X	
62500304	Set up mortar boards and place mortar			X			X	X													X	X	X	X	
62500305	Bond a brick wall	X		X			X	X													X	X	X	X	
62500306	Spread mortar			X			X	X													X	X	X	X	
62500307	Lay a stretcher course to the line			X								X	X					X			X	X	X	X	
62500308	Lay a full header course to the line			X								X	X					X			X	X	X	X	
62500309	Lay a brick corner			X								X	X					X			X	X	X	X	
62500310	Lay a Flemish bond wall			X								X	X					X			X	X	X	X	
62500311	Lay a common bond wall			X								X	X					X			X	X	X	X	
62500312	Lay a stack bond wall			X								X	X					X			X	X	X	X	

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA—Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 137

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039392

DEF_3336-0157

TEX_21717

COURSE SPECIFICATIONS FOR MASONRY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62500313	Tool brick joints			X							X	X				X				X	X	X	X		
62500314	Raise a brick foundation wall			X							X	X				X				X	X	X	X		
62500400	D DEMONSTRATING SKILLS USED IN POINTING AND JOINTING BLOCKS																								
62500401	Estimate block masonry units	X									X	X	X			X				X	X	X	X		
62500402	Hand cut and saw blocks			X		X					X	X	X			X				X	X	X	X		
62500403	Set up mortar boards and place mortar										X	X	X			X				X	X	X	X		
62500404	Bond a block wall	X									X	X	X			X				X	X	X	X		
62500405	Spread mortar			X							X	X	X			X				X	X	X	X		
62500406	Lay a stretcher course to the line										X	X	X			X				X	X	X	X		
62500407	Lay a full header course to the line	X		X		X					X	X	X			X				X	X	X	X		
62500408	Lay a stack bond pattern wall			X							X	X	X			X				X	X	X	X		
62500409	Lay a running bond wall										X	X	X			X				X	X	X	X		
62500410	Tool block joints			X							X	X	X			X				X	X	X	X		
62500411	Lay a block corner			X							X	X	X			X				X	X	X	X		
62500412	Raise a block foundation wall			X							X	X	X			X				X	X	X	X		
62500413	Clean a block wall			X							X	X	X			X				X	X	X	X		
62500500	E DEMONSTRATING SKILLS USED IN BRICK CONSTRUCTION																								
62500501	Mark windowsill window and door heights			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500502	Mark courses to height			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500503	Set up corner poles (speed leads)			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500504	Construct a brick veneer wall			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500505	Lay bricks under frieze board			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500506	Lay a rowlock windowsill			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500507	Install wall anchors and ties			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500508	Construct a cavity wall			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500509	Form a corbel			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500510	Construct a column and pier			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500511	Construct a wall containing pilasters			X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X		
62500600	F DEMONSTRATING SKILLS USED IN BLOCK																								

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA--Language Arts
- HS Health & Safety
- SS Social Studies
- PE--Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems
- T&I 138

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039393

DEF_3336-0158

TEX_21718

COURSE SPECIFICATIONS FOR MASONRY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals								
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P	
CONSTRUCTION																										
62500601	Construct a story pole for a concrete block wall			X	X	X	X	X		X	X	X	X	X	X	X				X	X	X	X			
62500602	Lay out and bond doors and windows			X	X	X	X	X		X	X	X	X	X	X	X				X	X	X	X			
62500603	Construct a reinforced block wall			X	X	X	X	X		X	X	X	X	X	X	X				X	X	X	X			
62500604	Install wall anchors and ties			X	X	X	X	X		X	X	X	X	X	X	X				X	X	X	X			
62500605	Install expansion joints			X	X	X	X	X		X	X	X	X	X	X	X				X	X	X	X			
62500606	Set lintels																			X	X	X	X			
62500607	Construct a wall containing pilasters																									
62500700	G DEMONSTRATING SKILLS USED IN CONSTRUCTING CHIMNEYS AND FIREPLACES																									
62500701	Lay out a chimney			X	X		X			X	X	X	X	X	X	X				X	X	X	X			
62500702	Set flues			X		X		X		X	X	X	X		X	X				X	X	X	X			
62500703	Cut a flue liner			X		X		X		X	X	X	X		X	X				X	X	X	X			
62500704	Lay an outer hearth																			X	X	X	X			
62500800	H DEMONSTRATING SKILLS USED IN CONCRETE FLAT WORK																									
62500801	Estimate concrete for a slab	X		X		X		X		X	X	X	X		X	X				X	X	X	X			
62500802	Mix concrete	X	X	X	X	X	X	X	X	X	X	X	X		X	X				X	X	X	X			
62500900	I DEMONSTRATING SKILLS USED IN VARIATIONS OF COMMERCIAL WORK																									
62500901	Construct a composite wall			X		X		X	X	X	X	X	X		X	X										
62500902	Construct a retaining wall			X		X		X	X	X	X	X	X		X	X				X	X	X	X			
62500903	Lay a masonry floor			X		X		X	X	X	X	X	X		X	X				X	X	X	X			
62500904	Lay a masonry walk			X		X		X	X	X	X	X	X		X	X				X	X	X	X			
62500905	Construct a fireproof wall			X		X		X	X	X	X	X	X		X	X				X	X	X	X			
62500906	Lay a flight of steps			X		X		X	X	X	X	X	X		X	X										

Revision date 07/98

Revised by Edward Mims R D Anderson Applied Technology Center Alonza C Lewis Lexington Applied Technology Center Louis Coffey Aiken County Career Center Thomas Felder Sumter County Career Center Richard A McKnight Hannah Pamplico High School Willie Leaverette Jr Barnwell

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ--Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 139

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039394

DEF_3336-0159

TEX_21719

COURSE SPECIFICATIONS FOR MASONRY 1 2, 3, AND 4

The STUDENT will be able to

County Vocational Center Max D Randolph Dutchman Correctional Center Enoree Roy L Sherman Sherman Masonry Company Greenville
Tracy Blanton Cherokee Technology Center Billy Ray Hallstock Simon and Ware Construction Company Greenville Ronnie Meece Harper
Construction Greenville Jerry Meece Cherokee Masonry Gaffney David Kelly Kelly Masonry Pendleton and Roy C Bryant B J Skelton Career
Center Easley

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF--Information
IT Interpersonal
R--Resources
T Technology
S--Systems
T&I 140

NATIONAL GOALS

SR School Readiness
SC School Completion
SA--Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC039395

DEF_3336-0160

TEX_21720

PLUMBING 1, 2, 3, AND 4

ACTIVITY/COURSE CODES. 6280, 6281, 6282, AND 6283

COURSE DESCRIPTION

The Plumbing program is designed to prepare student to perform entry level plumbing tasks under the supervision of an experienced licensed plumber. Included in the course of study is instruction related to plumbing system designs, assembly, installation, and repair, including heating, water, and drainage.

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

Credit: 1, 2, or 3 units

PLUMBING 1, 2, 3, AND 4

RESOURCES

Plumbing Number 7 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education Institutions
1866 Southern Lane Decatur Georgia

Plumbing Technology Design and Installation Delmar Publishers 1989

Plumbing Technology Design and Installation Second Edition Delmar Publishers 1994

Plumbing Technology Design and Installation, Instructor's Guide Second Edition Delmar Publishers 1994

Residential Plumbing MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Sullivan Plumbing Installation and Design Prentice Hall Inc Englewood Cliffs New Jersey 1980

Theesse Plumbing Fundamentals Gregg Division/McGraw Hill

Wheels of Learning Plumbing - Level One - Instructor's Guide Prentice Hall 1996

Wheels of Learning Plumbing - Level One - Trainee Guide Prentice Hall 1996

Wheels of Learning Plumbing - Level Two - Instructor's Guide Prentice Hall 1996

Wheels of Learning Plumbing - Level Two - Trainee Guide Prentice Hall 1996

COURSE SPECIFICATIONS FOR PLUMBING 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals						
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	T	M	A	D	P
62800100	A PERFORMING WORK SAFETY PRACTICES																							
62800101	Demonstrate the ability to work safely									X	X	X	X											X
62800102	Demonstrate the ability to keep a clean orderly safe work area										X													X
62800103	Operate a fire extinguisher										X													
62800104	Demonstrate the safe use of hand and power tools										X													
62800105	Complete safety test									X	X	X												
62800106	Be aware of first aid procedures									X	X	X												
62800200	B DEMONSTRATING BASIC MEASURING SKILLS																							
62800201	Read a rule/tape measure	X									X	X												
62800202	Measure linear measurements	X									X	X												
62800203	Measure from center of fittings	X									X	X												
62800204	Calculate take out for fittings using standard charts	X									X	X												
62800205	Calculate make up for fittings using standard charts	X									X	X												
62800300	C DEMONSTRATING BASIC PIPE CUTTING AND JOINING TASK SKILLS																							
62800301	Measure and mark a predetermined length on a pipe	X									X													
62800302	Use hand tools to cut a length of steel pipe	X									X													
62800303	Use hand tools to ream steel pipe										X	X												
62800304	Use hand tools to cut pipe threads										X	X												
62800305	Set up and use a hacksaw										X	X												
62800306	Solder copper tubing										X	X												
62800307	Cut ream and flare copper tubing										X	X												
62800308	Set up and light a propane furnace																							
62800309	Set up an inflatable rubber test plug in a pipe																							
62800310	Set up a mechanical test plug in a pipe																							

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE-Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Persona Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S-Systems
- T&I 143

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039398

DEF_3336-0163

TEX_21723

COURSE SPECIFICATIONS FOR PLUMBING 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
62800311	Grind a flat tip screwdriver																								
62800312	Grind the head of a cold chisel or punch																								
62800313	Sharpen a cold chisel																								
62800314	Cut, ream, thread, and join galvanized steel pipe																								
62800315	Measure cut and join cast iron pipe																								
62800316	Cut ream and join copper tubing																								
62800317	Cut and join plastic and PVC pipe																								
62800400	D DEMONSTRATING PLUMBING SYSTEMS INSTALLATION SKILLS WATER SYSTEMS																								
62800401	Compute the cost for plumbing supplies																								
62800402	Rough in water supply lines for bathtubs																								
62800403	Rough in water supply lines for water closets																								
62800404	Rough in water supply lines for water heater																								
62800405	Make water pressure tests on water supply systems																								
62800406	Install a water closet (floor mount)																								
62800407	Install a lavatory (wall hung type)																								
62800408	Install a bathtub (5 recessed)																								
62800409	Install an electric water heater																								
62800410	Install a dishwasher																								
62800411	Install a garbage disposal unit																								
62800412	Install a gas water heater																								
62800500	E DEMONSTRATING PLUMBING SYSTEMS INSTALLATION SKILLS DRAINAGE SYSTEMS																								
62800501	Label a cross section of a P trap																								
62800502	Identify fittings required on a drainage system																								
62800503	Install a bathtub waste overflow and trap for a two story building	X																							

CURRICULUM FRAMEWORKS

- M Math
- FL-Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 144

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug-Free Schools
- PI Parental Involvement

REC039399

DEF_3336-0164

TEX_21724

COURSE SPECIFICATIONS FOR PLUMBING 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62800504	Install a prefabricated shower base drain	X									X		X												
62800505	Lay out trench lines	X									X														
62800506	Calculate the slope required for building sewer lines	X									X														
62800507	Demonstrate knowledge of proper installation of drainpipe in trenches										X		X			X									
62800508	Demonstrate knowledge of proper backfilling of trenches										X		X												
62800509	Install soil or waste back vents	X									X		X												
62800510	Install cleanouts on drains										X		X												
62800511	Rough in waste lines and vents for built in lavatories	X									X					X									
62800512	Rough in waste lines and vents for bathtubs	X									X					X									
62800513	Secure with hangers horizontal and vertical lines of pipe to masonry surfaces	X									X														
62800514	Secure with hangers horizontal and vertical lines of pipe to wood surfaces	X									X														
62800515	Secure with hangers horizontal and vertical lines of pipe to metal surfaces	X									X														
62800516	Install vent terminals (roof flashing)										X														
62800517	Inspect a plumbing system										X														
62800518	Demonstrate knowledge of septic tank and drain field installation										X														
62800600	F DEMONSTRATING PLUMBING SYSTEMS TESTING SKILLS																								
62800601	Pressure test water systems										X	X													
62800602	Pressure test gas systems										X	X													
62800603	Pressure test drain systems										X	X													
62800700	G DEMONSTRATING MAINTENANCE AND REPAIR SKILLS																								
62800701	Replace a lavatory trap										X		X												

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 145

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug-Free Schools
- PI Parental Involvement

REC039400

DEF_3336-0165

TEX_21725

COURSE SPECIFICATIONS FOR PLUMBING 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
62800702	Clear obstructions from a lavatory drain										X		X												
62800703	Clear obstructions from a water closet drain										X		X												
62800704	Clear obstructions from a main drain line										X		X												
62800705	Install a prefabricated air chamber in a water supply line	X									X		X												
62800706	Replace a section of galvanized water supply line	X									X		X												
62800707	Thaw a frozen pipe with a plumber s torch										X		X												
62800708	Repair a leaking water faucet or valve										X		X												
62800709	Repair a leaking shower valve										X		X												
62800710	Replace a gas water heater	X									X		X												
62800711	Repair a ball cock on a water closet										X		X												
62800712	Use hand tools to inspect/repair a washer on a globe valve										X		X												
62800800	H READING BASIC BLUEPRINTS																								
62800801	Draw and interpret simple isometric sketches	X									X			X											
62800802	Determine pipe sizes for a hot and cold water system for a two story house	X									X			X											

Revision date 07/98

Revised by Richard Baer Foothills Career Center Jack Duncan Jr J D Plumbing Company Carl Tillman Tillman Plumbing Greg Gill AAA Supply Greenville Burt F Phillips Cutler Hammer Sumter Elwood Shelly H & R Metal James Parker Glasscock Inc Sumter Keith D Oakley Krohnert Stainless Inc Manning Chris Corley Corley Plumbing Greenville Wayne Edwards Edward Plumbing Greenville James P Herrin Cherokee Technology Center Gaffney and Reid Hearn Mechanical Contractors Association of South Carolina

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA--Language Arts
- HS--Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems
- T&I 146

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039401

DEF_3336-0166

TEX_21726

ARCHITECTURAL DESIGN 1 and 2

Course Codes 6170 and 6171

COURSE DESCRIPTION

The architectural design course prepares students to perform entry-level tasks under the supervision and guidance of architects and/or architectural engineers in the development and preparation of plans for residential and/or commercial buildings. Instruction is given in design technology and techniques, computer-aided design, zoning laws, building codes, cost planning, material requirements, styling, and client preferences. Upon successful completion of the architectural design course, students will be prepared for postsecondary education and entry-level architectural-related careers.

RESOURCES

See the Web site for the South Carolina Instructional Materials Central Depository <http://www.sctextbooks.com> to see a more detailed list including prices of the current state-adopted resources.

State adopted resources (adopted June 1, 2001)

Applying AutoCAD 2000: A Step-by-Step Approach Student Edition, Glencoe Publishing Division, ISBN 0026685892, 2000

Architectural Drafting and Design Student Edition, Delmar Publishers, ISBN 0766815463, 2001

Architecture Drafting and Design Student Edition, Glencoe Publishing Division, ISBN 0026370670, 1998

Architecture Residential Drawing and Design Student Edition, Goodheart-Willcox Company, ISBN 1566375908, 2000

Mechanical Drawing CAD-Communications Student Edition, Glencoe Publishing Division, ISBN 0026679582, 1997

Technical Drawing Student Edition, Delmar Publishers, ISBN 076680531X, 2000

Additional, committee-recommended resources

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

CREDIT

1, 2, or 3 units

UNIT A PERFORMING WORK SAFETY PRACTICES

- 1 Apply safety policies and procedures
- 2 Maintain a clean, orderly, safe work area
- 3 Operate a fire extinguisher

UNIT B DEMONSTRATING FREEHAND SKETCHING SKILLS

- 1 Sketch straight lines
- 2 Sketch circles and arcs
- 3 Sketch curved lines
- 4 Sketch multi-view drawings
- 5 Sketch pictorial drawings
- 6 Draw freehand technical lettering
- 7 Indicate overall dimensions

UNIT C DEMONSTRATING BASIC DESIGN TECHNIQUES (STANDARD AND METRIC)

- 1 Select proper drawing equipment to complement the design media
- 2 Measure using standard scales/measuring devices
- 3 Draw straight lines and angles
- 4 Draw circles and arcs
- 5 Draw irregular curved lines
- 6 Demonstrate proper use care and adjustment of design equipment
- 7 Draw line symbols using alphabet of lines
- 8 Draw geometric figures using straight and curved lines
- 9 Draw borderlines and title block
- 10 Perform drawing setup to applicable standards (e.g. setting layers line type and width)
- 11 Identify and use view and display commands (e.g. zoom pan viewports and rotation)
- 12 Format enter and edit text on a drawing
- 13 Edit copy and manipulate drawing entities (e.g. properties, stretch trimming and scaling)

UNIT D DEMONSTRATING PRELIMINARY FREEHAND LAYOUT SKILLS

- 1 Sketch preliminary floor plans
- 2 Sketch preliminary elevation views
- 3 Sketch preliminary sections
- 4 Hand-letter drawings (letters and numbers)

UNIT E DEMONSTRATING ARCHITECTURAL DESIGN SKILLS

- 1 Draw floor plans
- 2 Draw foundation plans
- 3 Set and control dimensioning styles
- 4 Dimension various types of architectural plans and details

- 5 Prepare a window door and finish schedule
- 6 Draw exterior elevations
- 7 Draw interior elevations
- 8 Draw roof plans
- 9 Draw related architectural plans (e.g. mechanical electrical or civil)
- 10 Draw foundation sections
- 11 Draw floor sections
- 12 Draw wall sections
- 13 Draw stair sections
- 14 Dimension section drawings
- 15 Locate section views on drawings
- 16 Create a site plan
- 17 Apply standard building codes to architectural plans
- 18 Prepare presentation drawings

UNIT F COMPUTER LITERACY

Hardware

- 1 Identify hardware components of a CAD computer system

Operating System

- 2 Format disks and copy delete rename save and back up files and folders
- 3 Identify create and use folders and directory structures
- 4 Identify various file formats (e.g. wmf bmp and jpeg)
- 5 Import and export data files between formats (e.g. IGES and DXF)
- 6 Use software help features

UNIT G DEMONSTRATING CAD SPECIFIC SKILLS

- 1 Use the graphical user interface
- 2 Create retrieve edit and use symbol libraries
- 3 Use inquiry commands to extract drawing data (list distance and area)
- 4 Control entity properties
- 5 Plot/Print drawing to appropriate scale

UNIT H DEMONSTRATING BASIC SKILLS TO PRODUCE 3-D DRAWINGS

- 1 Create 3 D architectural drawings
- 2 Create 3-D architectural renderings

COMPUTER AIDED DRAFTING 1, 2, 3, AND 4

ACTIVITY/COURSE CODES: 6170, 6171, 6172, AND 6173

COURSE DESCRIPTION

The Computer Aided Drafting unit is an integral part of the Architectural and Mechanical Drafting programs and is designed to prepare student to perform entry level tasks under supervision. Instruction includes the basic computer theory and operation, use of programs in architectural design and preparation of plans, and use of programs in mechanical design and preparation of working drawings.

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

Credit: 1, 2, or 3 units

REC039405

DEF_3336-0170

TEX_21730

COMPUTER AIDED DRAFTING 1, 2, 3, AND 4

RESOURCES

- Applying AutoCAD A Step by Step Approach for AutoCAD Release 13 DOS Text Delmar Publishers a Division of International Thomson
- Applying AutoCAD A Step by Step Approach for AutoCAD Release 13 Windows Text Delmar Publishers a Division of International Thomson Publishing Inc
- Architectural Drafter Volume 63 V TECS Catalog Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia
- Architectural Drafting and Design, Third Edition, Solutions Manual Delmar Publishers a Division of International Thomson Publishing Inc 1996
- Architectural Drafting and Design, Third Edition, Student Text Delmar Publishers a Division of International Thomson Publishing Inc 1996
- Architectural Drafting MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma
- Architectural/Mechanical Drafter Number 34 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education Institutions 1866 Southern Lane Decatur Georgia
- Architecture Drafting and Design, Student Edition Glencoe/McGraw Hill 1998
- Architecture Drafting and Design, Student Workbook Glencoe/McGraw Hill 1998
- Architecture Residential Drawing and Design, Student Edition Goodheart Willcox Company 1995
- Architecture Residential Drawing and Design, Workbook Goodheart Willcox Company 1995
- AutoCAD Fundamentals 2D Basics, Instructor's Guide Delmar Publishers a Division of International Thomson Publishing Inc
- AutoCAD Fundamentals 2D Basics, Student Text Delmar Publishers a Division of International Thomson Publishing Inc
- AutoCAD Fundamentals 3D Basics, Instructor's Guide Delmar Publishers a Division of International Thomson Publishing Inc
- AutoCAD Fundamentals 3D Basics, Student Text Delmar Publishers a Division of International Thomson Publishing Inc

COMPUTER AIDED DRAFTING 1, 2, 3, AND 4

RESOURCES

Basic Drafting, Books I and II MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Brown Drafting for Industry Goodheart Willcox Co Inc

Drafting Fundamentals and Industrial Applications West Services Inc 1991

Drafting Technology and Practice Glencoe Publishing Division 1991

Electronic Drafting MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Engineering Drawing and Design Solutions Manual Delmar Publishers a Division of International Thomson Publishing Inc 1997

Engineering Drawing and Design, Student Text Delmar Publishers a Division of International Thomson Publishing Inc 1996

Exploring Drafting, Student Edition Goodheart Willcox Company 1996

Exploring Drafting, Worksheets Goodheart Willcox Company 1996

French Mechanical Drafting Gregg Division McGraw Hill Book Co

Harnessing AutoCAD Release 12 DOS, Instructor's Guide Delmar Publishers a Division of International Thomson Publishing Inc

Harnessing AutoCAD Release 12 DOS, Student Text Delmar Publishers a Division of International Thomson Publishing Inc

Harnessing AutoCAD Release 13 DOS, Instructor's Guide Delmar Publishers a Division of International Thomson Publishing Inc

Harnessing AutoCAD Release 13 DOS, Student Text Delmar Publishers a Division of International Thomson Publishing Inc

Harnessing AutoCAD Release 13 Windows, Instructor's Guide Delmar Publishers a Division of International Thomson Publishing Inc

Harnessing AutoCAD Release 13 Windows, Student Text Delmar Publishers a Division of International Thomson Publishing Inc

Hepler and Wallock Architectural Drafting and Design 5th Edition McGraw Hill Book Co 1987

COMPUTER AIDED DRAFTING 1, 2, 3, 4

RESOURCES

T&I 51

REC039407

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TEX_21732

Jeffers Madsen Architectural Drafting Delmar Publishers Inc 1986

Light Commercial Drafting MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Mechanical Drafting MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Mechanical Drawing, Student Edition Glencoe/McGraw Hill 1997

Mechanical Drawing Delmar Publishers a Division of International Thomson Publishing Inc

Mechanical Drawing - CAD Glencoe Publishing Division 1990

Mechanical Drawing, Student Workbook Delmar Publishers a Division of International Thomson Publishing Inc

Pipe Drafting MAVCC Curriculum Mid America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma

Using AutoCAD Release 13 DOS, Instructor's Guide Delmar Publishers a Division of International Thomson Publishing Inc

Using AutoCAD Release 13 DOS, Student Text Delmar Publishers a Division of International Thomson Publishing Inc

Using AutoCAD Release 13 Windows, Instructor's Guide Delmar Publishers a Division of International Thomson Publishing Inc

Using AutoCAD Release 13 Windows, Student Text Delmar Publishers a Division of International Thomson Publishing Inc

COURSE SPECIFICATIONS FOR COMPUTER AIDED DRAFTING 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
61700100	A PERFORMING WORK SAFETY PRACTICES																								
61700101	Apply safety policies and procedures						X				X		X			X				X	X				
61700102	Maintain a clean orderly, safe work area						X				X		X			X				X	X				
61700103	Operate a fire extinguisher						X				X					X				X	X				
61700200	B DEMONSTRATING COMPUTER LITERACY																								
61700201	Define the meanings of the following computer applications terms filing editing controlling and simulation				X	X					X	X	X			X				X	X	X			
61700202	Identify the hardware components of a CAD system and their uses				X	X					X	X	X			X				X	X	X			
61700300	C USING AN OPERATING SYSTEM																								
61700301	Format a diskette to accept drawing files				X											X				X	X				
61700302	Copy a file				X											X				X	X				
61700303	Delete a file				X											X				X	X				
61700304	Start and exit a software program as required				X						X	X	X			X				X	X	X			
61700305	Identify create and use directory structure and change directory paths				X	X					X	X	X			X				X	X	X			
61700306	Demonstrate proper file maintenance and back up retrieval procedures				X	X					X	X	X			X				X	X	X			
61700307	Translate import and export data files between formats (e.g. IGES and DXF)	X			X	X					X	X	X			X				X	X	X			
61700308	Use on line help				X	X					X	X	X			X				X	X	X			
61700309	Save drawings to storage devices				X	X					X	X	X			X				X	X	X			
61700400	D DEMONSTRATING TWO DIMENSIONAL DRAWING																								
61700401	Demonstrate the ability to use the menu system				X	X					X	X	X			X				X	X	X			
61700402	Perform drawing setup to applicable standards (setting layers line type and width)	X			X	X					X	X	X			X				X	X	X			

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS-Basic Skills
- IF Information
- IT-Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 53

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039409

DEF_3336-0174

TEX_21734

COURSE SPECIFICATIONS FOR COMPUTER AIDED DRAFTING 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
61700403	Create new 2 D drawings	X			X	X					X	X	X			X				X	X	X			
61700404	Identify and use view and display commands (e.g zoom pan viewports and rotation)	X			X						X	X	X			X				X	X	X			
61700405	Draw geometric entities	X			X						X	X				X				X	X	X			
61700406	Demonstrate the ability to create retrieve edit and use symbol libraries				X	X					X	X	X			X				X	X	X			
61700407	Enter and edit text on a drawing				X	X					X	X	X							X	X	X			
61700408	Edit copy and manipulate drawing entities (e.g properties stretch, trimming and scaling)	X			X						X	X	X			X				X	X	X			
61700409	Demonstrate the ability to place dimensions and callouts on drawings	X			X	X					X	X	X			X				X	X	X			
61700410	Demonstrate the ability to plot and/or print a drawing using proper layout and scale	X			X						X	X	X			X				X	X	X			
61700411	Set and change dimensioning variables	X			X						X	X	X			X				X	X	X			
61700412	Use query commands to extract drawing data				X						X	X	X			X				X	X	X			
61700413	Control coordinate and display scale	X																		X	X	X			
61700414	Control entity properties				X						X	X	X			X				X	X	X			
61700415	Extract attribute data	X			X						X	X	X			X				X	X	X			

Revision date 07/98

Revised by Todd Fulmer Airport High School West Columbia Mike Parris R D Anderson Applied Technology Center Moore John H Story Lockwood Greene Engineers Spartanburg David Lewis Roebuck Building Inc Roebuck Mike Watkins Sanders Bros Inc Gaffney Michael Arnold Arnold's House Designs Darlington Lemuel G Benjamin Florence Career Center Donald Monson Square D Company Columbia Roger Hinds B J Skelton Career Center Easley Earl Colwell F N Manufacturing Columbia and Ron Stockman Midlands Technical College Columbia

CURRICULUM FRAMEWORKS

M Math
 FL Foreign Language
 A Visual & Performing Arts
 SC Science
 LA Language Arts
 HS Health & Safety
 SS Social Studies
 PE Physical Education

**MATRIX KEY
 SC CHAMBER/SCANS SKILLS**

PQ Personal Qualities
 TS Thinking Skills
 BS Basic Skills
 IF Information
 IT Interpersonal
 R Resources
 T Technology
 S Systems
 T&I 54

NATIONAL GOALS

SR School Readiness
 SC School Completion
 SA Student Achievement & Citizenship
 TE Teacher Education & Professional Development
 MS Mathematics & Science
 AL Adult Literacy & Lifelong Learning
 DF Safe Disciplined & Alcohol & Drug-Free Schools
 PI Parental Involvement

REC039410

DEF_3336-0175

TEX_21735

MECHANICAL DESIGN 1 and 2

Course Codes 6172 and 6173

COURSE DESCRIPTION

The mechanical design course prepares students to perform entry level tasks under the supervision of an experienced drafter or engineer. Instruction includes safety, basic drafting techniques, geometric constructions, sketching, shape description, size description, drawing conventions, computer-aided design, manufacturing processes, applied geometry, and technical illustration. Upon successful completion of the mechanical design course, students will be prepared for postsecondary education and entry-level mechanical-related careers.

RESOURCES

See the Web site for the South Carolina Instructional Materials Central Depository <http://www.sctextbooks.com> to see a more detailed list including prices of the current state adopted resources.
State-adopted resources (adopted June 1, 2001)

Applying AutoCAD 2000: A Step-by-Step Approach Student Edition, Glencoe Publishing Division, ISBN 0026685892, 2000

Architectural Drafting and Design Student Edition, Delmar Publishers, ISBN 0766815463, 2001

Architecture: Drafting and Design Student Edition, Glencoe Publishing Division, ISBN 0026370670, 1998

Architecture: Residential Drawing and Design Student Edition, Goodheart-Willcox Company, ISBN 1566375908, 2000

Mechanical Drawing: CAD-Communications Student Edition, Glencoe Publishing Division, ISBN 0026679582, 1997

Technical Drawing Student Edition, Delmar Publishers, ISBN 076680531X, 2000

Additional committee-recommended resources

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

CREDIT

1, 2, or 3 units

UNIT A PERFORMING WORK SAFETY PRACTICES

1. Apply safety policies and procedures
2. Maintain a clean, orderly, safe work area

1

TEX_21736

DEF_3336-0176

REC039411

- 3 Operate a fire extinguisher

UNIT B DEMONSTRATING FREEHAND SKETCHING SKILLS

- 1 Sketch straight lines
- 2 Sketch circles and arcs
- 3 Sketch curved lines
- 4 Sketch multi-view drawings
- 5 Sketch pictorial drawings
- 6 Draw freehand technical lettering
- 7 Indicate overall dimensions

UNIT C DEMONSTRATING BASIC DESIGN TECHNIQUES (STANDARD AND METRIC)

- 1 Select proper drawing instruments and equipment to complement the design media
- 2 Measure using standard scales/measuring devices
- 3 Draw straight lines and angles
- 4 Draw circles and arcs
- 5 Draw irregular curved lines
- 6 Demonstrate proper use care and adjustment of design instruments and equipment
- 7 Draw line symbols using alphabet of lines
- 8 Draw geometric figures using straight and curved lines
- 9 Draw borderlines and title block
- 10 Perform drawing setup to applicable standards (e.g. setting layers line type and width)
- 11 Identify and use view and display commands (e.g. zoom pan viewports and rotation)
- 12 Format enter and edit text on a drawing
- 13 Edit copy and manipulate drawing entities (e.g. properties stretch trimming and scaling)

UNIT D DEMONSTRATING GEOMETRIC CONSTRUCTION SKILLS (STANDARD AND METRIC)

- 1 Draw straight lines
- 2 Bisect lines arcs and angles
- 3 Draw parallel lines
- 4 Divide lines and circles equally
- 5 Draw tangent lines arcs circles and curves
- 6 Construct regular polygons
- 7 Construct circles and ellipses

UNIT E DEMONSTRATING DIMENSIONING SKILLS (STANDARD AND METRIC)

- 1 Place dimensions on a drawing
- 2 Set and control dimensioning styles
- 3 Dimension using aligned and unidirectional dimensioning systems
- 4 Dimension using leaders for notes arcs and circular features
- 5 Dimension using dual dimensioning skills (standard and metric)
- 6 Dimension using tolerances
- 7 Identify and apply geometric dimensioning and tolerancing

UNIT F DEMONSTRATING ORTHOGRAPHIC PROJECTIONS (STANDARD AND METRIC)

- 1 Draw regular orthographic views
- 2 Draw regular inclined and oblique surfaces
- 3 Draw curved surfaces
- 4 Draw using standard line symbols
- 5 Draw surface intersections
- 6 Draw detailed size description
- 7 Draw to scale and dimension
- 8 Identify 1st- and 3rd-angle projection drawings
- 9 Draw a 3rd-angle projection drawing

UNIT G DEMONSTRATING SKILLS AND KNOWLEDGE REQUIRED TO PRODUCE TECHNICAL ILLUSTRATIONS (STANDARD AND METRIC)

- 1 Draw an isometric projection
- 2 Draw an isometric section
- 3 Draw an oblique projection

UNIT H DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO PRODUCE SECTIONAL VIEWS AND APPLYING STANDARD CONVENTIONAL DESIGN PRACTICES

- 1 Demonstrate section line and symbol techniques
- 2 Identify various types of sectional views
- 3 Draw half and full sections
- 4 Draw broken-out sections

UNIT I DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO PRODUCE AUXILIARY VIEWS

- 1 Demonstrate the ability to rotate a point a line and a surface
- 2 Demonstrate the ability to determine the true length of a line
- 3 Draw a primary auxiliary view

UNIT J DEMONSTRATING KNOWLEDGE AND SKILLS REQUIRED TO PRODUCE DETAILED MACHINE DRAWINGS

- 1 Identify use and applications of threads and fasteners
- 2 Draw bolt nut and thread styles
- 3 Draw screws screw heads pins and keys
- 4 Identify a fillet and a round and tell where and why each is used
- 5 Produce a set of detail drawings applying standard machine fits finishes and tolerances
- 6 Create a detailed parts list
- 7 Select appropriate drawing layout and scale
- 8 Extract attribute data
- 9 Produce a machine assembly drawing
- 10 Identify various manufacturing processes

UNIT K COMPUTER LITERACY

Hardware

- 1 Identify hardware components of a CAD computer system

Operating System

- 2 Format disks and copy delete rename save and back up files and folders
- 3 Identify create and use folders and directory structures
- 4 Identify various file formats (e.g. wmf bmp and jpeg)
- 5 Import and export data files between formats (e.g. IGES and DXF)
- 6 Use software help features

UNIT L DEMONSTRATING CAD-SPECIFIC SKILLS

- 1 Use the graphical user interface
- 2 Create retrieve edit and use symbol libraries
- 3 Use inquiry commands to extract drawing data (list distance and area)
- 4 Control entity properties
- 5 Plot/Print drawing to appropriate scale

UNIT M DEMONSTRATING BASIC SKILLS TO PRODUCE 3-D MODELS

- 1 Create solid models
- 2 Modify solid models
- 3 Produce 2 D projections from 3 D models

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South Carolina Department of Education

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Arts AV Technology, and Communications Course Standards

The competency listings are intended to serve as guides to assist teachers and administrators in providing an instructional program that is current and relevant Arts AV Technology and Communications skill standards address what a worker needs to know and be able to do and contribute to a safe productive and effective work environment Students will be properly prepared for their careers when the standards listed are integrated with quality instructional techniques The standards provide a secure foundation for future training in the student s career

The following provide the basis for development of a student profile that can be shared with prospective employers and in many instances the standards can be used for planning and implementing articulation agreements with comparable programs at the postsecondary level

Introduction to Graphic Communication (5205)

- [Standards](#)
- [Student Profile](#)

Graphic Communication 1, 2, 3, and 4 (6200, 6201, 6202, 6203)

- [Standards](#)
- [Student Profile](#)

Commercial Design 1 2 3 and 4 (6120 6121 6122 6123)

- [Standards](#)
- [Student Profile](#)

The following courses from the **Architecture and Construction Cluster** may be combined with courses from the Arts AV Technology and Communications Cluster to tailor the student s program of study

DRAFTING

Architectural Design 1 and 2 (6170 6171)

- [Standards](#)
- [Student Profile](#)

Computer Aided Drafting and Design (CADD)
1 and 2 (6170 6171)

- [Standards](#)
- [Student Profile](#)

Mechanical Design 1 and 2 (6172 6173)

- [Standards](#)
- [Student Profile](#)

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GRAPHIC COMMUNICATION 1, 2, 3, AND 4

ACTIVITY/COURSE CODES 6200, 6201, 6202, AND 6203

COURSE DESCRIPTION

The Graphic Communications program is designed to prepare students to perform graphic communications tasks under supervision. A Graphic Communications student receives instruction in layout and design, electronic imaging, reproduction, photography, image assembly, and platemaking, offset press operation, finishing and bindery, and employability skills.

*All competencies do not have to be taught in the order presented or under the heading given, and may be added to as needed for placement.

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

Credit 1, 2, or 3 units

GRAPHIC COMMUNICATIONS 1, 2, 3, AND 4

RESOURCES

Dennis Ervin A and John D Jenkins Comprehensive Graphic Arts Glencoe Publishing Company 1991

Graphic Arts Fundamentals Goodheart Willcox Company 1992

Graphic Communication Technology Delmar Publishers 1993

Hird Kenneth Offset Lithographic Technology Goodheart Willcox Company 1991

Mid America Vocational Curriculum Consortium 1991

Montage Productions Inc 1991

COURSE SPECIFICATIONS FOR GRAPHIC COMMUNICATIONS 1 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
62000307	Output copy to a printer	X									X	X				X	X								
62000400	D REPRODUCTION PHOTOGRAPHY																								
62000401	Identify darkroom procedures materials and equipment	X			X						X	X	X			X									
62000402	Demonstrate operation of darkroom equipment	X			X		X				X	X				X									
62000403	Prepare chemicals for processing film	X			X		X				X	X	X			X									
62000404	Identify density ratings on a step guide and use information to adjust exposure	X			X						X	X	X			X									
62000405	Conduct standard exposure test for darkroom materials	X			X		X				X	X	X			X									
62000406	Produce a film negative and a contact print	X			X		X				X	X				X									
62000407	Identify equipment and procedures to make basic halftone exposures	X			X		X				X	X				X									
62000408	Produce basic halftone	X			X						X	X													
62000500	E IMAGE ASSEMBLING/PLATEMAKING																								
62000501	Strip a negative using a ruled and unruled masking sheet	X									X	X				X									
62000502	Assemble and strip spot color	X									X	X				X									
62000503	Strip a flat using pin register system	X									X	X				X									
62000504	Strip a flat for a one color/two side project	X									X	X				X									
62000505	Strip a single color flat that includes screen tints	X									X	X				X									
62000506	Strip a line and halftone combination flat	X									X	X				X									
62000507	Conduct standard exposure tests for and pre pare metal plate	X			X						X	X	X			X									
62000508	Prepare a plate and/or proof using screen tints	X			X						X	X				X									
62000509	Prepare a plate and/or proof for multiple exposure on one side	X			X						X	X				X									
62000510	Prepare plate and/or proof for multi color work	X			X						X	X				X									
62000600	F OFFSET PRESS OPERATION																								

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 105

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039423

DEF_3336-0188

TEX_21748

COURSE SPECIFICATIONS FOR GRAPHIC COMMUNICATIONS 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals									
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI						
62000601	Identify safe work habits basic parts systems and operational procedures of offset operations				X	X	X																								
62000602	Identify basic paper types weights grain direction and grades	X			X									X	X	X															
62000603	Identify fountain solutions additives and testing materials				X										X																
62000604	Make ready feed delivery inking and dampening systems	X			X									X	X																
62000605	Print a single color job using a metal plate on a variety of stocks	X			X									X	X																
62000606	Print a single color job on two sides	X			X									X	X																
62000607	Print a multicolor job	X			X									X	X																
62000608	Evaluate print quality and make needed adjustments to improve the printed piece	X			X									X	X																
62000609	Print close color register work	X			X									X	X																
62000610	Perform daily clean up and maintenance				X			X							X																
62000700	G FINISHING/BINDERY																														
62000701	Identify operational and safety parts of the paper cutter	X						X						X	X																
62000702	Calculate basic paper and draw a master cutting diagram for making cuts	X												X	X																
62000703	Make accurate paper cuts using a paper cutter	X												X	X																
62000704	Produce correctly made pads of paper	X												X	X																
62000705	Produce side and saddle stitched products	X												X	X																
62000706	Measure to drill and make holes for a three ring notebook	X												X	X																
62000707	Make folds using automatic folding machine	X												X	X	X															
62000708	Identify safety procedures and basic methods of binding and finishing operations	X			X	X	X								X																
62000709	Solve basic paper calculations and problems	X			X									X	X																
62000800	H EMPLOYABILITY SKILLS																														

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 106

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug-Free Schools
- PI Parental Involvement

REC039424

DEF_3336-0189

TEX_21749

COURSE SPECIFICATIONS FOR GRAPHIC COMMUNICATIONS 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks										SC Chamber/SCANS Skills							National Goals								
		M	F	A	S	L	H	S	S	P	E	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
62000801	Write a resume					X						X		X							X						
62000802	Fill out a job application					X						X		X							X						
62000803	Set up and conduct a job interview					X						X	X	X							X						
62000804	Identify and use a job ticket	X				X							X	X	X				X								
62000805	Plan a job process	X			X	X							X	X	X			X									
62000806	Demonstrate the ability to work with others on a team											X										X					

Revision date 07/98

Revised by Julie Zeigler Fred P Hamilton Career Center Douglas Foxworth Sumter County Career Center Danny Dimmery Plasti Magic Printing Florence Don Pattillo and Hector Hutchinson Pattillo Printing Company Florence Tracy Dunham Florence School District 1 William M Thompkins Jr and Amanda Morehead S & W Manufacturing Company Florence James D Hill Carolina Cut Sheets Inc Timmons ville Charles P Rollings Rollings Multiservices Inc Florence Marvin Miller Fairfield County Vocational Center Spartanburg Kay H Hayes Hottl Printing Pickens Caroline Huntington State Printing Company Columbia Coleman Daniel Carolina Printing Company Cayce George Cancer DHEC Print Shop Columbia Kathy Davis Daniel Morgan Area Vocational Center Winnsboro and Jay League Rock Hill

CURRICULUM FRAMEWORKS

M Math
 FL Foreign Language
 A Visual & Performing Arts
 SC Science
 LA Language Arts
 HS Health & Safety
 SS Social Studies
 PE-Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
 TS Thinking Skills
 BS Basic Skills
 IF-Information
 IT Interpersonal
 R Resources
 T Technology
 S Systems
 T&I 107

NATIONAL GOALS

SR School Readiness
 SC School Completion
 SA Student Achievement & Citizenship
 TE Teacher Education & Professional Development
 MS Mathematics & Science
 AL Adult Literacy & Lifelong Learning
 DF Safe Disciplined & Alcohol & Drug Free Schools
 PI Parental involvement

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Business, Management and Administration Course Standards

The Business Management and Administration Cluster is designed to prepare students for entry-level employment in the areas related to planning managing and providing administrative support information processing accounting and human resources management services and related management services

Accounting 1 (5001)

- [Standards](#)
- [Student Profile](#)

Business and Personal Finance (5131)

- [Standards](#)
- [Student Profile](#)

Accounting 2 (5005)

- [Standards](#)
- [Student Profile](#)

International Business and Marketing (5032)

- [Standards](#)
- [Student Profile](#)

Administrative Support Technology (5122)

- [Standards](#)
- [Student Profile](#)

Introduction to Business and Marketing (5090)

- [Standards](#)
- [Student Profile](#)

Business and Marketing Internet Applications (5035)

- [Standards](#)
- [Student Profile](#)

Introduction to Computer Technology (5060)

- [Standards](#)
- [Student Profile](#)

Business and Electronic Communications (5040)

- [Standards](#)

Keyboarding (5100)

- [Standards](#)
- [Student Profile](#)

- Student Profile

Business Computer Applications 1 and 2 (5008 5009)

- Standards
- Student Profile

Multimedia (5030)

- Standards
- Student Profile

Business Computer Mathematics (5047)

- Standards
- Student Profile

Web Page Design and Development 1 and 2 (5031 5033)

- Standards
- Student Profile

Business Law (5044)

- Standards
- Student Profile

Digital Input Technologies (5180)

- Standards
- Student Profile

Integrated Business Applications 1 (5020)

- Standards
- Student Profile

Document Processing (5177)

- Standards
- Student Profile

Integrated Business Applications 2 (5021)

- Standards
- Student Profile

Professional and Leadership Development (5178)

- Standards
- Student Profile

Desktop Publishing (5176)

- Standards
- Student Profile

Virtual Enterprise 1 2 3 and 4 (5150 5151 5152 5153)

- Standards
- Student Profile

E Commerce (5036)

- Standards
- Student Profile

Technical Writing (5043)

- Standards
- Student Profile

Entrepreneurship (5400)

- Standards
- Student Profile

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ACCOUNTING 1
ACTIVITY COURSE CODE 5001

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to help the student develop the skills necessary for the highly technical interaction between accounting and business to develop an understanding of the steps of the accounting cycle as applied to several different kinds of business operations and to develop an understanding of accounting concepts principles and practices Use of the computer in simulated activities gives the student an opportunity to see the advantages of technology in accounting procedures

OBJECTIVE Given the necessary equipment supplies and facilities the student will be able to successfully complete all of the following core standards

COMPUTER ACCESS NEEDED

CREDIT 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations

- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C ACCOUNTING CYCLE

The student will be able to

- 1 List the parts of the basic accounting equation and define each part
- 2 Classify accounts as assets liabilities or capital
- 3 Explain the accounting equation
- 4 Prepare a beginning balance sheet
- 5 Open accounts in a general ledger accounts receivable ledger and accounts payable ledger
- 6 Journalize transactions in a general journal and/or special journals
- 7 Post from the journal(s) to the general ledger accounts receivable ledger and accounts payable ledger
- 8 Prepare a schedule of accounts receivable and a schedule of accounts payable
- 9 Prepare a trial balance
- 10 Complete a worksheet with adjustments to determine net loss or net gain
- 11 Prepare financial statements including the balance sheet and income statement
- 12 Journalize and post adjusting and closing entries
- 13 Prepare a post-closing trial balance

D CASH MANAGEMENT

The student will be able to

- 1 Endorse checks and prepare a deposit slip
- 2 Complete a check stub and write a check
- 3 Record the entry for a service charge credit cards fees direct deposit ATM withdrawals and automatic payment withdrawals
- 4 Record the entry for returned items
- 5 Reconcile a bank statement and journalize reconciling items

E AUTOMATED ACCOUNTING

The student will be able to

- 1 Describe the differences between manual and computerized accounting systems
- 2 Demonstrate ability to access accounting programs
- 3 Demonstrate basic use of accounting software
- 4 Demonstrate an awareness of and the ability to manipulate a chart of accounts
- 5 Analyze and input transactions
- 6 Print financial statements

F ETHICS

The student will be able to

- 1 Describe ethical practices in the accounting profession
- 2 Develop and demonstrate business ethics

G PAYROLL SYSTEMS

The student will be able to

- 1 Journalize and post payroll entries to include employee s payroll taxes
- 2 Journalize and post entries for payment of tax liability

Revised May 2002

National Business Education Curriculum Standards Accounting and Computation

Standards Revision Teacher Committee Sharon Cass North Charleston High School
Mack Cook Pendleton High School Janice Bosman Hanna-Westside Extension
Campus and Brenda Dry Lancaster Vocational School
Standards Revision and Review Business Advisory Committee Walter Chastain
Carolina First Bank Columbia Caroline Dugas and David Stone Central Carolina
Technical College Sumter Susan Flanigan SDE Accountant Columbia Kathy Greene
Executive Secretary Spartanburg Leigh Hiatt Rogers Townsend and Thomas
Columbia Betty Pearson Adjunct Instructor at Clemson University Anderson David
Reed Tri-County Technical College and Cathy Walker Southern Development
Corporation West Columbia

STATE-ADOPTED TEXTBOOKS

2002 State-Adopted Textbooks for Accounting 1 and 2

Glencoe/McGraw-Hill

Glencoe Accounting Real-World Applications and Connections, 1st Year Course 2000
Glencoe Accounting Real-World Applications and Connections, Advanced Course
2000

South-Western Publishing

Century 21 Accounting General Journal Approach 2003
Century 21 Accounting Multicolumn Journal Approach 2003
Century 21 Accounting Advanced 2003

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002
DECA PowerPoint Presentation 2002

DECA Medi@show Presentation 2002
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and
computer classroom)
Leadership and Personal Development Standards
SDE Publication Curriculum Guide for Safety in Occupational Education 1992
SDE Business and Marketing Safety PowerPoint Presentations 2000
Understanding Taxes Internal Revenue Service
Your Enlightenment Series Equifax
Stock Market Game South Carolina Council on Economic Education
Takin Care of Business American Institute of Certified Public Accountants
1211 Avenue of the Americas New York NY 10036-8775 <http://www.aicpa.org/>

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the **Accounting I** FBLA Competitive Event
Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the
course may not include everything the students will need to know for the competition

ACCOUNTING 2
ACTIVITY/COURSE CODE 5005

**TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS
MAY TEACH THIS COURSE**

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course expands the student's understanding of accounting subsystems and develops an understanding of various methods of internal control procedures. The student develops competence in using subsidiary ledgers in preparing financial statements and in performing end-of-period procedures. The student will demonstrate the use of accounting principles through the use of computer software and simulated activities.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards:

PREREQUISITE Accounting 1

COMPUTERS REQUIRED

CREDIT 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses

- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C ASSETS

The student will be able to

- 1 Define and classify current assets
- 2 Define cash and cash equivalents (petty cash cash fund marketable securities and certificates of deposit)
- 3 Explain the aging of accounts receivable and the ability to collect
- 4 Journalize and post entries for uncollectible receivables using the direct write-off method and the allowance method
- 5 Compute the value of ending inventory using FIFO LIFO Weighted-Average and Units of Production methods
- 6 Estimate ending inventory using the gross profit method and the retail method
- 7 Journalize and post entries for notes receivables

D CAPITAL ASSETS

The student will be able to

- 1 Journalize and post entries for acquiring capital assets
- 2 Journalize and post entries for disposing of capital assets
- 3 Compute the allocation of the asset's cost over useful periods using several depreciation methods straight-line method declining balance method and the modified accelerated cost-recovery system method

E LIABILITIES

The student will be able to

- 1 Distinguish the differences between current and long-term liabilities
- 2 Journalize and post entries for notes payable

F PARTNERSHIP EQUITY

The student will be able to

- 1 List the advantages and disadvantages of a partnership
- 2 Journalize and post entries for the formation of a partnership
- 3 Compute journalize and post entries for the distribution of net income/net loss between partners
- 4 Journalize and post entries for the dissolution of a partnership and the liquidation of a partnership

G STOCKHOLDERS' EQUITY

The student will be able to

- 1 Define the structure of a corporation

- 2 List the advantages and disadvantages of a corporation
- 3 List the sources of stockholders equity capital stock and retained earnings
- 4 Journalize and post the issuance of stock
- 5 Define stock subscriptions stock options and treasury stock

H END-OF-PERIOD ACCOUNTING

The student will be able to

- 1 Prepare a trial balance
- 2 Journalize and post adjusting entries including prepaid and accrued expenses
- 3 Prepare financial statements
- 4 Journalize and post closing entries

I PAYROLL

The student will be able to

- 1 Identify methods of employee earnings
- 2 Prepare a payroll register
- 3 Update employee earnings record
- 4 Journalize and post the entry to record employee earnings and withholdings
- 5 Identify employer s payroll tax obligations
- 6 Journalize and post the entry to record employer s tax obligations

J AUTOMATED ACCOUNTING

The student will be able to

- 1 Identify various types of accounting software programs
- 2 Use spreadsheet and/or accounting software to maintain accounting records

K ETHICS

The student will be able to

- 1 Define and give examples of good business ethics
- 2 State the ethical practices needed in managing a business s assets

Revised May 2002

National Business Education Curriculum Standards Accounting and Computation

Standards Revision Teacher Committee Sharon Cass North Charleston High School
Mack Cook Pendleton High School Janice Bosman Hanna-Westside Extension
Campus and Brenda Dry Lancaster Vocational School

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Technical College Sumter Susan Flanigan State Department of Education Columbia
Kathy Greene Executive Secretary Spartanburg Leigh Hiatt Rogers Townsend and

Thomas Columbia Betty Pearson Adjunct Instructor at Clemson University Anderson
David Reed Tri-County Technical College and Cathy Walker Southern Development
Corporation West Columbia

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2000

South-Western Publishing

Century 21 Accounting General Journal Approach 2003

Century 21 Accounting Multicolumn Journal Approach 2003

Century 21 Accounting Advanced 2003

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FBLA Medi@Show Presentation 2002

DECA PowerPoint Presentation 2002

DECA Medi@show Presentation 2002

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Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and
computer classroom)

Leadership and Personal Development Standards

SDE Publication Curriculum Guide for Safety in Occupational Education 1992

SDE Business and Marketing Safety PowerPoint Presentations 2000

Understanding Taxes Internal Revenue Service

Your Enlightenment Series Equifax

Stock Market Game South Carolina Council on Economic Education

Takin Care of Business American Institute of Certified Public Accountants

1211 Avenue of the Americas New York NY 10036-8775 www.aicpa.org

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

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Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the
course may not include everything the students will need to know for the competition

ADMINISTRATIVE SUPPORT TECHNOLOGY
ACTIVITY/COURSE CODE 5122

**TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS
MAY TEACH THIS COURSE**

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to provide an understanding of the major responsibilities and tasks in an administrative or manager trainee position. The objectives of the course are to develop technical skills, solve business-oriented problems, manage general office tasks, and demonstrate effective supervisory management and human relations skills.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards written for a one-unit course. The local Advisory Committee should determine which of the core standards should be taught in a half-unit course.

PREREQUISITE Keyboarding (or documented equivalent skill) and Computer Applications or Integrated Business Applications

COMPUTERS REQUIRED ONE COMPUTER PER STUDENT

CREDIT ½ or 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of office-related accidents
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C KEYBOARDING SKILLS

The student will be able to

- 1 Key mailable business documents in acceptable format
- 2 Address envelopes/labels (including special notations such as personal and confidential) in the style currently recommended by the United States Postal Service)

D INFORMATION PROCESSING

The student will be able to

- 1 Edit hard copy
- 2 Identify terms commonly used in information processing
- 3 Demonstrate ability to use office and online references
- 4 Identify characteristics of an efficiently organized workstation
- 5 Identify advantages and disadvantages of using impact and non-impact printers
- 6 Identify the differences between stand-alone and networked computers

E TELEPHONE TECHNIQUES

The student will be able to

- 1 Identify telephone services and types of calls
- 2 Locate telephone numbers and addresses
- 3 Identify proper techniques for answering screening and placing calls
- 4 Identify proper techniques for placing a caller on hold transferring a call and/or taking a message

F FILING/RECORDS MANAGEMENT

The student will be able to

- 1 Identify types of filing supplies procedures and systems
- 2 File office information appropriately manually and electronically
- 3 Retrieve information from files
- 4 List the phases of a record life cycle

G REPROGRAPHICS

The student will be able to

- 1 Identify characteristics of reprographics methods

- 2 Make decisions on best reprographics methods
- 3 Identify appropriate paper to be used for various tasks

H MAIL PROCESSING

The student will be able to

- 1 Process incoming and outgoing mail
- 2 Identify special mail services
- 3 Identify alternative counter and electronic mail services
- 4 Identify equipment used in processing mail

I BUSINESS COMMUNICATION

The student will be able to

- 1 Follow oral and written instructions
- 2 Annotate letters reports and news articles
- 3 Edit documents using proofreader s marks
- 4 Transcribe mailable documents from recorded materials
- 5 Identify good listening skills
- 6 Outline and deliver an oral presentation
- 7 Interpret nonverbal communications

J BUSINESS-ORIENTED TASKS

The student will be able to

- 1 Plan a business trip
- 2 Prepare an itinerary
- 3 Prepare an agenda for a meeting
- 4 Prepare bank records and bank reconciliation forms
- 5 Identify payroll procedures
- 6 Prepare business reports
- 7 Solve problems involving percentages and discounts using a calculator

K CAREER DEVELOPMENT

The student will be able to

- 1 Evaluate career opportunities
- 2 Identify sources of employment opportunities
- 3 Compose and key a letter of application
- 4 Compose and key a resume
- 5 Complete a job application form
- 6 Identify behaviors considered to be appropriate or inappropriate in a job interview
- 7 Compose and key a follow up letter
- 8 Compose and key a letter of resignation

L HUMAN RELATIONS

The student will be able to

- 1 Identify appropriate work habits and ethics
- 2 Identify personal qualities that promote good human relations

- 3 Identify the skills necessary to work as a team member
- 4 Identify appropriate dress for the workplace
- 5 Identify personality traits that increase job performance

M DECISION MAKING

The student will be able to

- 1 List the steps in problem solving
- 2 Establish priorities for effective completion of tasks
- 3 Select items to include in a new employee's orientation

N LEADERSHIP

The student will be able to

- 1 List characteristics of effective leaders
- 2 Identify different types of leadership styles

O MANAGEMENT

The student will be able to

- 1 Identify the functions of management
- 2 List the responsibilities involved at the different levels of management
- 3 Interpret an organizational chart
- 4 List factors involved in employee appraisal
- 5 Set priorities and develop efficient procedures for workflow
- 6 Define ergonomics and its effect on employee productivity

Revised May 2002

National Business Education Curriculum Standard(s) Communication Information Systems and Management

Standards Revision Teacher Committee Peggy Bozard R B Stall High School
Michelle Coaxum Stratford High School and Gwendolyn Robinson Timberland High School

Standards Revision and Review Business Advisory Committee Elizabeth Bastedo
Margie Brunson and Valene W Henry Central Carolina Technical College Sumter
Cynthia Blanding Gourdin Elementary School Berkeley Paula Gray State Board of
Education Assistant Cynthia Greene Santee Cooper Moncks Corner Kathy Greene
Executive Secretary Spartanburg Jana Marsh Rogers Townsend and Thomas
Columbia and Christie Stoddard and Marion Nurse Midlands Technical College

STATE-ADOPTED TEXTBOOKS

2002 State Textbook Adoption

Pearson Education Inc publishing as Prentice Hall
Procedures for the Automated Office 2001

South Carolina *Administrative Support Technology (May 2002)*

4

TEX_21765

DEF_3336-0205

REC039440

South-Western Publishing

Office Skills 2003

The Office Procedures and Technology 2003

RESOURCES

FBLA PowerPoint Presentation 2002

FBLA [http //www medi@show.com/](http://www.medi@show.com/) Presentation 2002

DECA PowerPoint Presentation 2002

DECA [http //www medi@show.com/](http://www.medi@show.com/) Presentation 2002

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)

Leadership and Personal Development Standards

Voice Recognition Standards

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the ***Business Procedures*** FBLA Competitive Event. Read the national guidelines in their entirety at [http //www fbla-pbl.org/](http://www.fbla-pbl.org/) because the course may not include everything the students will need to know for the competition.

BUSINESS AND MARKETING INTERNET APPLICATIONS
ACTIVITY/COURSE CODE 5035

**TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS
MAY TEACH THIS COURSE**

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This half-credit course is designed to introduce the student to computer hardware and uses Internet service providers browsers search engines newsgroups Internet ethics and etiquette and electronic mail if allowed through the school The student will also learn how to use shareware and freeware files and programs to decompress files and how to analyze URL's Time will be spent comparison shopping and researching topics relevant to current business and economic procedures

OBJECTIVE Given the proper equipment resources and software and Internet access the student will successfully complete the standards for this course

CREDIT 1/2 credit

EQUIPMENT NEEDS One computer per student Internet access

A SAFETY

The student will be able to

- 1 Identify methods to reduce on-site accidents
- 2 Identify methods to train employees in safety practices and procedures
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities

- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C GETTING ACQUAINTED WITH YOUR COMPUTER

The student will be able to

- 1 Identify menus
- 2 Resize windows
- 3 Cut copy and paste text and clip art
- 4 Identify clipboard and scroll bars
- 5 Make a new folder
- 6 Save and delete files
- 7 Demonstrate how to use a browser
- 8 Organize a virtual filing cabinet

D INTERNET SERVICE PROVIDERS

The student will be able to

- 1 Identify Internet Service Providers (AOL MSN Mindspring Roadrunner Freenet Freelane etc)
- 2 Compare and contrast the services provided by Internet Service Providers
- 3 Research and identify free Internet Service Providers

E BROWSERS

The student will be able to

- 1 Define Internet terms
- 2 Identify the different parts of a browser window (pull-down menus toolbar address box status bar scroll bar close button maximize and minimize buttons and title bar)
- 3 Use a history folder to open Web sites
- 4 Analyze URLs
- 5 Demonstrate how to use bookmarks
- 6 Define hyperlinks
- 7 Identify domain names
- 8 Demonstrate how to manipulate toolbars

F DOWNLOADING FILES

The student will be able to

- 1 Compare and contrast shareware and freeware files and programs
- 2 Explain importance of compressing files on the Internet
- 3 List common compression format extensions
- 4 Describe how to decompress files
- 5 List steps to download compressed files

G ELECTRONIC MAIL (follow school district procedures)

The student will be able to

- 1 Compose and send email
- 2 Retrieve read and print a message
- 3 Send e-mail with an attachment

- 4 Create an address book
- 5 Identify free e-mail providers (Yahoo Excite Hotmail etc)

H NEWSGROUPS

The student will be able to

- 1 Define newsgroups
- 2 List steps to subscribe/unsubscribe to a newsgroup
- 3 List the steps to post a response to a newsgroup

I SEARCH ENGINES

The student will be able to

- 1 Identify commonly used search engines
- 2 Demonstrate use of Boolean logic searches (AND OR and NOT)

J ONLINE RESOURCES

The student will be able to

- 1 Locate and use online libraries
- 2 Locate a business and person on the Internet
- 3 Create driving directions from your school to another school in your state using a MapQuest program
- 4 Check the weather in a major U S city

K BUSINESS ON THE INTERNET

The student will be able to

- 1 Comparison shop for a computer
- 2 Check the value of a used car
- 3 Check stock market information

L INTERNET ETHICS AND ETIQUETTE

The student will be able to

- 1 Describe how the Internet threatens your right to privacy and what you can do about that
- 2 Describe appropriate security measures to protect the privacy of your information on the Internet
- 3 Explain the concept of copyright and fair use in cyberspace
- 4 Identify computer related laws
- 5 Identify the types of computer crimes
- 6 Locate the "Ten Commandments for Computer Ethics" on the Internet

Approved May 2001–Student Organization Standards added May 2002

National Business Education Curriculum Standard(s) Career Development
Communication and Information Systems

Standards Revision Committee Sue Ashe Donaldson Career Center Greenville Rita Beard Crestwood High School Sumter Peggy Bozard R B Stall High School North Charleston Terry Frady Saluda High School Saluda Ann Godfrey Cherokee Technology Center Gaffney Ginger Hill F D Johnson Technology Center Ann Mace

Wando High School Mt Pleasant Julie McCraw Spartanburg High School
Spartanburg Karen Oxley Daniel Morgan Career Center Spartanburg Linda Skinner
North Augusta High School North Augusta Enc Wells James F Byrnes High School
Duncan Kathy Mixson Aiken County School District Aiken Joan Anderson
Charleston County School District Charleston Walter Chastain Carolina First National
Bank Columbia Betsy Kosh Mid Carolina Electric Cooperative Lexington and Tom
Sponseller Hospitality Association of South Carolina Columbia

STATE TEXTBOOKS

2000 State-Adopted Textbooks

Course Technology ITP

The Internet—Illustrated Introductory 2001

DDC Publishing

Learning Series Learning the Internet for Business, 2001

Learning Series Learning the Internet Fundamentals, Projects and Exercises 2000

Pearson Education Inc publishing as Prentice-Hall

Exploring the Internet with Microsoft Internet Explorer 5.0 2000

Internet Essentials 2000

RESOURCES

Berkemeyer Mayo and Vesecky Learning the Internet 2nd Edition DDC Publishing
Company 1999

James Scott D Introduction to the Internet Prentice Hall Publishing Company 2001

Katsaropoulos Berkemeyer Mayo and Vesecky Learning the Internet for Business
DDC Publishing Company 1999

<http://www.sofweb.vic.edu.au/internet/publish.htm>

<http://www.westga.edu/~sbea/> (teaching URL s)

FBLA PowerPoint Presentation 2002

FBLA Medi@Show Presentation 2002

DECA PowerPoint Presentation 2002

DECA Medi@show Presentation 2002

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer
classrooms)

Leadership and Personal Development Standards

BUSINESS AND ELECTRONIC COMMUNICATIONS STANDARDS
ACTIVITY COURSE CODE 5040

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

Course Objectives

This course is designed to provide the student with opportunities to develop skills using traditional and technology based forms of communication found in today's businesses. Strong emphasis will be placed on exposing students to a wide variety of electronic communications and their uses. All appropriate business applications of oral, written, nonverbal communication and research skills will be addressed. Use of these practices and processes will aid students in developing a foundation for success in today's global teamwork-based business environment.

Computers are required one computer per student

Credit ½ 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations

- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C Communication Foundations

The student will be able to

- 1 Develop an understanding of the basics of business and electronic communications
- 2 Recognize and interpret the importance of communication the basic communication process and the impact technology has on communication
- 3 Identify ethical issues and their implications within the communication process
- 4 Demonstrate effective listening techniques interpretation of body language overcoming distractions and barriers
- 5 Describe and demonstrate basic speaking skills and their implications in the communication process
- 6 Investigate the need for various reading skills in the workplace such as reading for information summarization drawing conclusions making judgments and following directions
- 7 Describe and demonstrate the stages of the writing process to include planning writing editing proofreading and revising

D Professional Communication

The student will be able to

- 1 Analyze the impact human relations has on communication
- 2 Define and differentiate workplace relationships including supervisor employee client and team member
- 3 Define and interpret upward downward and horizontal communication and organizational structures
- 4 Define and analyze goodwill public relations introductions first impressions and the art of small talk

E Workgroup Communication

The student will be able to

- 1 Demonstrate techniques for working in team-based workgroups
- 2 Investigate and define the characteristics and advantages/disadvantages of team-based workgroups including members roles and expectations
- 3 Describe different speaking and listening skills including evaluative informative empathetic and reflective listening
- 4 Define and apply team problem-solving skills including defining and analyzing problems brainstorming and evaluating alternatives

- 5 Describe the importance of self-reflection and peer evaluation techniques as critical to workgroups success

F Global Communications

The student will be able to

- 1 Describe and analyze the impact of cultural diversity on the communication process
- 2 Describe and discuss cultural diversity in the United States and its influence on business operations
- 3 Describe and analyze problems and barriers with differences in languages and customs
- 4 Examine and utilize new and emerging communication technologies
- 5 Identify and describe new and emerging technological advances within our society including voice mail pagers cellular phones fax e-mail Internet and telecommuting
- 6 Compose and transmit voice mail and e-mail messages using appropriate protocol
- 7 Examine and evaluate protocol and procedures for implementing telecommunications in a virtual office environment including Internet teleconferencing telecommuting bulletin boards and netiquette

G Informational Communication

The student will be able to

- 1 Demonstrate and utilize research skills
- 2 Identify and utilize traditional and electronic research sources such as encyclopedias reference manuals periodicals Internet etc
- 3 Explain the steps for conducting a search using the Internet to include search engines access providers web sites protocol and netiquette
- 4 Interpret and analyze information
- 5 Evaluate information for relevance purpose timeliness and authenticity
- 6 Select from and utilize support data such as reference manuals dictionaries electronic spell checks thesaurus and grammar check

H Persuasive Communication

The student will be able to

- 1 Develop presentations
- 2 Identify and evaluate different types of presentations to include information persuasive and debate
- 3 Identify audience characteristics and requirements such as facilities equipment handouts scheduling etc for effective presentations
- 4 Access the benefits of an agenda minutes and follow-up report for an effective presentation
- 5 Develop and deliver electronic presentations
- 6 Discuss various methods of presentation delivery including oral written multimedia teleconferencing and interactive
- 7 Design effective presentations to include multimedia components of

- presentation software packages
- 8 Prepare pre-presentation documents and arrangements to include publicity agenda meeting arrangements etc
- 9 Deliver and critique effective presentations

I Written Communication

The student will be able to

- 1 Plan compose and produce various types of business correspondence using correct style format and content
- 2 Create basic memos and business letters to include persuasive positive and negative responses
- 3 Plan compose and produce instructions/directions and descriptions
- 4 Prepare interim meeting reports which include progress and follow-up
- 5 Compose produce and enhance reports
- 6 Evaluate common types of business reports including informational reports news releases proposals and policy statements
- 7 Identify and explain enhancements such as graphs charts tables and illustrations/photographs for visual impact
- 8 Produce an informational report using suitable format

J Employment Communication

The student will be able to

- 1 Apply technological advances to the employability process
- 2 Explore and identify the employability process utilizing traditional and electronic resources
- 3 Plan produce and revise employability documents to include letter of application resume and follow-up letter

Revised September 2003

National Business Education Curriculum Standards Business Law

Competency Revision Teacher Committee Sharon Cass North Charleston High School Mack Cook Pendleton High School Janice Bosman Hanna-Westside Extension Campus Brenda Dry Lancaster Vocational School Ann Godfrey Cherokee Technology Center and Laura Yorke White Knoll High School

Competency Revision and Review Business Advisory Committee Walter Chastain Carolina First Bank Columbia Caroline Dugas and David Stone Central Carolina Technical College Sumter Susan Flanigan SDE Accountant Columbia Kathy Greene Executive Secretary Spartanburg Leigh Hiatt Rogers Townsend and Thomas Columbia Betty Pearson Adjunct Instructor at Clemson University Anderson David Reed Tri-County Technical College and Cathy Walker Southern Development Corporation West Columbia

STATE-ADOPTED TEXTBOOKS

Pearson Education, Inc , publishing as Pearson Prentice Hall
Business Communication Today 7th Edition 2003

Thomson/South Western Publishing
Business Communications 1st Edition 2004

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and
computer classroom)
Leadership and Personal Development Standards
SDE Publication Curriculum Guide for Safety in Occupational Education 1992
SDE Business and Marketing Safety PowerPoint Presentations 2000
Understanding Taxes Internal Revenue Service
Your Enlightenment Series Equifax
Stock Market Game South Carolina Council on Economic Education
Takin Care of Business American Institute of Certified Public Accountants
1211 Avenue of the Americas New York NY 10036-8775 [http //www aicpa org/](http://www.aicpa.org/)

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the ***Business Communication*** FBLA Competitive Event Read the national guidelines in their entirety at [http //www fbla-pbl org/](http://www.fbla-pbl.org/) because the course may not include everything the students will need to know for the competition

BUSINESS COMPUTER APPLICATIONS 1 AND 2
ACTIVITY/COURSE CODES 5008 AND 5009

**This course is recommended especially for students who are
not planning to major in Business, Marketing, and Computer
Technology Education**

COURSE DESCRIPTION Students are taught introductory competencies in the use of database spreadsheet word processing and graphics applications software in analyzing and solving business related problems. Other content areas include components of computer systems and the impact of computers on businesses and individuals. The microcomputer is used as the primary tool.

Business Computer Applications may be taught as one or two courses with each course granting 1/2 unit or 1 unit.

OBJECTIVE Given the necessary equipment supplies and facilities the student will be able to successfully complete all of the following core competencies in a one-credit course. The local Business Advisory Committee should determine which of the core competencies are to be taught if the course is offered for a half-unit of credit.

CREDIT ½ or 1 credit

PREREQUISITE **Keyboarding** (or documented equivalent skills)

EQUIPMENT Computers required **one computer per person**

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities

- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C WORD PROCESSING SOFTWARE APPLICATIONS

The student will be able to

- 1 Create save and open word processing files
- 2 Create format and edit business letters memoranda reports tables and resumes in mailable form
- 3 Demonstrate the use of character formatting features (bold underline italics font styles and sizes superscript and subscript)
- 4 Demonstrate the use of paragraph formatting features (tabs indentations line spacing and enumerated items)
- 5 Demonstrate the use of page formatting features (margins justification vertical placement orientation page breaks headers and footers)
- 6 Demonstrate document editing using spell/grammar check thesaurus search/replace and other document properties (readability word count and line count)
- 7 Create documents using mail merge features

D SPREADSHEET SOFTWARE APPLICATIONS

The student will be able to

- 1 Define spreadsheet terminology (cell row column range label value formula function worksheet relative absolute and legend)
- 2 Create worksheets using spreadsheet commands functions and formulas
- 3 Enhance worksheets by inserting deleting moving and copying columns and rows
- 4 Create appropriate charts with titles and legends
- 5 Create worksheets requiring the copying of formulas using absolute mixed and/or relative cell references
- 6 Rename and rearrange worksheets

E PRESENTATION SOFTWARE APPLICATIONS

The student will be able to

- 1 Identify components of a presentation program (layout views slide toolbars and dialog box)
- 2 Plan (storyboard) a presentation
- 3 Use presentation software to create projects incorporating effective use of graphics fonts builds preset animation and transitions
- 4 Deliver presentation

F DATABASE SOFTWARE APPLICATIONS

The student will be able to

- 1 Define database terminology (query DBMS field record file and data type)
- 2 Plan and create a database
- 3 Add edit and print database tables

- 4 Find sort and query records
- 5 Print filtered records tables and queries

G PROJECT/SIMULATION LEARNING

The student will be able to

- 1 Produce documents integrating word processing spreadsheet database and/or presentation files
- 2 Apply problem solving and critical thinking skills to projects and/or simulations (cross-curricular or team teaching)

Approved May 2001–Student Organization Competencies added May 2002

National Business Education Standards Communication and Information Systems

Competency Revision and Review Committee Sue Ashe Donaldson Career Center Greenville Rita Beard Crestwood High School Sumter Peggy Bozard R B Stall High School North Charleston Terry Frady Saluda High School Saluda Ann Godfrey Cherokee Technology Center Gaffney Ann Mace Wando High School Mt Pleasant Julie McCraw Spartanburg High School Spartanburg Karen Oxley Daniel Morgan Career Center Spartanburg Linda Skinner North Augusta High School North Augusta Eric Wells James F Byrnes High School Duncan Kathy Mixson Aiken County School District Aiken Joan Anderson Charleston County School District Charleston Walter Chastain Carolina First National Bank Columbia Betsy Kosh Mid-Carolina Electric Cooperative Lexington and Tom Sponseller Hospitality Association of South Carolina Columbia

2000 STATE-ADOPTED TEXTBOOKS

Course Technology ITP

Corel WordPerfect Office 2000 2000
FrontPage 2000 Introductory Shelly Cashman 2000
Illustrated Office 2000 Projects Shelly Cashman 2000
Office 2000 Advanced Shelly Cashman 2000
Office 2000 Introductory Shelly Cashman 2000
Publisher 2000 Shelly Cashman 2000
 Shelly Cashman Bundle all five titles above 2000
 South-Western Office 2000 Bundle [Microsoft Office 2000, Introductory Microsoft Office 2000, Advanced Course Computer Applications for the New Millennium FrontPage 2000 and Publisher 2000 QuickTorial]
Computer Applications for The New Millenium 2001
FrontPage 2000 2000
Microsoft Office 2000 Introductory Course 2000
Microsoft Office 2000 Advanced Course 2000
Publisher 2000 QuickTorial 2000

DDC Publishing

Business Simulation with Microsoft Office 2000 1999

Computer Literacy Genenc Ediction for PC and Mac 2000
Computer Literacy with Microsoft Office 2000 2000
Computer Literacy with Microsfot Office 97 1999
Learning Computer Application Projects and Exercises 1999
Leaming Microsoft Office 2000 Deluxe Edition 1999

EMC/Paradigm

Introdution to Computers and Technology 1998
Microsoft Access 2000 2000
Microsoft Excel 2000 2000
Microsoft Office 2000 2000
Microsoft PowerPoint 2000 2000
Microsoft Windows 98 1999
Microsoft Word 2000 2000
WordPerfect 9 2000

Glencoe/McGraw-Hill

Comprehensive Approach for Office 97 Access 97 1999
Comprehensive Approach for Office 97 Excel 97 1998
Comprehensive Approach for Office 97 PowerPoint97 1999
Comprehensive Approach for Office 97 Word97 1999
Comprehensive Approach Series for Office 2000
 A Comprehensive Approach 2000
 A comprehensive Approach, Integrated Applications 2000
 Access 2000 2000
 Excel 2000 2000
 PowerPoint 2000 2000
 Word 2000 2000
Step by-Step Windows 95 1997
Windows 98 Complete Course 1999

Labyrinth

Off to Work with Access 97 1997
Off to Work with Excel 97 1997
Off to Work with Office 97 1997
Off to Work with PowerPoint 97 1998
Off to Work with Word 97 1997
Off to Work Access 2000 Proficient Course 2000
Off to Work Excel Expert Course 2000
Off to Work Office 2000 Essentials Course 1999
Off to Work Office 2000 Expanded Course 2000
Off to Work PowerPoint 2000 Proficient Course 2000
Off to Work Word 2000 Expert Course 2000

Lawrenceville Press, Inc

A Guide to Microsoft Office 2000 Professional 2000

South-Western ITP

South Carolina *Business Computer Applications (May 2002)*

4

TEX_21779

DEF_3336-0219

REC039454

Integrated Applications for Microsoft Office 2000 2000
Integrated Applications for WordPerfect Office 2000 2000
Integrated Business Projects 2000

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Competencies
Voice Recognition Standards

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the *Word Processing I and Word Processing II* FBLA Competitive Events. Read the national guidelines in their entirety at [http //www fbla pbi org/](http://www.fbla-pbi.org/) because the course may not include everything the students will need to know for the competition.

BUSINESS COMPUTER MATHEMATICS
ACTIVITY COURSE CODE 5047

**TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY
TEACH THIS COURSE**

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

Course Objectives

This course is designed to teach students how to learn and apply mathematics in business and business-related activities using both manual and computerized calculations. Spreadsheet software will be used throughout the course.

Objective

Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core competencies in a course granting one unit of credit:

Computers are required: one computer per student

Credit: ½ - 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses

- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C SPREADSHEET TERMINOLOGY

The student will be able to

- 1 Identify basic spreadsheet terminology such as cell row column value label arrange/sort range formula and hierarchy

D COMPUTERIZED PAYROLL

The student will be able to

- 1 Use the computer to solve problems involving hourly and overtime pay
- 2 Use the computer to solve problems involving methods of pay piecework salary commission and graduated commission
- 3 Use the computer to solve problems involving computation of deductions and net pay Federal and State Income Taxes Graduated State Income Tax Social Security Tax (FICA) and Group Insurance
- 4 Use the computer to prepare an individual tax statement
- 5 Use the computer to compute business expenses related to employees benefits disability insurance travel and employee training

E FINANCIAL INSTITUTION ACCOUNTS AND SERVICES

The student will be able to solve problems related to checking and savings accounts, using the computer when applicable

- 1 Prepare a deposit
- 2 Write checks
- 3 Maintain a check register
- 4 Reconcile a bank statement
- 5 Prepare a withdrawal slip
- 6 Compute interest
- 7 Use the computer to solve problems related to loans
 - a Figure single-payment loans
 - b Figure installment loan payments
 - c Computer APR

F CONSUMER CREDIT

The student will be able to

- 1 Use a computer to compute sales tax
- 2 Use a computer to compute total purchase price
- 3 Use a computer to compute finance charges by various methods
 - a Previous-balance method
 - b Unpaid-balance method
 - c Average daily balance method

- 4 Use the computer to compute the cost(s) involved in owning an automobile buying leasing and renting

G PERSONNEL COSTS FOR A BUSINESS

The student will be able to

- 1 Identify methods used by businesses to recruit new employees
- 2 Use the computer to solve problems related to wages and salaries for employees

H RETAIL AND DISTRIBUTION COSTS

The student will be able to

- 1 Use the computer to calculate various types of discounts used by wholesalers trade chain and cash
- 2 Use the computer to compute the retail price of a product based on markup net profit markdown and cost
- 3 Use the computer to compute the cost of storage space
- 4 Use the computer to determine the cost and value of inventory
- 5 Use the computer to compute shipping costs

I ACCOUNTING RECORDS AND EXPENSES

The student will be able to

- 1 Identify various business expenses rent maintenance/improvement equipment utilities professional services depreciation etc
- 2 Prepare financial statements
 - a Balance sheet
 - b Cost of goods sold
 - c Income statement

Revised September 2003

National Business Education Curriculum Standards Accounting and Computation

Competency Revision Teacher Committee Sharon Cass North Charleston High School Mack Cook Pendleton High School Janice Bosman Hanna-Westside Extension Campus Brenda Dry Lancaster Vocational School Ann Godfrey Cherokee Technology Center and Laura Yorke White Knoll High School

Competency Revision and Review Business Advisory Committee Walter Chastain Carolina First Bank Columbia Caroline Dugas and David Stone Central Carolina Technical College Sumter Susan Flanigan SDE Accountant Columbia Kathy Greene Executive Secretary Spartanburg Leigh Hiatt Rogers Townsend and Thomas Columbia Betty Pearson Adjunct Instructor at Clemson University Anderson David Reed Tri-County Technical College and Cathy Walker Southern Development Corporation West Columbia

STATE-ADOPTED TEXTBOOKS

Pearson Education Inc publishing as Pearson Prentice Hall
Business Math, High School Edition, 6th Edition 2002

South-Western Publishing
Business Math 15th Edition 2003

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and
computer classroom)
Leadership and Personal Development Standards
SDE Publication Curriculum Guide for Safety in Occupational Education 1992
SDE Business and Marketing Safety PowerPoint Presentations 2000
Understanding Taxes Internal Revenue Service
Your Enlightenment Series Equifax
Stock Market Game South Carolina Council on Economic Education
Takin Care of Business American Institute of Certified Public Accountants
1211 Avenue of the Americas New York NY 10036-8775 [http //www aicpa org/](http://www.aicpa.org/)

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the **Business Math** FBLA Competitive Event
Read the national guidelines in their entirety at [http //www fbla pbl org/](http://www.fbla.pbl.org/) because the
course may not include everything the students will need to know for the competition

Business Law
ACTIVITY COURSE CODE 5044

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

Course Description

This course is designed to provide the student with a knowledge of the legal environment in which a consumer operates to provide the student with a knowledge of the legal environment in which a business operates and to provide the student with a knowledge of legal principles

Objective

Given the necessary equipment supplies and facilities the student will be able to successfully complete all of the following core standards for a course which grants one unit of credit

Computer access Occasional access recommended

Credit 1/2 1 unit

Articulation Since the standards required for articulating this course vary at the technical colleges across the state each district will need to determine whether additional standards should be added to these core standards in order to meet the standards required to articulate this course to the technical college(s) in their geographic area

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan

- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C ETHICS

The student will be able to

- 1 Identify ethical character traits honesty integrity compassion respect responsibility citizenship justice
- 2 Distinguish the various ways in which ethical decisions are made and the consequences
- 3 Describe why laws are needed
- 4 Explain the relationship between law and ethics and why they sometimes conflict

D BASICS OF LAW

The student will be able to

- 1 Determine sources of law
- 2 Classify types of law
- 3 Distinguish between different types of courts
- 4 Differentiate civil law and criminal law

E CIVIL VERSUS CRIMINAL LAW

The student will be able to

- 1 Identify the elements of criminal civil and business including trial procedures
- 2 Distinguish between a tort and a crime
- 3 Differentiate between and give examples of negligence and intention torts
- 4 Explain the concepts of the reasonable person test and proximate cause
- 5 Explain the concept of strict absolute and vicarious liability
- 6 Explain constitutional rights when facing civil or criminal legal action

F CONTRACT LAW

The student will be able to

- 1 Identify the elements of a contract (offer acceptance genuine agreement consideration capacity and legality)
- 2 Discuss the requirements of an offer and acceptance and how the offer can be terminated/discharged
- 3 Identify the classifications of contracts valid void voidable unenforceable express implied oral and written
- 4 Define consideration and list examples of valid consideration
- 5 Differentiate among the ways that a contract can be disrupted such as fraud non-disclosure misrepresentation mistake duress and undue influence
- 6 Name the ways a contract may be terminated or discharged
- 7 Explain minor's rights to disaffirm contracts
- 8 List contracts which should be in writing under the Statute of Frauds
- 9 Define breach of contract and name legal remedies available for resolution

G CONSUMER LAW

The student will be able to

- 1 List and explain consumer protection laws including credit reporting debt collection and privacy
- 2 Define common unfair and deceptive practices such as bait and switch usury identity theft deceptive service estimates fraudulent misrepresentations
- 3 Explain expressed and implied warranties for sale of goods
- 4 Describe the various aspects of bankruptcy such as Liquidation and Reorganization of Debts (Chapters 7 and 13)

H REAL AND PERSONAL PROPERTY

The student will be able to

- 1 Define real property personal property and fixtures and explain why property distinctions are important
- 2 List different methods of acquiring property and transferring title (e.g. renting leasing or purchasing contract for sale deed title search abstract of title mortgage etc.) including the effects of liens
- 3 Explain how a bailment is created and describe the standard of care different bailees are required to exercise over bailed property
- 4 Explain rights and duties of property owners and visitors according to property laws
- 5 Define intellectual property (e.g. patents copyrights and trademarks)

I EMPLOYMENT LAW

The student will be able to

- 1 Describe the employer-employee relationship and the rights and duties of each
- 2 Explain the doctrine of employment-at-will and describe the wrongful discharge

- 3 Demonstrate an understanding of employee rights (e.g. employment interview testing laws affecting minors and collective bargaining)
- 4 Identify legislation that regulates employment rights conditions and worker benefits (OSHA Workers Comp etc)
- 5 Name the types of employee benefits (insurance retirement and savings plans etc) commonly offered by employers and the rights/duties of insurer/insured

J DOMESTIC/PERSONAL LAW

The student will be able to

- 1 Define marriage and explain the rights and obligations that are involved in marriage
- 2 Understand concepts relating to marriage such as age requirements prenuptial agreements common law and types of marriage prohibited by law
- 3 Contrast annulment divorce and dissolution proceedings and explain some of the typical grounds for divorce
- 4 Describe the law as it relates to the distribution of property in divorce as well as child custody and child and spousal support
- 5 Describe the legal aspects of parenthood
- 6 Identify the requirements of a formal will and indicate the ways a will can be revoked or altered
- 7 Explain what happens to a decedent's estate when a person dies without a will

K COMPUTER LAW

The student will be able to

- 1 Demonstrate an understanding of computer law as it relates to computer hacking software piracy source code software license copyright law Internet and e-mail
- 2 Discuss existing laws jurisdiction considerations and disputes regarding E-commerce

L CAREER EXPLORATION

The student will be able to

- 1 Identify traditional and non-traditional law-related careers including requirements salary range and working conditions

Revised September 2003

National Business Education Curriculum Standards Business Law

Competency Revision Teacher Committee Sharon Cass North Charleston High School Mack Cook Pendleton High School Janice Bosman Hanna-Westside

Extension Campus Brenda Dry Lancaster Vocational School Ann Godfrey Cherokee Technology Center and Laura Yorke White Knoll High School

Competency Revision and Review Business Advisory Committee Walter Chastain Carolina First Bank Columbia Caroline Dugas and David Stone Central Carolina Technical College Sumter Susan Flanigan SDE Accountant Columbia Kathy Greene Executive Secretary Spartanburg Leigh Hiatt Rogers Townsend and Thomas Columbia Betty Pearson Adjunct Instructor at Clemson University Anderson David Reed Tri-County Technical College and Cathy Walker Southern Development Corporation West Columbia

STATE-ADOPTED TEXTBOOKS

Glencoe/McGraw-Hill

Understanding Business and Personal Law 11th Edition 2003

South Western Publishing

Law for Business and Personal Use 16th Edition 2004

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classroom)
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Your Enlightenment Series Equifax
Stock Market Game South Carolina Council on Economic Education
Takin Care of Business American Institute of Certified Public Accountants
1211 Avenue of the Americas New York NY 10036-8775 <http://www.aicpa.org/>

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the **Business Law** FBLA Competitive Event Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the course may not include everything the students will need to know for the competition

INTEGRATED BUSINESS APPLICATIONS 1

ACTIVITY/COURSE CODE 5020

Microsoft Office Specialist (MOS) Certification Preparation Course

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

32 DISTRIBUTIVE EDUCATION

40 OFFICE OCCUPATIONS

41 SHORTHAND

42 TYPING

43 ACCOUNTING

44 ACCOUNTING AND RELATED BUSINESS

45 SECRETARIAL SCIENCE

46 DATA/INFORMATION PROCESSING

47 BUSINESS EDUCATION

48 ACCOUNTING AND RELATED ECONOMICS

4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course of study is designed to teach the student computer concepts as related to processing data into useful information needed in business situations by using database spreadsheet word processing and presentation software Because the design of this course is to prepare students for Microsoft Office User Specialist (MOS) Certification the emphasis is on speed accuracy and production using proper keyboarding techniques

OBJECTIVE Given the necessary equipment supplies and appropriate software the student will be able to successfully complete the introductory standards (to be completed in Computer Technology II) necessary for MOS Certification for Access 2000 (or 2002) and PowerPoint 2000 (or 2002) and MOS Certification at the Core Level for Word 2000 (or 2002) and Excel 2000 (or 2002)

Note These standards are for Office 2000 and taken directly from the Microsoft web site If your school is using Office 2002 (XP) download the standards for the MOS tests from the Microsoft website and use those instead of the ones listed here If using the Corel Suite (WordPerfect) use the standards for certification through the Corel website www.corel.com As Microsoft and Corel change the versions covered in their certifications you will need to download current standards

CREDIT One unit—(*This course will no longer be offered as a 1/2 unit as of July 1 2002*)

PREREQUISITE Keyboarding (A speed of at least 35 wpm is recommended as the basis for building the skill and speed necessary for MOS certification)

EQUIPMENT Computers required **one computer per student**

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C BASIC COMPUTER CONCEPTS

The student will be able to

- 1 Explain steps in the information processing cycle
- 2 Identify and explain the components of a computer system
- 3 Categorize software according to function (system and application)
- 4 Identify functions of input/output devices
- 5 Categorize storage as primary or secondary
- 6 Define basic computer terminology (hardware software program pixel resolution binary, RAM ROM bit and byte)
- 7 Identify characteristics and limitations of various computers based on size and capabilities
- 8 List examples of computer use in business education government, industry and the home
- 9 Identify terms commonly found in personal computer advertisements
- 10 Describe the steps in purchasing a personal computer
- 11 Demonstrate both cold and warm boots
- 12 Define path prompt root directory sub directory and wildcard
- 13 Identify basic functions and terminology associated with operating systems and system software (such as boot Macintosh MS Windows multitasking GUI, icon, WYSIWYG mouse, minimize and maximize)
- 14 Define characteristics of LANs WANs and MANs
- 15 Identify network hardware components

D WORD—MOS—Core Level Skill Sets

The student will be able to

- 1 Use the Undo Redo and Repeat command
- 2 Apply font formats (bold italics and underline)
- 3 Use the SPELLING feature
- 4 Use the THESAURUS feature
- 5 Use the GRAMMAR feature
- 6 Insert page breaks
- 7 Highlight text in document
- 8 Insert and move text
- 9 Cut copy paste and paste special using the clipboard
- 10 Copy formats using the Format Painter
- 11 Select and change font and font size
- 12 Find and replace text
- 13 Apply character effects (superscript subscript strikethrough small caps and outline)
- 14 Insert date and time
- 15 Insert symbols
- 16 Create and apply frequently used text with AutoCorrect
- 17 Align text in paragraphs (center left right and justified)
- 18 Add bullets and numbering
- 19 Set character, line and paragraph spacing options
- 20 Apply borders and shading to paragraphs
- 21 Use indentation options (left, right first line and hanging)
- 22 Use TABS command (center decimal, left and right)
- 23 Create an outline style numbered list
- 24 Set tabs with leaders
- 25 Use print preview
- 26 Print a document
- 27 Use Web Page Preview
- 28 Navigate through a document
- 29 Insert page numbers
- 30 Set page orientation
- 31 Set margins
- 32 Use GoTo to locate specific elements in a document
- 33 Create and modify page numbers
- 34 Create and modify headers and footers
- 35 Align text vertically
- 36 Create and use newspaper columns
- 37 Revise column structure
- 38 Prepare and print envelopes and labels
- 39 Apply styles
- 40 Create sections with formatting that differs from other sections
- 41 Use click and type
- 42 Use save
- 43 Locate and open an existing document
- 44 Use Save As (different name location or format)
- 45 Create a folder

- 46 Create a new document using a wizard
- 47 Save a document as a Web page
- 48 Use templates to create a new document
- 49 Create hyperlinks
- 50 Use the Office Assistant
- 51 Send a Word document via e mail
- 52 Create and format tables
- 53 Add borders and shading to tables
- 54 Revise tables (insert and delete rows and columns and change cell formats)
- 55 Modify table structure (merge cells and change height and width)
- 56 Rotate text in a table
- 57 Use the drawing toolbar
- 58 Insert graphics into a document (WordArt clip art and images)

E EXCEL—MOS—Core Level Skill Sets

The student will be able to

- 1 Use Undo and Redo
- 2 Clear cell content
- 3 Enter text dates, and numbers
- 4 Edit cell content
- 5 Go to a specific cell
- 6 Insert and delete selected cells
- 7 Cut copy paste paste special and move selected cells use the Office Clipboard
- 8 Use Find and Replace
- 9 Clear cell formats
- 10 Work with series (Autofill)
- 11 Create hyperlinks
- 12 Use Save
- 13 Use Save As (different name location and format)
- 14 Locate and open an existing workbook
- 15 Create a folder
- 16 Use templates to create a new workbook
- 17 Save a worksheet/workbook as a Web page
- 18 Send a workbook via E-mail
- 19 Use the Office Assistant
- 20 Apply font styles (typeface size color and styles)
- 21 Apply number formats (currency percent dates, and comma)
- 22 Modify size of rows and columns
- 23 Modify alignment of cell content
- 24 Adjust the decimal place
- 25 Apply AutoFormat
- 26 Use the Format Painter
- 27 Apply cell borders and shading
- 28 Merge cells
- 29 Rotate text and change indents
- 30 Define apply and remove a style
- 31 Preview and print worksheets and workbooks
- 32 Use Web Page Preview

- 33 Print a selection
- 34 Change page orientation and scaling
- 35 Set page margins and centering
- 36 Insert and remove a page break
- 37 Set print and clear a print area
- 38 Set up headers and footers
- 39 Set print titles and options (gridlines print quality and row and column headings)
- 40 Insert and delete rows and columns
- 41 Hide and unhide rows and columns
- 42 Freeze and unfreeze rows and columns
- 43 Change the zoom setting
- 44 Move between worksheets in a workbook
- 45 Check spelling
- 46 Rename a worksheet
- 47 Insert and delete worksheets
- 48 Move and copy worksheets
- 49 Link worksheets and consolidate data using 3D References
- 50 Enter a range within a formula by dragging
- 51 Enter formulas in a cell and use the formula bar
- 52 Revise formulas
- 53 Use references (absolute and relative)
- 54 Use AutoSum
- 55 Use Paste Function to insert a function
- 56 Use basic functions (AVERAGE SUM COUNT MIN and MAX)
- 57 Enter functions using the formula palette
- 58 Use date functions (NOW and DATE)
- 59 Use financial functions (FV and PMT)
- 60 Use logical functions (IF)
- 61 Preview and print charts
- 62 Use chart wizard to create a chart
- 63 Modify charts
- 64 Insert, move, and delete an object (picture)
- 65 Create and modify lines and objects

F POWERPOINT—MOS—Introduction to Skill Sets

The student will be able to

- 1 Create a presentation from a template and/or a wizard
- 2 Create a blank presentation
- 3 Create a specified type of slide
- 4 Navigate among different views (slide, outline sorter and tri-pane)
- 5 Delete slides
- 6 Change the order of slides using Slide Sorter view
- 7 Change the layout for one or more slides
- 8 Modify slide sequence in the outline pane
- 9 Apply a design template
- 10 Check spelling
- 11 Change and replace text fonts (individual slide and entire presentation)

- 12 Enter text in tri-pane view
- 13 Change the text alignment
- 14 Create a text box for entering text
- 15 Use the wrap text in text box feature
- 16 Promote and demote text in slide and outline panes
- 17 Add a picture from the ClipArt Gallery
- 18 Apply formatting
- 19 Scale and size an object including clip art
- 20 Add slide transitions
- 21 Animate text and objects
- 22 Preview presentation in black and white
- 23 Print slides in a variety of formats
- 24 Start a slide show on any slide
- 25 Use screen navigation tools
- 26 Save changes to a presentation
- 27 Save as a new presentation
- 28 Use Office Assistant

G ACCESS—MOS—Introduction to Skill Sets

The student will be able to

- 1 Determine appropriate data inputs for a database
- 2 Determine appropriate data outputs for a database
- 3 Create table structure
- 4 Establish table relationships
- 5 Use the Office Assistant
- 6 Select an object using the Objects Bar
- 7 Print database objects (tables, forms, reports, and queries)
- 8 Navigate through records in a table, query, or form
- 9 Create a database (using a wizard or in Design View)
- 10 Create tables by using the Table Wizard
- 11 Set primary keys
- 12 Modify field properties
- 13 Use multiple data types
- 14 Modify tables using Design View
- 15 Use the Lookup Wizard
- 16 Use the input mask wizard

H INTERNET APPLICATIONS

The student will be able to

- 1 Explain net addresses
- 2 Demonstrate ability to use search engines
- 3 Evaluate Web site integrity and usefulness for the user
- 4 Use E mail
- 5 Demonstrate an understanding of basic Web design development and publishing

Approved May 2001—Student Organization Standards added May 2002

**National Business Education Curriculum Standards Career Development
Communication and Information Systems**

Curriculum Revision Committee Sue Ashe Donaldson Career Center Greenville Rita Beard Crestwood High School Sumter Peggy Bozard R B Stall High School North Charleston Terry Frady Saluda High School Saluda Ann Godfrey Cherokee Technology Center Gaffney Ginger Hill F D Johnson Technology Center Ann Mace Wando High School Mt Pleasant Julie McCraw Spartanburg High School Spartanburg Karen Oxley Daniel Morgan Career Center Spartanburg Linda Skinner North Augusta High School North Augusta Eric Wells James F Byrnes High School Duncan Kathy Mixson Aiken County School District Aiken Joan Anderson Charleston County School District Charleston Walter Chastain Carolina First National Bank Columbia Betsy Kosh Mid-Carolina Electric Cooperative Lexington and Tom Sponseller Hospitality Association of South Carolina Columbia

STATE TEXTBOOKS

2001 Adopted Textbooks for Integrated Business Applications 1 and 2

Course Technology/Thomson Learning

Computer Applications for the New Millennium 2001

Computer Concepts Basic 2001

Microsoft Office 2000 Advanced Concepts and Techniques 2000

Microsoft Office 200 Advanced Course 2000

Microsoft Office 2000 Basics 2001

Microsoft Office 2000 Introductory Concepts and Techniques and Learn by CBT
Bundle 2001

Microsoft Office 2000 Introductory Course 2000

Microsoft Office Post-Advanced Concepts and Techniques 2000

Microsoft Works 2000 Basics 2001

Office 2000 Projects--School Binder 2000

SAM 2000 Net-Ready 2001

SAM 2000 V1.7 2001

DDC Publishing

Learning Series Learning Computer ConceptsU, 2001

Learning Series Learning Microsoft Access 2000 2000

Learning Series Learning Microsoft Excel 2000 2000

Learning Series Learning Microsoft Office Advanced Skills An Integrated Approach
2000

Learning Series Learning Microsoft PowerPoint 2000 2000

Learning Series Learning Microsoft Word 2000 2000

EMC/Paradigm Publishing

Computer Concepts 1998

Computer Technology Changes, Challenges, and Choices 2002

Computers Exploring Concepts 2002

Introduction to Computers and Technology 1998

Glencoe/McGraw-Hill

Computing Fundamentals, 4th Edition 2001

Essential Concepts, 4th Edition 2001

Introduction to Computers, 4th Edition 2001

Lawrenceville Press, Inc

A Guide to Microsoft Office 2000 Professional
A Guide to Microsoft Office 2000 Professional 1999

Pearson Education, Inc , publishing as Prentice Hall

Learn Office 2000 with CD-ROM 2000

MOUS Essentials Access 2000 2001

MOUS Essentials PowerPoint 2000 2001

MOUS Essentials Excel 2000 2001

MOUS Essentials Word 2000 2001

MOUS Test Preparation Guide for Access 2000 2001

MOUS Test Preparation Guide for Excel 2000 2001

MOUS Test Preparation Guide for PowerPoint 2000 2001

MOUS Test Preparation Guide for Word 2000 2001

RESOURCES

[http //www microsoft com](http://www.microsoft.com)

Martin James Local Area Networks Architectures and Implementations

SDE Publication 81001 Curriculum Guide for Safety in Occupational Education 1992

FBLA PowerPoint Presentation 2002

FBLA [http //www medi@show com/](http://www.medi@show.com/) Presentation 2002

DECA PowerPoint Presentation 2002

DECA [http //www medi@show com/](http://www.medi@show.com/) Presentation 2002

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)

Leadership and Personal Development Standards

Voice Recognition Standards

INTEGRATED BUSINESS APPLICATIONS 2
Microsoft Office Specialist (MOS) Certification Preparation Course
ACTIVITY/COURSE CODE 5021

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course of study is designed to teach the student advanced computer concepts as related to processing data into useful information needed in business situations by using advanced database spreadsheet word processing and presentation software capabilities. Because the design of this course is to prepare students for Microsoft Office Specialist (MOS) Certification, the emphasis is on speed, accuracy, and production using proper keyboarding techniques.

OBJECTIVE Given the necessary equipment, supplies, and appropriate software, the student will be able to successfully complete the standards necessary for MOS Certification for Access 2000 (or 2002) and PowerPoint 2000 (or 2002) and MOS Certification at the Expert Level for Word 2000 (or 2002) and Excel 2000 (or 2002).

Note These standards are for Office 2000 and taken directly from the Microsoft web site. If your school is using Office 2002 (XP), download the standards for the MOS tests from the Microsoft website and use those instead of the ones listed here. If using the Corel Suite (WordPerfect), use the standards for certification through the Corel website www.corel.com. As Microsoft and Corel change the versions covered in their certifications, you will need to download current standards.

CREDIT 1 unit—(*This course will no longer be offered as a 1/2 unit as of July 1 2002*)

PREREQUISITE Successful completion of Integrated Business Applications 1

EQUIPMENT Computers required **one computer per student**

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices

- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

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The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
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C MICROSOFT OFFICE SPECIALIST (MOS)—WORD EXPERT LEVEL

The student will be able to

- 1 Apply paragraph and section shading
- 2 Use text flow options (Widow/Orphan options and keeping lines together)
- 3 Sort lists paragraphs and tables
- 4 Create and modify page borders
- 5 Format first page differently than subsequent pages
- 6 Use bookmarks
- 7 Create and edit styles
- 8 Create watermarks
- 9 Use *find and replace* with formats special characters and non-printing elements
- 10 Balance column length (using column breaks appropriately)
- 11 Create or revise footnotes and endnotes
- 12 Work with master documents and subdocuments
- 13 Create and modify a table of contents
- 14 Create cross references
- 15 Create and modify an index
- 16 Embed worksheets in a table
- 17 Perform calculations in a table
- 18 Link Excel data as a table
- 19 Modify worksheets in a table
- 20 Add bitmapped graphics
- 21 Delete and position graphics
- 22 Create and modify charts
- 23 Import data into charts
- 24 Create main document
- 25 Create data source
- 26 Sort records to be merged
- 27 Merge main document and data source
- 28 Generate labels
- 29 Merge a document using alternate data sources

- 30 Insert a field
- 31 Create apply and edit macros
- 32 Copy rename and delete macros
- 33 Create and modify form
- 34 Create and modify a form control (add an item to a drop-down list)
- 35 Use advanced text alignment features with graphics
- 36 Customize toolbars
- 37 Create and format tables
- 38 Insert comments
- 39 Protect documents
- 40 Create multiple versions of a document
- 41 Track changes to a document
- 42 Set default file location for workgroup templates
- 43 Round trip documents from HTML

D MICROSOFT OFFICE SPECIALIST (MOS)—EXCEL EXPERT LEVEL

The student will be able to

- 1 Import data from text files (insert drag and drop)
- 2 Import from other applications
- 3 Import a table from HTML file (insert and drag and drop—including HTML round tripping)
- 4 Export to other applications
- 5 Apply templates
- 6 Edit templates
- 7 Create templates
- 8 Use a workspace
- 9 Link workbooks
- 10 Apply number formats (accounting currency and number)
- 11 Create custom number formats
- 12 Use conditional formatting
- 13 Preview and print multiple worksheets
- 14 Use the Report Manager
- 15 Add and delete a named range
- 16 Use a named range in a formula
- 17 Use Lookup Functions (Hlookup or Vlookup)
- 18 Hide and display toolbars
- 19 Customize a toolbar
- 20 Assign a macro to a command button
- 21 Record macros
- 22 Run macros
- 23 Edit macros
- 24 Work with the Auditing Toolbar
- 25 Trace errors (find and fix errors)
- 26 Trace precedents (find cells referred to in a specific formula)
- 27 Trace dependents (find formulas that refer to a specific cell)
- 28 Apply conditional formats
- 29 Perform single and multi level sorts
- 30 Use grouping and outlines

- 31 Use subtotaling
- 32 Apply data filters
- 33 Extract data
- 34 Query databases
- 35 Use data validation
- 36 Use PivotTable autofomat
- 37 Use Goal Seek
- 38 Create pivot chart reports
- 39 Work with Scenarios
- 40 Use Solver
- 41 Use data analysis and PivotTables
- 42 Create interactive PivotTables for the Web
- 43 Add fields to a PivotTable using the Web browser
- 44 Create edit and remove a comment
- 45 Apply and remove worksheet and workbook protections
- 46 Change workbook properties
- 47 Apply and remove file passwords
- 48 Track changes (highlight accept and reject)
- 49 Create a shared workbook
- 50 Merge workbooks

E MICROSOFT OFFICE SPECIALIST (MOS)—ACCESS

The student will be able to

- 1 Create a form with the Form Wizard
- 2 Use the Control Toolbox to add controls
- 3 Modify Format Properties (font style font size color and caption) of controls
- 4 Use form sections (headers footers and detail)
- 5 Use a Calculated Control on a form
- 6 Use the Office Clipboard
- 7 Switch between object views
- 8 Enter records using a datasheet
- 9 Enter records using a form
- 10 Delete records from a table
- 11 Find a record
- 12 Sort records
- 13 Apply and remove filters (filter by form and filter by selection)
- 14 Specify criteria in a query
- 15 Display related records in a subdata sheet
- 16 Create a calculated field
- 17 Create and modify a multi-table select query
- 18 Establish relationships
- 19 Enforce referential integrity
- 20 Create a report with the Report Wizard
- 21 Preview and print a report
- 22 Move and resize a control
- 23 Modify and format properties (font style font size color and caption)
- 24 Use the Control Toolbox to add controls

- 25 Use report sections (headers footers and detail)
- 26 Use a Calculated Control in a report
- 27 Import data to a new table
- 28 Save a table query and forms as a Web page
- 29 Publish a presentation to the Web
- 30 Add hyperlinks
- 31 Print database relationships
- 32 Back up and restore a database
- 33 Compact and repair a database

F MICROSOFT OFFICE SPECIALIST (MOS)—POWERPOINT

The student will be able to

- 1 Copy a slide from one presentation to another
- 2 Create a new presentation from existing slides
- 3 Insert headers and footers
- 4 Create a presentation using the AutoContent Wizard
- 5 Send a presentation via e-mail
- 6 Find and replace text
- 7 Modify the Slide Master
- 8 Import text from Word
- 9 Use the Office Clipboard
- 10 Use the Format Painter
- 11 Add and group shapes using WordArt or the drawing Toolbar
- 12 Add text to a graphic object using a text box
- 13 Create tables within Powerpoint
- 14 Rotate and fill an object
- 15 Add AutoNumber bullets
- 16 Add speaker notes
- 17 Add graphical bullets
- 18 Print audience handouts
- 19 Print speaker notes in a specified format
- 20 Print a slide as an overhead transparency
- 21 Use the pen during a presentation
- 22 Publish a presentation to the Web
- 23 Insert a hyperlink

G INTEGRATING SOFTWARE APPLICATIONS

The student will be able to

- 1 Produce documents integrating word processing database spreadsheet and presentation files
- 2 Produce documents integrating graphic files with other application software
- 3 Produce documents integrating sound files with other application software if technology is available

Approved May 2001–Student Organization Standards added May 2002

**National Business Education Curriculum Standards Career Development
Communication and Information Systems**

Curriculum Revision Committee Sue Ashe Donaldson Career Center Greenville Rita Beard Crestwood High School Sumter Peggy Bozard R B Stall High School North Charleston Terry Frady Saluda High School Saluda Ann Godfrey Cherokee Technology Center Gaffney Ginger Hill F D Johnson Technology Center Ann Mace Wando High School Mt Pleasant Julie McCraw Spartanburg High School Spartanburg Karen Oxley Daniel Morgan Career Center Spartanburg Linda Skinner North Augusta High School North Augusta Enc Wells James F Byrnes High School Duncan Kathy Mixson Aiken County School District Aiken Joan Anderson Charleston County School District Charleston Walter Chastain Carolina First National Bank Columbia Betsy Kosh Mid-Carolina Electric Cooperative Lexington and Tom Sponseller Hospitality Association of South Carolina Columbia

STATE TEXTBOOKS

2001 Adopted Textbooks for Integrated Business Applications 1 and 2

Course Technology/Thomson Learning

Computer Applications for the New Millennium 2001

Computer Concepts Basic 2001

Microsoft Office 2000 Advanced Concepts and Techniques 2000

Microsoft Office 200 Advanced Course 2000

Microsoft Office 2000 Basics 2001

Microsoft Office 2000 Introductory Concepts and Techniques and Learn by CBT
Bundle 2001

Microsoft Office 2000 Introductory Course 2000

Microsoft Office Post-Advanced Concepts and Techniques 2000

Microsoft Works 2000 Basics 2001

Office 2000 Projects--School Binder 2000

SAM 2000 Net Ready 2001

SAM 2000 V1.7 2001

DDC Publishing

Learning Series Learning Computer Concepts, 2001

Learning Series Learning Microsoft Access 2000 2000

Learning Series Learning Microsoft Excel 2000 2000

Learning Series Learning Microsoft Office Advanced Skills An Integrated Approach
2000

Learning Series Learning Microsoft PowerPoint 2000 2000

Learning Series Learning Microsoft Word 2000 2000

EMC/Paradigm Publishing

Computer Concepts 1998

Computer Technology Changes, Challenges, and Choices 2002

Computers Exploring Concepts 2002

Introduction to Computers and Technology 1998

Glencoe/McGraw-Hill

Computing Fundamentals, 4th Edition 2001
Essential Concepts, 4th Edition 2001
Introduction to Computers, 4th Edition 2001

Lawrencefile Press, Inc

A Guide to Microsoft Office 2000 Professional
A Guide to Microsoft Office 2000 Professional 1999

Pearson Education, Inc , publishing as Prentice Hall

Learn Office 2000 with CD-ROM 2000
MOUS Essentials Access 2000 2001
MOUS Essentials PowerPoint 2000 2001
MOUS Essentials Excel 2000 2001
MOUS Essentials Word 2000 2001
MOUS Test Preparation Guide for Access 2000 2001
MOUS Test Preparation Guide for Excel 2000 2001
MOUS Test Preparation Guide for PowerPoint 2000 2001
MOUS Test Preparation Guide for Word 2000 2001

RESOURCES

[http //www microsoft com](http://www.microsoft.com)
SDE Publication 81001 Curriculum Guide for Safety in Occupational Education 1992
FBLA PowerPoint Presentation 2002
FBLA [http //www medi@show com/](http://www.medi@show.com/) Presentation 2002
DECA PowerPoint Presentation 2002
DECA [http //www medi@show com/](http://www.medi@show.com/) Presentation 2002
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Standards
Voice Recognition Standards

DESKTOP PUBLISHING
ACTIVITY/COURSE CODE 5176

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is an expansion of office computing incorporating the use of desktop publishing software or word processing software with desktop capabilities a computer system and a printer to produce professional-looking documents The student will learn how to edit clip art and photographs for inclusion in printed documents

OBJECTIVE Given the necessary equipment supplies and facilities the student will be able to successfully complete all of the following core competencies for a course granting one unit of credit The local Advisory Committee should determine which of the core competencies should be taught in a half-unit course

PREREQUISITE Keyboarding (or documented equivalent skills) and Business Computer Applications or Computer Technology I

COMPUTERS REQUIRED One computer per student

CREDIT 1/2 or 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations

- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C UNDERSTANDING TECHNOLOGY

The student will be able to

- 1 Define desktop publishing
- 2 Demonstrate an understanding of the basic hardware components needed for desktop publishing (CPU memory disks/disk drives expansion boards and ports input/output devices (scanner digital camera display monitors WYSIWYG technology etc)
- 3 Demonstrate an understanding of the basic software needed for desktop publishing (operating system data/word processing graphics software page assembly graphics formats etc)

D CREATING AND DESIGNING LAYOUT

The student will be able to

- 1 Define terms in the design process thumbnails roughs and comprehensive layout (comp)
- 2 Define terms related to artwork such as line art continuous tone halftone halftone screen cropping and scaling photostats (PMTs) and veloxes
- 3 Define terms related to topography screen/pnnter fonts downloadable (soft) fonts typesetting galleys postscript printers serifs points picas alignment of text drop shadows and kerning
- 4 Convert elements (logos body copy charts and graphs) from standard business applications into compatible format (e g pdf gif jpeg and tiff) for use in desktop publishing projects
- 5 Proofread edit and revise text using standard proofreading symbols

E PRODUCING OF DOCUMENTS

The student will be able to

- 1 Determine the most appropriate type of desktop publication based upon the purpose intended audience life of the publication cost limits and time restraints
- 2 Plan printed presentations of text by determining appropriate typography spacing elements and emphasis features
- 3 Plan a layout in terms of design for readability and attractiveness by use of effective white space column position and spacing page margins and graphics placement (boxes lines illustrations images etc)
- 4 Create a desktop publication including graphics in the form of clip art boxes shading lines and illustrations created with drawing and paint tools
- 5 Generate a variety of documents such as flyers bulletins proposals reports business cards greeting cards transparencies brochures handouts information forms etc
- 6 Import text and tables from a word processing program into a desktop published document

- 7 Import charts text and/or tables from spreadsheet and/or database software programs into a desktop published document
- 8 Incorporate scanned and digitized graphics/text files into a desktop publication if capabilities are available

F PRINTING THE DOCUMENTS

The student will be able to

- 1 Select a network printer
- 2 Select a direct printer
- 3 Format document for selected printer
- 4 Describe characteristics and uses of basic color models (e.g. RGB CMYK etc.)
- 5 Explain preprint color requirements
- 6 Describe the purpose and process of color separation
- 7 Perform color separations
- 8 Prepare desktop publishing document to display as a HTML document
- 9 Prepare desktop publishing document for publication

G DEVELOPING A DESKTOP PUBLISHING PORTFOLIO

The student will be able to

- 1 Identify careers in the desktop publishing field
- 2 Explain the purpose of portfolios and how to select the pieces to include in the portfolio
- 3 Create a resume to include in the portfolio
- 4 Assemble a career portfolio of a variety of printed documents produced in the course including a flyer a newsletter a brochure business cards a letterhead an advertisement labels and information forms

Revised May 2002

National Business Education Curriculum Standard(s) Career Development Communication and Information Systems

Competency Revision Teacher Committee Susan Werner Golden Strip Career Center Rita Beard Crestwood High School Carol Klein Wando High School and Sandra Burton Gilbert High School

Competency Revision Business Advisory Committee Elizabeth Bastedo and Margie Brunson Central Carolina Technical College Sumter Dr Herb Brown University of South Carolina Columbia Shirley Cobbs Dorchester County Career School Advisory Committee Dorchester Micah Douglas SDE Webmaster Columbia Al Harmon Gilbert High School Advisory Committee Gilbert Walter Hemingway New Horizons Computer Training Center and Media@network Columbia and Jeremy McGee Two-Toads Com North Augusta

2001 State Textbook Adoption

DDC Publishing Inc

Learning Series Learning Microsoft Publisher 2000 2000

EMC/Paradigm Publishing

Signature Series Advanced Microsoft Word 2000-Desktop Publishing 2000

Lawrenceville Press, Inc

An Introduction to Desktop Publishing Using Adobe PageMaker, Version 6.5 1998

Pearson Education, Inc , (Prentice Hall)

Against the Clock – Microsoft Publisher 2000

Creating Electronic Mechanicals 2000

Publisher 2000 Essentials with CD ROM 2001

RECOMMENDED SOFTWARE

The state Business Advisory Committee recommends using current versions of the following software in this course. Districts/Schools may use software other than that listed upon recommendation of their local Business Advisory Committees.

Adobe Photoshop

Adobe Pagemaker

Adobe Illustrator

Adobe InDesign

Corel WordPerfect Versions

CorelDRAW

Microsoft Word

Microsoft PowerPoint

Microsoft Publisher

QuarkXPress

RESOURCES

FBLA PowerPoint Presentation 2002

FBLA <http://www.medi@show.com/> Presentation 2002

DECA PowerPoint Presentation 2002

DECA <http://www.medi@show.com/> Presentation 2002

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)

Leadership and Personal Development Competencies

Voice Recognition Standards

<http://www.ideabook.com> Desktop Publishing Web Resource

<http://www.angelfire.com/ks/tonyaskinner/> Tonya Skinner's Business Education Resources

<http://www.desktoppub.about.com/> Lesson Plans for the Desktop Publishing Class

The Do's and Don'ts of Desktop Design Welch Publishing Co 1992

Exploring Desktop Publishing South-Western Publishing 1998

Desktop Publishing 10-Hour Series South-Western Publishing 2002

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

South Carolina *Desktop Publishing (May 2002)*

4

TEX_21808

DEF_3336-0248

REC039483

FBLA

This course will help prepare students for the **Desktop Publishing** FBLA Competitive Event. Read the national guidelines in their entirety at <http://www.fbla-pbi.org/> because the course may not include everything the students will need to know for the competition.

E-COMMERCE
ACTIVITY/COURSE CODE 5036

The following Certifications may teach this course

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATIONAL PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION E-Commerce covers topics such as business-to-business E-Commerce consumer E-Commerce the Web and legal and ethical issues The student will learn how to develop a business plan for an online business and actually design and implement an interactive web page incorporating entrepreneurial marketing and advertising techniques along with intelligent and efficient use of graphics Safety issues related to purchasing online will also be addressed

OBJECTIVE Given the proper equipment software and Internet access the student will master the core standards for a one-credit course culminating in the development of an effective business Web page The local Advisory Committee should determine which of the core standards should be taught in a half-unit course

CREDIT ½ or 1 unit

PREREQUISITE Keyboarding and either Business Computer Applications Computer Technology 1 or Introduction to Computers in Business Entrepreneurship Marketing and Advertising are recommended

EQUIPMENT NEEDS One computer per student Internet access

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses

- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C E-COMMERCE BASICS

The student will be able to

- 1 Define e-commerce
- 2 Explain the development of e-commerce
- 3 Compare and contrast characteristics of business-to business e-commerce and business-consumer e-commerce
- 4 Identify and define the growth stages of an e-commerce business

D INTERNET BASICS

The student will be able to

- 1 Define Internet
- 2 Discuss negative influences of the Internet
- 3 Discuss Internet safety
- 4 Identify parts of an Internet browser and their uses
- 5 Demonstrate proper use of E-mail (read create reply forward delete and attach files)
- 6 Demonstrate effective use of search engines

E TECHNICAL ISSUES FOR BUSINESS

The student will be able to

- 1 Identify methods of determining the Internet identity of a business (hosting your own domain subleasing a domain and virtual domain hosting)
- 2 Identify how to obtain an Internet name (Internet Network Information Center www internic net)
- 3 Identify security issues for a company doing business online (viruses and hacking)
- 4 Define the function of firewall software

F INTERNET BUSINESS STRATEGY (BUSINESS PLAN)

The student will be able to

- 1 Develop a mission statement for a selected business
- 2 Develop the company's goals and objectives
- 3 Develop a business plan

G HUMAN RESOURCES ISSUES TO CONSIDER

The student will be able to

- 1 Identify strategies to be considered for education and training of personnel
- 2 List types of Internet abuse by employees
- 3 Explain the importance of developing an Acceptable Use Policy (AUP)
- 4 Create an employee manual
- 5 Research and develop grievance procedures

H ONLINE SERVICES

The student will be able to

- 1 Demonstrate how to handle all aspects of an online personal checking account
- 2 Demonstrate how to access and use online banking services
- 3 Identify government sites useful to a business
- 4 List Internet information providers

I ONLINE PURCHASES

The student will be able to

- 1 Describe how to place a secure order for a consumer product and track its delivery status
- 2 Explain the kinds of ordering payment and delivery information required for online business purchases

J DOING BUSINESS ONLINE

The student will be able to

- 1 Discuss selling products through online catalogs and order systems
- 2 Describe how to track and deliver products using the Internet
- 3 Describe the kinds of electronic post-sale services
- 4 Describe types of banner advertising on the Web and discuss the benefits and drawbacks of each type
- 5 Discuss ways to promote your company Web site and get your site in a search engine's catalog
- 6 Identify factors that affect the value of currency
- 7 Calculate foreign exchange rates of various currencies
- 8 Identify the main activities of the World Bank and the International Monetary Fund
- 9 Develop international promotion marketing strategies
- 10 Determine invoice delivery and payment policies for foreign trade
- 11 Identify international cultural differences that affect electronic business
- 12 Plan research and write a report on the global market

K LEGAL ENVIRONMENT

The student will be able to

- 1 Identify security and privacy issues facing an e-business
- 2 Identify trade laws as they pertain to e-commerce
- 3 Analyze ethical issues as they pertain to global business marketing
- 4 Research legal requirements for conducting international trade

L CAREER DEVELOPMENT

The student will be able to

- 1 Gather information on career opportunities on the Internet
- 2 Prepare an electronic resume
- 3 Search for job listings on the Internet
- 4 Find relocation information

- 5 Match educational institutions with your post-secondary needs

M WEB SITE DESIGN

The student will be able to

- 1 Determine the purpose of a Web page
- 2 Create a Web page incorporating templates tables backgrounds images hyperlinks animated graphics and sound

Approved May 2001--Student Organization Standards added May 2002

MarkEd Standards Advertising Entrepreneurship and Marketing

National Business Education Curriculum Standards Career Development
Communication Entrepreneurship Marketing and Information Systems

Curriculum Revision Committee Sue Ashe Donaldson Career Center Greenville Rita Beard Crestwood High School Sumter Peggy Bozard R B Stall High School North Charleston Terry Frady Saluda High School Saluda Ann Godfrey Cherokee Technology Center Gaffney Ann Mace Wando High School Mt Pleasant Julie McCraw Spartanburg High School Spartanburg Karen Oxley Daniel Morgan Career Center Spartanburg Linda Skinner North Augusta High School North Augusta Eric Wells James F Byrnes High School Duncan Kathy Mixson Aiken County School District Aiken Joan Anderson Charleston County School District Charleston Walter Chastain Carolina First National Bank Columbia Betsy Kosh Mid-Carolina Electric Cooperative Lexington and Tom Sponseller Hospitality Association of South Carolina Columbia

STATE TEXTBOOKS

2000 Textbook Adoption

Course Technology ITP

E-Commerce Concepts--Illustrated Introductory 2001

DDC Publishing

Learning Series Learning E-Commerce Business Analysis and Design 2001

RESOURCES

Hannon J The Business of the Internet Prentice Hall Publishing Company 1998
Oelkers Dotty B Business 2000 E-Commerce South-Western Educational Publishing Company 2001
Schneider and Perry Electronic Commerce Prentice Hall Publishing Company 2000
Stevenson Nancy Learning E-Commerce, Business Analysis & Design DDC Publishing Company 2001
<http://www.usoe.k12.ut.us/ate/marketing/Curriculum/ecomm/index2.htm>
FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 <http://www.dimensional.com/Mediashow.htm>

DECA PowerPoint Presentation 2002

DECA Medi@show Presentation 2002 [http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm)

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2002 (for the regular and
computer classroom)

Leadership and Personal Development Standards

South Carolina *E Commerce (May 2001)*

5

TEX_21814

DEF_3336-0254

REC039489

ENTREPRENEURSHIP
ACTIVITY COURSE CODE 5400

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of marketing, staffing, and financial considerations.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards for a course that grants one unit of credit. The local Advisory Committee should determine which of the core standards should be taught in a half-unit course.

COMPUTER ACCESS REQUIRED

CREDIT 1/2 or 1 unit

A SAFETY

The student will be able to

- 1 Identify methods to reduce on-site accidents
- 2 Identify methods to train employees in safety practices and procedures
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities

- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C ENTREPRENEURIAL CHARACTERISTICS

The student will be able to

- 1 Identify characteristics of entrepreneurs
- 2 List the advantages and disadvantages of different types of business ownership
- 3 Distinguish between four ways in which a business may be acquired (purchase an existing business enter the family business purchase a franchise or start a new business)
- 4 Complete a self-analysis to identify potential entrepreneurial interests
- 5 Identify and analyze the technical skills needed by entrepreneurs

D BUSINESS PLAN

(Evaluation will include assessment of a business plan portfolio that incorporates all of the components in the standards listed below)

The student will be able to

- 1 Name and describe the parts of a business plan
- 2 Discuss the purposes of creating a business plan
- 3 Select a business opportunity based on research
- 4 Identify industry trends competition and market segment using various research techniques
- 5 Define the industry characteristics major competitors and market segment
- 6 Determine the marketing mix (product price place and promotion)
- 7 Select an appropriate location
- 8 Design the physical layout
- 9 Estimate the cost of equipment supplies and inventory
- 10 Develop an organizational chart
- 11 Write job descriptions for every job
- 12 Describe various recruitment techniques
- 13 Identify components of an employee manual
- 14 Prepare a management plan (incorporate legal requirements business protection and operations)
- 15 Prepare a pro forma budget
- 16 Read and interpret financial statements (balance sheet income statement cash flow projections and summary of sales and cash receipts)
- 17 Complete a pro income statement and balance sheet
- 18 Estimate start-up costs and projected living expenses for one year and determine the funding needed to begin the business using the pro forma income statement

E LEGAL RESPONSIBILITIES

The student will be able to

- 1 Define and interpret federal state and local regulations that affect small business ownership
- 2 Define employer/employee taxes and sales tax requirements

F PUBLIC RELATIONS

The student will be able to

- 1 Describe advertising and sales promotion techniques
- 2 Identify cost factors in a selection of alternative promotional methods
- 3 Identify the objectives of a public relations program

Revised May 2002

MarkEd Standards Entrepreneurship

National Business Education Curriculum Standard(s) Career Development Communication and Entrepreneurship

Competency Revision Teacher Committee Eric Wells Byrnes High School Chris Haff
Applied Technology Center and Sandra Oliver Newberry County Career Center

Competency Revision Business Advisory Committee Lauren Burns Governor's
Commission on Women Columbia Julie DeWitt Columbia Larry Foote and John
Watson Central Carolina Technical College Sumter Betsy Greenway Chronicle
Independent Melissa Inck Kershaw School District Office Camden Melissagale
Lechelt Marnott Residence Inn Columbia Fred Oxley Sheridan's Hallmark Camden
and Kitty Strckland University of South Carolina Columbia

STATE-ADOPTED TEXTBOOKS

Glencoe/McGraw-Hill

Entrepreneurship and Small Business Management 2000

South Western Publishing

Entrepreneurship Ideas in Action 2000

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 (<http://www.dimensional.com/Mediashow.htm>)
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 (<http://www.dimensional.com/Mediashow.htm>)
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2002 (for the regular and
computer classroom)
Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

DECA

South Carolina *Entrepreneurship* (May 2002)

3

TEX_21817

DEF_3336-0257

REC039492

This course will help prepare students for the following DECA Competitive Events. Read the national guidelines in their entirety at the national DECA web site http://www.deca.org/publications/HS_Guide/guidetoc.html because the course may not include everything the students will need to know for the competition.

- **Free Enterprise Event**
- **Entrepreneurship Participating Event**
- **Entrepreneurship Written Event**

FBLA

This course will help prepare students for the ***Entrepreneurship*** FBLA Competitive Event. Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the course may not include everything the students will need to know for the competition.

BUSINESS AND PERSONAL FINANCE
(Formerly named Financial Management)
ACTIVITY/COURSE CODE 5131

**TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS
MAY TEACH THIS COURSE**

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to introduce the student to the basic elements of finance budgeting obtaining credit maintaining checking accounts computing payroll recording business transactions and applying computer operations to financial management

OBJECTIVE Given the necessary equipment supplies and facilities the student will be able to successfully complete the following core standards in a course that grants one unit of credit The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a half-unit of credit

COMPUTER ACCESS IS REQUIRED ON A LIMITED BASIS

PREREQUISITE(S) None

CREDIT 1/2 - 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work related accidents in offices
- 3 Demonstrate knowledge of an emergency plan

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations

- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C PREPARING A BUDGET

The student will be able to

- 1 Explain the major purposes of budgets
- 2 List examples of short-term and long-term financial goals
- 3 Identify various types of income and expenses
- 4 Develop a budget
- 5 Prepare a budget analysis

D MANAGING CHECKING AND SAVINGS ACCOUNTS

The student will be able to

- 1 Distinguish between different types of banking accounts
- 2 Prepare documents used with banking accounts
- 3 Maintain a check register including proper procedures for handling direct deposits ATM withdrawals and automatic payment withdrawals
- 4 Reconcile a bank statement
- 5 Give examples of savings options discuss the need for and the purpose of savings and compute interest on savings
- 6 Discuss the need for and the purpose of savings
- 7 Compute interest on savings

E UNDERSTANDING CREDIT

The student will be able to

- 1 Identify the advantages and disadvantages of credit
- 2 Identify types and sources of credit
- 3 Evaluate offers of credit and make recommendations based on the analysis
- 4 Reconcile a credit card statement
- 5 Complete a loan application
- 6 Describe the concept of creditworthiness as it relates to credit records credit ratings credit reports and credit laws
- 7 Define bankruptcy laws types of bankruptcy and their purposes and the major causes of bankruptcy
- 8 Describe the advantages and disadvantages of bankruptcy
- 9 Discuss methods of solving credit problems

F PROCESSING PAYROLL

The student will be able to

- 1 Complete W-4 and I 9 forms
- 2 Compute gross earnings for employees
- 3 Evaluate fringe benefit packages
- 4 List mandatory and voluntary deductions

- 5 Identify employer sponsored retirement plans
- G PREPARING TAX RETURNS**
The student will be able to
- 1 Define exemptions dependents and taxable and non-taxable income
 - 2 Prepare a 1040EZ using a W-2 form
 - 3 Prepare a 1040A using a W 2 and a 1099I (interest) form
- H PURCHASING PERSONAL OR BUSINESS ASSETS**
The student will be able to
- 1 Calculate the cost of credit
 - 2 Identify the similarities/differences between leasing and buying
 - 3 Calculate cost of ownership
 - 4 Identify sources for determining fair market value
- I FIGURING REAL ESTATE COSTS**
The student will be able to
- 1 Compare and contrast the advantages and disadvantages of renting versus purchasing property
 - 2 List the cost of ownership and the cost of property rental
 - 3 Compare the terms and rates of mortgage agreements
- J INVESTING CONSIDERATIONS**
The student will be able to
- 1 Define investment terms
 - 2 Describe the concept of risk management and rate of return
 - 3 Track various stocks over a period of time
- K UNDERSTANDING INSURANCE**
- 1 **The student will be able to**
 - 2 Identify the needs for insurance coverage
 - 3 List the various types of insurance coverage
 - 4 Identify major characteristics of the basic types of life health and disability insurance
- L USING SOFTWARE**
The student will be able to
- 1 Identify various financial management software packages
 - 2 Prepare a computerized budget using spreadsheet software

Revised May 2002

National Business Education Curriculum Standard(s) Career Development
Computation Economics and Personal Finance

Standards Revision Teacher Committee Sharon Cass North Charleston High School
Mack Cook Pendleton High School Janice Bosman Hanna-Westside Extension
Campus and Brenda Dry Lancaster Vocational School

Standards Revision and Review Business Advisory Committee Walter Chastain
Carolina First Bank Columbia Caroline Dugas and David Stone Central Carolina
Technical College Sumter Susan Flanigan State Department of Education Columbia
Kathy Greene Executive Secretary Spartanburg Leigh Hiatt Rogers Townsend and
Thomas Columbia Betty Pearson Adjunct Instructor at Clemson University Anderson
David Reed Tn-County Technical College and Cathy Walker Southern Development
Corporation West Columbia

2002 STATE TEXTBOOK ADOPTION

Glencoe/McGraw-Hill

Business and Personal Finance 2002

South Western Publishing Company

Keeping Financial Records for Business 2001

Managing Your Personal Finances 2002

RESOURCES

FBLA PowerPoint Presentation 2002

FBLA Medi@Show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))

DECA PowerPoint Presentation 2002

DECA Medi@show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and
computer classroom)

Leadership and Personal Development Standards

SDE Publication Curriculum Guide for Safety in Occupational Education 1992

SDE Business and Marketing Safety PowerPoint Presentations 2000

Understanding Taxes Internal Revenue Service

Your Enlightenment Series Equifax

Stock Market Game South Carolina Council on Economic Education

National Endowment for Financial Education [http //www nefe org/](http://www.nefe.org/)

Web Sites

Jump\$tart Coalition

National Council on Economic Education

Securities Industry Foundation for Economic Education

National Foundation for Teaching Economics

EconomicsAmerica

Internet Connections Economics

Financial Literacy 2010
Budget Builder
Know Your Money for Kids
The Universal Currency Converter
Statistics on Bankruptcy
Web Links for Finance
Guide to Debt Reduction

INTERNATIONAL BUSINESS AND MARKETING
ACTIVITY COURSE CODE 5032

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to provide students with a basic understanding of international business operations and the economic and cultural concepts of domestic and international business

OBJECTIVE Given the necessary equipment supplies and facilities the student will be able to successfully complete all of the following core standards for a course granting one unit of credit The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a half-unit of credit

COMPUTER ACCESS AND INTERNET ACCESS NEEDED ON A LIMITED BASIS

CREDIT 1/2 or 1 unit

A - SAFETY

The student will be able to

- 1 Identify methods to reduce on site accidents
- 2 Identify methods to train employees in safety practices and procedures
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities

- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C FOUNDATIONS

The student will be able to

- 1 Define international business
- 2 Explain the difference between a domestic and an international company
- 3 Describe the relationship between international events and business activities
- 4 Identify continents countries and cities by using a map or globe
- 5 Identify the impact of geography on international business including factors such as climate time zones distance topography and social economic and natural resources

D INTERNATIONAL COMMUNICATIONS

The student will be able to

- 1 Identify protocol customs and etiquette practices in dealing with people from other countries
- 2 Describe and identify body language do s and don ts around the world
- 3 Identify American jargon that baffles businesspeople in foreign countries
- 4 Demonstrate how business greetings and introductions differ around the world
- 5 Compose effective business communications based on an understanding of the differences in tone style and format of other countries
- 6 Demonstrate correct etiquette for utilizing telecommunications for different foreign countries

E MULTICULTURALISM

The student will be able to

- 1 Define multiculturalism
- 2 Describe factors affecting international business practices
- 3 Identify major trading regions and nations within those regions

F GLOBAL ECONOMY

The student will be able to

- 1 Identify factors that affect price and cause inflation
- 2 Identify the main factors of production
- 3 Describe three levels of economic development
- 4 Distinguish between political systems around the world and their effect on how businesses operate
- 5 Explain how political risks can disrupt selling and buying across borders

G INTERNATIONAL MARKETING

The student will be able to

- 1 Define international marketing
- 2 Discuss why businesses expand into foreign markets

- 3 Describe how language culture media availability and regulations affect international advertising
- 4 Identify activities related to importing and exporting
- 5 List factors that affect international business competition

H TRADE RELATIONS

The student will be able to

- 1 Identify activities related to importing and exporting
- 2 Describe the economic effects of foreign trade
- 3 Describe the basic structure of the US Customs Service
- 4 List factors that affect international business competition

I INTERNATIONAL FINANCE

The student will be able to

- 1 Identify factors that affect the value of currency
- 2 Calculate foreign exchange rates of various currencies
- 3 Identify the main activities of the World Bank and the International Monetary Fund

J INTERNATIONAL TRAVEL

The student will be able to

- 1 Explain the purpose of international travel
- 2 Recognize international travel resources
- 3 Identify the function of travel agencies
- 4 Understand visa requirements
- 5 Explain restrictions and health requirements
- 6 Develop an international travel itinerary
- 7 Develop a traveler s checklist for international travel
- 8 Describe the major types of agreements among countries that affect travel
- 9 Use technology to access information on international travel

K PLANNING FOR INTERNATIONAL CAREERS

The student will be able to

- 1 Define terms related to international careers
- 2 Explore international career opportunities
- 3 Identify international career areas in business and marketing
- 4 Identify sources of international career information
- 4 Determine qualifications needed for success in international business and marketing careers

Revised May 2002

National Business Education Curriculum Standard(s) Economics and Personal Finance International Business and Management

Standards Revision Teacher Committee Eric Wells Byrnes High School Chris Haff Applied Technology Center and Sandra Oliver Newberry County Career Center

Standards Revision Business Advisory Committee Lauren Burns Governors
Commission on Women Columbia Julie DeWitt Larry Foote and John Watson Central
Carolina Technical College Sumter Betsy Greenway Chronicle Independent Melissa
Inck Kershaw School District Office Camden Melissagale Lechelt Marriott Residence
Inn Columbia Fred Oxley Sherdan's Hallmark Camden and Kitty Strickland
University of South Carolina Columbia

1997 STATE TEXTBOOK ADOPTION

Publisher South-Western Publishing (ITP)
Business in a Global Economy 1996

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 <http://www.dimensional.com/Mediashow.htm>
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 <http://www.dimensional.com/Mediashow.htm>
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2002 (for the regular and
computer classroom)
Leadership and Personal Development Standards
Axtell Roger E Do's and Taboos Around the World John Wiley and Sons Inc 1993
Axtell Roger E Gestures, The Do's and Taboos of Body Language Around the World
John Wiley and Sons Inc 1991
Diabay Les R and James Calvert Scott Business in a Global Economy South-
Western Publishing Company Inc 1996
Kruzel Sandra L and Frank Reynolds Import/Export Procedures South-Western
Publishing Company Inc 1992
NBEA SIEC/ISBE Creative Teaching Ideas for International Business National
Business Education Association 1996
Business and Marketing Education State Department of Education International
Business and Marketing Modules 1998

RELATED STUDENT ORGANIZATION INDIVIDUAL COMPETITIVE EVENTS

DECA

This course will help prepare students for the **International Business Plan** DECA
Competitive Event Read the national guidelines in their entirety at
http://www.deca.org/publications/HS_Guide/guidetoc.html because the course may not
include everything the students will need to know for the competition

FBLA

This course will help prepare students for the **International Business** FBLA
Competitive Event Read the national guidelines in their entirety at <http://www.fbla->

pbl.org/ because the course may not include everything the students will need to know for the competition

INTRODUCTION TO BUSINESS AND MARKETING
COURSE CODE 5090

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to improve citizenship through a study of the business and economic environment. This study will increase knowledge about the American business system and its role in our total economic society, focusing on the competent and efficient management of personal finances and the wise and skillful use of goods and services.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards for a course granting one unit of credit. The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a half unit of credit.

CREDIT ½ or 1 unit

RECOMMENDED GRADE LEVEL 8-10

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify the major causes of work-related accidents
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations

- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C AMERICAN ECONOMIC SYSTEM

The student will be able to

- 1 Explain the major characteristics of the American economic system
- 2 Explain the principles of the production and marketing of goods and services
- 3 Explain the economic role played by business in satisfying customer needs and wants in a free enterprise system
- 4 Explain the economic responsibilities of citizenship in a free enterprise system
- 5 Distinguish between economic systems around the world and their effect on how businesses operate in the United States

D BUSINESS ORGANIZATION

The student will be able to

- 1 List the advantages and disadvantages of various types of business ownership
- 2 Identify the five functions of business (accounting finance production marketing and management)
- 3 Explain the interrelationships between these five functions of business

E CONSUMER AWARENESS

The student will be able to

- 1 List sources of consumer information
- 2 List rights of consumers
- 3 List methods that can be used to protect consumer rights
- 4 Identify consumer responsibilities

F PERSONAL FINANCIAL PLANNING

The student will be able to

- 1 Develop long- and short-term financial goals
- 2 Develop a financial plan
- 3 Demonstrate proper procedures for managing a checking account
- 4 Describe several kinds of savings plans
- 5 Identify various ways in which money can be invested (stocks bonds mutual funds real estate etc)
- 6 Compute simple and compound interest on investments

G UNDERSTANDING AND USING CREDIT

The student will be able to

- 1 Compare and contrast various sources of credit
- 2 Explain the advantages and disadvantages of using credit
- 3 Compute simple interest loans
- 4 Explain how a good credit record can be established and maintained

H RISK MANAGEMENT

- 1 Identify reasons for buying personal and business insurance
- 2 Distinguish among the various types of insurance (home life medical automobile liability disability etc)

I CAREER PLANNING

The student will be able to

- 1 Identify personal qualities and characteristics
- 2 Identify careers that utilize these personal qualities and characteristics
- 3 Develop a career plan to include writing a resume completing a job application preparing for an interview dressing appropriately etc
- 4 Demonstrate oral and written communication skills

Revised May 2002

MarkEd Standards Entrepreneurship Marketing and Management

National Business Education Curriculum Standard(s) Computation Economics and Personal Finance Entrepreneurship Education Management and Marketing

Standards Revision Teacher Committee Enc Wells Bymes High School Chns Haff Applied Technology Center and Sandra Oliver Newberry County Career Center

Standards Revision Business Advisory Committee Lauren Burns Governor's Commission on Women Columbia Julie DeWitt Larry Foote and John Watson Central Carolina Technical College Sumter Betsy Greenway Chronicle Independent Melissa Irick Kershaw School District Office Camden Melissagale Lecheit Marnott Residence Inn Columbia Fred Oxley Sheridan's Hallmark Camden and Kitty Strckland University of South Carolina Columbia

STATE-ADOPTED TEXTBOOKS

Glencoe Division McGraw Hill

Introduction to Business Our Business and Economic World 1997

Introduction to Business Our Business and Economic World, Versatile Learning System (IBM or Mac) 1997

South Western Publishing

Introduction to Business 1997

West Publishing Company

Understanding Business A World of Opportunities 1992

RESOURCES

FBLA PowerPoint Presentation 2002
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DECA Medi@show Presentation 2002 (<http://www.dimensional.com/Mediashow.htm>)
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Safety PowerPoint Presentation (Safety2 ppt) 2002 (for the regular and
computer classroom)
Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

DECA

This course will help prepare students for the **Free Enterprise** DECA Competitive Event. Read the national guidelines in their entirety at the National DECA webstore http://www.deca.org/publications/HS_Guide/guidetoc.htm because the course may not include everything the students will need to know for the competition.

FBLA

This course will help prepare students for the **Introduction to Business** FBLA Competitive Event. Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the course may not include everything the students will need to know for the competition.

INTRODUCTION TO BUSINESS AND MARKETING
COURSE CODE 5090

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to improve citizenship through a study of the business and economic environment. This study will increase knowledge about the American business system and its role in our total economic society, focusing on the competent and efficient management of personal finances and the wise and skillful use of goods and services.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards for a course granting one unit of credit. The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a half-unit of credit.

CREDIT ½ or 1 unit

RECOMMENDED GRADE LEVEL 8-10

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
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- 1 Explain how related student organizations are integral parts of career and technology courses
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- 6 Compute simple and compound interest on investments

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Revised May 2002

MarkEd Standards Entrepreneurship Marketing and Management

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STATE-ADOPTED TEXTBOOKS

Glencoe Division McGraw-Hill

Introduction to Business Our Business and Economic World 1997

Introduction to Business Our Business and Economic World, Versatile Learning System (IBM or Mac) 1997

South-Western Publishing

Introduction to Business 1997

West Publishing Company

Understanding Business A World of Opportunities 1992

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2002 (for the regular and
computer classroom)
Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

DECA

This course will help prepare students for the **Free Enterprise** DECA Competitive Event. Read the national guidelines in their entirety at the National DECA webstore [http //www deca org/publications/HS_Guide/guidetoc.html](http://www.deca.org/publications/HS_Guide/guidetoc.html) because the course may not include everything the students will need to know for the competition.

FBLA

This course will help prepare students for the **Introduction to Business** FBLA Competitive Event. Read the national guidelines in their entirety at [http //www fbla-pbl org/](http://www.fbla-pbl.org/) because the course may not include everything the students will need to know for the competition.

INTRODUCTION TO COMPUTER TECHNOLOGY
(Grades 7-9)
ACTIVITY COURSE CODE 5060

This course for a half-unit along with Keyboarding for one-half unit will
satisfy the Computer Science Requirement for graduation

**TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY
TEACH THIS COURSE**

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to introduce 7th- 8th or 9th-grade students to the basic concepts of information processing in business and to develop computer literacy Major content areas include an introduction to word processing database and spreadsheet applications input/output devices and media and telecommunication media and Internet usage

GENERAL REQUIREMENTS Keyboarding is a prerequisite This course meets the Mathematics and Language Arts Technology Standards for the eighth grade A half-unit in Keyboarding and a half-unit in Introduction to Computers in Business is recommended for the 7th-, or 8th-grade level to satisfy the Computer Science Requirement for graduation, provided the local board of trustees will allow the unit to be brought over from middle school

CREDIT ½ or 1 unit (The standards are written for a half-unit course If the course is taught for a full year additional standards should be added)

PREREQUISITE Keyboarding or documented equivalent skill /

COMPUTERS REQUIRED One computer per student Internet access required on a limited basis

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan

- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B COMPUTER FUNDAMENTALS

The student will be able to

- 1 Define basic computer terminology (RAM ROM hardware software processors etc)
- 2 Demonstrate knowledge of computer processing storing and retrieving data (file edit and save)
- 3 Identify advantages and disadvantages of various processing storage retrieval and transmission technologies

C APPLICATION SOFTWARE

The student will be able to

- 1 Format key and edit business letters memoranda and multipage reports
- 2 Create spreadsheets by entering data and setting up formulas analyzing data and creating graphs and charts to visually represent data
- 3 Create databases by defining fields and entering data sorting and producing reports in various forms
- 4 Use publishing software graphics programs and scanners to produce page layouts
- 5 Integrate databases graphics and spreadsheets into word-processed documents

D TELECOMMUNICATIONS

The student will be able to

- 1 Identify components of bookmarks browsers and commonly used search engines
- 2 Identify and use search strategies to retrieve electronic information
- 3 Use electronic encyclopedias almanacs indexes and catalogs to retrieve and select relevant information
- 4 Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases
- 5 Use databases to perform search
- 6 Develop hypermedia home page documents

Approved May 2001

National Business Education Curriculum Standard(s) Career Development Communication and Information Systems

Competency Revision Committee Sue Ashe Donaldson Career Center Greenville Rita Beard Crestwood High School Sumter Peggy Bozard R B Stall High School North Charleston Terry Frady Saluda High School Saluda Ann Godfrey Cherokee Technology Center Gaffney Ginger Hill F D Johnson Technology Center Ann Mace Wando High School Mt Pleasant Julie McCraw Spartanburg High School

Spartanburg Karen Oxley Daniel Morgan Career Center Spartanburg Linda Skinner
North Augusta High School North Augusta Eric Wells James F Byrnes High School
Duncan Kathy Mixson Aiken County School District Aiken Joan Anderson
Charleston County School District Charleston Walter Chastain Carolina First National
Bank Columbia Betsy Kosh Mid-Carolina Electric Cooperative Lexington and Tom
Sponseller Hospitality Association of South Carolina Columbia

RESOURCES

SDE Publication 81001 Curriculum Guide for Safety in Occupational Education 1992
FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002
DECA PowerPoint Presentation 2002
DECA Medi@Show Presentation 2002
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer
classrooms)
Leadership and Personal Development Standards
Voice Recognition Standards

Note The title of this course was changed from **Introduction to Computers in
Business Education** to **Introduction to Computer Technology** Textbooks
adopted under both categories may be used for this course for the length of the
contract

2001 State-Adopted Textbooks for Introduction to Computer Technology

Glencoe Division McGraw-Hill

Glencoe Computer Applications and Keyboarding 1988

Pearson Education Inc publishing as Globe Fearon Inc

Pacemaker Computer Literacy 2001

2002 State-Adopted Textbooks for Introduction to Computers in Business Education

Pearson Education, Inc , publishing as Prentice Hall

Learning Series Learning Computer Literacy Generic for PC and Macintosh 2000

Thomson/Course Technology

Computer Concepts Basic 2001

Computer Concepts An Introduction with CD 2001

Microsoft Office XP Basics 2002

Microsoft Works 2000 Basics 2001

KEYBOARDING

ACTIVITY COURSE CODE 5100 HIGH SCHOOL OR MIDDLE SCHOOL

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATIONAL PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to provide an opportunity for students to master the skill of entering alphabetic numeric and symbolic information on a keyboard and a ten key pad using the touch method of keystroking. Emphasis is placed on development of accuracy and speed proper techniques and correct fingering. The student will develop skill in formatting letters memoranda reports tables and other business documents.

OBJECTIVE Given the necessary hardware software supplies and facilities the student will be able to successfully complete all of the following standards in a course that grants one half unit of credit.

COMPUTERS REQUIRED One computer per student

CREDIT ½ unit

PROFICIENCY TEST The Office of Career and Technology Education has developed a keyboarding proficiency test that is available for use in school districts upon request of and supervision of the business marketing and computer technology department chair to determine readiness for taking higher level computer courses such as Business Computer Applications and Computer Technology. A student who feels he or she does not need to take the full Keyboarding course may elect to take this test if the district decides to make this option available. If the student meets the requirements on the test he or she may choose not to take the Keyboarding course. However, no Carnegie half-credit is given for passing the proficiency test. Passing this test would meet the state requirement for keyboarding proficiency and the prerequisite skill requirement for upper-level computer courses in business marketing and computer technology education. Score sheets for the test supervised and graded under the direction of the business marketing and computer technology department chair should be given to the chairman of the business marketing and computer technology department at the high school for

use in determining whether the student should be allowed into the next level computer course

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of office-related accidents
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B KEYBOARDING MASTERY

The student will be able to

- 1 Use correct fingering and proper techniques to key alphanumeric information
- 2 Use correct fingering and proper techniques to key numeric information on a ten-key pad
- 3 Use touch techniques to key information
- 4 Demonstrate speed at a **minimum** rate of 25 wpm with a **maximum** of three errors on a three-minute writing
- 5 Use equipment and/or software capabilities to correct errors
- 6 Use correct procedures for storing and retrieving information
- 7 Demonstrate proper use of hardware and software

C LANGUAGE SKILLS

The student will be able to

- 1 Follow oral and written instructions
- 2 Identify and use basic keyboarding and computer terminology
- 3 Apply rules for punctuation grammar spelling number expression word division and capitalization
- 4 Compose paragraphs at the keyboard
- 5 Edit copy using proofreader's marks

D DOCUMENT FORMATTING

The student will be able to

- 1 Format key and edit simple problems vertically and horizontally
- 2 Use special features such as bold underline italics bullets and numbering to enhance a document
- 3 Identify the basic parts of business documents
- 4 Format key and edit personal business letters
- 5 Format key and edit business letters
- 6 Format key and edit envelopes
- 7 Format key and edit memoranda
- 8 Format key and edit reports
- 9 Format key and edit tables

- 10 *Format key and edit fax cover sheets
- 11 *Format key and edit outlines
- 12 *Format key and edit resumes
- 13 *Format key and edit agendas

**Enrichment standards for students participating in FBLA Word Processing I competitive event*

Revised May 2002

National Business Education Curriculum Standard(s) Communication and Information Systems

Standards Revision Teacher Committee Kathy Ernst Batesburg-Leesville Middle School Gwen Floyd Lakewood High School Ronda Mahaffey Lancaster County vocational School and Linda Skinner North Augusta High School

Standards Revision and Review Business Advisory Committee Elizabeth Bastedo and Margie Brunson Central Carolina Technical College Sumter Kathy Greene Executive Secretary Spartanburg Leighton McLendon North Augusta Melody Penegar Sylvia Rikard Quality Control at Milliken Plant Saluda and Chnstie Stoddard and Marion Nurse Midlands Technical College West Columbia

TEXTBOOKS

2002 State-Adopted Textbooks for Keyboarding 7-12

Glencoe McGraw-Hill

Glencoe Keyboarding with Computer Applications 1-80 2000

South-Western Publishing

Century 21 Computer Keyboarding 2002

RESOURCES

- FBLA PowerPoint Presentation 2002
- FBLA Medi@Show Presentation 2002
- DECA PowerPoint Presentation 2002
- DECA Medi@show Presentation 2002
- Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
- Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
- Leadership and Personal Development Standards

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the *Word Processing I* FBLA Competitive Event. Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the course may not include everything the students will need to know for the competition.

MULTIMEDIA
ACTIVITY/COURSE CODE 5030

TEACHERS WITH THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATIONAL PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to provide the student with the knowledge and skills needed for entry-level positions in multimedia and web publishing. Multimedia combines computer-based text, graphics, audio, and video within an interactive environment.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards. The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a half-unit of credit.

COMPUTER AND INTERNET ACCESS REQUIRED, ONE COMPUTER PER STUDENT

PREREQUISITE Keyboarding (or documented equivalent skills) and Computer Applications or Integrated Business Applications

CREDIT ½ or 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify the major causes of work-related accidents in the office
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C INTRODUCTION TO MULTIMEDIA

The student will be able to

- 1 Define terms related to multimedia
- 2 Identify the multimedia components
- 3 Identify uses of multimedia
- 4 List multimedia design principles
- 5 Define and adhere to appropriate copyright regulations and ethical computing standards

D BASICS FOR MULTIMEDIA PROJECTS

The student will be able to

- 1 Distinguish between presentation and authoring software
- 2 List key features of presentation software programs
- 3 List key features of authoring software programs
- 4 List key features of graphics software programs
- 5 Describe the process of planning organizing and storyboarding a multimedia project
- 6 Demonstrate the use of directory structure
- 7 Identify multimedia objects and related resources
- 8 Compress and decompress saved files

E DESIGN PRINCIPLES

The student will be able to

- 1 Demonstrate effective use of color
- 2 Use color tables (e.g. hue and saturation)
- 3 Demonstrate effective use of type fonts
- 4 Demonstrate effective use of clip art and other graphics in multimedia
- 5 Explain the term "effective white space"

F DIGITAL IMAGING

The student will be able to

- 1 Define various types of graphic file formats
- 2 Acquire digital image from sources such as scanner digital cameras camcorder Internet etc
- 3 List factors that affect quality imaging
- 4 Edit a digital image
- 5 Convert various graphic file formats

G ANIMATION

The student will be able to

- 1 Create animated objects and clip art
- 2 Create original graphic images

H AUDIO

The student will be able to

- 1 Define various types of audio files
- 2 Record edit and combine vocal and music files
- 3 Download edit and convert audio files
- 4 Demonstrate parameters that affect the quality and file size of audio recording such as the sampling rate bits per sample etc
- 5 Insert audio files from various media in a thematic multimedia presentation

I VIDEO

The student will be able to

- 1 Define various types of video files
- 2 Record and edit video files
- 3 Create capture and edit digital video files
- 4 Conserve disk space by compressing the digital video recording
- 5 Insert digital video files into a thematic multimedia presentation

J MULTIMEDIA EQUIPMENT

The student will be able to

- 1 Identify multimedia equipment
- 2 Discuss and demonstrate multimedia development equipment including video capture cards color scanners still and digital cameras photocell laser discs and players video overlay boards bar code readers overhead projection systems etc

K MULTIMEDIA PRESENTATION

The student will be able to

- 1 Determine the appropriate type of multimedia presentation based upon purpose intended audience life of the presentation cost limits time restraints and equipment availability
- 2 Identify the use of metaphors for multimedia projects
- 3 Outline the thematic presentation
- 4 Create a thematic presentation using text charts tables graphics in the form of clip art drawing tools audio and video capabilities etc
- 5 Deliver the presentation using professional standards and techniques
- 6 Deliver a multimedia presentation using appropriate media based upon audience room size room setup and environment
- 7 Use rubrics to evaluate your own and the presentations of others

L CAREERS

The student will be able to

- 1 Identify careers in the multimedia creation and publishing industry

- 2 Identify education and training requirements for a career in multimedia creation and publishing
- 3 Use the Internet to research a career related to the field of multimedia
- 4 Create a multimedia presentation using the results of the career research

Revised May 2002

Business Education Curriculum Standard(s) Career Development Communication and Information Systems

Competency Revision Teacher Committee Susan Werner Golden Strp Career Center Rita Beard Crestwood High School Carol Klein Wando High School and Sandra Burton Gilbert High School

Competency Revision Business Advisory Committee Elizabeth Bastedo and Margie Brunson Central Carolina Technical College Sumter Dr Herb Brown University of South Carolina Columbia Shirley Cobbs Dorchester County Career School Advisory Committee Dorchester Micah Douglas State Department of Education Columbia Al Harmon Gilbert High School Advisory Committee Gilbert Walter Hemingway New Horizons Computer Training Center and Media@network Columbia and Jeremy McGee Two-Toads Com North Augusta

2001 STATE-ADOPTED TEXTBOOKS

Course Technology (ITP)

Multimedia Concepts—Illustrated Introductory Course 2001

DDC Publishing

Learning Series Learning Adobe PhotoShop 6 2001

Learning Series Learning the Internet Fundamentals, Projects, and Exercises 2000

Tom Snyder Productions

mPower 4 0 2000

RESOURCES

FBLA PowerPoint Presentation 2002

FBLA Medi@Show Presentation 2002 (<http://www.dimensional.com/Mediashow.htm>)

DECA PowerPoint Presentation 2002

DECA Medi@show Presentation 2002 (<http://www.dimensional.com/Mediashow.htm>)

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety ppt) 2000 (for the regular and computer classrooms)

Leadership and Personal Development Standards

Electronic Presentations South-Western Publishing 2000

RECOMMENDED SOFTWARE

The state Business Advisory Committee recommends use of the following software in this course. Districts/Schools should rely on the recommendation of the local Business Advisory Committee when selecting the software to be used.

Microsoft PowerPoint 97 2000 XP
Medi@Show
Macromedia Flash
Apple QuickTime

mPower 4.0
MovieWorks
HyperStudio
Director

Adobe Photoshop 7
Fireworks
Dreamweaver

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the ***Multimedia Presentation*** FBLA Competitive Event. Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the course may not include everything the students will need to know for the competition.

WEB PAGE DESIGN AND DEVELOPMENT 1 AND 2
COURSE CODE 5031and 5033

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
 - 40 OFFICE OCCUPATIONS
 - 41 SHORTHAND
 - 42 TYPING
 - 43 ACCOUNTING
 - 44 ACCOUNTING AND RELATED BUSINESS
 - 45 SECRETARIAL SCIENCE
 - 47 BUSINESS EDUCATION
 - 48 ACCOUNTING AND RELATED ECONOMICS
 - 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)
- Any certification plus industry certification such as **CIW**

COURSE DESCRIPTION This course is designed to provide the student with the knowledge and skills needed to design Web pages. Students will develop skills in designing, implementing, and maintaining a Web site using authoring tools.

NOTE Web pages created by students in this course are not to be published without following district guidelines.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards for a course that grants one unit of credit. The local Business Advisory Committee should determine which of the core standards are to be taught if the course is offered for a half-unit of credit.

COMPUTER AND INTERNET ACCESS REQUIRED, ONE COMPUTER PER STUDENT

PREREQUISITE(S) Keyboarding (or documented equivalent skills) and Computer Applications or Integrated Business Applications

CREDIT ½, 1, or 2 units

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify the major causes of work-related accidents in the office
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack

- 5 Describe the threat of viruses to a computer network methods of avoiding attacks and options in dealing with a virus attack

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C THE INTERNET

The student will be able to

- 1 Define the World Wide Web (i.e. functions standards underlying technologies and culture)
- 2 Identify and use browsers
- 3 Use search engines and advanced search strategies to locate essential information and perform necessary tasks
- 4 Discuss Internet communications concepts to include e mail file transfer attachments discussion groups and communities
- 5 Discuss and list negative social issues related to use of the Internet
- 6 Discuss issues of privacy encryption censorship and protectionism
- 7 Discuss computer crimes terms of use and legal issues such as copyright laws fair use laws and ethics pertaining to scanned and downloaded clip art images photographs documents video recorded sounds and music trademarks and other elements for use in Web publications
- 8 Identify Internet etiquette
- 9 Differentiate between freeware shareware and public domain software copyrights
- 10 Locate Web sites that allow for downloading of free sounds videos animation graphics and clip art
- 11 Create bookmark folders using file management procedures
- 12 Download free sounds videos clipart and animation graphics from the Internet
- 13 Evaluate Web sites using design criteria

D WEB PAGE DESIGN

The student will be able to

- 1 Define Web page terminology
- 2 Identify basic uses of Web sites in business industry government and education
- 3 Determine the purpose of a Web page
- 4 Plan and design a Web site using accepted Web page format

- 5 Locate resources hypertext and external links to incorporate in a Web page
- 6 Create a simple Web page using a template wizard or text editor
- 7 Open the Web page using a browser and evaluate the source code
- 8 Test the Web page using different browsers

E HTML

The student will be able to

- 1 Define HTML standard codes
- 2 Identify and use basic HTML tags
- 3 Use HTML tags to produce a Web page using a text editor
- 4 Insert graphic and sound files into a Web page
- 5 Use HTML to create visual enhancements such as background color effective use of space font formats styles etc

F ADVANCED HTML TOOLS

The student will be able to

- 1 Define and state the purpose of advanced HTML tools such as tables forms frames animation cascading style sheets etc
- 2 Create and test an HTML document that displays two or more HTML files
- 3 Create and test an HTML document that uses tables to organize and display information
- 4 Create and test an HTML document that contains a form with text boxes option buttons and check boxes
- 5 Identify insert and test various programming options designed to accompany HTML (such as Common Gateway Interface [CGI] JAVA JavaScript Applets XML XHTML ASP and SQL)
- 6 Develop a Web-based resource directory of sites that instruct and support users of advanced HTML tools
- 7 Analyze and modify HTML coding

G IMPLEMENTING AND MAINTAINING WEB PAGES

The student will be able to

- 1 Define terminology associated with implementing and maintaining a Web page such as posting hosting uploading Web server Web server software Hypertext Transfer Protocol (HTTP) Web designer Webmaster File Transfer Protocol (FTP) domain name INterNIC etc
- 2 Explain the domain naming system
- 3 Develop a plan for uploading a Web page
- 4 Identify and describe various methods of publicizing and promoting a new Web page including e-mail print media search engines and directories meta tags head tags links from other sites etc
- 5 Identify and describe the tasks performed by a Web designer
- 6 Identify and describe the major features of an effective Web page tracking system

H ADVANCED WEB DEVELOPMENT

The student will be able to

- 1 Identify MIME (content) types
- 2 Discuss Web site server security
- 3 Describe Internet naming conventions (DNS)
- 4 Identify accessibility issues (browser ADA etc)
- 5 Test and validate Web sites
- 6 Set up and administer a Web server (OPTIONAL—depends on hardware availability)

Revised May 2002

National Business Education Curriculum Standard(s) Career Development
Communication and Information Systems

Competency Revision Teacher Committee Susan Werner Golden Strip Career Center Rita Beard Crestwood High School Carol Klein Wando High School and Sandra Burton Gilbert High School

Competency Revision Business Advisory Committee Elizabeth Bastedo and Margie Brunson Central Carolina Technical College Sumter Dr Herb Brown University of South Carolina Columbia Shirley Cobbs Dorchester County Career School Advisory Committee Dorchester Micah Douglas State Department of Education Columbia Al Harmon Gilbert High School Advisory Committee Gilbert Walter Hemingway New Horizons Computer Training Center and Media@network Columbia and Jeremy McGee Two-Toads Com North Augusta

2001 STATE ADOPTED TEXTBOOKS

Course Technology (ITP)

HTML Complete Concepts and Techniques 2000

HTML Illustrated Complete 2001

Web Page Design, 2000

DDC Publishing

Learning Series Learning HTML 2001

Learning Series Learning Microsoft FrontPage 2000 2000

Learning Series Learning the Internet Fundamentals, Projects and Exercises 2000

Learning Series Learning to Create a Web Page with Microsoft Office 2000 2000

Glencoe/McGraw-Hill

FrontPage 2000 Introduction to Computers 2001

Lawrenceville Press, Inc

A Guide to Web Authoring Using Microsoft FrontPage 2000 2001

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 ([http //www dimensional com/Mediashow htm](http://www.dimensional.com/Mediashow.htm))
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Standards
Web Page Design, 10-Hour Series South-Western 2002
Planning and Designing Effective Web Sites Course Technology 2000
Internet Concepts and Activities, South Western 2000

RECOMMENDED SOFTWARE

The state Business Advisory Committee recommends use of the following software in this course. Districts/schools should rely on the recommendation of the local Business Advisory Committee when selecting the software to be used.

Microsoft Office
Microsoft FrontPage
Corel WordPerfect Office
Macromedia Flash Dreamweaver Fireworks and Director
Adobe Photoshop
Adobe Illustrator
Adobe InDesign

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the **Website Development** FBLA Competitive Event. Read the national guidelines in their entirety at [http //www fbla-pbl org/](http://www.fbla-pbl.org/) because the course may not include everything the students will need to know for the competition.

DIGITAL INPUT TECHNOLOGIES
ACTIVITY COURSE CODE 5180

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed introduce the students to new and emerging technologies that are impacting the way we input information into computers and other devices. Students will go through a review of keyboarding skills in preparation for an introduction to using speech recognition software. Personal digital assistants will be introduced as a tool for personal and business applications. Students will also have an opportunity to explore digital imaging and the various methods of input available for inclusion in documents.

OBJECTIVE Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards in a one-unit course. The local Advisory Committee should determine which of the core standards should be taught in a half-unit course.

COMPUTER REQUIRE One per student

CREDIT ½ or 1 unit

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work-related accidents in offices
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C INTRODUCING DIGITAL INPUT

The student will be able to

- 1 Demonstrate ability to navigate the Internet using a variety of search engines to conduct research
- 2 Research and discuss applications for new and emerging technologies (e.g. on-screen writing, speech recognition, cell phones, PDA's, scanning, voice mail, digital imaging, touch screens, voice output and biometrics)
- 3 Identify business ethics and etiquette expected in the workplace in the use of new and emerging technologies
- 4 Identify computer system components
- 5 Identify terminology associated with new and emerging technologies
- 6 With regard to new and emerging technologies, identify security and acceptable use issues
- 7 Boot, access, and exit operating system and software applications
- 8 Discuss the impact of digital imaging on records management
- 9 Research and discuss input devices designed to meet the needs of diverse populations

D PRACTICING KEYBOARDING SKILLS

The student will be able to

- 1 Key alphabetic, numeric, and symbol information using a touch system and correct techniques
- 2 Manipulate data/software/operating system using function keys, icons, bars, and pull-down menus
- 3 Use file and disk management techniques, such as copy, move, store, rename, retrieve, save, delete, and create
- 4 Demonstrate the ability to manipulate directories and folders
- 5 Improve keyboarding techniques
- 6 Increase keyboarding speed and accuracy to a minimum of 35 wpm with all errors corrected
- 7 Proofread and edit copy
- 8 Key and format letters, memoranda, reports, outlines, and tables from prepared and rough draft material

- 9 Key and format columns tables graphs and charts
- 10 Compose and format letters memoranda reports outlines and tables
- 11 Key and format addresses on labels and envelopes
- 12 Produce documents incorporating graphic elements
- 13 Maintain the workstation equipment materials and supplies
- 14 Demonstrate the ability to obtain assistance for preparing documents via electronic and hard copy references and documentation (e.g. help screen spell-check grammar-check thesaurus user's manual dictionary internet search)
- 15 Describe the ergonomic guidelines related to safe computer use
- 16 Troubleshoot computer problems (e.g. cable hookups power sources and operational supplies)

E SPEECH RECOGNITION PREPARING TO USE THE TOOLS

The student will be able to

- 1 Discuss health advantages associated with the use of speech recognition software
- 2 Create and choose a personal user speech file/profile
- 3 Train speech recognition software to recognize user voice through the training/enrollment process
- 4 Position and adjust the headset and microphone
- 5 Test the microphone and audio settings
- 6 Demonstrate the ability to improve a user speech profile by reading additional training stories or scripts

F SPEECH RECOGNITION USING BASIC TECHNIQUES

Using speech recognition software and a command or series of commands the student will be able to

- 1 Open and close computer software applications and menus
- 2 Activate and deactivate the microphone
- 3 Clear text from the screen
- 4 Dictate from prepared dialog or text
- 5 Dictate student-composed dialog or text
- 6 Navigate a document using voice commands to facilitate movement character by-character word-by-word line by-line paragraph-by-paragraph page-by-page and from the beginning to the end of a document
- 7 Save a file
- 8 Print a file
- 9 Demonstrate the ability to integrate speech keyboarding and mouse-controlled techniques

G SPEECH RECOGNITION IMPROVING TECHNIQUES

The student will be able to

- 1 Improve a speech profile by correcting errors using the correction menu (or quick correct menu)
- 2 Dictate line and paragraph breaks
- 3 Dictate punctuation
- 4 Use commands for capitalization and formatting fonts
- 5 Dictate numbers decimals fractions mathematical formulas symbols and special characters
- 6 Dictate dates phone numbers currency Web and e-mail addresses and the times of day
- 7 Use voice commands to select copy delete and move text
- 8 Add words names and phrases to the speech recognition dictionary
- 9 Format text and undo the formatting
- 10 Create bulleted and numbered lists
- 11 Capitalize titles and headings using voice commands

H PERSONAL DIGITAL ASSISTANTS INTRODUCING THE PDA

The student will be able to

- 1 Through research discuss uses for PDA s in business
- 2 Open applications
- 3 Preview an online tutorial
- 4 Set preferences and add shortcuts
- 5 Synchronize (Hot Sync) data with a personal computer
- 6 Beam data to and receive beamed data from another PDA

I PERSONAL DIGITAL ASSISTANTS USING INPUT DEVICES

The student will be able to

- 1 Use the stylus to navigate the PDA
- 2 Write a message with letters and numbers in Graffiti or shorthand writing
- 3 Write messages in cursive and in print using natural handwriting recognition
- 4 Tap a message by using the on-screen keyboard and number pad
- 5 Use the portable keyboard to enter text and data into a PDA

J PERSONAL DIGITAL ASSISTANTS APPLYING PDA FUNCTIONS

The student will be able to

- 1 Create edit and search for entries in the address book/list of contacts
- 2 Create and beam a personal business card
- 3 Add appointments edit entries and set alarms in the date/appointment book or calendar
- 4 Create edit prioritize mark and delete an item in the task list
- 5 Attach a note to a task item
- 6 Write and edit a memo or note
- 7 Categorize memos or notes delete a memo or note
- 8 Write an entry into a personal journal

- 9 Solve mathematical problems by using the calculator feature
- 10 Set up a personal financial account
- 11 Add a transaction entry into the personal financial account
- 12 Edit a transaction entry in the personal financial account
- 13 Reconcile account entnes with a bank account or statement
- 14 Enter a URL address and locate a Web site (optional based on Internet connection limitations)
- 15 Navigate the Internet (optional based on Internet connection limitations)
- 16 Send and receive e-mail over the Internet (optional based on Internet connection limitations)
- 17 Send and receive Instant Messages (optional based on Internet connection limitations)
- 18 Place and receive a telephone call using a PDA (optional based on connection limitations)
- 19 Install software programs (i e word processor spreadsheet electronic slide show presentation book reader) on a PDA (optional based on Internet connection limitations)
- 20 Manage multimedia elements (i e pictures graphics digital movies music) on a PDA
- 21 Utilize wireless capabilities of a PDA

K DIGITAL IMAGING INTRODUCING DIGITAL IMAGING

The student will be able to

- 1 Define digital imaging
- 2 Identify current trends and developments in digital imaging
- 3 Define various types of graphic file formats
- 4 Select the appropriate file format for a variety of applications
- 5 Describe the use of file compression and its impact on quality and file size
- 6 Convert various graphic file formats
- 7 Identify copyright and acceptable use issues related to digital imaging

L DIGITAL IMAGING USING A SCANNER

The student will be able to

- 1 Determine appropriate output settings
- 2 Acquire a digital image from a scanner
- 3 Manipulate the image into graphics editing software
- 4 Save the digital image in an appropriate file format and insert the image into a document
- 5 Convert an image to text using OCR software
- 6 Proofread edit and save an OCR generated file

M DIGITAL IMAGING USING A DIGITAL CAMERA

The student will be able to

- 1 Describe features of digital cameras including mega pixels resolution storage media and connectivity options -
- 2 Adjust settings on a digital camera to capture the image -
- 3 Take a picture and transfer the image to the computer
- 4 Manipulate the image into graphics editing software
- 5 Save the digital image in an appropriate file format and insert the image into a document

N PROJECT-BASED LEARNING USING DIGITAL TECHNOLOGY

The student will complete a project incorporating all digital input technologies covered during the course

Developed September 2003

National Business Education Curriculum Standards Communication and Information Technology

Standards Development Teacher Committee Rita Beard Crestwood High School Sumter Gwen Floyd Lakewood High School Sumter Linda Locklear Dillon Technology Center Dillon Carol Mull Greenville Technical College Charter High School Greenville and Abbie Whitney Carolina Forest High School Myrtle Beach

Competency Development and Review Business Advisory Committee Dr Herb Brown University of South Carolina Columbia Aggie White Central Carolina Technical College Sumter Mandy Self RBMG Columbia Charles Sharpe Rogers Townsend and Thomas Columbia and Phil Mace Attorney Columbia

TEX_21859

DEF_3336-0299

REC039534

DOCUMENT PROCESSING

(Formerly Keyboarding Applications and Word/Information Processing 1 and 2)

ACTIVITY COURSE CODE 5177

TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 46 DATA/INFORMATION PROCESSING
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION This course is designed to provide students lifelong document processing skills through hands-on learning situations by utilizing a variety of software functions. These technological skills include editing and proofreading documents, creating business documents to simulate those used in real-life job environments, language skills, and safety.

OBJECTIVE

Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards for a one-unit course. The local Advisory Committee should determine which of the core standards should be taught for a half-unit course.

PREREQUISITE KEYBOARDING OR DOCUMENTED EQUIVALENT SKILLS

CREDIT ½ - 1 unit

COMPUTERS REQUIRED ONE COMPUTER PER STUDENT

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify the major causes of work related accidents
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

TEX_21860

DEF_3336-0300

REC039535

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities

C KEYBOARDING CONCEPTS

The student will be able to

- 1 Use equipment and/or software capabilities to correct errors
- 2 Demonstrate speed at a minimum rate of 35 net wpm on a 3-minute timed writing with a maximum of three errors

D LANGUAGE SKILLS

The student will be able to

- 1 Follow oral and written instructions
- 2 Identify and use basic business application vocabulary
- 3 Apply rules for punctuation grammar spelling number expression word division and capitalization
- 4 Edit copy using proofreader s marks
- 5 Demonstrate effective proofreading skills
- 6 Spell frequently used business words correctly

E BASIC FORMATTING AND EDITING SKILLS

The student will be able to

- 1 Identify and use document production terms and generic word processing concepts
- 2 Edit text using insert delete move copy search and replace
- 3 Use underline bold and italics
- 4 Change margins and set tabs
- 5 Change the default setting for margins and tabs
- 6 Change paragraph formatting (line spacing indent etc)
- 7 Demonstrate the use of spell check
- 8 Select and change fonts in a document

F BASIC PRODUCTION SKILLS

The student will be able to

- 1 Format key and edit the following in mailable form
 - business letters with special features (attention line subject line page heading company name enclosure notation copy notation postscript and enumerated/bulleted items)
 - memoranda
 - mailing labels
 - tables
 - outlines
 - rough-draft problems
 - envelopes in format recommended by Postal Service
 - reports (including footnotes bibliography table of contents references title page and headings for both unbound and bound reports)

- problems centered vertically and horizontally and
 - employment documents (resume letter of application employment application and follow-up letter)
- 2 Save and print documents

G ADVANCED PRODUCTION SKILLS

The student will be able to

- 1 Format key and edit the following in mailable form
 - financial statements
 - agendas
 - minutes of a meeting
 - itineraries
 - two-page business letters
 - newspaper and parallel column documents and
 - tables
- 2 Create and use macros/autotext
- 3 Merge documents
- 4 Insert page numbering page breaks headers/footers and footnotes/endnotes
- 5 Use appropriate styles from a styles library
- 6 Create and format graphics
- 7 Create horizontal and vertical graphics lines
- 8 Design and print a one-page flyer
- 9 Use Wizards to create miscellaneous business documents such as calendars fax cover sheets etc

H MULTIMEDIA PRESENTATION (ENRICHMENT)

The student will be able to

- 1 Identify components of a multimedia system
- 2 Identify multimedia screen elements and view buttons
- 3 Plan create edit and present a multimedia presentation using presentation software

Revised May 2002

National Business Education Curriculum Standards Communication Information Systems and Management

Competency Revision Teacher Committee Peggy Bozard R B Stall High School
Michelle Coaxum Stratford High School Gwendolyn Robinson Timberland High School

Competency Revision and Review Business Advisory Committee Elizabeth Bastedo
Margie Brunson and Valerie W Henry Central Carolina Technical College Sumter
Cynthia Blanding Gourdin Elementary School Berkeley Paula Gray State Board of
Education Assistant Cynthia Greene Santee Cooper Moncks Corner Kathy Greene
Executive Secretary Spartanburg Jana Marsh Rogers Townsend and Thomas
Columbia and Chrissie Stoddard and Manon Nurse Midlands Technical College

TEX_21862

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REC039537

STATE-ADOPTED TEXTBOOKS

Note Since Word Processing and Keyboarding Applications were combined into this course textbooks on either list may be used for this course for the length of the adoption

2001 State Textbook Adoption for Word Processing 1 and 2

Course Technology (ITP)

Microsoft Word 2000 Complete Tutorial 2000

Microsoft Word 2000 Comprehensive Concepts and Techniques 2000

DDC Publishing

Learning Series Learning Microsoft Word 2000 2000

EMC/Paradigm Publishing

Signature Series Microsoft Word 2002 2002

Glencoe/McGraw-Hill

WORD 2000 A Comprehensive Approach 2000

Pearson Education dba Prentice-Hall

Learn Word 2000 2000

Microsoft Word 2000 Made Easy 2000

2002 State Textbook Adoption for Keyboarding Applications

EMC Corporation

Benchmark Series Microsoft Office XP, Core Certification 2002

Marquee Series Microsoft Office 2000, Core Certification 2001

Marquee Series Microsoft Office XP, Core Certification, 2002

Glencoe/McGraw-Hill

Glencoe Keyboarding with Computer Applications 1 150 2000

Thomson/South-Western

Century 21 Computer Applications and Keyboarding 2002

RESOURCES

FBLA PowerPoint Presentation 2002

FBLA <http://www.medi@show.com/> Presentation 2002

DECA PowerPoint Presentation 2002

DECA <http://www.medi@show.com/> Presentation 2002

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)

Leadership and Personal Development Standards

TEX_21863

DEF_3336-0303

REC039538

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

FBLA

This course will help prepare students for the *Word Processing I and Word Processing II* FBLA Competitive Events. Read the national guidelines in their entirety at <http://www.fbla-pbl.org/> because the course may not include everything the students will need to know for the competition.

TEX_21864

DEF_3336-0304

REC039539

PROFESSIONAL AND LEADERSHIP DEVELOPMENT

Activity Code 5178

This course may be taught by any career and technology education certified teacher. In situations where several student organizations are represented in the class, preference should not be given to any one student organization. The standards are generic to all of the career and technology education student organizations.

COURSE DESCRIPTION The purpose of this course is to help students develop leadership skills necessary for success in business careers through effective communications, problem-solving techniques, and managing resources and meetings. The students will develop an understanding of the need for community service as part of their overall civic and professional responsibilities.

OBJECTIVE Given the time and resources, the student will be able to master the standards for professional and leadership development in a course that offers one-half unit of credit.

PREREQUISITE Recommended current membership in one or more of the career and technology education students organizations.

DECA An Organization of Marketing Students
FBLA Future Business Leaders of America
FCCLA Family Career and Community Leaders of America
FFA Future Farmers of America
HOSA Health Occupations Students of America
SkillsUSA Engineering and Industrial Technology Students

CREDIT ½ unit of credit

A IDENTIFYING CHARACTERISTICS OF LEADERS

The student will be able to

- 1 Describe universal leadership skills
- 2 Describe behavioral leadership styles such as democratic and authoritarian
- 3 Discuss the difference between a leader and a manager
- 4 Research and write a paper on Characteristics of Effective Leaders
- 5 Analyze risks and benefits of assuming a leadership role in an organization

B DEVELOPING LEADERSHIP SKILLS

The student will be able to

- 1 Discuss the importance of personal leadership development
- 2 Discuss the relationship between ability, experience, and opportunity as it relates to leadership development

- 3 Discuss the contributions of a career and technology education student organization to leadership development
- 4 After interviewing a business leader list the leader's leadership characteristics
- 5 Describe techniques one can use in a leadership role to motivate others
- 6 Give examples of equity issues in the workplace
- 7 List techniques for managing stress and maintaining balance in the school environment
- 8 List techniques for managing stress and maintaining balance in the workplace

C MANAGING MEETINGS

Using the latest version of Roberts Rules of Order as a guide the student will be able to

- 1 Identify types of meetings including brainstorming decision making staff training retreat and electronic such as teleconference and conference call
- 2 Select physical arrangements for a meeting such as location setup equipment refreshments and technology provisions
- 3 Discuss the purpose of handling a meeting according to proper parliamentary procedure
- 4 Prepare an agenda
- 5 List the steps in making a motion in a meeting
- 6 List the steps required of the presiding officer in handling a motion with and without amendments
- 7 Prepare minutes for a meeting
- 8 Prepare a Treasurer's Report
- 9 Discuss the role of committees in an organization
- 10 Conduct a meeting according to proper parliamentary procedure

D MANAGING TIME AND RESOURCES

The student will be able to

- 1 Prioritize a list of activities and situations
- 2 Explain what effective time management means
- 3 Maintain a personal calendar showing effective time management for a period of one month
- 4 Identify available resources for solving student organization situations
- 5 Analyze the impact of technology on workplace communication
- 6 Identify personal benefits of membership in professional organizations
- 7 Identify professional benefits of membership in professional organizations

E COMMUNICATING SKILLS

The student will be able to

- 1 Discuss the steps involved in communication (thinking encoding transmitting receiving and decoding)
- 2 List nonverbal communication techniques
- 3 List elements of American etiquette

- 4 Demonstrate a proper handshake and eye contact when introduced to another individual
- 5 Give a five-minute presentation on the value of community service in an organization (student or professional)
- 6 Introduce people in a variety of situations
- 7 Introduce a speaker to an audience
- 8 Describe an object for sale in a classified ad of 15 words or less
- 9 Demonstrate the difference in format in sending the same message by e-mail in a business letter and in a speech

F PREPARING A RESUME

The student will be able to

- 1 Differentiate between work occupation job and career
- 2 Prepare a personal resume
- 3 Write a letter of application
- 4 Write a follow-up letter to be sent after an interview

G SETTING GOALS

The student will be able to

- 1 Identify the goals of one of the career and technology education student organizations
- 2 Discuss how the goals of that student organization are related to goals of professional organizations
- 3 Discuss the difference between long-range and short range goals
- 4 Discuss the need for long range and short-range goals in an organization or business
- 5 Identify a leadership opportunity in your school of community
- 6 Develop a plan to exercise leadership skills in the opportunity listed in Number 3 above

VIRTUAL ENTERPRISE 1, 2, 3, and 4
ACTIVITY COURSE CODES 5150 5151, 5152, and 5153

TEACHERS WITH AT LEAST ONE OF THE FOLLOWING CERTIFICATIONS MAY TEACH THIS COURSE AFTER COMPLETING THE REQUIRED VIRTUAL ENTERPRISE TRAINING THROUGH THE STATE OFFICE OF CAREER AND TECHNOLOGY EDUCATION

- 32 DISTRIBUTIVE EDUCATION
- 40 OFFICE OCCUPATIONS
- 41 SHORTHAND
- 42 TYPING
- 43 ACCOUNTING
- 44 ACCOUNTING AND RELATED BUSINESS
- 45 SECRETARIAL SCIENCE
- 47 BUSINESS EDUCATION
- 48 ACCOUNTING AND RELATED ECONOMICS
- 4B BUSINESS AND MARKETING TECHNOLOGY (New as of JULY 1 2003)

COURSE DESCRIPTION Virtual Enterprise is part of a national curriculum called Virtual Enterprises International and the South Carolina Virtual Enterprises Network that allows students to experience within a simulated business environment all facets of being an employee in a firm. The program allows students to run simulated offices in their schools and engage in virtual trading with other practice firms. Currently more than 3 600 virtual enterprises in over thirty six countries are part of the International Practice Enterprise Network. The program provides students with interdisciplinary instruction and an in-school work experience to develop school-to-career skills.

TEACHER TRAINING In order to participate in the Virtual Enterprise International (VEI) program and receive resources and curriculum materials each teacher teaching the course must be trained according to the VEI standards. Any school interested in the training for business and marketing education teachers should contact Enc Wells Director at WellsE@spart5 k12 sc us or Katherine Clatt at the State Department of Education at kclatt@sde.state.sc.us

PREREQUISITE(S) Keyboarding (or have documented equivalent skill) and must be able to use integrated applications software such as the MSOffice Suite or the Corel Suite

COURSE CREDIT 1 2 or 3 units per level

MAXIMUM NUMBER OF STUDENTS ALLOWED 20 recommended 25 maximum

COURSE STANDARDS The course standards are determined by Virtual Enterprises International and the South Carolina Virtual Enterprises Network and are disseminated to teachers at the training session.

TEXTBOOKS All materials required for teaching the course are provided by VEI

WEB RESOURCES <http://www.nycenet.edu/ve/>
<mailto:Wellset@spart5.k12.sc.us>
<http://www.spart5.k12.sc.us/venterprise/veprogram/home.htm>

A SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify major causes of work related accidents in offices
- 3 Demonstrate knowledge of an emergency plan

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

STANDARDS Basic curriculum comes from New York Virtual Enterprises International. The South Carolina Virtual Enterprises standards and curriculum guide are currently being written and will be available to teachers who are trained to teach the program.

RESOURCES

FBLA PowerPoint Presentation 2002
FBLA Medi@Show Presentation 2002 (<http://www.dimensional.com/Mediashow.htm>)
DECA PowerPoint Presentation 2002
DECA Medi@show Presentation 2002 (<http://www.dimensional.com/Mediashow.htm>)
Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)
Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)
Leadership and Personal Development Standards
Web Page Design, 10-Hour Series South-Western 2002
Planning and Designing Effective Web Sites Course Technology 2000
Internet Concepts and Activities, South Western 2000

RELATED STUDENT ORGANIZATION COMPETITIVE EVENTS

DECA

This course will help prepare students for the following DECA Competitive Events. Read the national guidelines in their entirety at the national DECA web site.

[http //www deca org/publications/HS_Guide/guidetoc.html](http://www.deca.org/publications/HS_Guide/guidetoc.html) because the course may not include everything the students will need to know for the competition

- Free Enterprise Event
- Entrepreneurship Participating Event
- Entrepreneurship Written Event

FBLA

This course will help prepare students for the ***Entrepreneurship*** and ***Business Plan*** FBLA Competitive Events. Read the national guidelines in their entirety at [http //www fbla-pbl org/](http://www.fbla-pbl.org/) because the course may not include everything the students will need to know for the competitions.

TECHNICAL WRITING

ACTIVITY/COURSE CODE 5043

COURSE DESCRIPTION

This course is designed to increase the technical communication skills of students through an introduction to specialized reading and writing. Technical Writing includes writing styles, workplace communication, designing and creating technical reports, and the development of technical presentations. Technical knowledge is needed for a student to be successful in the world of work.

OBJECTIVE

Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core competencies for a course which grants one unit of credit.

Computer access required: one computer per student

Credit: 1/2 - 1 unit

TECHNICAL WRITING

RESOURCES

- National Textbook Company Handbook for Technical Writing 1996
- South Western Publishing Company Technical Writing 1996
- West Publishing Company Technical Communication, A Guided Approach 1997
- SDE Publication 81001 Curriculum Guide for Safety in Occupational Education 1992

1996 State Adopted Textbooks for Technical Writing

Publisher	South Western Publishing (ITP)	<u>Technical Writing for Success A School to Work Approach</u> 1997
	West Publishing Company (ITP)	<u>Technical Communication A Guide Approach</u> 1997

COURSE SPECIFICATIONS FOR TECHNICAL WRITING

11/18/96

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
50430100	A DEFINE TECHNICAL WRITING																								
50430101	List characteristics of technical writing				X					X		X		X	X				X						
50430102	Identify effects of a prospective audience on technical writing					X				X		X		X					X			X			
50430103	Demonstrate correct use of grammar				X					X		X		X					X			X			
50430104	Demonstrate effective application of rules of composition				X					X		X		X					X			X			
50430200	B PREPARE WORKPLACE COMMUNICATIONS																								
50430201	Compose memoranda in mailable form				X					X		X		X					X			X			
50430202	Compose business letters in mailable form									X		X		X					X			X			
50430203	Complete reports/forms related to work (such as incidence reports, insurance claims etc)		X		X					X		X		X					X			X			
50430300	C INTERPRET TECHNICAL INFORMATION																								
50430301	Obtain technical information on a specified topic				X					X		X		X					X			X			
50430302	Identify graphic support documents needed for a specified technical report				X					X		X		X					X			X			
50430303	Analyze evaluate and effectively communicate technical information		X		X					X		X		X					X			X			
50430400	D CREATE TECHNICAL REPORTS																								
50430401	Develop an informative report		X		X					X		X		X					X			X			
50430402	Produce a progress report		X		X					X		X		X					X			X			
50430403	Develop a summary report		X		X					X		X		X					X			X			
50430404	Formulate technical instructions		X		X					X		X		X					X			X			
50430405	Prepare a news release		X		X					X		X		X					X			X			
50430406	Generate a business proposal		X		X					X		X		X					X			X			
50430500	E ARRANGE DOCUMENT LAYOUT																								
50430501	Identify the target audience				X					X		X		X					X			X			
50430502	Design the document				X					X		X		X					X			X			
50430503	Develop effective visual aids		X		X					X		X		X					X			X			
50430504	Compose the technical text of the document		X		X					X		X		X					X			X			

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A--Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- BME 152

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

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COURSE SPECIFICATIONS FOR TECHNICAL WRITING

11/18/96

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
50430505	Present the completed document with visual aids			X		X						X		X		X				X			X		
50430600	F PRESENT A RESEARCH PROJECT																								
50430601	Prioritize steps in the research process					X						X		X		X				X			X		
50430602	Read and summarize articles containing technical information			X		X						X		X		X				X			X		
50430603	Collect and categorize data					X						X		X		X				X			X		
50430604	Prepare the project and deliver the project orally			X		X						X		X		X	X			X			X		
50430700	G DEVELOP EMPLOYMENT COMMUNICATION SKILLS																								
50430701	Format, organize, and print an effective resume			X		X						X	X	X	X	X	X			X			X		
50430702	Compose an effective employment letter			X		X						X	X	X	X	X	X			X			X	X	
50430800	H SAFETY																								
50430801	Identify good work attitudes that affect safety on the job					X	X					X	X	X	X	X	X			X			X	X	
50430802	Identify the major causes of office related accidents					X	X					X	X	X	X	X	X			X			X	X	
50430803	Demonstrate knowledge of an emergency plan			X		X	X					X	X	X	X	X	X			X			X	X	

Revision date 07/98

Revised by Ben Rast, Dean Wilter, Doris Lockhart, Temps & Company, Veronica Strickland, Kingston Plantation, Myrtle Beach, June Sloop, Orangeburg, Calhoun Technical College, Dr. Susie Van Huss, USC, Gina A. McCuen, Snelling Personnel Services, Lexington, Diane Morris, Florence Career Center, Jane Knight, Calhoun-Orangeburg Vocational Education Center, Kathy Mixson, Airport High School, Betty Pearson, Hanna Westside Extension Campus, Ann Godfrey, Cherokee Technology Center, Mona Boleman, St. Stephen High School, and Pam Scheller, Swansea High School.

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- BME 153

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe, Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement

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Health Science Course Standards

Health Science educators are keenly aware of the current and projected worsening shortages of health care professionals at all levels across the country. Consequently, a primary goal is to offer students at the secondary level the opportunity to explore Health Science professions in a way that makes both a rigorous contribution to their high school education and allows them to learn in detail about the career options open to them in this highly demanded field.

The course standards posted here answer the question: What does a worker need to know and be able to do to contribute to the delivery of safe and effective health care? Because they are linked to national skill standards, they reflect the core skills that most health care workers will need for success in the workplace. Developed collaboratively by Health Science secondary and postsecondary educators and health care professionals, these standards build the foundation for ongoing formal preparation through both higher education and workplace experience.

Teachers and administrators should find the standards to be useful guides for providing quality curriculum and instruction that is consistent with industry expectations and postsecondary studies. The student profile can be shared with prospective employers and provide an avenue for developing articulation agreements with postsecondary institutions that have comparable programs.

Introduction to Health Science (5554)

- [Standards](#)
- [Student Profile](#)
- [Sample Activities](#)
- [Equipment List](#)

Emergency Medical Services 1 (5530)

- [Standards](#)
- [Student Profile](#)
- [Equipment List](#)

Note: These standards are in draft format and are open to field review and comment until January 2005.

Health Science Technology 1 and 2 (5050 5051)

- [Health Science Technology 1 Standards](#)
- [Health Science Technology 2 Standards](#)
- [Health Science Technology 1](#)

Emergency Medical Services 2 (5531)

- [Standards](#)
- [Student Profile](#)
- [Equipment List](#)

Emergency Medical Services 3

<http://www.myschools.com/offices/cate/standards/HSTStandards.htm>

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Student Profile

(5532)

- Health Science Technology 2 Student Profile
- Equipment and Supplies List
- Recommended Equipment List

- Standards
- Student Profile
- Equipment List

Gerontology (5560)

Emergency Medical Services 4 (5533)

- Standards
- Student Profile
- Equipment List

- Standards
- Student Profile
- Equipment List

Medical Terminology (5540)

Pharmacy Technology (5570)

- Standards
- Student Profile
- Sample Activities
- Equipment and Supplies List

- Standards
- Equipment List

Note These standards are in draft format and are open to field review and comment until January 2005

Sports Medicine 1 and 2 (5555 5556)

Practical Nursing (5520)

- Sports Medicine 1 Standards
- Sports Medicine 2 Standards
- Sports Medicine 1 Student Profile
- Sports Medicine 2 Student Profile
- Equipment List

- Standards
- Student Profile
- Equipment List

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DRAFT

**INTRODUCTION TO HEALTH SCIENCE
ACTIVITY/COURSE CODE 5554**

COURSE DESCRIPTION

Introduction to Health Science includes an overview of therapeutic diagnostic health informatics support services and biotechnology research and development pathways in the health science career cluster. The course focuses on health careers exploration healthcare systems roles leadership employability and communication skills. Students will develop a concept of health maintenance practices safety teamwork and legal and ethical responsibilities. School-to-work shadowing activities may be implemented in this course. Subject matter will include career choices and application of health concepts relative to becoming a healthcare professional.

GENERAL REQUIREMENTS

The course is recommended for students in grades 9–12. The foundation course may or may not be a prerequisite for other levels of health science technology education.

CREDIT(S) ½ 1 or 2 unit(s)

RESOURCES

Badasch Shirley and Doreen S. Chesebro Introduction to Health Occupations Upper Saddle River, NJ: Prentice Hall, latest edition

----- Instructor's Guide, latest edition

----- Workbook, latest edition

Colbert Bruce J. Workplace Readiness for Health Occupations: A Foundation for Excellence, Delmar, latest edition

McCutcheon Maureen Exploring Health Careers, Albany, NY: Delmar, latest edition

Simmers Louise Diversified Health Occupations, Albany, New York: Delmar, latest edition

----- Teacher's Resource Kit, latest edition

----- Workbook, latest edition

OTHER RESOURCES

Benjamin-Chung Michele Math Principles and Practice, Preparing for Health Career Success, Upper Saddle River, NJ: Prentice Hall, Latest edition

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Ehrlich Ann and Carol Shroeder Medical Terminology for Health Professions Albany NY Delmar latest edition

Gerdin Judith Health Careers Today St Louis Mosby latest edition

Gerdin Judith Health Careers Today Student Workbook St Louis Mosby latest edition

Haroun Lee & Royce Susan Delmar's Teaching Ideas and Classroom Activities for Health Care Albany NY Delmar latest edition

Simmers Louise Introduction to Health Science Technology Albany NY Delmar latest edition

Simmers Louise Health Science Career Exploration Albany NY Delmar latest edition

Southwest Georgia (SOWEGA) – AHEC Exploring Faces of Opportunity Contact SOWEGA 2700 Palmyra Road Albany GA 31707 telephone (229) 439-7185 FAX (229) 888-5154 Federal ID Number 58-1929336
Manual posters videos CD-ROM and bulletin board idea book and health-related activities
www.sowega-ahec.org or <http://www.sowega-ahec.org/career.html>

Toner Patricia Rizzo Consumer Health and Safety Activities, The Center for Applied Research in Education latest edition

Toner Patricia Rizzo Relationships and Communication Activities, The Center for Applied Research in Education latest edition

Toner Patricia Rizzo Stress Management and Self-Esteem Activities, The Center for Applied Research in Education latest edition

Umstatter Jack Brain Games Ready-to-Use Activities That Make Thinking Fun for Grades 6-12 San Francisco Jossey-Bass latest edition

Zedlitz Robert H How to Get a Job in Health Care Albany NY Delmar latest edition

WEBSITES

National HOSA Handbook Sections A B and C Policies and Procedures HOSA and HOSA Inc on CD-ROM
www.hosa.org

TEX_21878

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National Healthcare Skill Standards National Consortium on Health Science and
Technology Education 2410 Woodlake Drive Suite 440 Okemos MI 48864 phone
517-347-3332 fax 517-347-4096
www.nchste.org

South Carolina Occupational Information System (SCOIS) www.scois.net

Browse catalog at www.sctextbooks.com for instructional materials available to South
Carolina public schools for health science technology courses

TEX_21879

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FOUNDATION STANDARD 1 ACADEMIC FOUNDATION

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:

Standard Topic 1.1 Basic Medical Terminology

- A Demonstrate oral and written use of medical/health terminology
- B Pronounce and spell medical terms

Standard Topic 1.2 Medical Math

- A Identify components and solve computations of the metric and household systems of measure
- B Calculate mathematical conversions of weights and measures related to healthcare

FOUNDATION STANDARD 2 COMMUNICATIONS

Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

Standard Topic 2.1 Oral Communication Skills

- A Adjust communication to other's ability to understand
- B Apply the elements of communication using the sender—receiver model
- C Apply active listening skills using reflection, restatement, and clarification techniques
- D Demonstrate courtesy to others including self introduction
- E Demonstrate interviewing skills
- F Interpret verbal and non-verbal behaviors to augment communication

Standard Topic 2.2 Written Communication

- A Organize, write, and compile technical information and summaries

FOUNDATION STANDARD 3 SYSTEMS

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Standard Topic 3.1 Healthcare Delivery System

- A Identify and describe healthcare history, transition, progressive change, and medical advances
- B Analyze the range of client services offered through various healthcare facilities and systems

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FOUNDATION STANDARD 4 EMPLOYABILITY SKILLS

Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills as needed.

Standard Topic 4 1 Key Employability Skills

- A Adopt personal appearance and hygiene habits appropriate to the healthcare environment and industry expectations
- B Formulate solutions to problems using critical thinking skills (analyze synthesize evaluate) independently and in teams
- C Follow attendance policies of the employer or educational institution
- D Accept responsibility for own actions

Standard Topic 4 2 Interpersonal Communications

- A Communicate in a straightforward understandable accurate and timely manner
- B Listen attentively to verbal instruction requests and other information to verify accuracy

Standard Topic 4 3 Personal Growth and Development

- A Manage time prioritize responsibilities and meet completion dates as specific by employer and client

Standard Topic 4 4 Career Decision making

- A Explore a potential health science career path in at least one of the following health care services diagnostic therapeutic health informatics support services and biotechnology and research development
- B Consider levels of education credentialing requirements employment opportunities workplace environments and career growth potential for a service area
- C Observe and participate in school-to-work/shadowing activities of healthcare professionals

FOUNDATION STANDARD 5 LEGAL RESPONSIBILITIES

Healthcare workers will understand the legal responsibilities limitations and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations policies laws and legislated rights of clients.

Standard Topic 5 1 Legal Implications

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- A Compare and contrast behaviors and practices that could result in malpractice liability or negligence
- B Comply with policies and requirements for documentation and record keeping

Standard Topic 5 2 Legal Practices

- A Maintain clients rights according to the Patients Bill of Rights
- B Maintain confidentiality
- C Apply the doctrine of informed consent

FOUNDATION STANDARD 6 ETHICS

Healthcare workers will understand accepted ethical practices with respect to cultural social and ethnic differences within the healthcare environment They will perform quality healthcare delivery

Standard Topic 6 1 Legal and Ethical Boundaries

- A Contrast personal professional and organizational ethics
- B Analyze legal and ethical aspects of confidentiality

Standard Topic 6 2 Cultural Social and Ethnic Diversity

- A Discuss the impact of religions and cultures on those giving and receiving healthcare with an understanding of past and present events
- B Demonstrate respect of individual cultural social and ethnic diversity within the healthcare environment

FOUNDATION STANDARD 7 SAFETY PRACTICES

Healthcare workers will understand the existing and potential hazards to clients co-workers, and self They will prevent injury or illness through safe work practices and follow health and safety policies and procedures

Standard Topic 7 1 Infection Control

- A Practice infection control procedures
- B Describe appropriate cleaning disinfecting and sterilizing processes
- C Contrast medical and surgical asepsis

Standard Topic 7 2 Personal Safety

- A Use personal protective equipment (PPE) as appropriate to the environment
- B Apply principles of body mechanics and ergonomics

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Standard Topic 7 3 Environmental Safety

- A Demonstrate methods of fire prevention in the healthcare setting
- B Prevent accidents by using proper safety techniques
- C Apply standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA) Center for Disease Control (CDC) and Certified Laboratory Improvement Act (CLIA)

Standard Topic 7 4 Common Safety Hazards

- A Identify the use of Materials Safety Data Sheets (MSDS)

FOUNDATION STANDARD 8 TEAMWORK

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Standard Topic 8 1 Healthcare Teams

- A Recognize characteristic of effective teams
- B Analyze roles of various team participants
- C Accept compromise as necessary to ensure a best outcome

Standard Topic 8 2 Team Member Participation

- A Communicate verbally and non-verbally with team colleagues to assure a best result for the client
- B Act responsibly as a team member completing assigned tasks in a timely and effective manner
- C Actively listen to other team members
- D Exercise leadership skills as appropriate
- E Respect and value the expertise and contributions of all team members
- F Work collaboratively with persons from diverse backgrounds to accomplish a common goal
- G Apply corrective action to an acknowledged conflict situation
- H Exhibit a strong sense of team identity and commitment to purpose

FOUNDATION STANDARD 9 HEALTH MAINTENANCE PRACTICES

Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Standards Topic 9 1 Healthy Behaviors

- A Apply behaviors that promote health and wellness

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- B Advocate available preventive health screening and examination
- C Use practices that promote the prevention of disease and injury
- D Use appropriate safety practices as related to high-risk behaviors

****FOUNDATION STANDARD 10 TECHNICAL SKILLS**

Healthcare workers will apply technical skills required for all career specialties
They will demonstrate skills and knowledge as appropriate

Standard Topic 10 1 Occupational Safety

- A Obtain cardiopulmonary resuscitation (CPR) certification
- B Obtain first aid certification

****FOUNDATION STANDARD 11 INFORMATION TECHNOLOGY APPLICATIONS**

Healthcare workers will use information technology applications required within
all career specialties They will demonstrate use as appropriate to healthcare
applications

- A Utilize communication and technology skills to access process and
retrieve information

**** Supplemental**

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REC039559

EMERGENCY MEDICAL SERVICES (EMS) 1

ACTIVITY/COURSE CODE 5530

Course Description

EMS 1 is designed to teach students how to respond to emergencies and how to overcome reluctance to act in emergency situations. The curriculum includes instruction in areas of legal-ethical issues, safety and infection control, healthy lifestyles, and certification in first aid and cardiopulmonary resuscitation (CPR). Optional competencies/skills may include vital signs, medical terminology, automated external defibrillation (AED), disaster preparedness, and injury control modules (see competency list).

General Requirements

This course is recommended for students in grades 9-12.

Prerequisite(s) none

Units

1/2 - 1 -2 units

Resources

American Heart Association (AHA.org) materials obtained through

Channing L. Bete Co., Inc. 200 State Road, South Deerfield, MA 01373-0200
phone 800-611-6083 fax 800-499-6464
www.channing-bete.com

Laerdal Medical Corporation 167 Myers Corners Road, PO Box 1840
Wappingers Falls, NY 12590-8840 phone 888-562-4242 fax 800-227-1143
or 845-298-4545 www.laerdal.com

WorldPoint ECC, Inc. 151 S. Pfingsten Road, Suite E, Deerfield, IL 60015
phone 888-322-8350 fax 888-281-2627
www.worldpoint-ecc.com

There are several AHA Basic Life Support texts. Your AHA Training Center can help you pick the text that is best for students you will be working with. You should be sure the text you choose covers the infant, child, and adult skills listed in the competencies.

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American Red Cross (ARC) www.redcross.org

Community First Aid and Safety Instructor Manual
ISBN 1-584080-106-9

Community First Aid and Safety Participants Manual
ISBN 1-584080-105-0

Community First Aid and Safety Video
ISBN 1-584080-107-7

Gerdin Judith Health Careers Today 2^d Edition Mosby Publishing
ISBN 0-8151-9829-9

Local Emergency Medical Services and/or Rescue Squads

National Health Care Skills Standards National Consortium on Health Science
and Technology Education 2410 Woodlake Drive Suite 440 Okemos
Michigan 48864 phone 517-347-3332 fax 517-347-4096
www.nchste.org

Simmers Louise Diversified Health Occupations 5th Edition Delmar
Publishing ISBN 0-7668-1820-9

Resources for Optional Competencies

American Red Cross (ARC)

Automated External Defibrillation (AED) Essentials Video

Brochures on Disaster Preparedness

Injury Control Modules

Workplace Violence Awareness

Ergonomics

Slips Trips and Falls

Back Injury Prevention

Your Heart Matters

Managing Stress

Disaster preparedness brochures from the Department of Health and
Environmental Control (DHEC) 803-898-3432 Federal Emergency
Management Agency (FEMA.gov) and county emergency preparedness
agencies

www.discovery.com

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Competencies

The student will be able to

- 1 Describe and implement safety measures and infection control
- 2 Describe healthy lifestyles and compare with personal risk factors
- 3 Differentiate basic terms and standards related to legal responsibilities and ethical practices
- 4 Identify and demonstrate how to respond to emergency situations by checking to see if it is safe to intervene
- 5 Identify how to reduce the risk of a heart attack
- 6 Identify how to reduce the risk of injury to infants and children
- 7 Recognize the signals of a heart attack and provide care to reduce the chance of cardiac arrest
- 8 Demonstrate how to care for an infant child or adult who stops breathing
- 9 Demonstrate how to care for an infant child or adult who is choking
- 10 Demonstrate how to give CPR to an infant child or adult whose heart has stopped beating
- 11 Demonstrate how to control bleeding
- 12 Demonstrate how to care for non life-threatening emergencies such as sprains strains or fractures
- 13 Identify how to use your community's emergency medical services (EMS) system
- 14 Observe and participate in service learning/work-based learning

Optional/Supplemental Competencies

- 15 Evaluate and identify disaster preparedness procedures
- 16 Measure record and evaluate temperature pulse respiration and blood pressure
- 17 Construct and define basic medical terminology suffixes prefixes roots and abbreviations
- 18 Explain and demonstrate the use of an Automated External Defibrillation (AED)

Injury Control Modules

- Workplace Violence Awareness
- 19 Explain how to reduce the risk of becoming a victim of workplace violence
- Ergonomics
- 20 Demonstrate or describe how to perform exercises to help reduce the risk of a musculoskeletal disorder (MSD)

- Slips trips and falls
- 21 Explain how safety awareness can help reduce the risks of slips trips and falls
- Back Injury Prevention
- 22 Explain the anatomy of the back and the causes of back pain
- 23 Demonstrate or describe how to perform simple exercises for stretching and strengthening the neck and back muscles to help prevent back injuries
- Your Heart Matters
- 23 Explain how to develop a plan to reduce risk for coronary heart disease
- Managing Stress
- 24 Explain how to recognize the causes and signals of stress
- 25 Develop personal strategies for managing stress

April 2002

Developed by

Lynne Clarke Paramedic R N HST Instructor Aiken County Career and Technology Center Langley Linda Conrad Health Instructor American Red Cross Greenville Chris Cothran Paramedic Instructor Executive Director South Carolina Emergency Medical Services Midlands Region (15-county area) West Columbia Jason Decker Paramedic CareForce Columbia Carol Geiger R N HST Instructor Pelion High School Pelion Mary Lewis Hamrick R N HST Instructor Greenwood County Career Center Greenwood Joy Harper R N HST Instructor Career and Technology Center Williamston Caroline Keith Health Instructor American Red Cross Columbia Kellie McBee EMT-B HST Instructor Carolina High School Greenville Candace McGuinness EMT-B Biology-Chemistry Physics Instructor AC Flora High School Columbia Cynthia Plant Paramedic Lexington County Emergency Medical Services Lexington and Steven Vincent HST Instructor Heyward Career and Technology Center Columbia

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HEALTH SCIENCE TECHNOLOGY 1

ACTIVITY/COURSE CODE 5550

COURSE DESCRIPTION

Health Science Technology 1 focuses on therapeutic diagnostic health informatics support services and biotechnology research and development pathways of a health science cluster career. The course is designed to develop healthcare specific knowledge and skills both academic and technical necessary for transition to clinical or work-based experiences in healthcare. The foundational standards incorporate anatomy and physiology, medical terminology, communication, healthcare systems and teams, health science career research, legal and ethical practice, safety, health and wellness, cardiopulmonary resuscitation, and first aid.

GENERAL REQUIREMENTS

This course is recommended for students in grades 10-12. The recommended prerequisites for this course may include Introduction to Health Science Technology and Biology as a prerequisite or concurrent enrollment.

Credit 1, 2 or 3 unit(s)

HEALTH SCIENCE TECHNOLOGY 1 STANDARDS

FOUNDATION STANDARD 1

ACADEMIC FOUNDATION

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:

Standard Topic 1.1

Human Structure and Function

- A Explain body planes, directional terms, quadrants, and cavities
- B Describe the basic structures and functions of cells, tissues, organs, and systems across the life span
- C Construct and define basic medical terminology suffixes, prefixes, roots, and abbreviations

FOUNDATION STANDARD 2

COMMUNICATION

Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

Standard Topic 2.1

Oral Communication Skills

- A Identify and demonstrate communication skills (observation, listening, verbal, and non-verbal)
- B Describe the impact of family, community, and other cultural diversity
- C Apply the elements of communication using the sender-receiver method
- D Apply active listening skills using reflection, restatement, and clarification techniques
- E Demonstrate courtesy to others, including self-introduction
- F Interpret verbal and non-verbal behaviors to augment communication

Standard Topic 2.2

Written Communication Skills

- A Report relevant information in order of occurrence in an objective and subjective manner

FOUNDATION STANDARD 3

SYSTEMS

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services, they perform, and quality of care.

Standard Topic 3.1

Systems Theory

- A Describe systems theory and its components

Standard Topic 3 2 Healthcare Delivery System/Results

- A Identify and describe the history evolution and trends of healthcare Delivery
- B Investigate a local healthcare delivery system model
- C Identify how costs enhanced technology and access to care affect various healthcare delivery system models

FOUNDATION STANDARD 4 EMPLOYABILITY SKILLS

Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction They will demonstrate key employability skills and will maintain and upgrade skills as needed

Standard Topic 4 1 Employability Skills

- A Adopt personal and professional appearance and hygiene habits appropriate to the healthcare environment and industry expectations
- B Describe healthy life styles and compare with personal risk factors
- C Demonstrate appropriate attitudes behavior and dress for healthcare workers
- D Practice personal integrity and honesty
 - 1 Identify and demonstrate personal/professional/leadership traits and characteristics
- E Interact appropriately and respectfully with diverse ethnic age cultural religious and economic groups in various employment and social situations
 - 1 Describe the impact of family community and cultural diversity
- F Accept responsibility for own actions

Standard Topic 4 2 Interpersonal Communications

- A Communicate in a straightforward understandable accurate and timely manner
- B Listen attentively to verbal instructions requests and other information to verify accuracy

Standard Topic 4 3 Personal Growth and Development

- A Manage time prioritize responsibilities and meet completion dates as specified
- B Show enthusiasm and commitment by meeting expectations and priorities of the organization

Standard Topic 4 4 CAREER DECISION MAKING

- A Explore a potential health science career path in at least one of the following health science pathways diagnostic therapeutic health informatics support services biotechnology research and development
 - 1 Identify and describe career specialties under health science career pathways
 - 2 Select research and design an individual career path
- B Consider levels of education credentialing requirements employment opportunities workplace environments and career growth potential for a career pathway

FOUNDATION STANDARD 5 LEGAL RESPONSIBILITIES

Health care workers will understand the legal responsibilities limitations and implications of their actions within the health care delivery setting They will perform their duties according to regulations policies laws and legislated rights of clients

Standard Topic 5 1 Legal Implications

- A Analyze legal responsibilities limitations and implications of actions
- B Compare and contrast behaviors that could result in malpractice liability or negligence

Standard Topic 5 2 Legal Practices

- A Identify and demonstrate legal practices within licensure certification registration and legislated scope of practice
- B Follow mandated standards for workplace safety i e Occupational Safety and Health Administration (OSHA) Center for Disease Control (CDC)
- C Identify and maintain clients rights including confidentiality according to the Patient s Bill of Rights and Health Insurance Portability and Accountability Act (HIPAA)

FOUNDATION STANDARD 6 ETHICS

Healthcare workers will understand accepted ethical practices with respect to cultural social and ethnic differences within the healthcare environment They will perform quality healthcare delivery

Standard Topic 6 1 Legal and Ethical Boundaries

- A Differentiate between morality and ethics and the relationship of each to healthcare outcomes
- B Differentiate between ethical and legal issues impacting healthcare
- C Contrast personal professional and organizational ethics
- D Describe legal and ethical aspects of confidentiality

- E Discuss bioethical issues related to healthcare
- F Analyze and evaluate implications of medical ethics

Standard Topic 6 2 Ethical Practice

- A Demonstrate professionalism when interacting with fellow students co-workers and the organization
- B Respect interdisciplinary roles of team members
- C Report activities and behaviors by self and others that adversely affect the health safety or welfare of students clients or co workers
- D Demonstrate fairness and equal treatment of all persons

Standard Topic 6 3 Culture Social and Ethnic Diversity

- A Discuss the impact religions and cultures on those giving and receiving healthcare with an understanding of past and present events
- B Demonstrate respect of individual cultural social and ethnic diversity within the healthcare environment

FOUNDATION STANDARD 7 SAFETY PRACTICES

Healthcare workers will understand the legal responsibilities limitations and implications of their actions within the health care delivery setting They will perform their duties according to regulations policies laws and legislated rights of clients

Standard Topic 7 1 Infection Control

- A Practice Infection Control Procedures
 - 1 Analyze methods to control the spread of pathogenic microorganisms
 - 2 Describe and demonstrate principles of infection control
 - 3 Describe and demonstrate standard precautions
 - 4 Demonstrate handwashing following medical asepsis principles
 - 5 Practice appropriate cleaning disinfecting and sterilizing processes
 - 6 Contrast medical and surgical asepsis

Standard Topic 7 2 Personal Safety

- A Apply principles of body mechanics and ergonomics
- B Apply safety standards related to prevention of accidents and injuries
- C Use personal protective equipment as appropriate to the environment

Standard Topic 7 3 Environmental Safety

- A Modify the environment to create safe working conditions
- B Demonstrate methods of fire prevention in the healthcare setting
- C Prevent accidents by using proper safety techniques
- D Apply safety principles within given environments

Standard Topic 7 4 Common Safety Hazards

- A. Use Materials Safety Data Sheets (MSDS)
- B. Comply with safety signs symbols and labels

Standard Topic 7 5 Emergency Procedures and Protocols

- A. Follow the facility procedure when a fire is discovered
 - 1. Evaluate fire safety procedures and other safe work practices

FOUNDATION STANDARD 8 TEAMWORK

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Standard Topic 8 1 Healthcare Teams

Recognize characteristics of effective teams

- A. Accept compromise as necessary to ensure a best outcome

Standard Topic 8 2 TEAM MEMBER PARTICIPATION

- A. Communicate verbally and non verbally with team colleagues to assure the best result for the client
- B. Collaborate with others to formulate team objectives
- C. Act responsibility as a team member completing assigned tasks in a timely and effective manner
- D. Actively listen to other team members
- E. Exercise leadership skills as appropriate
- F. Respect and value the expertise and contributions of all team members
- G. Work collaboratively with persons from diverse backgrounds to accomplish a common goal
- H. Apply corrective action to an acknowledged conflict situation
- I. Exhibit a strong sense of team identity and commitment to purpose

FOUNDATION STANDARD 9 HEALTH MAINTENANCE PRACTICES

Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Standard Topic 9 1 Healthy Behaviors

- A Apply behaviors that promote health and wellness
- B Advocate available preventive health screenings and examinations
- C Use practices that promote the prevention of disease and injury
- D Use appropriate safety practices as related to high risk behaviors
- E Evaluate the validity of alternative health practices

FOUNDATION STANDARD 10 TECHNICAL SKILLS

Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Standard Topic 10 1 Occupational Safety

- A Apply standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA)
- B Demonstrate safety procedures to protect clients, co-workers, and self
- C Obtain cardiopulmonary resuscitation (CPR) and first aid certification

Standard Topic 10 2 Skills Development

- A Assess client status and accurately determine vital signs
- B Demonstrate the ability to chart and graph
- C Use measurement functions for client assessment
- D Monitor client nutrition
- E Manage client hygiene
- F Demonstrate skills related to activities of daily living
- G Demonstrate skills associated with rehabilitative care, such as range of motion, positioning, and ambulation
- H Move, lift, and transport clients safely
- I Practice personal, co-worker, and client safety
- J Respond to emergencies appropriately
- K Review the structure and composition of client records
- L Identify the processes for collection and dissemination of healthcare data
- M Compile and record client data
- N Manage client information appropriately
- O Demonstrate mathematical applications in healthcare

FOUNDATION STANDARD 11 INFORMATION TECHNOLOGY

Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Standard Topic 11.1 Communication Technology

- A Use communication technology (Fax, E-mail, Internet) to access and distribute data and other information.

Standard Topic 11.2 Referencing Skills

- A Identify and demonstrate use of medical dictionaries and reference books.
- B Identify procedure manuals and instruction booklets.

HEALTH SCIENCE TECHNOLOGY 2

ACTIVITY/COURSE CODE 5551

COURSE DESCRIPTION

Health Science Technology 2 focuses on therapeutic diagnostic health informatics support services and biotechnology research and development pathways of a health science cluster career. The course is designed to provide for the development of multi occupational knowledge and skills foundational to a wide variety of healthcare professionals. The foundational standards incorporate anatomy and physiology diseases therapies and care rehabilitation prevention systems theory legal standards ethical and safety practices advance technical skills and information technology applications. Students will have hands-on experiences for expanded knowledge and skills development. Guiding students to make connections from the classroom to the healthcare industry occur through job shadowing clinical rotation internship and/or cooperative education.

GENERAL REQUIREMENTS

This course is recommended for students in grades 11 12. Recommended prerequisites for the course are Health Science Technology I Biology and Chemistry as a prerequisite or concurrent enrollment.

Credit 1, 2 or 3 unit(s)

HEALTH SCIENCE TECHNOLOGY 2 STANDARDS

FOUNDATION STANDARD 1

ACADEMIC FOUNDATION

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:

Standard Topic 1.1

Human Structure and Function

- A. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation.
- B. Identify and describe the physical, emotional, and social changes associated with each life stage, and the stages of grieving.

Standard Topic 1.2

Diseases and Disorders

- A. Compare selected diseases and disorders, respective classifications, causes, diagnoses, therapies, and care rehabilitation, to include biotechnological applications.

FOUNDATION STANDARD 2

COMMUNICATION

Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

Standard Topic 2.1

Oral Communication Skills

- A. Demonstrate interviewing skills.
- B. Interpret, transcribe, and communicate using medical terminology.

Standard Topic 2.2

Written Communication Skills

- A. Organize, write, and compile technical information and summaries.
- B. Use medical terminology within a scope of practice in order to interpret, transcribe, and communicate information, data, and observations.

FOUNDATION STANDARD 3

SYSTEMS

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Standard Topic 3 1

Systems Theory

- A Describe systems theory and its components

Standard Topic 3 2

Healthcare Delivery System Results

- A Predict where and how factors such as cost managed care technology and aging population access to care alternative therapies and life style and behavior changes may affect various healthcare delivery models
- B Evaluate the impact of enhanced technology on the healthcare system
- C Analyze the cause and effect of the healthcare system change based on the influence of technology epidemiology bioethics socioeconomics and alternative medicine

FOUNDATION STANDARD 4

EMPLOYABILITY SKILLS

Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction They will demonstrate key employability skills and will maintain and upgrade skills as needed

Standard Topic 4 1

Employability Skills

- A Evaluate work assignments and initiate action with confidence that corresponds with work assignment
- B Observe and participate in school to-work/shadowing activities or service learning
- C Formulate solutions to problems using critical thinking skills (analyze synthesize evaluate) independently and in teams
- D Develop a professional resume to include educational and work experience honors awards and other activities

Standard Topic 4 2

Interpersonal Communications

- A Provide written communication that is accurate and grammatically correct using nomenclature appropriate to the environment
- B Interpret technical materials used for health care practices and procedures

Standard Topic 4 3

Personal Growth and Development

- A Engage in continuous self assessment and goal modification for personal and professional growth
- B Identify and demonstrate personal/professional traits and characteristics

FOUNDATION STANDARD 5

LEGAL RESPONSIBILITIES

Health care workers will understand the legal responsibilities limitations and implications of their actions within the health care delivery setting They will perform their duties according to regulations policies laws and legislated rights of clients

Standard Topic 5 1

Legal Implications

- A Use problem solving techniques when confronted with legal dilemmas or issues
- B Comply with policies and requirements
- C Comply with established risk management criteria
- D Determine when an incident is reportable
- E Comply with non-discriminatory laws and with institutional policies and procedures

Standard Topic 5 2

Legal Practices

- A Demonstrate legal responsibilities according to regulations policies and laws including Health Insurance Portability and Accountability Act (HIPAA)
- B Apply legal standards of care including confidentiality and informed consent
- C Demonstrate the legal regulations that apply to documentation on healthcare records

FOUNDATION STANDARD 6

ETHICS

Healthcare workers will understand accepted ethical practices with respect to cultural social and ethnic differences within the healthcare environment They will perform quality healthcare delivery

Standard Topic 6 1

Ethical Practice

- A Identify ethical dilemmas such as Do Not Resuscitate (DNR)
- B Comply with ethical behavior standards
- C Comply with industry standards of confidentiality
- D Comply with the clients Bill of Rights

FOUNDATION STANDARD 7

SAFETY PRACTICES

Healthcare workers will understand the legal responsibilities limitations and implications of their actions within the health care delivery setting They will perform their duties according to regulations policies laws and legislated rights of clients

Standard Topic 7 1

Infection Control

- A Practice infection control procedures

Standard Topic 7 2

Personal Safety

- A Manage a personal exposure incident in compliance with Occupational Safety and Health Administration (OSHA)

Standard Topic 7 3

Common Safety Hazards

- A Take appropriate action when observing a hazardous material problem
- B Apply safety principles within given environments

Standard Topic 7 4

Emergency Procedures and Protocols

- A Interpret the evacuation plan for the healthcare setting

FOUNDATION STANDARD 8

TEAMWORK

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team including their ability to promote the delivery of quality healthcare They will interact effectively and sensitively with all members of the healthcare team

Standard Topic 8 1

Healthcare Teams

- A Apply the team concept in providing quality patient care
- B Respond to a given critical situations appropriately as a member of the team

FOUNDATION STANDARD 9

HEALTH MAINTENANCE PRACTICES

Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Standard Topic 9 1

Healthy Behaviors

- A Examine causes and effect of stress and develop strategies in coping with anxiety and depression
- B Identify, describe, and assess available health related services in the community that relate to disease prevention and health promotion
- C Explain the benefits of positive relationships among community health professionals in promoting a healthy community

FOUNDATION STANDARD 10

TECHNICAL SKILLS

Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Standard Topic 10 1

Occupational Safety

- A Perform standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA)
- B Apply safety procedures to protect clients, co-workers, and self
- C Obtain cardiopulmonary resuscitation (CPR) and first aid certification

Standard Topic 10 2

Skills Development

- A Observe client during care and procedures
- B Measure and report client vital signs and other indicators of health status
- C Record and report client health information according to facility protocol
- D Identify and collect appropriate supplies and equipment necessary for a procedure
- E Explain procedures to the client
- F Maintain equipment
- G Report abnormal results
- H Identify and describe therapeutic diets

FOUNDATION STANDARD 11

INFORMATION TECHNOLOGY APPLICATIONS

Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Standard Topic 11.1

Communication Technology

- A Use communication technology (Fax, E-mail, Internet) to access and distribute data and other information.
- B Organize records and files to maintain data as required.
- C Adapt communication to accommodate individual needs.
- D Process data from various sources to reach conclusions.
- E Plan, prepare, and deliver a presentation.

Standard Topic 11.2

Referencing Skills

- A Demonstrate use of medical dictionaries and reference books.
- B Use procedure manuals and instruction booklets.

GERONTOLOGY

ACTIVITY/COURSE CODE 5560

COURSE DESCRIPTION

Gerontology is designed to provide information on the aging process, the physical care skills and psychosocial care skills of the geriatric client, and the role of the nurse aide. Students are prepared to perform nursing related services to patients and residents in hospitals or long term care facilities under the direction and supervision of a registered nurse. To assure students' eligibility for the South Carolina Department of Health and Human Services nurse aide certification, both school based and long term care facility training must be provided.

This course is recommended for students in grades 11 and 12. This course meets all federal and state requirements for a certified nurse aide.

Credit $\frac{1}{2}$ 1 or 2 unit(s)

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GERONTOLOGY

RESOURCES

Grubbs Peggy A Essentials for Today's Nursing Assistant Upper Saddle River New Jersey Brady 1999

Hegner Barbara R Ester Caldwell and Joan F Needham Nursing Assistant 8th edition Albany New York Delmar Publishers 1999

Simmers Louise Diversified Health Occupations 5th edition Albany New York Delmar Publishers Inc 2001

South Carolina Nurse Aide Curriculum Developed by the South Carolina Department of Health and Environmental Control from national guidelines 2001

State of South Carolina Nurse Aide Candidate Handbook September 2000 Visit www.asisvcs.com for Candidate Handbook Application Form Regional Test Site Dates and Nurse Aide Practice Exam Assessment Systems Incorporated (ASI) Customer Care Representative 800 475 8290

Thomas Clayton L Tabor's Cyclopedia Medical Dictionary Philadelphia Pennsylvania Davis Company 2000

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COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
14	Describe clean versus dirty areas																								
	Safety and Emergency Procedures*																								
15	List reasons for immediate call light response and appropriate action																								
16	Explain rationale for the statement All residents are my responsibility while adhering to the scope of practice																								
17	Observe and report unsafe environmental conditions																								
18	List emergency response to situations such as strains bruises vomiting aspiration syncope falls hemorrhage and seizures																								
19	Demonstrate management of obstructed airway using Heimlich maneuver																								
20	Identify and practice procedures for disasters and fires according to facility protocol																								
21	Demonstrate the use of good body mechanics																								
	Resident s Rights and Independence																								
22	Summarize the Patient s Bill of Rights																								
23	Describe ways to promote resident s rights																								
24	Identify confidential information																								
25	Describe mental verbal and physical abuse and the nurse aide s responsibility for reporting																								
26	Explain ethical dilemmas related to older adults including neglect mistreatment and security of resident s personal property																								
27	Define ethical behavior and legal responsibilities																								
28	Describe the allegations process for revoking the certification of a nurse aide																								
	B ROLE OF THE NURSE AIDE (1 5 hours)																								
1	Identify the functions and scope of practice of the nurse aide in providing resident care																								

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS-Thinking Skills
- BS Basic Skills
- IF-Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- HST 4

NATIONAL GOALS

- SR School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039582

DEF_3336-0347

TEX_21907

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
2	Describe planning and prioritizing work assignments																								
3	Differentiate between the various types of health care facilities and agencies																								
4	Identify organizations and agencies that support or assist the aging																								
5	Describe payment sources of facilities for the elderly																								
6	Describe requirements for nurse aide training and competency evaluation programs nurse aide registry nurse aide abuse registry in service training and reciprocity																								
7	Describe acceptable personal hygiene and appropriate professional dress																								
8	Describe positive personal qualities and characteristics																								
9	Describe the chain of command and interaction with supervisors and staff																								
	C RESIDENTS RIGHTS (30 hours)																								
1	Discuss various myths and stereotypes associated with aging older adults																								
2	Discuss the nurse aide s responsibilities regarding confidentiality																								
3	Describe the protection of the resident s right to privacy																								
4	Describe the protection of the resident s personal items clothing flowers food and assistive devices such as hearing aids dentures and glasses																								
5	List examples of defamation assault battery false imprisonment fraud theft and abandonment																								

CURRICULUM FRAMEWORKS

- M Math
- FL--Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ--Personal Qualities
- TS--Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems
- HST 5

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039583

DEF_3336-0348

TEX_21908

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills							National Goals								
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
6	Describe the purpose of informed consent																								
7	Differentiate between a will a living will and advanced directives																								
8	Describe the role of the nurse aide regarding a resident's will																								
9	Discuss the resident's right to refuse care																								
	D BASIC NURSING SKILLS																								
1	Demonstrate oral reporting and written documentation of information according to facility policy and procedure																								
2	Define the commonly used abbreviations and vocabulary used in the long term care setting																								
3	Measure and record temperature by oral axillary rectal and tympanic methods using glass and electronic thermometers																								
4	Measure and record radial pulse																								
5	Locate pulse sites and characteristics of pulses																								
6	Measure and record respiration rate and rhythm																								
7	Define terms for variations in breathing																								
8	Measure and record blood pressure using two step method																								
9	Define hypotension and hypertension																								
10	Identify factors affecting blood pressure																								
11	List the normal range of vital signs																								
12	Measure and record height and weight																								
13	Describe height and weight measurement techniques for ambulatory and non ambulatory residents																								
14	Demonstrate the collection labeling and transportation of urine stool and sputum specimens																								
15	Describe observation and recording of types of																								

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF-Information
- IT Interpersonal
- R Resources
- T Technology
- S-Systems
- HST 6

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS -Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF-Safe Disciplined & Alcohol & Drug Free Schools
- PI-Parental Involvement

REC039584

DEF_3336-0349

TEX_21909

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards							SC Chamber/SCANS Skills							National Goals									
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
	bowel movements																								
16	Describe the procedure for changing a colostomy bag of a resident with an established colostomy																								
17	Describe the procedure for catheter care																								
18	Describe bowel and bladder retraining protocols																								
19	Demonstrate assisting residents with bedpan/urinal																								
20	Describe the principles of hot and cold compresses																								
21	Describe the ABCs of emergency care																								
22	Describe the types of isolation techniques and the use of personal protective equipment																								
23	Describe the signs and symptoms of infection																								
24	Define nosocomial infection																								
25	Define medical and surgical asepsis																								
26	Compare disinfection to sterilization																								
27	Demonstrate the proper use of gloves																								
28	Describe and give examples of bio hazardous wastes their symbols and appropriate disposal																								
29	Describe the care of a resident who is gravely ill																								
30	Describe postmortem care																								
	E CARE OF COGNITIVELY IMPAIRED RESIDENTS (50 hours)																								
1	Define dementia Alzheimer's disease and cognitive impairment including impact on team and family																								
2	Describe differences between normal aging and dementia																								
3	Describe symptoms related to the three stages of dementia																								
4	Describe techniques for addressing the unique needs and behaviors of individuals with dementia																								

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS-Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R-Resources
- T Technology
- S Systems
- HST 7

NATIONAL GOALS

- SR-School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039585

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TEX_21910

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals								
		M	F	A	S	L	H	S	P	P	T	B	I	I	T	R	T	S	S	S	S	T	M	A	D	P
	and Alzheimer s																									
	Communicating with Cognitively Impaired Residents																									
5	Differentiate basic communication between those with dementia and those without dementia																									
6	Describe communication strategies appropriate for the three stages of dementia including cueing promoting and necessary task breakdown																									
7	Differentiate between verbal and nonverbal communication																									
8	List barriers to communication aphasic hearing and vision impaired and depressed and confused residents																									
9	Describe validation techniques versus reality orientation																									
	Understanding the Behavior of Cognitively Impaired Residents																									
10	Identify and describe behaviors associated with Alzheimer s disease and dementia including agitation confusion sun downing paranoia wandering hiding and hoarding catastrophic reaction hallucinations delusions and hyperorality																									
11	Define behavior as a means of communication that requires examination for an appropriate response																									
12	Describe the concept that behaviors associated with dementia are related to the disease and are not deliberate																									
	Appropriate Responses to the Behavior of Cognitively Impaired Residents																									
13	Describe appropriate responses to behaviors																									

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE--Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R--Resources
- T Technology
- S Systems
- HST 8

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039586

DEF_3336-0351

TEX_21911

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards							SC Chamber/SCANS Skills							National Goals												
		M	F	A	S	L	H	S	P	T	B	T	I	R	T	S	S	R	S	S	T	M	A	D	P			
	associated with cognitive impairment by recognizing a particular behavior defining what triggered that behavior and associating what resulted from that behavior																											
14	Identify and demonstrate appropriate responses to the behaviors associated with cognitive impairment including agitation confusion sun downing paranoia wandering hiding and hoarding catastrophic reactions hallucinations delusions and hyperorality																											
15	Define reality orientation and describe the effect on an individual with cognitive impairment																											
	Methods of Reducing the Effects of Cognitive Impairment																											
16	Identify environmental factors that affect the individual with cognitive impairment																											
17	Describe basic underlying principles of care to include encouraging remaining skills simplifying and breaking down tasks eliminating choices providing encouragement and establishing daily routines																											
	F MENTAL HEALTH AND SOCIAL SERVICE NEEDS (20 hours)																											
1	Describe the various behavior patterns residents display and possible rationale for these patterns																											
2	List ways the nurse aide can assist with feelings of loneliness separation and sensory deprivation																											
3	Define ageism and list losses																											
4	Define self worth self esteem and stress as they relate to the nurse aide resident and family																											
5	Describe methods of reality orientation																											
6	Describe memory changes and how they impact																											

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R--Resources
- T Technology
- S Systems
- HST 9

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039587

DEF_3336-0352

TEX_21912

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
	the resident's plan of care																								
7	List ways the nurse aide can recognize confusion and intervene when a resident is confused																								
8	Describe the nurse aide's role with social/activity staff																								
9	Describe Maslow's hierarchy of needs																								
	G PERSONAL CARE SKILLS (2.5 hours)																								
1	Describe the types of baths and the technique for each																								
2	Describe skin care, perineal care, catheter care, foot care, and care of the nails																								
3	Discuss grooming measures related to hair, mouth, and dentures																								
4	Discuss dressing techniques used for special populations such as those with behavior modification and those who have had strokes																								
5	Discuss the technique for administering the bedpan and urinal and care of the incontinent resident																								
6	Describe feeding techniques used for residents																								
7	Describe the warning signs that indicate a risk for unintended weight loss																								
8	Describe the technique and principles for making an occupied and an unoccupied bed																								
9	Discuss the nurse aide's role in preparing the resident for rest and sleep																								
10	Discuss the procedures for A.M. and P.M. care																								
	H BASIC RESTORATIVE SERVICES (3.0 hours)																								
1	Demonstrate the techniques in transferring and ambulating with or without assistive devices																								
2	Demonstrate the use of devices used during																								

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS-Thinking Skills
- BS-Basic Skills
- IF Information
- IT-Interpersonal
- R-Resources
- T-Technology
- S Systems
- HST 10

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI-Parental Involvement

REC039588

DEF_3336-0353

TEX_21913

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
	meals and dressing																								
3	Demonstrate techniques used in turning positioning and lifting a resident in bed																								
4	Demonstrate passive range of motion exercise																								
5	Demonstrate the techniques used in applying and removing elastic stockings																								
6	Describe preventive skin care for the prevention of pressure areas																								
7	Describe the maintenance of room temperature in the long term care facility																								
8	Demonstrate the use of manual and electric beds																								
9	Describe the care and use of prosthetic and orthotic devices																								
10	Define bedrest partial weight bearing and dangling																								
11	Describe measures to prevent complication of bed rest using positioning and exercise																								
12	Describe the care of a resident who is receiving tube feedings, IV therapy, and G tube feedings																								
13	Describe care and use of footboards trochanter rolls handrolls bed cradles trapeze bars crutches canes and walkers																								
14	Describe the use of various lifts such as the Sara Hoyer, and Maxi lift																								
15	Demonstrate the following positions Fowler's semi Fowler's prone and supine																								
16	Describe the admission discharge and transfer of residents																								
17	Describe the care and safety of a resident receiving oxygen																								
18	Define and discuss physical speech and occupational therapies as related to resident care																								

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC-Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT-Interpersonal
- R Resources
- T Technology
- S Systems
- HST 11

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS-Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF-Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

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TEX_21914

COURSE SPECIFICATIONS FOR GERONTOLOGY

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills							National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D
19	List nonverbal signs and symptoms suggesting pain																							
20	Describe and list comfort measures for residents with pain																							

New course competencies approved May 2001 by the following individuals

Harriet Teal Department of Health and Environmental Control (DHEC) Karen Price DHEC Patty Lawrence Department of Health and Human Services (DHHS) Carol Cornman University of South Carolina School of Public Health Janet Clayton DHHS Shirley Von Beck Aiken Technical College Kathy All Barnwell County Nursing Home Robin Jones Mount View Nursing Home Spartanburg Glenda Graham H B Swofford Career Center Inman Twanda Addison Lower Richland High School Hopkins and Marie Mills Sumter County Career Center Sumter

CURRICULUM FRAMEWORKS

M--Math
 FL Foreign Language
 A Visual & Performing Arts
 SC Science
 LA Language Arts
 HS--Health & Safety
 SS Social Studies
 PE Physical Education

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

PQ--Personal Qualities
 TS Thinking Skills
 BS Basic Skills
 IF--Information
 IT--Interpersonal
 R Resources
 T Technology
 S Systems
 HST 12

NATIONAL GOALS

SR School Readiness
 SC School Completion
 SA Student Achievement & Citizenship
 TE--Teacher Education & Professional Development
 MS Mathematics & Science
 AL Adult Literacy & Lifelong Learning
 DF--Safe Disciplined & Alcohol & Drug Free Schools
 PI--Parental Involvement

REC039590

DEF_3336-0355

TEX_21915

EMERGENCY MEDICAL SERVICES (EMS) 2

ACTIVITY/COURSE CODE 5531

Course Description

EMS 2 is designed to provide the student with the knowledge and skills necessary to recognize and care for life-threatening emergencies in adults children and infants in order to minimize pain and the consequences of injury or sudden illnesses until professional medical help arrives. Upon successful completion of the class the student will be certified in adult child and infant cardiopulmonary resuscitation (CPR) automated external defibrillation (AED) and responding to emergencies.

General Requirements

This course is recommended for students in grades 10-12

Prerequisite(s)

Emergency Medical Services 1 or Health Science Technology 1 and teacher recommendation

Units

1/2 - 1 - 2 units

Resources

American Red Cross (ARC)

Automated External Defibrillation (AED) Essentials Video

Responding to Emergencies (RTE) Instructor Manual

ISBN 1-58480-102-6

Responding to Emergencies (RTE) Student Manual

ISBN 1-58480 101-8

Responding to Emergencies Video

ISBN 1-58480-103-4

Gerdin Judith Health Careers Today 2^d Edition Mosby Publishing

ISBN 0-8151 9829 9

Goold Grant B First Aid in the Workplace What to Do in the First Five Minutes
2d edition Prentice-Hall Inc ISBN 0-8359-5109-X

National Health Care Skills Standards National Consortium on Health Science
and Technology Education 2410 Woodlake Drive Suite 440 Okemos
Michigan 48864 phone 517-347-3332 fax 517-347-4096 www.nchste.org

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National Safety Council Jones and Bartlett Publishers 40 Tall Pine Drive
Sudbury MA 01776 phone 800 832-0034 fax 978-443 8000 jbpub com

First Aid Fourth Edition 2001 Brady ISBN 0-7637-1321 X

Simmers Louise Diversified Health Occupations 5th edition Delmar

www discovery com

www redcross org

Additional Resources

National Safety Council Jones and Bartlett Publishers 40 Tall Pine Drive
Sudbury MA 01776 phone 800-832 0034 fax 978-443-8000 jbpub com
CPR Fourth Edition 2001 ISBN 0-7637-1331-7
Pediatric First Aid Fourth Edition 2001 ISBN 0-7637 1336-8
Pediatric First Aid and CPR Fourth Edition 2001 ISBN 0-7637-1322-8
Bloodborne Pathogens Fourth Edition 2001 ISBN 0-7637-1317-1
AED Fourth Edition ISBN 0 7637-1632-4
Wilderness First Aid 1998 ISBN 0 7637-0407-5

Competencies

The student will be able to

- 1 Explain how the Emergency Medical Services (EMS) system works and the citizen responder's role in the EMS system including how and when to call EMS
- 2 Demonstrate safety measures and infection control
- 3 Explain the relationship between health lifestyles and personal risk factors
- 4 Recognize the legal and ethical issues associated with responsibility to an emergency
- 5 Describe scene safety
- 6 Recognize the signs and symptoms of breathing emergencies including choking and demonstrate how to provide rescue breathing and first aid for choking in adults infants and children
- 7 Identify the major risk factors for cardiovascular disease and describe how to minimize them
- 8 Recognize the signs and symptoms of a possible heart attack and describe how to care for someone who is experiencing persistent chest pain
- 9 Recognize the signs of cardiac arrest in adults infants and children and demonstrate how to provide CPR until emergency medical care arrives

TEX_21917

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- 10 Recognize life-threatening bleeding and demonstrate how to control it
- 11 Recognize the signs and symptoms of shock and describe how to minimize its effects
- 12 Recognize the signs and symptoms of various soft tissue and musculoskeletal injuries and demonstrate how to care for them
- 13 Recognize the signs and symptoms of sudden illness including poisoning bites and stings and heat and cold emergencies and describe how to care for them
- 14 Describe when and how to move a victim in an emergency situation
- 15 Identify how to reduce the risk of injury to infants and children
- 16 Demonstrate how to use an automated external defibrillation (AED) for an adult in cardiac arrest
- 17 Demonstrate how to assess vital signs
- 18 Observe and participate in service learning/work-based learning

April 2002

Developed by

Lynne Clarke Paramedic R N HST Instructor Aiken County Career and Technology Center Langley Linda Conrad Health Instructor American Red Cross Greenville Chris Cothran Paramedic Instructor Executive Director South Carolina Emergency Medical Services Midlands Region (15-county area) West Columbia Jason Decker Paramedic CareForce Columbia Carol Geiger R N HST Instructor Pelion High School Pelion Mary Lewis Hamrick R N HST Instructor Greenwood County Career Center Greenwood Joy Harper R N HST Instructor Career and Technology Center Williamston Caroline Keith Health Instructor American Red Cross Columbia Kellie McBee EMT B HST Instructor Carolina High School Greenville Candace McGuinness EMT-B Biology-Chemistry-Physics Instructor AC Flora High School Columbia Cynthia Plant Paramedic Lexington County Emergency Medical Services Lexington and Steven Vincent HST Instructor Heyward Career and Technology Center Columbia

TEX_21918

DEF_3336-0358

REC039593

EMERGENCY MEDICAL SERVICES (EMS) 3

ACTIVITY/COURSE CODE 5532

Course Description

Emergency Medical Services (EMS) 3 builds on and extends knowledge and skills gained in EMS 1 and 2 and Health Science Technology (HST) 1. This course compses information first responders need to provide appropriate initial care regardless of the type of emergency. The course stresses the steps to follow in an emergency until more advanced medical personnel arrive including scene safety for the rescuer, oxygen administration, and infection control. Successful completion of this course will result in first responder certification, oxygen administration, automated external defibrillation (AED), cardiopulmonary resuscitation (CPR) for the professional rescuer/health care provider, and preventing disease transmissions.

General Requirements

This course is recommended for students in grades 11–12.

Prerequisite(s)

Completion of Health Science Technology (HST) 1 or Emergency Medical Services (EMS) courses and/or EMS teacher recommendation.

Units

1 to 2 units

Resources

American Red Cross (ARC)

ARC Emergency Response Textbook

ISBN 1-58480-095-X

ARC Emergency Response Workbook

ISBN 1-58480-096-8

ARC Emergency Response Instructor Manual

ISBN 1-58480-097-6

ARC Emergency Response Video I

ISBN 1-58480-098-4

ARC Emergency Response Video II

ISBN 1-58480-098-4

Brady Basic First Response 2001 Edition ISBN 0-8359-4914 1

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National Health Care Skills Standards National Consortium on Health Science and Technology Education 2410 Woodlake Drive Suite 440 Okemos Michigan 48864 phone 517-347-3332 fax 517-347-4096 www.nchste.org

National Safety Council First Responder Third Edition ISBN 086720 541-5

Competencies

Note Chapter references to the Basic First Response text (B) and the National Safety Council text (N) follow each competency

UNIT A Introduction to EMS Systems

The student will be able to

- 1 Define the components of Emergency Medical Services (EMS) systems (B1 N1)
- 2 Differentiate the roles and responsibilities of the first responder from other out-of-hospital care providers (B1 N1)
- 3 Define medical oversight and discuss the first responder's role in the process (B1 N1)
- 4 Discuss the types of medical oversight that may affect the medical care of a first responder (B1 N1)
- 5 State the specific statutes and regulations in South Carolina regarding the EMS system (B1 N1)
- 6 Accept and uphold the responsibilities of a professional appearance when on duty or when responding to calls (B1 N1)
- 7 Explain the rationale for maintaining a professional appearance when on duty or when responding to calls (B1 N1)
- 8 Describe why it is inappropriate to judge a patient based on a cultural gender age or socioeconomic model and to vary the standard of care rendered as a result of that judgment (B1 N1)

UNIT B Emotional Aspects

- 1 List possible emotional reactions that the first responder may experience when faced with trauma illness death and dying (B2 N2)
- 2 Discuss the possible reactions that a family member may exhibit when confronted with death and dying (B2 N2)
- 3 State the steps in the first responder's approach to the family confronted with death and dying (B2 N2)
- 4 State the possible reactions of the family of the first responder (B2 N2)
- 5 Recognize the signs and symptoms that critical incident stress may exhibit (B2 N2)
- 6 State possible steps that the first responder may take to help reduce/alleviate stress (B2 N2)

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UNIT C Scene Safety

- 1 Explain the need to determine scene safety (B2 N2)
- 2 Discuss the importance of body substance isolation (BSI) (B5 N2)
- 3 Describe the steps the first responder should take for personal protection (B5 N2)
- 4 List the personal protective equipment necessary for each of the following situations hazardous materials rescue operations violent scenes crime scenes electricity water and ice exposure to bloodborne pathogens and exposure to airborne pathogens (B5 N2)
- 5 Explain the importance of serving as an advocate for the use of appropriate protective equipment (B5 N2)
- 6 Use appropriate personal protective equipment given a scenario featuring potential infectious exposure Remove and discard the protective garments at the completion of the scenario (B5 N2)
- 7 Complete disinfection/cleaning and all reporting documentation given a scenario featuring potential infectious exposure (B5 N2)

UNIT D Medical Legal and Ethical

- 1 Define the first responder scope of care (B3 N3)
- 2 Discuss the importance of Do Not Resuscitate (DNR) (advance directives) and local or state provisions regarding EMS application (B3 N3)
- 3 Define consent and discuss the methods of obtaining consent (B3 N3)
- 4 Differentiate between expressed and implied consent (B3 N3)
- 5 Explain the role of consent of minors in providing care (B3 N3)
- 6 Discuss the implications for the first responder in patient refusal of transport (B3 N3)
- 7 Discuss the issues of abandonment negligence battery and the implications of each for the first responder (B3 N3)
- 8 State the conditions necessary for the first responder to have a duty to act (B3 N3)
- 9 Explain the importance necessity and legality of patient confidentiality (B3 N3)
- 10 List the actions that a first responder should take to assist in the preservation of a crime scene (B3 N3)
- 11 State the conditions that require a first responder to notify local law enforcement officials (B3 N3)
- 12 Discuss issue concerning the fundamental components of documentation (B3 N3)
- 13 Explain the rationale for the needs benefits and usage of advanced directives (B3 N3)
- 14 Explain the rationale for the concept of varying degrees of DNR (B3 N3)

UNIT E Basic Anatomy and Physiology

- 1 Describe the anatomy and function of the respiratory system (B4 N4)
- 2 Describe the anatomy and function of the circulatory system (B4 N4)
- 3 Describe the anatomy and function of the musculoskeletal system (B4 N4)
- 4 Describe the components and function of the nervous system (B4 N4)

UNIT F Lifting and Moving

- 1 Define body mechanics (B6 N5)
- 2 Discuss the guidelines and safety precautions that need to be followed when lifting a patient (B6 N5)
- 3 Describe the indications for an emergency move (B6 N5)
- 4 Describe the indications for assisting in nonemergency moves (B6 N5)
- 5 Discuss the various devices associated with moving a patient in the out-of-hospital arena (B6 N5)
- 6 Explain the rationale for properly lifting and moving patients (B6 N5)
- 7 Explain the rationale for an emergency move (B6 N5)
- 8 Demonstrate an emergency move (B6 N5)
- 9 Demonstrate a nonemergency move (B6 N5)
- 10 Demonstrate the use of equipment utilized to move patients in the out-of-hospital arena (B6 N5)

UNIT G Airway Care and Rescue Breathing

- 1 List the signs of inadequate breathing (B10 N6)
- 2 Describe how to clear a foreign body airway obstruction in a responsive adult child and infant (B10 N6)
- 3 Describe how to clear a foreign body airway obstruction in an unresponsive adult child and infant (B10 N6)
- 4 Explain why basic life support ventilation and airway protective skills take priority over most other basic life support skills (B10 N6)
- 5 Place the interests of the patient with airway problems as the foremost consideration when making any and all patient care decisions (B9 N6)
- 6 Demonstrate the steps in the head-tilt chin-lift (B10 N6)
- 7 Demonstrate the steps in the jaw thrust (B10 N6)
- 8 Demonstrate the techniques of suctioning (B10 N6)
- 9 Demonstrate the steps in mouth-to-mouth ventilation with body substance isolation (barrier shields) (B10 N6)
- 10 Demonstrate how to use a resuscitation mask to ventilate a patient (B10 N6)
- 11 Demonstrate how to ventilate a patient with a stoma (B10 N6)
- 12 Demonstrate how to measure and insert an oropharyngeal (oral) airway (B10 N6)

- 13 Demonstrate how to measure and insert a nasopharyngeal (nasal) airway (B10 N6)
- 14 Demonstrate how to ventilate infant and child patients (B10 N6)
- 15 Demonstrate how to clear a foreign body airway obstruction in a responsive adult child and infant (B10 N6)
- 16 Demonstrate how to clear a foreign body airway obstruction in an unresponsive adult child and infant (B10 N6)

UNIT H Patient Assessment

- 1 Describe common hazards for a medical patient at the scene of a trauma (B8 N7)
- 2 Determine if the trauma scene is safe to enter (B8 N7)
- 3 Discuss common mechanisms of injury/nature of illness (B8 N7)
- 4 Discuss the reason for identifying the total number of patients at the scene (B8 N7)
- 5 Explain the reason for identifying the need for additional help or assistance (B8 N7)
- 6 Summarize the reasons for forming a general impression of the patient (B8 N7)
- 7 Discuss methods of assessing mental status (B8 N7)
- 8 Differentiate between assessing mental status in the adult child and infant patient (B9 N7)
- 9 Describe methods used for assessing whether or not a patient is breathing (B9 N7)
- 10 Differentiate between a patient with adequate breathing and a patient with inadequate breathing (B9 N7)
- 11 Differentiate between obtaining a pulse in an adult child and infant patient (B9 N7)
- 12 Discuss the need for assessing the patient for external bleeding (B9 N7)
- 13 Explain the reason for prioritizing a patient for care and transport (B9 N7)
- 14 Discuss the components of the physical exam (B13 N7)
- 15 State the areas of the body that are evaluated during the physical exam (B13 N7)
- 16 Explain what additional questioning may be asked during the physical exam (B13 N7)
- 17 Discuss the components of the ongoing assessment (B14 N7)
- 18 Describe the information included in the first responder hand-off report (B15 N16)
- 19 Explain the rationale for crew members to evaluate scene safety prior to entering (B8 N7)
- 20 Serve as a model for others by explaining how patient situations affect your evaluation of the mechanism of injury or illness (B13 N7)

- 21 Explain the importance of forming a general impression of the patient (B9 N7)
- 22 Demonstrate the techniques for assessing mental status (B9 N7)
- 23 Demonstrate the techniques for assessing the airway (B9 N7)
- 24 Demonstrate the techniques for assessing if the patient is breathing (B9 N7)
- 25 Demonstrate the techniques for assessing whether or not the patient has a pulse (B9 N7)
- 26 Demonstrate the techniques for assessing the patient for external bleeding (B9 N7)
- 27 Demonstrate the techniques for assessing the patient's skin color temperature condition and capillary refill (infants and children only) (B9 N7)
- 28 Demonstrate questioning a patient to obtain a SAMPLE history (B13 N7)
- 29 Demonstrate the skills involved in performing the physical exam (B13 N7)
- 30 Demonstrate the ongoing assessment (B14 N7)

UNIT I Circulation

- 1 List the reasons for the heart to stop beating (B11 N8)
- 2 Define the components of cardiopulmonary resuscitation (B11 N8)
- 3 Describe each link in the chain of survival and how it relates to the EMS system (B11 N8)
- 4 Explain when the first responder is able to stop CPR (B11 N8)
- 5 Demonstrate the proper technique of chest compressions on an adult (B11 N8)
- 6 Demonstrate the proper technique of chest compressions on a child (B11 N8)
- 7 Demonstrate the steps of adult one rescuer CPR (B11 N8)
- 8 Demonstrate the steps of adult two rescuer CPR (B11 N8)
- 9 Demonstrate child CPR (B11 N8)
- 10 Identify the patient who presents with a general medical complaint (B16 N9)
- 11 Explain the steps in providing emergency medical care to a patient with a general medical complaint (B16 N9)
- 12 Identify the patient who presents with a specific medical complaint of altered medical status (B19 N9)
- 13 Explain the steps in providing emergency medical care to a patient with an altered mental status (B19 N9)
- 14 Demonstrate the steps in providing emergency medical care to a patient with a general medical complaint (B16 N9)
- 15 Demonstrate the steps in providing emergency medical care to a patient with an altered mental status (B19 N9)

- 16 Demonstrate the steps in providing emergency medical care to a patient with seizures (B19 N9)
- 17 Demonstrate the steps in providing emergency medical care to a patient with an exposure to cold (B23 N9)
- 18 Demonstrate the steps in providing emergency medical care to a patient with an exposure to heat (B23 N9)
- 19 Demonstrate the steps in providing emergency medical care to a patient with a psychological crisis (B23 N11)

UNIT J Shock Bleeding and Soft Tissue

- 1 Differentiate between arterial venous and capillary bleeding (B12 N12)
- 2 State the emergency medical care for external bleeding (B12 N12)
- 3 Establish the relationship between body substance isolation (BSI) and bleeding (B12 N12)
- 4 List the signs of internal bleeding (B12 N12)
- 5 List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding (B12 N12)
- 6 Establish the relationship between body substance isolation (BSI) and soft tissue injuries (B29 N12)
- 7 State the types of open soft tissue injuries (B29 N12)
- 8 Describe the emergency medical care of the patient with a soft tissue injury (B29 N12)
- 9 Discuss the emergency medical care considerations for a patient with a penetrating chest injury (B29 N12)
- 10 Discuss the emergency medical care considerations for a patient with an open wound to the abdomen (B29 N12)
- 11 Describe the emergency medical care for a patient with an impaled object (B29 N12)
- 12 State the emergency medical care for an amputation (B29 N12)
- 13 Describe the emergency medical care for burns (B29 N12)
- 14 List the functions of dressing and bandaging (B29 N12)
- 15 Explain the rationale for body substance isolation when dealing with bleeding and soft tissue injuries (B29 N12)
- 16 Demonstrate direct pressure as a method of emergency medical care for external bleeding (B29 N12)
- 17 Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding (B29 N12)
- 18 Demonstrate the use of pressure points as a method of emergency medical care for external bleeding (B29 N12)
- 19 Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding (B12 N12)
- 20 Demonstrate the steps in the emergency medical care of a patient with open soft tissue injuries (B12 N12)

- 21 Demonstrate the steps in the emergency medical care of a patient with an open chest wound (B29 N12)
- 22 Demonstrate the steps in the emergency medical care of a patient with open abdominal sounds (B29 N12)
- 23 Demonstrate the steps in the emergency medical care of a patient with an impaled object (B29 N12)
- 24 Demonstrate the steps in the emergency medical care of a patient with amputation (B29 N12)
- 25 Demonstrate the steps in the emergency medical care of an amputated part (B29 N12)

UNIT K Injures to Muscles and Bones

- 1 Describe the function of the musculoskeletal system (B28 N13)
- 2 Differentiate between an open and a closed painful swollen deformed extremity (B28 N13)
- 3 List the emergency medical care for a patient with a painful swollen deformed extremity (B28 N13)
- 4 Relate the mechanism of injury to potential injures of the head and spine (B27 N13)
- 5 State the signs and symptoms of a potential spine injury (B27 N13)
- 6 Describe the methods of determining if a responsive patient may have a spine injury (B27 N13)
- 7 List the signs and symptoms of injury to the head (B27 N13)
- 8 Describe the emergency medical care for injures to the head (B27 N13)
- 9 Explain the rationale for the patient's feeling a need for immobilization of the painful swollen deformed extremity (B28 N13)
- 10 Demonstrate a caring attitude toward patients with a musculoskeletal injury who request emergency medical services (B28 N13)
- 11 Place the interests of the patient with a musculoskeletal injury as the foremost consideration when making any and all patient care decisions (B28 N13)
- 12 Communicate with empathy to patients with a musculoskeletal injury as well as with family members and friends of the patient (B28 N13)
- 13 Demonstrate the steps in the emergency medical care of a patient with a painful swollen deformed extremity (B28 N13)
- 14 Demonstrate opening the airway in a patient with a suspected spinal cord injury (B27 N13)
- 15 Demonstrate evaluating a responsive patient with a suspected spinal cord injury (B27 N13)
- 16 Demonstrate stabilizing of the cervical spine (B27 N13)

UNIT L Childbirth

- 1 Identify the following structures birth canal placenta umbilical cord and amniotic sac (B24 N14)

- 2 Define the following terms crowning bloody show labor and abortion
- 3 State indications of an imminent delivery (B24 N14)
- 4 State the steps in the pre delivery preparation of the mother (B24 N14)
- 5 Establish the relationship between body substance isolation and childbirth (B24 N14)
- 6 State the steps to assist in the deliver (B24 N14)
- 7 Describe care of the baby as the head appears (B24 N14)
- 8 Discuss the steps in delivery of the placenta (B24 N14)
- 9 List the steps in the emergency medical care of the mother post delivery (B24 N14)
- 10 Discuss the steps in caring for a newborn (B24 N14)
- 11 Explain the rationale for attending to the feelings of a patient in need of emergency care during childbirth (B24 N14)
- 12 Demonstrate a caring attitude toward patients who during childbirth request emergency medical services (B24 N14)
- 13 Place the interests of the patient during childbirth as the foremost consideration when making any and all patient care decisions (B24 N14)
- 14 Communicate with empathy to patients during childbirth as well as with family members and friends of the patient (B24 N14)
- 15 Demonstrate the steps to assist in the normal cephalic delivery (B24 N14)
- 16 Demonstrate necessary care procedures of the fetus as the head appears (B24 N14)
- 17 Attend to the steps in the delivery of the placenta (B24 N14)
- 18 Demonstrate the post delivery care of the mother (B24 N14)
- 19 Demonstrate the care of the newborn (B24 N14)

UNIT M Pediatric Emergencies

- 1 Describe differences in anatomy and physiology of the infant child and adult patient (B30 N15)
- 2 Describe assessment of the infant or child (B30 N15)
- 3 Indicate various causes of respiratory emergencies in infants and children (B30 N15)
- 4 Summarize emergency medical care strategies for respiratory distress and respiratory failure/arrests in infants and children (B30 N15)
- 5 List common causes of seizures in the infant and child patient (B30 N15)
- 6 Describe emergency medical care of the infant and child trauma patient (B30 N15)
- 7 Summarize the signs and symptoms of possible child abuse and neglect (B30 N15)
- 8 Describe the medical-legal responsibilities in suspected child abuse (B30 N15)

- 9 Recognize need for first responder debriefing following a difficult infant or child transport (B30 N15)
- 10 Demonstrate assessment of the infant and child (B30 N15)

UNIT N EMS Operations

- 1 Discuss the medical and non medical equipment needed to respond to a call (B15 N16)
- 2 List the phases of an out-of-hospital call (B15 N16)
- 3 Discuss the role of the first responder in extrication (B15 N16)
- 4 List various methods of gaining access to the patient (B15 N16)
- 5 Distinguish between simple and complex access (B15 N16)
- 6 Describe what the first responder should do if there is reason to believe that there is a hazard at the scene (B8 N16)
- 7 State the role the first responder should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation (B16 N16)
- 8 Describe the criteria for a multiple-casualty situation (B16 N16)
- 9 Discuss the role of the first responder to the multiple casualty situation (B16 N16)
- 10 Summarize the components of basic triage (B8 N16)
- 11 Explain the rationale for having the unit prepared to respond (B8 N16)
- 12 Given a scenario of a mass casualty incident perform triage (B8 N16)
- 13 Participate in service learning/job shadow/work-based learning experiences

April 2002

Developed by

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EMERGENCY MEDICAL SERVICES (EMS) 4

ACTIVITY/COURSE CODE 5533

Course Description

Emergency Medical Technician-Basic (EMT-B)/EMS 4 serves as an introduction to the field of health careers. EMT-B is a solid foundation for further study in prehospital care (intermediate and paramedic) nursing, physical and occupational therapy, and premedical studies. EMT B/EMS 4 provides the student with the knowledge and skills for the emergency medical field responsibilities, first aid measures, and use of emergency medical equipment. The course is offered as a dual enrollment course with the local technical college. Upon successful completion of both the practicum and the theoretical examination and the eighteenth birthday of the student, the student would receive national certification and certification in South Carolina.

General Requirements

This course is recommended for students in the 12th grade, spring semester, and must have teacher recommendation.

Units

2 units

Prerequisite(s)

(1) Completion of Health Science Technology (HST) or Emergency Medical Services (EMS) courses with a grade of C or better (80 minimum average) or recommendation of EMS coordinator or instructor and (2) meeting admissions requirements of the participating technical college and (3) completion of Anatomy and Physiology (A&P)

Resources

Americans With Disabilities Act: Information for Candidates of Emergency Medical Technician Training Programs

Beebe, Richard, and Deborah Funk. Delmar, 2001. Upper Saddle River, NJ 07458.

Leimmer, O'Keefe, Grant, Murray, and Bergeron. Emergency Care, Ninth Edition. Brady, 2001. Prentice-Hall.

Kuvlesky, Edward B., and Craig N. Story. Brady, Sixth Edition. Prentice-Hall, 2000. Upper Saddle River, NJ 07458. <www.superlibrary.com>

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National Health Care Skills Standards National Consortium on Health Science and Technology Education 2410 Woodlake Drive Suite 440 Okemos Michigan 48864 phone 517-347-3332 fax 517-347-4096 <www.nchste.org>

Prehospital Emergency Care ISBN 0-8359 5705-5 (paper)

Prehospital Emergency Care Workbook ISBN 0 8359 5332-7

Appendix

EMT-Basic Exam Review ISBN 0-8359-5182-0

EMT-B Computerized Student Review ISBN 0-8359-5205-3

EMT-B National Standards Review Self-Test ISBN 0 8359-5155-3

Competencies

Unit A PREPARATORY

Introduction to Emergency Medical Care

The student will be able to

- 1 Define emergency medical services (EMS) systems
- 2 Differentiate the roles and responsibilities of the EMT-Basic from other prehospital care providers
- 3 Describe the roles and responsibilities related to personal safety
- 4 Discuss the roles and responsibilities of the EMT-Basic toward the safety of the crew the patient and bystanders
- 5 Define quality improvement and discuss the EMT-Basic's role in the process
- 6 Define medical direction and discuss the EMT-Basic's role in the process
- 7 State the specific statutes and regulations in South Carolina regarding the EMS system
- 8 Assess areas of personal attitude and conduct of the EMT-Basic
- 9 Characterize the various methods used to access the EMS system in your community

Well-Being of the EMT-Basic

The student will be able to

- 1 List possible emotional reactions that the EMT-Basic may experience when faced with trauma illness death and dying
- 2 Discuss the possible reactions that a family member may exhibit when confronted with death and dying

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- 3 State the steps in the EMT-Basic s approach to the family confronted with death and dying
- 4 State the possible reactions that the family of the EMT-Basic may exhibit due to their outside involvement in EMS
- 5 Recognize the signs and symptoms of critical incident stress
- 6 State possible steps that the EMT-Basic may take to help reduce/alleviate stress
- 7 Explain the need to determine scene safety
- 8 Discuss the importance of body substance isolation (BSI)
- 9 Describe the steps the EMT Basic should take for personal protection from airborne and bloodborne pathogens
- 10 List the personal protective equipment necessary for each of the following situations
 - a hazardous materials
 - b rescue operations
 - c violent scenes
 - d crime scenes
 - e exposure to bloodborne pathogens and
 - f exposure to airborne pathogens
- 11 Explain the rationale for serving as an advocate for the use of appropriate protective equipment
- 12 Use appropriate personal protective equipment given a scenario with potential infectious exposure Remove and discard the protective garments at the completion of the scenario
- 13 Complete disinfection/cleaning and all reporting documentation given a scenano with potential infectious exposure

Medical Legal and Ethical Issues

The student will be able to

- 1 Define the EMT-Basic scope of practice
- 2 Discuss the importance of Do Not Resuscitate (DNR) (advance directives) and local or state provisions regarding EMS application
- 3 Define consent and discuss the methods of obtaining consent
- 4 Differentiate between expressed and implied consent
- 5 Explain the role of consent of minors in providing care
- 6 Discuss the implications for the EMT-Basic in patient refusal of transport
- 7 Discuss the issues of abandonment negligence and battery and their implications for the EMT Basic
- 8 State the conditions necessary for the EMT-Basic to have a duty to act
- 9 Explain the importance necessity and legality of patient confidentiality
- 10 Discuss the considerations of the EMT-Basic in issues of organ retrieval
- 11 Differentiate the actions that an EMT-Basic should take to assist in the preservation of a crime scene

- 12 State the conditions that require an EMT-Basic to notify local law enforcement officials
- 13 Explain the role of EMS and the EMT-Basic regarding patients with DNR orders
- 14 Explain the rationale for the needs, benefits, and usage of advance directives
- 15 Explain the rationale for the concept of varying degrees of DNR

The Human Body

The student will be able to

- 1 Identify the following topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary
- 2 Describe the anatomy and function of the following major body systems: respiratory, circulatory, musculoskeletal, nervous, and endocrine

Baseline Vital Signs and Sample History

The student will be able to

- 1 Identify the components of vital signs
- 2 Describe the methods to obtain a breathing rate
- 3 Identify the attributes that should be obtained when assessing breathing
- 4 Differentiate between shallow, labored, and noisy breathing
- 5 Describe the methods to obtain a pulse rate
- 6 Identify the information obtained when assessing a patient's pulse
- 7 Differentiate between a strong, weak, regular, and irregular pulse
- 8 Describe the methods to assess the skin color, temperature, and condition (capillary refill in infants and children)
- 9 Identify normal and abnormal skin colors
- 10 Differentiate between pale, blue, red, and yellow skin color
- 11 Identify normal and abnormal skin temperatures
- 12 Differentiate between hot, cool, and cold skin temperatures
- 13 Identify normal and abnormal skin conditions
- 14 Identify normal and abnormal capillary refill in infants and children
- 15 Describe the methods to assess the pupils
- 16 Identify normal and abnormal pupil size
- 17 Differentiate between dilated (big) and constricted (small) pupil size
- 18 Differentiate between reactive and nonreactive pupils and equal and unequal pupils
- 19 Describe the methods to assess blood pressure
- 20 Define systolic pressure
- 21 Define diastolic pressure

- 22 Explain the difference between auscultation and palpation for obtaining a blood pressure
- 23 Identify the components of the SAMPLE history
- 24 Differentiate between a sign and a symptom
- 25 State the importance of accurately reporting and recording the baseline vital signs
- 26 Discuss the need to search for additional medical identification
- 27 Explain the value of performing the baseline vital signs
- 28 Recognize and respond to the feelings patients experience during assessment
- 29 Defend the need for obtaining and recording an accurate set of vital signs
- 30 Explain the rationale for recording additional sets of vital signs
- 31 Explain the importance of obtaining a SAMPLE history
- 32 Demonstrate the skills involved in assessment of breathing
- 33 Demonstrate the skills associated with obtaining a pulse
- 34 Demonstrate the skills associated with assessing the skin color temperature condition and capillary refill in infants and children
- 35 Demonstrate the skills associated with assessing the pupils
- 36 Demonstrate the skills associated with obtaining blood pressure
- 37 Demonstrate the skills that should be used to obtain information from the patient family or bystanders at the scene

Lifting and Moving Patients

The student will be able to

- 1 Define body mechanics
- 2 Discuss the guidelines and safety precautions that need to be followed when lifting a patient
- 3 Describe the safe lifting of cots and stretchers
- 4 Describe the guidelines and safety precautions for carrying patients and/or equipment
- 5 Discuss one-handed carrying techniques
- 6 Describe correct and safe carrying procedures on stairs
- 7 State the guidelines for reaching and their application
- 8 Describe correct reaching for log rolls
- 9 State the guidelines for pushing and pulling
- 10 Discuss the general considerations of moving patients
- 11 State three situations that may require the use of an emergency move
- 12 Identify the following patient carrying devices
 - a wheeled ambulance stretcher
 - b portable ambulance stretcher
 - c stair chair
 - d scoop stretcher
 - e long spine board

- f basket stretcher and
- g flexible stretcher
- 13 Explain the rationale for properly lifting and moving patients
- 14 Prepare each of the following devices for use transfer a patient to the device properly position the patient on the device move the device to the ambulance and load the patient into the ambulance all while working with a partner
 - a wheeled ambulance stretcher
 - b portable ambulance stretcher
 - c stair chair
 - d scoop stretcher
 - e long spine board
 - f basket stretcher and
 - g flexible stretcher
- 15 Demonstrate techniques for the transfer of a patient from an ambulance stretcher to a hospital stretcher while working with a partner

UNIT B AIRWAY

The student will be able to

- 1 Name and label the major structures of the respiratory system on a diagram
- 2 List the signs of adequate breathing
- 3 List the signs of inadequate breathing
- 4 Describe the steps in performing the head tilt chin-lift
- 5 Relate mechanism of injury to opening the airway
- 6 Describe the steps in performing the jaw thrust
- 7 State the importance of having a suction unit ready for immediate use when providing emergency care
- 8 Describe the techniques of suctioning
- 9 Describe how to artificially ventilate a patient with a pocket mask
- 10 Describe the steps in performing the skill of artificially ventilating a patient with a bag valve-mask while using the jaw thrust
- 11 List the parts of a bag-valve mask system
- 12 Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers
- 13 Describe the signs of adequate artificial ventilation using the bag-valve-mask
- 14 Describe the signs of inadequate artificial ventilation using the bag-valve-mask
- 15 Describe the steps in artificially ventilating a patient with a flow restricted oxygen-powered ventilation device
- 16 List the steps in performing the actions taken when providing mouth-to-mouth and mouth-to-stoma artificial ventilation
- 17 Describe how to measure and insert an oropharyngeal (oral) airway

- 18 Describe how to measure and insert a nasopharyngeal (nasal) airway
- 19 Define the components of an oxygen delivery system
- 20 Identify a nonrebreather facemask and state the oxygen flow requirements needed for its use
- 21 Describe the indications for using a nasal cannula versus a nonrebreather facemask
- 22 Identify a nasal cannula and state the flow requirements needed for its use
- 23 Explain the rationale for basic life support artificial ventilation and airway protective skills taking priority over most other basic life support skills
- 24 Explain the rationale for providing adequate oxygenation through high-inspired oxygen concentrations to patients who in the past may have received low concentrations
- 25 Demonstrate the steps in performing the head tilt chin-lift
- 26 Demonstrate the steps in performing the jaw thrust
- 27 Demonstrate the techniques of suctioning
- 28 Demonstrate the steps in providing mouth-to-mouth artificial ventilation with body substance isolation (barrier shields)
- 29 Demonstrate how to use a pocket mask to artificially ventilate a patient
- 30 Demonstrate the assembly of a bag-valve-mask unit
- 31 Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers
- 32 Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust
- 33 Demonstrate artificial ventilation of a patient with a flow restricted oxygen-powered ventilation device
- 34 Demonstrate how to artificially ventilate a patient with a stoma
- 35 Demonstrate how to insert an oropharyngeal (oral) airway
- 36 Demonstrate how to insert a nasopharyngeal (nasal) airway
- 37 Demonstrate the correct operation of oxygen tanks and regulators
- 38 Demonstrate the use of a nonrebreather facemask and state the oxygen flow requirements needed for its use
- 39 Demonstrate the use of a nasal cannula and state the flow requirements needed for its use
- 40 Demonstrate how to artificially ventilate the infant and child patient
- 41 Demonstrate oxygen administration for the infant and child patient

UNIT C PATIENT ASSESSMENT

Scene Size-Up

The student will be able to

- 1 Recognize hazards/potential hazards
- 2 Describe common hazards found at the scene of a trauma where a medical patient is present

- 3 Determine whether or not the scene is safe to enter
- 4 Discuss common mechanisms of injury/nature of illness
- 5 Discuss the reason for identifying the total number of patients at the scene
- 6 Explain the reason for identifying the need for additional help or assistance
- 7 Explain the rationale for crew members to evaluate scene safety prior to entering
- 8 Serve as a model for others explaining how patient situations affect one's evaluation of mechanism of injury or illness
- 9 Observe various scenarios and identify potential hazards

Initial Assessment

The student will be able to

- 1 Summarize the reasons for forming a general impression of the patient
- 2 Discuss methods of assessing altered mental status
- 3 Differentiate between assessing the altered mental status in the adult child and infant patient
- 4 Discuss methods of assessing the airway in the adult child and infant patient
- 5 State reasons for management of the cervical spine once the patient has been determined to be a trauma patient
- 6 Describe methods used for assessing whether or not a patient is breathing
- 7 State what care should be provided to the adult child and infant patient who demonstrate adequate breathing
- 8 State what care should be provided to the adult child and infant patient who do not demonstrate adequate breathing
- 9 Differentiate between a patient who demonstrates adequate breathing and one who demonstrates inadequate breathing
- 10 Distinguish between methods of assessing breathing in the adult child and infant patient
- 11 Compare the methods of providing airway care to the adult child and infant patient
- 12 Describe the methods used to obtain a pulse
- 13 Differentiate between obtaining a pulse in an adult child and infant patient
- 14 Discuss the need for assessing the patient for external bleeding
- 15 Describe normal and abnormal findings when assessing skin color
- 16 Describe normal and abnormal findings when assessing skin temperature
- 17 Describe normal and abnormal findings when assessing skin condition
- 18 Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient

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- 19 Explain the reason for prioritizing a patient for care and transport
- 20 Explain the importance of forming a general impression of the patient
- 21 Explain the value of performing an initial assessment
- 22 Demonstrate the techniques for assessing mental status
- 23 Demonstrate the techniques for assessing the airway
- 24 Demonstrate the techniques for assessing if the patient is breathing
- 25 Demonstrate the techniques for assessing if the patient has a pulse
- 26 Demonstrate the techniques for assessing the patient for external bleeding
- 27 Demonstrate the techniques for assessing the patient's skin color temperature condition and capillary refill (infants and children only)
- 28 Demonstrate the ability to prioritize patients

Focused History And Physical Exam - Trauma Patients

The student will be able to

- 1 Discuss the reasons for reconsideration concerning the mechanism of injury
- 2 State the reasons for performing a rapid trauma assessment
- 3 Recite examples and explain why patients should receive a rapid trauma assessment
- 4 Describe the areas included in the rapid trauma assessment and discuss what should be evaluated
- 5 Differentiate when the rapid assessment may be altered in order to provide patient care
- 6 Discuss the reason for performing a focused history and physical exam
- 7 Recognize and respect the feelings that patients might experience during assessment
- 8 Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury

Focused History And Physical Exam - Medical Patients

The student will be able to

- 1 Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history
- 2 Differentiate between the history and physical exam that is performed for responsive patients with no known prior history and patients responsive with a known prior history
- 3 Describe the unique needs for assessing an individual who is unresponsive or who has an altered mental status
- 4 Differentiate between the assessment that is performed for a patient who is unresponsive or who has an altered mental status and other medical patients requiring assessment

- 5 Attend to the feelings that these patients might be experiencing
- 6 Demonstrate the patient care skills that should be used to assist with a patient who is responsive with no known history
- 7 Demonstrate the patient care skills that should be used to assist with a patient who is unresponsive or who has an altered mental status

Detailed Physical Exam

The student will be able to

- 1 Discuss the components of the detailed physical exam
- 2 State the areas of the body that are evaluated during the detailed physical exam
- 3 Explain what additional care should be provided while performing the detailed physical exam
- 4 Distinguish between the detailed physical exam that is performed on a trauma patient and that of the medical patient
- 5 Explain the rationale for the feelings that these patients might be experiencing
- 6 Demonstrate the skills involved in performing the detailed physical exam

Ongoing Assessment

The student will be able to

- 1 Discuss the reasons for repeating the initial assessment as part of the ongoing assessment
- 2 Describe the components of the ongoing assessment
- 3 Describe trending of assessment components
- 4 Explain the value of performing an ongoing assessment
- 5 Recognize and respect the feelings that patients might experience during assessment
- 6 Explain the value of trending assessment components to other health professionals who assume care of the patient
- 7 Demonstrate the skills involved in performing the ongoing assessment

Communications

The student will be able to

- 1 List the proper methods of initiating and terminating a radio call
- 2 State the proper sequence for delivery of patient information
- 3 Explain the importance of effective communication of patient information in the verbal report
- 4 Identify the essential components of the verbal report

- 5 Describe the attributes for increasing effectiveness and efficiency of verbal communications
- 6 State legal aspects to consider in verbal communication
- 7 Discuss the communication skills that should be used to interact with the patient
- 8 Discuss the communication skills that should be used to interact with the family bystanders and individuals from other agencies while providing patient care and the difference between skills used to interact with the patient and those used to interact with others
- 9 List the correct radio procedures in the following phases of a typical call
 - a to the scene
 - b at the scene
 - c to the facility
 - d at the facility
 - e to the station and
 - f at the station
- 10 Explain the rationale for providing efficient and effective radio communications and patient reports
- 11 Perform a simulated organized concise radio transmission
- 12 Perform an organized concise patient report that would be given to the staff at a receiving facility
- 13 Perform a brief organized report that would be given to an ALS provider arriving at an incident scene at which the EMT-Basic was already providing care

Documentation

The student will be able to

- 1 Explain the components of the written report and list the information that should be included on the written report
- 2 Identify the various sections of the written report
- 3 Describe what information is required in each section of the prehospital care report and how it should be entered
- 4 Define the special considerations concerning patient refusal
- 5 Describe the legal implications associated with the written report
- 6 Discuss all state and/or local record and reporting requirements
- 7 Explain the rationale for patient care documentation
- 8 Explain the rationale for the EMS system gathering data
- 9 Explain the rationale for using medical terminology correctly
- 10 Explain the rationale for using an accurate and synchronous clock so that information can be used in trending
- 11 Complete a prehospital care report

UNIT D MEDICAL

General Pharmacology

The student will be able to

- 1 Identify which medications will be carried on the unit
- 2 State the medications (generic names) carried on the unit
- 3 Identify the medications that the EMT-B may assist the patient in administering
- 4 State the medications (generic names) that the EMT-B can assist the patient with
- 5 Discuss the forms in which the medications may be found
- 6 Explain the rationale for the administration of medications
- 7 Demonstrate general steps for assisting patient with self-administration of medications
- 8 Read the labels and inspect each type of medication

Respiratory Emergencies

The student will be able to

- 1 List the structure and function of the respiratory system
- 2 State the signs and symptoms of a patient with breathing difficulty
- 3 Describe the emergency medical care of the patient with breathing difficulty
- 4 Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty
- 5 Describe the emergency medical care of the patient with breathing distress
- 6 Establish the relationship between airway management and the patient with breathing difficulty
- 7 List signs of adequate air exchange
- 8 State the generic name medication forms dose administration action indications and contraindications for the prescribed inhaler
- 9 Distinguish between the emergency medical care of the infant child and adult patient with breathing difficulty
- 10 Differentiate between upper airway obstruction and lower airway disease in the infant and child patient
- 11 Defend EMT Basic treatment regimens for various respiratory emergencies
- 12 Explain the rationale for administering an inhaler
- 13 Demonstrate the emergency medical care for breathing difficulty
- 14 Perform the steps in facilitating the use of an inhaler

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Cardiovascular Emergencies

The student will be able to

- 1 Describe the structure and function of the cardiovascular system
- 2 Describe the emergency medical care of the patient experiencing chest pain/discomfort
- 3 List the indications for automated external defibrillation (AED)
- 4 List the contraindications for automated external defibrillation
- 5 Define the role of EMT B in the emergency cardiac care system
- 6 Explain the impact of age and weight on defibrillation
- 7 Discuss the position of comfort for patients with various cardiac emergencies
- 8 Establish the relationship between airway management and the patient with cardiovascular compromise
- 9 Predict the relationship between the patient experiencing cardiovascular compromise and basic life support
- 10 Discuss the fundamentals of early defibrillation
- 11 Explain the rationale for early defibrillation
- 12 Explain that not all chest pain complaints result in cardiac arrest and that each patient with a chest pain complaint does not need to be attached to an automated external defibrillator
- 13 Explain the importance of prehospital advanced cardiac life support (ACLS) intervention if it is available
- 14 Explain the importance of urgent transport to a facility with advanced cardiac life support (ACLS) if it is not available in the prehospital setting
- 15 Discuss the various types of automated external defibrillators
- 16 Differentiate between the fully automated and the semiautomated defibrillator
- 17 Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators
- 18 State the reasons for assuring that the patient is pulseless and apneic when using the automated external defibrillator
- 19 Discuss the circumstances that can result in inappropriate shocks
- 20 Explain the considerations for interruption of CPR when using the automated external defibrillator
- 21 Discuss the advantages and disadvantages of automated external defibrillators
- 22 Summarize the speed of operation of automated external defibrillation
- 23 Discuss the use of remote defibrillation through adhesive pads
- 24 Discuss the special considerations for rhythm monitoring
- 25 List the steps in the operation of the automated external defibrillator
- 26 Discuss the standard of care that should be used to provide care to a patient with persistent ventricular fibrillation and no available advanced cardiac life support (ACLS)

- 27 Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available advanced cardiac life support (ACLS)
- 28 Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator
- 29 Explain the reason for pulses not being checked between shocks with an automated external defibrillator
- 30 Discuss the importance of coordinating advanced cardiac life support (ACLS) trained providers with personnel using automated external defibrillators
- 31 Discuss the importance of post-resuscitation care
- 32 List the components of post resuscitation care
- 33 Explain the importance of frequent practice with the automated external defibrillator
- 34 Discuss the need to complete the Automated Defibrillator Operator's Shift Checklist
- 35 Discuss the role of the American Heart Association (AHA) in the use of automated external defibrillation
- 36 Explain the role medical direction plays in the use of automated external defibrillation
- 37 State the reasons why a case review should be completed following the use of the automated external defibrillator
- 38 Discuss the components that should be included in a case review
- 39 Discuss the goal of quality improvement in automated external defibrillation
- 40 Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain
- 41 List the indications for the use of nitroglycerin
- 42 State the contraindications and side effects in the use of nitroglycerin
- 43 Define the functions of all controls on an automated external defibrillator and describe event documentation and battery defibrillator maintenance
- 44 Defend the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education
- 45 Defend the reason for maintenance of automated external defibrillators
- 46 Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort
- 47 Demonstrate the assessment and emergency medical care of a patient experiencing chest pain/discomfort
- 48 Demonstrate the application and operation of the automated external defibrillator
- 49 Demonstrate the maintenance of an automated external defibrillator
- 50 Demonstrate the assessment and documentation of patient response to the automated external defibrillator
- 51 Demonstrate the skills necessary to complete the Automated Defibrillator Operator's Shift Checklist

- 52 Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort
- 53 Demonstrate the assessment and documentation of patient response to nitroglycerin
- 54 Practice completing a prehospital care report for patients with cardiac emergencies

Diabetes/Altered Mental Status

The student will be able to

- 1 Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history
- 2 State the steps in the emergency medical care of the patient with an altered mental status and a history of diabetes taking diabetic medicine
- 3 Establish the relationship between airway management and the patient with altered mental status
- 4 State the generic and trade names medication forms dose administration action and contraindications for oral glucose
- 5 Evaluate the need for medical direction in the emergency medical care of the diabetic patient
- 6 Explain the rationale for administering oral glucose
- 7 Demonstrate the steps in the emergency medical care for the patient with an altered mental status and a history of diabetes taking diabetic medicine
- 8 Demonstrate the steps in the administration of oral glucose
- 9 Demonstrate the assessment and documentation of patient response to oral glucose
- 10 Demonstrate how to complete prehospital care reports for patients with diabetic emergencies

Allergies

The student will be able to

- 1 Recognize the patient experiencing an allergic reaction
- 2 Describe the emergency medical care of the patient with an allergic reaction
- 3 Establish the relationship between the patient with an allergic reaction and airway management
- 4 Describe the mechanisms of allergic response and the implications for airway management
- 5 State the generic and trade names medication forms dose administration action and contraindications for the epinephrine auto-injector

- 6 Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction
- 7 Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care including immediate use of epinephrine auto injector
- 8 Explain the rationale for administering epinephrine using an auto-injector
- 9 Demonstrate the emergency medical care of the patient experiencing an allergic reaction
- 10 Demonstrate the use of epinephrine auto-injector
- 11 Demonstrate the assessment and documentation of patient response to an epinephrine injection
- 12 Demonstrate proper disposal of equipment
- 13 Demonstrate completing prehospital care reports for patients with allergic emergencies

Poisoning/Overdose

The student will be able to

- 1 List various ways that poisons enter the body
- 2 List signs/symptoms associated with poisoning
- 3 Discuss the emergency medical care for the patient with possible overdose
- 4 Describe the steps in the emergency medical care for the patient with suspected poisoning
- 5 Establish the relationship between the patient suffering from poisoning or overdose and airway management
- 6 State the generic and trade names indications contraindications medication form dose administration actions side effects and re-assessment strategies for activated charcoal
- 7 Recognize the need for medical direction in caring for the patient with poisoning or overdose
- 8 Explain the rationale for administering activated charcoal
- 9 Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient
- 10 Demonstrate the steps in emergency medical care of the patient with possible overdose
- 11 Demonstrate the steps in emergency medical care of the patient with suspected poisoning
- 12 Perform the necessary steps required to provide a patient with activated charcoal
- 13 Demonstrate the assessment and documentation of patient response
- 14 Demonstrate proper disposal of administration of activated charcoal equipment

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- 15 Demonstrate completing prehospital care reports for patients with poisoning/overdose emergencies

Environmental Emergencies

The student will be able to

- 1 Describe the various ways that the body loses heat
- 2 List the signs and symptoms of exposure to cold
- 3 Explain the steps in providing emergency medical care to a patient exposed to cold
- 4 List the signs and symptoms of exposure to heat
- 5 Explain the steps in providing emergency care to a patient exposed to heat
- 6 Recognize the signs and symptoms of water-related emergencies
- 7 Describe the complications of near drowning
- 8 Discuss the emergency medical care of bites and stings
- 9 Demonstrate the assessment and emergency medical care of a patient with exposure to cold
- 10 Demonstrate the assessment and emergency medical care of a patient with exposure to heat
- 11 Demonstrate the assessment and emergency medical care of a near drowning patient
- 12 Demonstrate completing a prehospital care report for patients with environmental emergencies

Behavioral Emergencies

The student will be able to

- 1 Define behavioral emergencies
- 2 Discuss the general factors that may cause an alteration in a patient's behavior
- 3 State the various reasons for psychological crises
- 4 Discuss the characteristics of an individual's behavior that suggest that the patient is at risk for suicide
- 5 Discuss special medical/legal considerations for managing behavioral emergencies
- 6 Discuss the special considerations for assessing a patient with behavioral problems
- 7 Discuss the general principles of an individual's behavior that suggest that s/he is at risk for violence
- 8 Discuss methods to calm behavioral emergency patients
- 9 Explain the rationale for learning how to modify your behavior toward the patient experiencing a behavioral emergency

- 10 Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency
- 11 Demonstrate various techniques to safely restrain a patient with a behavioral problem

Obstetrics/Gynecology

The student will be able to

- 1 Identify the following structures uterus vagina fetus placenta umbilical cord amniotic sac and perineum
- 2 Identify and explain the use of the contents of an obstetrics kit
- 3 Identify pre-delivery emergencies
- 4 State indications of an imminent delivery
- 5 Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery
- 6 State the steps in the pre-delivery preparation of the mother
- 7 Establish the relationship between body substance isolation and childbirth
- 8 State the steps to assist in the delivery
- 9 Describe care of the baby as the head appears
- 10 Describe how and when to cut the umbilical cord
- 11 Discuss the steps in the delivery of the placenta
- 12 List the steps in the emergency medical care of the mother post-delivery
- 13 Summarize neonatal resuscitation procedures
- 14 Describe the procedures for the following abnormal deliveries breech birth prolapsed cord and limb presentation
- 15 Differentiate the special considerations for multiple births
- 16 Describe special considerations of meconium
- 17 Describe special considerations of a premature baby
- 18 Discuss the emergency medical care of a patient with a gynecological emergency
- 19 Explain the rationale for understanding the implications of treating two patients (mother and baby)
- 20 Demonstrate the steps to assist in the normal cephalic delivery
- 21 Demonstrate necessary care procedures of the fetus as the head appears
- 22 Demonstrate infant neonatal procedures
- 23 Demonstrate post delivery care of infant
- 24 Demonstrate how and when to cut the umbilical cord
- 25 Attend to the steps in the delivery of the placenta
- 26 Demonstrate the post-delivery care of the mother
- 27 Demonstrate the procedures for the following abnormal deliveries vaginal bleeding breech birth prolapsed cord and limb presentation
- 28 Demonstrate the steps in the emergency medical care of the mother with excessive bleeding

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- 29 Demonstrate completing a prehospital care report for patients with obstetrical/gynecological emergencies

UNIT E TRAUMA

Bleeding and Shock

The student will be able to

- 1 List the structure and function of the circulatory system
- 2 Differentiate between arterial venous and capillary bleeding
- 3 State methods of emergency medical care for external bleeding
- 4 Establish the relationship between body substance isolation and bleeding
- 5 Establish the relationship between airway management and the trauma patient
- 6 Establish the relationship between mechanism of injury and internal bleeding
- 7 List the signs of internal bleeding
- 8 List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding
- 9 List signs and symptoms of shock (hypoperfusion)
- 10 State the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion)
- 11 Explain the sense of urgency to transport patients who are bleeding and who show signs of shock (hypoperfusion)
- 12 Demonstrate direct pressure as a method of emergency medical care of external bleeding
- 13 Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding
- 14 Demonstrate the use of pressure points and tourniquets as a method of emergency medical care for external bleeding
- 15 Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding
- 16 Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion)
- 17 Demonstrate completing a prehospital care report for patient with bleeding and/or shock (hypoperfusion)

Soft Tissue Injuries

The student will be able to

- 1 State the major functions of the skin
- 2 List the layers of the skin

- 3 Establish the relationship between body substance isolation (BSI) and soft tissue injuries
- 4 List the types of closed soft tissue injuries
- 5 Describe the emergency medical care of the patient with a closed soft tissue injury
- 6 State the types of open soft tissue injuries
- 7 Describe the emergency medical care of the patient with an open soft tissue injury
- 8 Discuss the emergency medical care considerations for a patient with a penetrating chest injury
- 9 State the emergency medical care considerations for a patient with an open wound to the abdomen
- 10 Differentiate the care of an open wound to the chest from an open wound to the abdomen
- 11 List the classifications of burns
- 12 Define superficial burn
- 13 List the characteristics of a superficial burn
- 14 Define partial thickness burn
- 15 List the characteristics of a partial thickness burn
- 16 Define full thickness burn
- 17 List the characteristics of a full thickness burn
- 18 Describe the emergency medical care of the patient with a superficial burn
- 19 Describe the emergency medical care of the patient with a partial thickness burn
- 20 Describe the emergency medical care of the patient with a full thickness burn
- 21 List the functions of dressing and bandaging
- 22 Describe the purpose of a bandage
- 23 Describe the steps in applying a pressure dressing
- 24 Establish the relationship between airway management and the patient with chest injury, burns, and blunt and penetrating injuries
- 25 Describe the effects of improperly applied dressings, splints, and tourniquets
- 26 Describe the emergency medical care of a patient with an impaled object
- 27 Describe the emergency medical care of a patient with an amputation
- 28 Describe the emergency care for a chemical burn
- 29 Describe the emergency care for an electrical burn
- 30 Demonstrate the steps in the emergency medical care of closed soft tissue injuries
- 31 Demonstrate the steps in the emergency medical care of open soft tissue injuries
- 32 Demonstrate the steps in the emergency medical care of a patient with an open chest wound

- 33 Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds
- 34 Demonstrate the steps in the emergency medical care of a patient with an impaled object
- 35 Demonstrate the steps in the emergency medical care of a patient with an amputation
- 36 Demonstrate the steps in the emergency medical care of an amputated part
- 37 Demonstrate the steps in the emergency medical care of a patient with superficial burns
- 38 Demonstrate the steps in the emergency medical care of a patient with partial thickness burns
- 39 Demonstrate the steps in the emergency medical care of a patient with full thickness burns
- 40 Demonstrate the steps in the emergency medical care of a patient with a chemical burn
- 41 Demonstrate completing a prehospital care report for patients with soft tissue injuries

Musculoskeletal Care

The student will be able to

- 1 Describe the function of the muscular system
- 2 Describe the function of the skeletal system
- 3 List the major bones or bone groupings of the spinal column the thorax the upper extremities and the lower extremities
- 4 Differentiate between an open and a closed painful swollen deformed extremity
- 5 State the reasons for splinting
- 6 List the general rules of splinting
- 7 List the complications of splinting
- 8 List the emergency medical care for a patient with a painful swollen deformed extremity
- 9 Explain the rationale for splinting at the scene versus load and go
- 10 Explain the rationale for immobilization of the painful swollen deformed extremity
- 11 Demonstrate the emergency medical care of a patient with a painful swollen deformed extremity
- 12 Demonstrate completing prehospital care reports for patients with musculoskeletal injuries

Injuries To The Head And Spine

The student will be able to

- 1 State the components of the nervous system
- 2 List the functions of the central nervous system
- 3 Define the structure of the skeletal system as it relates to the nervous system
- 4 Relate mechanism of injury to potential injuries of the head and spine
- 5 Describe the implications of not properly caring for potential spine injuries
- 6 State the signs and symptoms of a potential spine injury
- 7 Describe the method of determining if a responsive patient may have a spine injury
- 8 Relate the airway emergency medical care techniques to the patient with a suspected spine injury
- 9 Describe how to stabilize the cervical spine
- 10 Discuss indications for sizing and using a cervical spine immobilization device
- 11 Establish the relationship between airway management and the patient with head and spine injuries
- 12 Describe a method for sizing a cervical spine immobilization device
- 13 Describe how to log roll a patient with a suspected spine injury
- 14 Describe how to secure a patient to a long spine board
- 15 List instances when a short spine board should be used
- 16 Describe how to immobilize a patient using a short spine board
- 17 Describe the indications for the use of rapid extrication
- 18 List steps in performing rapid extrication
- 19 State the circumstances when a helmet should be left on the patient
- 20 Discuss the circumstances when a helmet should be removed
- 21 Identify different types of helmets
- 22 Describe the unique characteristics of sports helmets
- 23 Explain the preferred methods to remove a helmet
- 24 Discuss alternative methods for removal of a helmet
- 25 Describe how the patient's head is stabilized to remove the helmet
- 26 Differentiate how the head is stabilized with a helmet compared to without a helmet
- 27 Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected
- 28 Explain the rationale for utilizing immobilization methods apart from the straps on the cots
- 29 Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position
- 30 Explain the rationale for utilizing rapid extrication approaches only when they will make the difference between life and death

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- 31 Defend the reasons for leaving a helmet in place for transport of a patient
- 32 Defend the reasons for removal of a helmet prior to transport of a patient
- 33 Demonstrate opening the airway in a patient with suspected spinal cord injury
- 34 Demonstrate evaluating a responsive patient with a suspected spinal cord injury
- 35 Demonstrate stabilization of the cervical spine
- 36 Demonstrate the four person log roll for a patient with a suspected spinal cord injury
- 37 Demonstrate how to log roll a patient with a suspected spinal cord injury using two people
- 38 Demonstrate securing a patient to a long spine board
- 39 Demonstrate using the short board immobilization technique
- 40 Demonstrate procedure for rapid extrication
- 41 Demonstrate preferred methods for stabilization of a helmet
- 42 Demonstrate helmet removal techniques
- 43 Demonstrate alternative methods for stabilization of a helmet
- 44 Demonstrate completing a prehospital care report for patients with head and spinal injuries

UNIT F INFANTS AND CHILDREN

Infants and Children

The student will be able to

- 1 Identify the developmental considerations for the following age groups
 - a infants
 - b toddlers
 - c pre-school
 - d school age and
 - e adolescent
- 2 Describe differences in anatomy and physiology of the infant child and adult patient
- 3 Differentiate the response of the ill or injured infant or child (age specific) from that of an adult
- 4 Indicate various causes of respiratory emergencies
- 5 Differentiate between respiratory distress and respiratory failure
- 6 List the steps in the management of foreign body airway obstruction
- 7 Summarize emergency medical care strategies for respiratory distress and respiratory failure
- 8 Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient
- 9 Describe the methods of determining organ perfusion in the infant and child patient

- 10 State the usual cause of cardiac arrest in infants and children versus adults
- 11 List the common causes of seizures in the infant and child patient
- 12 Describe the management of seizures in the infant and child patient
- 13 Differentiate between the injury patterns in adults, infants, and children
- 14 Discuss the field management of the infant and child trauma patient
- 15 Summarize the indicators of possible child abuse and neglect
- 16 Describe the medical/legal responsibilities in suspected child abuse
- 17 Recognize need for EMT-Basic debriefing following a difficult infant or child transport
- 18 Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient
- 19 Attend to the feelings of the family when dealing with an ill or injured infant or child
- 20 Understand the provider's own response (emotional) to caring for infants or children
- 21 Demonstrate the techniques of foreign body airway obstruction removal in the infant
- 22 Demonstrate the techniques of foreign body airway obstruction removal in the child
- 23 Demonstrate the assessment of the infant and child
- 24 Demonstrate bag-valve mask artificial ventilations for the infant
- 25 Demonstrate bag-valve-mask artificial ventilations for the child
- 26 Demonstrate oxygen delivery for the infant and child

UNIT G OPERATIONS

Ambulance Operations

The student will be able to

- 1 Discuss the medical and nonmedical equipment needed to respond to a call
- 2 List the phases of an ambulance call
- 3 Describe the general provisions of state laws relating to the operation of the ambulance and privileges in any or all of the following categories:
 - a speed
 - b warning lights
 - c sirens
 - d right-of-way
 - e parking and
 - f turning
- 4 List contributing factors to unsafe driving conditions
- 5 Describe the considerations that should be given to:
 - a requesting escorts
 - b following an escort vehicle and

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- c approaching intersections
- 6 Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle
- 7 State what information is essential in order to respond to a call
- 8 Discuss various situations that may affect response to a call
- 9 Differentiate between the various methods of moving a patient to the unit based upon injury or illness
- 10 Apply the components of the essential patient information in a written report
- 11 Summarize the importance of preparing the unit for the next response
- 12 Identify what is essential for completion of a call
- 13 Distinguish among the terms cleaning disinfection high level disinfection and sterilization
- 14 Describe how to clean or disinfect items following patient care
- 15 Explain the rationale for appropriate report of patient information
- 16 Explain the rationale for having the unit prepared to respond

Gaining Access

The student will be able to

- 1 Describe the purpose of extrication
- 2 Discuss the role of the EMT-Basic in extrication
- 3 Identify what equipment for personal safety is required for the EMT-Basic
- 4 Define the fundamental components of extrication
- 5 State the steps that should be taken to protect the patient during extrication
- 6 Evaluate various methods of gaining access to the patient
- 7 Distinguish between simple and complex access

Overviews

The student will be able to

- 1 Explain the EMT Basic's role during a call involving hazardous materials
- 2 Describe what the EMT-Basic should do if there is reason to believe that there is a hazard at the scene
- 3 Describe the actions that an EMT-Basic should take to ensure bystander safety
- 4 State the role the EMT-Basic should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation
- 5 Break down the steps to approaching a hazardous situation
- 6 Discuss the various environmental hazards that affect EMS
- 7 Describe the criteria for a multiple-casualty situation
- 8 Evaluate the role of the EMT-Basic in the multiple-casualty situation

- 9 Summarize the components of basic triage
- 10 Define the role of the EMT Basic in a disaster operation
- 11 Describe basic concepts of incident management
- 12 Explain the methods for preventing contamination of self equipment and facilities
- 13 Review the local mass casualty incident plan
- 14 Given a scenario of a mass casualty incident perform triage

UNIT H ADVANCED AIRWAY (ELECTIVE)

Advanced Airway

The student will be able to

- 1 Identify and describe the airway anatomy in the infant child and adult
- 2 Differentiate between the airway anatomy in the infant child and adult
- 3 Explain the pathophysiology of airway compromise
- 4 Describe the proper use of airway adjuncts
- 5 Review the use of oxygen therapy in airway management
- 6 Describe the indications contraindications and technique for insertion of nasal gastric tubes
- 7 Describe how to perform the Sellick maneuver (cricoid pressure)
- 8 Describe the indications for advanced airway management
- 9 List the equipment required for orotracheal intubation
- 10 Describe the proper use of the curved blade for orotracheal intubation
- 11 Describe the proper use of the straight blade for orotracheal intubation
- 12 State the reasons for and proper use of the stylet in orotracheal intubation
- 13 Describe the methods of choosing the appropriate size endotracheal tube in an adult patient
- 14 State the formula for sizing an infant or child endotracheal tube
- 15 List complications associated with advanced airway management
- 16 Define the various alternative methods for sizing the infant and child endotracheal tube
- 17 Describe the skill of orotracheal intubation in the adult patient
- 18 Describe the skill of orotracheal intubation in the infant and child patient
- 19 Describe the skill of confirming endotracheal tube placement in the adult infant and child patient
- 20 State the consequence of and the need to recognize unintentional esophageal intubation
- 21 Describe the skill of securing the endotracheal tube in the adult infant and child patient
- 22 Recognize and respect the feelings of the patient and family during advanced airway procedures
- 23 Explain the value of performing advanced airway procedures

- 24 Defend the need for the EMT-Basic to perform advanced airway procedures
- 25 Explain the rationale for the use of a stylet
- 26 Explain the rationale for having a suction unit immediately available during intubation attempts
- 27 Explain the rationale for confirming breath sounds
- 28 Explain the rationale for securing the endotracheal tube
- 29 Demonstrate how to perform the Sellick maneuver (cricoid pressure)
- 30 Demonstrate the skill of orotracheal intubation in the adult patient
- 31 Demonstrate the skill of orotracheal intubation in the infant and child patient
- 32 Demonstrate the skill of confirming endotracheal tube placement in the adult patient
- 33 Demonstrate the skill of confirming endotracheal tube placement in the infant and child patient
- 34 Demonstrate the skill of securing the endotracheal tube in the adult patient
- 35 Demonstrate the skill of securing the endotracheal tube in the infant and child patient

ENRICHMENT MODULE 1A PREPARATORY

Infection Control

The student will be able to

- 1 List the routes of transmission for communicable diseases
- 2 Identify general precautions to be taken by the EMT-Basic
- 3 Identify procedures for minimizing risk
- 4 State the procedures for disinfecting the ambulance
- 5 Discuss the most threatening mode of communicable diseases for the EMT-Basic in the line of duty
- 6 Discuss the reasons for disinfection procedures of the ambulance
- 7 Discuss the duty of the EMT-Basic in regard to treatment and transportation of patients with communicable diseases

Hazardous Materials

- 1 Name nine (9) classes of hazardous materials
- 2 Recognize hazardous material placards
- 3 Name four (4) clues to hazardous materials presence
- 4 Identify levels of personal protection
- 5 Using a Department of Transportation (DOT) emergency response guidebook (ERG) locate response guidelines for specific hazardous materials
- 6 Identify decontamination procedures

- 7 Discuss at least three (3) situations in which the EMT Basic may encounter a hazardous material problem
- 8 Discuss how and when to notify Chemtrec

ENRICHMENT MODULE 5A TRAUMA

I V Maintenance

The student will be able to

- 1 State the use of D5W and volume expander solutions
- 2 Name two types of venipuncture devices
- 3 Name three parts of a drip set
- 4 State the difference between a mini drip set and a regular drip set
- 5 Name the three things one must know to calculate drip rates
- 6 Name seven signs and symptoms of pyrogenic reaction
- 7 State the treatment for pyrogenic reaction
- 8 Name three signs of local infiltration of I V
- 9 State the treatment of thrombophlebitis
- 10 Name three causes of circulatory overload
- 11 Name four signs of circulatory overload
- 12 State the treatment of circulatory overload
- 13 Name five signs of air embolism
- 14 State the treatment for air embolism
- 15 State the procedure the EMT-Basic must know to discontinue an I V
- 16 State the role of the EMT Basic involving IV therapy
- 17 Calculate various drip rates
- 18 Demonstrate setting/changing drip rates
- 19 Demonstrate the steps necessary to discontinue an IV

Pneumatic Anti-Shock Garments

The student will be able to

- 1 List the indications for pneumatic anti-shock garment (P A S G) application
- 2 List the contraindication(s) for P A S G
- 3 Identify breath sounds particularly rales as a contraindication for P A S G application
- 4 Demonstrate the procedure for the application of P A S G
- 5 Demonstrate the procedure for deflation of P A S G

April 2002

Developed by

TEX_21956

DEF_3336-0396

REC039631

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area) West Columbia Jason Decker Paramedic CareForce Columbia Carol
Geiger R N HST Instructor Pelion High School Pelion Mary Lewis Hamrick
R N HST Instructor Greenwood County Career Center Greenwood, Joy
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Emergency Medical Services Lexington and Steven Vincent HST Instructor
Heyward Career and Technology Center Columbia

TEX_21957

DEF_3336-0397

REC039632

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MEDICAL TERMINOLOGY

ACTIVITY/COURSE CODE 5540

COURSE DESCRIPTION

Medical terminology is designed to develop in the students a working knowledge of the language of medicine. Students acquire word building skills by learning prefixes, suffixes, roots, and abbreviations. Utilizing a body systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Common abbreviations applicable to each system will be interpreted. Knowledge of medical terminology enhances a student's ability to successfully secure employment or pursue advanced education in health science.

Medical terminology may be offered in a variety of formats: dual enrollment, online, independent study, embedded in a health science technology course, or as a stand-alone course.

GENERAL REQUIREMENTS

This course is recommended for students in grades 10–12 and is anatomy and physiology based. It may or may not be a prerequisite for other levels of Health Science Technology Education.

Credit **1/2, 1 or 2 units**

RESOURCES

Ehrlich, Ann, and Carol Shroeder. Medical Terminology for Health Professions. Albany, NY: Delmar, latest edition.

Ehrlich, Ann, and Carol Shroeder. Introduction to Medical Terminology. Albany, NY: Delmar, latest edition.

Delmar's Medical Terminology Video Tapes and Audiotape Set for Medical Terminology. Albany, NY: Delmar, latest edition.

Simmers, Louise. Diversified Health Occupations. Albany, NY: Delmar, latest edition.

South Carolina Department of Education. SC Health Science Technology Standards Teacher Toolkit CD. Columbia, SC: SC Department of Education.

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OTHER RESOURCES -

A D A M The Inside Story CD-ROM and Teacher Guide Atlanta GA A D A M Software Inc

Austrn Miriam G and Harvey R Learning Medical Terminology A Worktext New York Mosby latest edition

Brooks Myma LaFleur Exploring Medical Language A Student Directed Approach New York Mosby latest edition

Chabner Davi-Ellen The Language of Medicine A Write-In Text Explaining Medical Terms Philadelphia Saunders latest edition

Dean Vaughn Learning Systems Medical Terminology 350 Westwood MA Damon Instructional Systems latest edition

Haroun Lee and Susan Royce Teaching Ideas and Classroom Activities for Health Care Albany NY Delmar latest edition

How Your Body Works CD-ROM and Teacher Guide Novato CA Mindscape Inc

Layman Dale Pierre The Medical Language A Programmed, Body Systems Approach Albany NY Delmar latest edition

Myma Lafleur Brooks M LaFleur-Brooks Mosby's Medical, Nursing, & Allied Health Dictionary NY Mosby latest edition

The New Living Body Video Series Princeton NJ Films for the Humanities and Sciences

Sormunen Carolee and Marie Moiso Terminology for Allied Health Professionals Albany NY Delmar latest edition

Tillman Kenneth G and Patricia R Toner How to Survive Teaching Health Games, Activities, and Workbooks for Grades 4-12 Saddle River NJ Prentice Hall Trade latest edition

Venes Donald Ed et al Taber's Cyclopedic Medical Dictionary Philadelphia F A Davis latest edition

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MEDICAL TERMINOLOGY

Medical terminology standards focus on body systems to include the following

- Skeletal
- Muscular
- Cardiovascular
- Lymphatic and Immune
- Respiratory
- Digestive
- Urinary
- Nervous
- Special Senses
- Endocrine
- Reproductive

FOUNDATION STANDARD 1 ACADEMIC FOUNDATION

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:

Standard Topic 1.1 Human Structure and Function

- A Identify basic prefixes, suffixes, and combining forms to create medical terms associated with body structure and function.
- B Explain body planes, directional terms, quadrants, and cavities.
- C Utilize abbreviations, acronyms, and symbols related to body structure and function.
- D Describe the basic structures and functions of cells, tissues, organs, and systems as they relate to homeostasis.
- E Spell and define specific terms related to body systems.
- F Compare relationships among cells, tissues, organs, and systems.
- G Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, and medical/surgical treatment.
- H Pronounce medical terms associated with body structure and function.
- I Utilize medical dictionaries and multimedia resources to interpret medical terminology associated with body function and structure.

Standard Topic 1.2 Diseases and Disorders

- A Identify the basic prefixes, suffixes, and combining forms used to define medical terms associated with disorders and diseases.

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- B Analyze body system changes in light of diseases disorders and wellness
- C Spell pronounce define and compare selected diseases and disorders including etiology diagnoses and treatment to include biotechnological applications
- D Utilize abbreviations acronyms and symbols related to diseases and disorders of body systems
- E Recognize terms associated with the spread of pathogenic microorganisms
- F Identify medical terms that describe the affects of aging on the body systems
- G Research the origins of eponyms associated with diseases and disorders
- H Utilize medical dictionanes and multimedia resources to interpret medical terminology associated with diseases and disorders of the body

FOUNDATION STANDARD 2 COMMUNICATIONS

Healthcare workers will know the various methods of giving and obtaining information
They will communicate effectively both orally and in writing

Standard Topic 2 1 Oral Communications Skills

- A Adjust communication to other s ability to understand
- B Pronounce medical terms
- C Employ increasingly precise language to communicate
- D Translate medical terms to conversational language to facilitate communication
- E Evaluate the use of verbal language in a variety of healthcare scenarios

Standard Topic 2 2 Written Communication Skills

- A Organize write and compile technical information and summaries
- B Use medical terminology within a scope of practice in order to interpret transcribe and communicate information data and observations
- C Use medical and dental dictionaries and multimedia resources

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- D Read and interpret technical material related to healthcare
- E Use resources to interpret technical materials
- F Evaluate the use of written language in a variety of healthcare scenarios
- G Utilize electronic media such as the Internet and other telecommunications with appropriate supervision

PHARMACY TECHNOLOGY

ACTIVITY/COURSE CODE 5570

COURSE DESCRIPTION

Pharmacy Technology is designed to train pharmacy technicians to pass the Pharmacy Technician Certifying Board examination. A practicing pharmacist has developed the curriculum. The program includes 90 classroom hours plus 60 homework hours for a total of 150 hours. Teachers are encouraged to arrange student work-based learning opportunities in pharmacies for practical experience. The American Council of Pharmaceutical Education accredits the program.

The CD-ROM format serves as the students' text and workbook. The interactive multimedia training uses Internet access, on-line testing, scoring, and monitoring. Teachers can monitor students' progress via Internet. Students work at their own pace and teachers determine when exams are taken. The cost of the CD for the students is \$167 each. The course may be taught as an embedded course in the Health Science Technology 2 curriculum, as a stand-alone course, or as an independent study. More information can be found at www.passassured.com.

GENERAL REQUIREMENTS

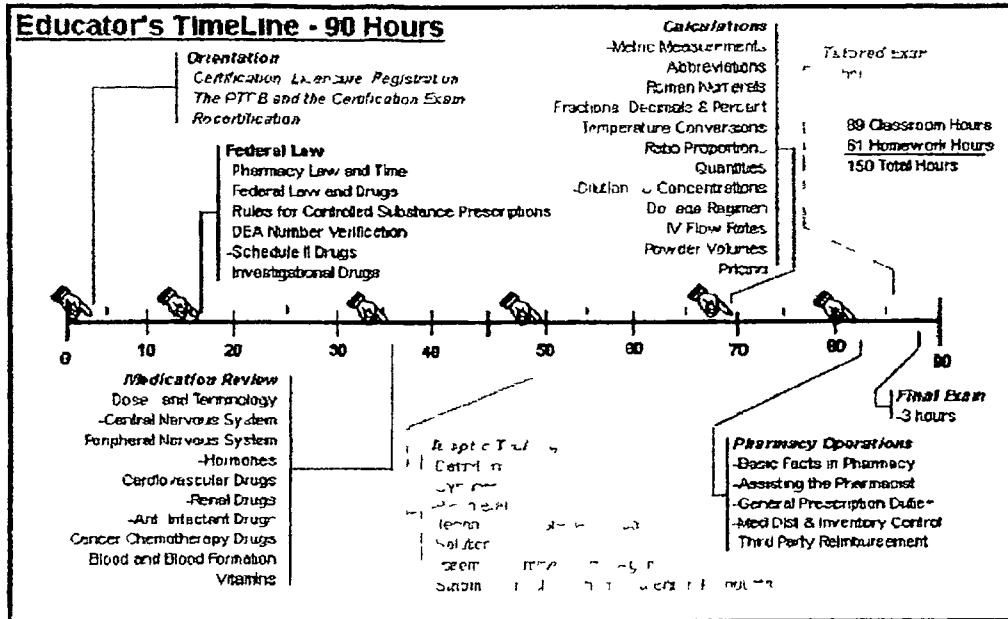
This course is recommended for students in grade 12 who are scheduled to graduate at the conclusion of the year in which training is begun. Eligibility to register for the Pharmacy Technician Certifying Board examination requires a high school diploma.

RECOMMENDED PREREQUISITE (S)

Introduction to Health Science, Health Science Technology 1, Anatomy & Physiology, Biology 2, or teacher recommendation.

Credit 1 or 2 unit(s)

TimeLine Graphic



GENERAL INFORMATION

Currently the student cost for the CD is \$167. The cost may vary from year to year.

PassAssured is committed to maintaining and supporting a high caliber of teachers to administer the Pharmacy Technician Training Program. Teachers meet for a daylong training prior to teaching the course to focus on the content, teaching methods, and monitoring processes.

The teacher preparation for the Pharmacy Technician Training Program will allow exemplary classroom teachers to demonstrate and maintain an outstanding level of proficiency in the implementation of the Pharmacy Technology course in our schools.

STANDARD 1

ORIENTATION

In the Orientation section students are introduced to basic terms and definitions the Pharmacy Technician Certification Board (PTCB) and the PTCB exam PTCB recertification details and easy to follow steps for maintaining certification are provided Each subsection is supplemented with a Windows help file accessible at any time from the CD Drive

Subsections

Certification, Licensure, and Registration

Review of important basic terms and definitions

The PTCB and the Certification Exam

Review of the Pharmacy Technician Certification Board its founding members and purpose The PTCB certification examination structure time allowed for exam and broad topic content is also included

Recertification

Details the processes needed to maintain certification Contact information and requirements for recertification are provided

FEDERAL LAW

From Food and Drug Administration laws to the Poison Prevention Act federal laws that have guided pharmacy are presented In this section the method used to determine a valid DEA number is reviewed Because state and local laws vary greatly it is not practical for this product to cover them The PTCB exam covers only federal law

Subsections

Pharmacy Law and Time

Review of laws that affect the pharmacy industry when they were enacted and their importance

Federal Law and Drugs

Evaluation of the Controlled Substance Act of 1970 which regulates the manufacture distribution and dispensing of controlled substances based on abuse potential

Rules for Controlled Substance Prescriptions

Outlines filing procedures and record maintenance in accordance with state and federal laws Also covers drug substitution requirements

DEA Number Verification

Review of how a doctor's DEA number is determined and its purpose An interactive display gives the student instructions on how to determine if a DEA number is valid

Schedule II Drugs

Review of storage requirements for Schedule II Drugs

Investigational Drugs

Explanation of the four phases of investigational drugs

STANDARD 2

MEDICATION REVIEW

In this section the pharmacy technician is introduced to pharmacology. The study guide focuses on maintaining the proper instructional level for a pharmacy technician. Various types of drugs, prescriptions, medication dosage forms, and medical devices are reviewed. Drug interactions in the human body's major systems, such as the central nervous system, peripheral nervous system, and cardiovascular system are evaluated. The study concentrates on commonly used drug classes that would be of most concern for the Pharmacy Technician.

Subsections

Doses and Terminology

Review of pharmacology terms. In-depth review of various types of medication dosages, such as tablets, caplets, liquids, creams, emulsions, etc. Description of various administration devices for certain medications and dosages.

Central Nervous System

Medication review of drugs that affect the central nervous system (CNS). Includes drug interactions and the mechanism of action. Components of the CNS are briefly covered.

Peripheral Nervous System

Medication review of drugs that affect the peripheral nervous system (PNS). Includes drug interactions, mechanism of action, and manufacturer named drugs. Components of the PNS are briefly covered.

Hormones

Medication review of hormonal drugs, which are classified as those that significantly influence emotions and quality of life. Includes drug interactions, mechanism of action, and manufacturer named drugs. Local and systemic hormone uses are studied. All male and female hormones are reviewed.

Cardiovascular Drugs

Medication review of drugs that affect the cardiovascular system. Includes basic terms & definitions, drug interactions, mechanism of action, and manufacturer named drugs. Components of the cardiovascular system are briefly presented.

Renal Drugs

Medication review of drugs that affect the renal system. Includes basic definitions, drug interactions, mechanism of action, and manufacturer named drugs. Components of the renal system are briefly presented.

Anti-Infectant Drugs

Medication review of drugs classified as anti-infectants. Includes drug interactions, mechanism of action, manufacturer named drugs, anti-infectant drug classes, and typical treatment regimens. Therapeutic classes used in the treatment of infections are reviewed.

Cancer Chemotherapy Drugs

Medication review of chemotherapy drugs. Includes drug interactions, mechanism of action, and manufacturer named drugs. Therapeutic classes used in the treatment of cancer are detailed. Personnel safety and safe handling procedures for these dangerous agents are presented.

Blood and Blood Formation

Medication review of blood and blood formation drugs. Includes drug interactions, mechanism of action, and manufacturer named drugs. Basic definition referencing to blood and blood formation abnormalities are detailed.

Vitamins

A medication review of vitamins includes drug interactions, mechanism of action, and manufacturer named drugs. An illustrated study aid helps students remember which vitamins are fat soluble and which are water soluble.

STANDARD 3

ASEPTIC TECHNIQUES

In this section, students briefly review preparation procedures for parenteral products. Pictures taken during the preparation of different sterile products are used to illustrate various topics. Laminar and horizontal airflow hoods are explained through the use of pictures and diagrams. Devices used in the preparation of sterile products are illustrated. Students will learn the basics of aseptic techniques with emphasis on possible testing topics.

Subsections

Definitions

The definitions module explores basic terminology and environmental contamination concerns in performing aseptic techniques procedures. Laminar airflow hoods, air filtration systems, and inspection requirements are highlighted. Vertical airflow hoods and biological safety cabinets are reviewed.

Syringes

The components of a syringe are illustrated and reviewed. Various types of syringes are graphically illustrated. The components of needle assembly and how the size (gauge) of a needle is determined are graphically illustrated.

Parenteral

A high level review of various injection types includes uses of parenteral routes and the four most widely used parenteral routes. Intravenous injection types and widely used parenteral fluids are illustrated. This module prepares the student for review of sterile compounding.

Techniques of Sterile Compounding

Broad overview of skills needed to perform sterile compounding. Tips for avoiding contamination while using a laminar airflow hood and various procedures that assure successful sterile product mixing are provided. Examples include filling a syringe, breaking an ampule, reconstituting a sterile powder, injecting liquids into a plastic IV bag, introducing liquids into a glass intravenous bottle, and many more necessary aseptic techniques.

Solutions

Irrigation solutions, parenteral solutions, and TPNs are highlighted.

Parenteral Antineoplastic Agents

A general overview of preparation and the safe handling of antineoplastic agents used in the treatment of cancer. Emphasis on employee safety and safe procedures for handling these dangerous agents.

Stability Considerations for Parenteral Products

Parenteral products have special stability concerns. Information on various types of reference materials is included in this section. The steps of a Parenteral Admixture Order are illustrated. Details steps from receiving the order to delivering to the patient.

STANDARD 4

CALCULATIONS

Pharmacy calculations are an essential function of the pharmacy technician. The PTP's calculation section provides a refresher path through aspects of pharmacy mathematics. Many examples are calculated using different methods, providing the student a choice for calculating pharmacy math problems that best suits his or her needs. Calculations are performed actively with a timed audio presentation.

Subsections

Metric Measurements

Audio, charts, graphic illustrations, and text help files are provided to the student with knowledge and reference tables for use in performing various conversions. Units of measurement in the Metric, Avirdupois, and Apothecary systems are reviewed.

Abbreviations

The pharmacy industry exists in a world of abbreviations. Abbreviations used in prescriptions are reviewed in detail, with emphasis on abbreviations that are often misinterpreted. Reference listing of pharmacy abbreviations is included.

Roman Numerals

The eight primary Roman numerals are illustrated, with emphasis on rules for adding and subtracting. Roman numerals are widely used in pharmacy.

Fractions, Decimals, & Percentages

In this section, basic fraction, decimal, and percentage calculations are reviewed. The intensive use of motion graphics supports the audio-driven lesson. A thorough understanding of this content will give the student a basis for mastering the remaining calculations topics.

Temperature Conversions

Two widely used methods for temperature conversions between Fahrenheit to Centigrade are illustrated. The audio-driven lesson uses graphics in motion to provide clear examples of typical pharmacy temperature conversions.

Ratios

In the pharmaceutical field, ratios are used to provide a means for reducing or enlarging chemical mixtures. Procedures for determining the proper amount of solution to mix with drug active ingredient(s) are detailed.

Quantities, Dilutions, and Concentrations

A review of measurement for drug and expressions of quantity and concentration for drug products illustrates methods of determining quantities of ingredients and concentrations of drugs when preparing or dispensing drug products.

Dosage Regimen

Methods of expressing doses and dosage regimens. Students will learn to calculate the amount of drug product to dispense or the number of days supply from a dosage regimen. Emphasizes learning methods to calculate doses for pediatric patients.

IV Flow Rates

The student will learn to determine the flow rate of an IV solution when given the total volume, total time of administration, and the drops delivered per ml.

Powder Volumes

How to calculate powder volume and use this information in reconstituting dry powders for suspension or solution

Pricing

Pricing methods support the needs of the pharmacy as a business enterprise. PTP's study guide will provide a review of various pricing methods used in retail pharmacy.

STANDARD 5

PHARMACY OPERATIONS

Pharmacy operations are at the core of the pharmacy technician's responsibilities. This section covers day-to-day operations, interactions with customers, patient records maintenance, inventory controls, management, and state, federal, and local requirements. Includes an overview of insurance claims and third-party reimbursement.

Subsections

Basic Facts

The pharmacy technician will need to be familiar with drug nomenclature. The three names given to each drug are reviewed. NDC codes, mnemonic codes, and the importance of understanding different expiration date formats are discussed and illustrated. Various drug containers are illustrated. The different types of container closures and uses for each are reviewed.

Assisting the Pharmacist

Outlines acceptable medication prescribers, how prescriptions can be transmitted to a pharmacy, and specific requirements for certain classes of drugs. Outlines required information for prescription and the process for patient refills is given.

General Prescription Duties

Maintaining an accurate patient profile is crucial in providing medication to a patient. A well-maintained patient profile can prevent improper dispensing of medication and adverse effects for medication. Details of what should be collected for a proper patient profile are illustrated. Formularies, measuring and counting techniques, compounding, and the different classes of balances are discussed.

Medication Distribution and Inventory Control

Definitions of key terms used in inventory management are provided. Ordering techniques and the proper receiving process of ordered items is reviewed. Expired or discontinued stock processes and drug recall issues are illustrated.

Third Party Reimbursement

Knowledge of Third Party reimbursement is an ever-changing environment. A general overview of processes used for reimbursement and different payment plans currently offered is illustrated. Formularies and generics are reviewed.

EDUCATOR'S LESSON PLAN
Pharmacy Technician Training Program
Student Version

ORIENTATION

In the Orientation section students are introduced to basic terms and definitions the Pharmacy Technician Certification Board (PTCB) and the PTCB exam PTCB recertification details and easy-to-follow steps for maintaining certification are provided Each subsection is supplemented with a Windows help file accessible at any time from the CD Drive

Section Level – Student Activity

The student will complete each subsection of the Orientation section The subsections are Certification Licensure Registration the PTCB and the Certification Exam and Recertification

Section Level - Time Frame

Instructional time 3 25 hours including Section Test time of 30 minutes

Projected student homework time 1 5 hours

Section Level Assessment

Student must successfully complete the three Subsection quizzes and score 75% or above on the Orientation Section exam Student will utilize PassAssured's Student Learning Center for testing

Subsections

Certification, Licensure, Registration

Review of important basic terms and definitions

Subsection Level – Student Activity

Student will complete Certification Licensure Registration study presentation

Class time approximately 40 minutes Homework time 30 minutes projected

Subsection Level – Assessment

Successfully complete Certification Licensure Registration pop quiz

Subsection Level – Time Frame

Class study time approximately 40 minutes Pop quiz 15 minutes Projected homework time 30 minutes Total 85 minutes

The PTCB and the Certification Exam

Review of the Pharmacy Technician Certification Board its founding members and purpose The PTCB certification examination structure time allowed for exam and broad topic content is also included

Subsection Level – Student Activity

Student will complete The PTCB and the Certification Exam study presentation

Subsection Level – Assessment

Successfully complete The PTCB and the Certification Exam pop quiz

Subsection Level – Time Frame

Class study time approximately 40 minutes Pop quiz 5 minutes Projected homework time 30 minutes Total 85 minutes

Recertification

Details the processes needed to maintain certification Contact information and requirements for recertification are provided

Subsection Level – Student Activity

Student will complete Recertification study presentation

Subsection Level – Assessment

Successfully complete Recertification pop quiz

Subsection Level – Time Frame

Class study time approximately 40 minutes Pop quiz 15 minutes Projected homework time 30 minutes Total 85 minutes

FEDERAL LAW

From Food and Drug Administration laws to the Poison Prevention Act, federal laws that have guided pharmacy are presented. In this section, the method used to determine a valid DEA number is reviewed. Because state and local laws vary greatly, it is not practical for this product to cover them. The PTCB exam covers only federal law.

Section Level – Student Activity

The student will complete six subsections of the Federal Law section. The subsections are Pharmacy Law and Time, Federal Law and Drugs, Rules for Controlled Substance Prescriptions, DEA number Verification, Schedule II Drugs, and Investigational Drugs.

Section Level – Time Frame

Classroom instructional time: 13.5 hours, including Section Test time of 90 minutes. Projected homework time: 3 hours.

Section Level – Assessment

Student must successfully complete the six Subsection quizzes and score 75% or above on the Federal Law section exam. Student will utilize PassAssured's Student Learning Center for testing.

Subsections

Pharmacy Law and Time

Review of laws that affect the pharmacy industry when they were enacted and their importance.

Subsection Level – Student Activity

Student will complete Pharmacy Law and Time study presentation.

Subsection Level – Assessment

Successfully complete Pharmacy Law and Time pop quiz.

Subsection Level – Time Frame

Class study time: approximately 60 minutes. Pop quiz: 15 minutes. Total classroom time: 75 minutes. Projected homework time: 30 minutes.

Federal Law and Drugs

Evaluation of the Controlled Substance Act of 1970, which regulates the manufacture, distribution, and dispensing of controlled substances based on abuse potential.

Subsection Level – Student Activity

Federal Law and Drugs study presentation.

Subsection Level – Assessment

Federal Law and Drugs pop quiz.

Subsection Level – Time Frame

Class study time: approximately 60 minutes. Pop quiz: 15 minutes. Total classroom time: 75 minutes. Projected homework time: 30 minutes.

Rules for Controlled Substance Prescriptions

Outlines filing procedures and record maintenance in accordance with state and federal laws. Also covers drug substitution requirements.

Subsection Level – Student Activity

Rules for Controlled Substance Prescriptions study presentation.

Subsection Level – Assessment

Rules for Controlled Substance Prescriptions pop quiz.

Subsection Level – Time Frame

Class study time: approximately 60 minutes. Pop quiz: 15 minutes. Total classroom time: 75 minutes. Projected homework time: 30 minutes.

DEA Number Verification

An interactive display illustrates how a Doctor's DEA number is determined and its purpose

Subsection Level – Student Activity

Student will complete DEA Number Verification study presentation

Subsection Level – Assessment

Successfully complete DEA Number Verification pop quiz

Subsection Level – Time Frame

Class study time approximately 60 minutes Pop quiz 15 minutes Total classroom time 75 minutes

Projected homework time 30 minutes

Schedule II Drugs

Discusses storage requirements for Schedule II Drugs

Subsection Level – Student Activity

Student will complete Schedule II Drugs study presentation

Subsection Level – Assessment

Successfully complete Schedule II Drugs pop quiz

Subsection Level – Time Frame

Class study time approximately 60 minutes Pop quiz 15 minutes Total classroom time 75 minutes

Projected homework time 30 minutes

Investigational Drugs

Explanation of the four phases of investigational drugs

Subsection Level – Student Activity

Student will complete Investigational Drugs study presentation

Subsection Level – Assessment

Successfully complete Investigational Drugs Prescriptions pop quiz

Subsection Level – Time Frame

Class study time approximately 60 minutes Pop quiz 15 minutes Total classroom time 75 minutes

Projected homework time 30 minutes

MEDICATION REVIEW

In this section the pharmacy technician is introduced to pharmacology. The study guide focuses on maintaining the proper instructional level for a pharmacy technician. Various types of drugs, prescriptions, medication dosage forms, and medical devices are reviewed. Drug interactions in the human body's major systems, such as the central nervous system, peripheral nervous system, and cardiovascular system, are evaluated. The study concentrates on commonly used drug classes that would be of most concern for the Pharmacy Technician.

Section Level -Student Activity

The student will complete ten subsections of the Calculations section. The subsections are Doses and Terminology, Central Nervous System, Peripheral Nervous System, Hormones, Cardiovascular Drugs, Renal Drugs, Anti-Infectant Drugs, Cancer Chemotherapy Drugs, Blood and Blood Formation, and Vitamins.

Section Level Time Frame

Classroom instructional time 19 hours including Section Test time of 90 minutes. Total projected homework time 20 hours.

Section Level Assessment

Student will successfully complete the ten subsection quizzes and score 75% or above on the Medication Review section exam. Student will utilize PassAssured's Student Learning Center for testing.

Subsections

Doses and Terminology

Review of pharmacology terms. In-depth review of various types of medication dosages, such as tablets, caplets, liquids, creams, emulsions, etc. Description of various administration devices for certain medications and dosages.

Subsection Level – Student Activity

Student will complete Doses and Terminology study presentation

Subsection Level – Assessment

Successfully complete Doses and Terminology pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Central Nervous System

Medication review of drugs that affect the central nervous system (CNS) Includes drug interactions and the mechanism of action Components of the CNS are briefly covered

Subsection Level – Student Activity

Student will complete Central Nervous System study presentation

Subsection Level – Assessment

Successfully complete Central Nervous System pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Peripheral Nervous System

Medication review of drugs that affect the peripheral nervous system (PNS) Includes drug interactions mechanism of action and manufacturer named drugs Components of the PNS are briefly covered

Subsection Level – Student Activity

Student will complete Peripheral Nervous System study presentation

Subsection Level – Assessment

Successfully complete Peripheral Nervous System pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Hormones

Medication review of hormonal drugs which are classified as those that significantly influence emotions and quality of life Includes drug interactions mechanism of action and manufacturer named drugs Local and systemic hormone uses are studied All male and female hormones are reviewed

Subsection Level – Student Activity

Student will complete Hormones study presentation

Subsection Level – Assessment

Successfully complete Hormones pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Cardiovascular Drugs

Medication review of drugs that affect the cardiovascular system Includes basic terms & definitions drug interactions mechanism of action and manufacturer named drugs Components of the cardiovascular system are briefly presented

Subsection Level – Student Activity

Student will complete Cardiovascular Drugs study presentation

Subsection Level – Assessment

Successfully complete Cardiovascular Drugs pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Renal Drugs

A medication review of drugs which effect the Renal System. A review of basic definitions referencing the renal system is discussed. Drug interactions, mechanism of action and manufacturer named drugs are reviewed. Components of the Renal System are briefly reviewed.

Subsection Level – Student Activity

Student will complete Renal Drugs study presentation

Subsection Level – Assessment

Successfully complete Renal Drugs Prescriptions pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Anti Infectant Drugs

A medication review of drugs classified as Anti Infectant Drugs. Drugs interactions, mechanism of action and manufacturer named drugs are reviewed. Anti Infectant drug classes and typical treatment regimes are discussed. Therapeutic classes used in the treatment of infections are reviewed.

Subsection Level – Student Activity

Student will complete Anti Infectant Drugs study presentation

Subsection Level – Assessment

Successfully complete Anti Infectant Drugs pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Cancer Chemotherapy Drugs

A medication review of drugs classified as Chemotherapy drugs. Drug interactions, mechanism of action and manufacturer named drugs are reviewed. Therapeutic classes used in the treatment of cancer are detailed. Personnel safety and safe handling procedures for these dangerous agents are reviewed.

Subsection Level – Student Activity

Student will complete Cancer Chemotherapy Drugs study presentation

Subsection Level – Assessment

Successfully complete Cancer Chemotherapy Drugs pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Blood and Blood Formation

A medication review of blood and blood formation drugs is done. Drug interactions, mechanism of action and manufacturer named drugs are reviewed. Basic definition referencing to blood and blood formation abnormalities are given.

Subsection Level – Student Activity

Student will complete Blood and Blood Formation study presentation

Subsection Level – Assessment

Successfully complete Blood and Blood Formation pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes

Projected homework time 120 minutes

Vitamins

A medication review of Vitamins is done. Drug interactions, mechanism of action and manufacturer named drugs are reviewed. Fat soluble and water soluble vitamins are discussed. A study acronym is illustrated to assist the student in remembering which vitamins are fat-soluble.

Subsection Level – Student Activity

Student will complete Vitamins study presentation

Subsection Level – Assessment

Successfully complete Vitamins pop quiz

Subsection Level – Time Frame

Class study time approximately 84 minutes Pop quiz 21 minutes Total classroom time 105 minutes
Projected homework time 120 minutes

ASEPTIC TECHNIQUES

In this section students briefly review preparation procedures for parenteral products Pictures taken during the preparation of different sterile products are used to illustrate various topics Laminar and horizontal airflow hoods are explained through the use of pictures and diagrams Devices used in the preparation of sterile products are illustrated Students will learn the basics of aseptic techniques with emphasis on possible testing topics

Section Level Student Activity

The student will complete seven subsections in the Aseptic Techniques section including Definitions Syringes Parenteral Techniques of Sterile Compounding Solutions Parenteral Antineoplastic Agents and Stability Considerations for Parenteral Products

Section Level Time Frame

Classroom instructional hours 13 hours 45 minutes includes Section Test time of 60 minutes Projected homework time for student 7 hours total

Section Level Assessment

Student will successfully complete the seven Subsection quizzes and score 75% or above on the Aseptic Technique section exam Student will utilize PassAssured s Student Learning Center for testing

Subsections

Definitions

The definitions module explores basic terminology and environmental contamination concerns in performing aseptic techniques procedures Laminar airflow hoods air filtration systems and inspection requirements are highlighted Vertical airflow hoods and biological safety cabinets are reviewed

Subsection Level – Student Activity

Student will complete Definitions study presentation

Subsection Level – Assessment

Successful completion of Definitions pop quiz

Subsection Level – Time Frame

Class study time approximately 94 minutes and 15 minutes for the pop quiz Total classroom time 109 minutes Projected homework time 60 minutes

Syringes

The components of a syringe are illustrated and reviewed Various types of syringes are graphically illustrated The components of needle assembly and how the size (gauge) of a needle is determined are graphically illustrated

Subsection Level – Student Activity

Student will complete Syringes study presentation

Subsection Level – Assessment

Successful completion of Syringes pop quiz

Subsection Level – Time Frame

Class study time approximately 94 minutes and 15 minutes for the pop quiz Total classroom time 109 minutes Projected homework time 60 minutes

Parenteral

A high-level review of various injection types The uses of parenteral routes and the four most widely used parenteral routes are discussed Intravenous injection types and widely used parenteral fluids are illustrated The module prepares the student for review of sterile compounding

Subsection Level – Student Activity

Student will complete Parenteral study presentation

Subsection Level – Assessment

Successful completion of Parenteral pop quiz

Subsection Level – Time Frame

Class study time approximately 94 minutes and 15 minutes for the pop quiz Total classroom time 109 minutes Projected homework time 60 minutes

Techniques of Sterile Compounding

Broad overview of skills needed to perform sterile compounding Tips for avoiding contamination while using a Laminar airflow hood and various procedures that assure successful sterile product mixing are provided Examples include filling a syringe breaking an ampule reconstituting a sterile powder injecting liquids into a plastic IV bag introducing liquids into a glass intravenous bottle and many more necessary aseptic techniques

Subsection Level – Student Activity

Student will complete Techniques of Sterile Compounding study presentation

Subsection Level – Assessment

Successful completion of Techniques of Sterile Compounding pop quiz

Subsection Level – Time Frame

Class study time approximately 94 minutes and 15 minutes for the pop quiz Total classroom time 109 minutes Projected homework time 60 minutes

Solutions

Irrigation solutions parenteral solutions and TPNs are highlighted

Subsection Level – Student Activity

Student will complete Solutions study presentation

Subsection Level – Assessment

Successfully complete Solutions pop quiz

Subsection Level – Time Frame

Class study time approximately 94 minutes and 15 minutes for the pop quiz Total classroom time 109 minutes Projected homework time 60 minutes

Parenteral Antineoplastic Agents

A general overview of preparation and the safe handling of antineoplastic agents used in the treatment of cancer Emphasis on employee safety and safety procedures for handling these dangerous agents

Subsection Level – Student Activity

Student will complete Parenteral Antineoplastic Agents study presentation

Subsection Level – Assessment

Successfully complete Parenteral Antineoplastic Agents Prescriptions pop quiz

Subsection Level – Time Frame

Class study time approximately 94 minutes and 15 minutes for the pop quiz Total classroom time 109 minutes Projected homework time 60 minutes

Stability Considerations for Parenteral Products

Parenteral Products have special stability concerns information on various types of reference materials is included in this section The steps of a Parenteral Admixture Order are illustrated Details steps from receiving the order to delivering to the patient

Subsection Level – Student Activity

Student will complete Stability Considerations for Parenteral Products study presentation

Subsection Level – Assessment

Successfully complete Stability Considerations for Parenteral Products pop quiz

Subsection Level – Time Frame

Class study time approximately 94 minutes and 15 minutes for the pop quiz Total classroom time 109 minutes Projected homework time of 60 minutes

CALCULATIONS

Pharmacy calculations are an essential function of the pharmacy technician. The PTPP's calculation section provides a refresher path through aspects of pharmacy mathematics. Many examples are calculated using different methods, providing the student a choice for calculating pharmacy math problems that best suits his or her needs. Calculations are performed actively with a timed audio presentation.

Section Level Student Activity

The student will complete eleven subsections of the Calculations section. This includes Metric Measurements, Abbreviations, Roman Numerals, Fractions, Decimals & Percent, Temperature Conversions, Ratio Proportions, Quantities, Dilutions, Concentrations, Dosage Regimen, IV Flow Rates, Powder Volumes, and Pricing.

Section Level Time Frame

20 hours of classroom instructional hours, which includes Section Test time of 120 minutes. Projected homework time for student: 22 hours total.

Section Level Assessment

Student will successfully complete the eleven Subsection quizzes and will score 75% or above on the Calculations section exam. Student will utilize PassAssured's Student Learning Center for testing.

Subsections

Metric Measurements

Audio charts, graphic illustrations, and text help files are provided to the student with knowledge and reference tables for use in performing various conversions. Units of measurement in the Metric, Avirdupois, and Apothecary systems are reviewed.

Subsection Level – Student Activity

Student will complete Metric Measurements study presentation.

Subsection Level – Assessment

Successfully complete Metric Measurements pop quiz.

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz. Total classroom time: 99 minutes. Homework time is projected as 120 minutes.

Abbreviations

The pharmacy industry exists in a world of abbreviations. Abbreviations used in prescriptions are reviewed in detail, with emphasis on abbreviations that are often misinterpreted. Reference listing of pharmacy abbreviations is included.

Subsection Level – Student Activity

Student will complete Abbreviations study presentation.

Subsection Level – Assessment

Successfully complete Abbreviations pop quiz.

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz. Total classroom time: 99 minutes. Homework time is projected as 120 minutes.

Roman Numerals

The eight primary Roman numerals are illustrated, with emphasis on rules for adding and subtracting Roman numerals, which are widely used in pharmacy.

Subsection Level – Student Activity

Student will complete Roman Numerals study presentation.

Subsection Level – Assessment

Successfully complete Roman Numerals pop quiz.

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz. Total classroom time: 99 minutes. Homework time is projected as 120 minutes.

Fractions Decimals, & Percentages

In this section basic fraction decimal and percentage calculations are reviewed The intensive use of motion graphics supports the audio-driven lesson A thorough understanding of this content will give the student a basis for mastering the remaining calculations topics

Subsection Level – Student Activity

Student will complete Fractions Decimals & Percent study presentation

Subsection Level – Assessment

Successfully complete Fractions Decimals & Percent pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

Temperature Conversions

Two widely used methods for temperature conversions between Fahrenheit to Centigrade are illustrated The audio-driven lesson uses graphics in motion to provide clear examples of typical pharmacy temperature conversions

Subsection Level – Student Activity

Student will complete Temperature Conversions study presentation

Subsection Level – Assessment

Successfully complete Temperature Conversions pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

Ratio Proportions

In the pharmaceutical field ratios are used to provide a means for reducing or enlarging chemical mixtures Procedures for determining the proper amount of solution to mix with drug active ingredient(s) are detailed

Subsection Level – Student Activity

Student will complete Ratio Proportions study presentation

Subsection Level – Assessment

Successfully complete Ratio Proportions Prescriptions pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

Quantities, Dilutions, & Concentrations

A review of measurement for drug and expressions of quantity and concentration for drugs in drug products Illustrates methods of determining quantities of ingredients and concentrations of drugs when preparing or dispensing drug products

Subsection Level – Student Activity

Student will complete Quantities Dilutions & Concentrations study presentation

Subsection Level – Assessment

Successfully complete Quantities Dilutions & Concentrations pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

Dosage Regimen

Methods of expressing doses and dosage regimens Students will learn to calculate the amount of drug product to dispense or the number of days supply from a dosage regimen Emphasizes learning methods to calculate doses for pediatric patients

Subsection Level – Student Activity

Student will complete Dosage Regimen study presentation

Subsection Level – Assessment

Successfully complete Dosage Regimen pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

IV Flow Rates

The student will learn to determine the flow rate of an IV solution when given the total volume total time of administration and the drops delivered per ml

Subsection Level – Student Activity

Student will complete IV Flow Rates study presentation

Subsection Level – Assessment

Successfully complete IV Flow Rates pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

Powder Volumes

How to calculate powder volume and use this information in reconstituting dry powders for suspension or solution

Subsection Level – Student Activity

Student will complete Powder Volumes study presentation

Subsection Level – Assessment

Successfully complete Powder Volumes pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

Pricing

Pricing methods support the needs of the pharmacy as a business enterprise PTPP's study guide will provide a review of various pricing methods used in retail pharmacy

Subsection Level – Student Activity

Student will complete Pricing study presentation

Subsection Level – Assessment

Successfully complete Pricing pop quiz

Subsection Level – Time Frame

Approximately 82 minutes of class study time and 17 minutes for pop quiz Total classroom time 99 minutes Homework time is projected as 120 minutes

PHARMACY OPERATIONS

Pharmacy operations are at the core of the pharmacy technician's responsibilities This section covers day-to-day operations interactions with customers patient records maintenance inventory controls management and state federal and local requirements Includes an overview of insurance claims and third party reimbursement

Section Level Student Activity

The student will complete five subsections of the Pharmacy Operations section This includes Basic Facts in Pharmacy Assisting the Pharmacist General Prescription Duties Medication Distribution and Inventory Control and Third Party Reimbursement

Section Level Time Frame

13.5 classroom instructional hours which includes Section Test time of 120 minutes Projected homework time for student is 7 1/2 hours

Section Level Assessment

Student will successfully complete the five Subsection quizzes and will score 75% or above on the Pharmacy Operations section exam Student will utilize PassAssured's Student Learning Center for testing

Basic Facts in Pharmacy

The pharmacy technician will need to be familiar with drug nomenclature. The three names given to each drug are reviewed. NDC codes, mnemonic codes, and the importance of understanding different expiration date formats are discussed and illustrated. Various drug containers are illustrated. The different types of container closures and uses for each are reviewed.

Subsection Level – Student Activity

Student will complete Basic Facts in Pharmacy study presentation.

Subsection Level – Assessment

Successfully complete Basic Facts in Pharmacy pop quiz.

Subsection Level – Time Frame

Approximately 120 minutes of class study time and 18 minutes for pop quiz. Total classroom time 138 minutes. Homework time is projected as 90 minutes.

Assisting the Pharmacist

Outlines acceptable medication prescribers, how prescriptions can be transmitted to a pharmacy, and specific requirements for certain classes of drugs. Outlines required information for prescription and the process for patient refills is given.

Subsection Level – Student Activity

Student will complete Assisting the Pharmacist study presentation.

Subsection Level – Assessment

Successfully complete Assisting the Pharmacist pop quiz.

Subsection Level – Time Frame

Approximately 120 minutes of class study time and 18 minutes for pop quiz. Total classroom time 138 minutes. Homework time is projected as 90 minutes.

General Prescription Duties

Maintaining an accurate patient profile is crucial in providing medication to a patient. A well-maintained patient profile can prevent improper dispensing of medication and adverse effects for medication. Details of what should be collected for a proper patient profile are illustrated. Formularies, measuring and counting techniques, compounding, and the different classes of balances are discussed.

Subsection Level – Student Activity

Student will complete General Prescription Duties study presentation.

Subsection Level – Assessment

Successfully complete General Prescription Duties pop quiz.

Subsection Level – Time Frame

Approximately 120 minutes of class study time and 18 minutes for pop quiz. Total classroom time 138 minutes. Homework time is projected as 90 minutes.

Medication Distribution and Inventory Control

Definitions of key terms used in inventory management are provided. Ordering techniques and the proper receiving process of ordered items is reviewed. Expired or discontinued stock processes and drug recall issues are illustrated.

Subsection Level – Student Activity

Student will complete Medication Distribution and Inventory Control study presentation.

Subsection Level – Assessment

Successfully complete Medication Distribution and Inventory Control pop quiz.

Subsection Level – Time Frame

Approximately 120 minutes of class study time and 18 minutes for pop quiz. Total classroom time 138 minutes. Homework time is projected as 90 minutes.

Third Party Reimbursement

Knowledge of Third Party reimbursement is an ever changing environment. A general overview of processes used for reimbursement and different payment plans currently offered is illustrated. Formularies and generics are reviewed.

Subsection Level – Student Activity

Student will complete Third Party Reimbursement study presentation.

Subsection Level – Assessment

Successfully complete Third Party Reimbursement Prescriptions pop quiz

Subsection Level – Time Frame

Approximately 120 minutes of class study time and 18 minutes for pop quiz Total classroom time 138 minutes Homework time is projected as 90 minutes

TUTORED EXAM

All tutored exams are available using the Student Learning Center's web interface When the educator grants a student access to a particular tutored exam the student will gain web access to the testing system The tutored exam is a timed indicated test with feedback to enhance the student's learning exercise The test timers are halted when a feedback screen is displayed When the three-hour time limit has expired a warning will inform the student However the tutored exams will allow the student to complete the test even after the three-hour time limit expires Each question provides full feedback a visual STOP Light and full text feedback When a question is correctly answered the student receives supportive feedback if answered incorrectly the student is offered additional information to formulate the correct answer

Actions

Student should practice the tutored exam out of class – Unlimited
Educator should proctor 2 hours of classroom time for a tutored exam

FINAL EXAM

All section exams are available using the Student Learning Center's web interface When the educator grants a student access to a particular section exam the student will gain web access to the testing system The educator controls conditions concerning access to section exams

The final exam is designed to mimic the PTCB exam Aspects of an actual exam setting are applied The final exam offers the student no feedback When a possible answer is selected the next question is displayed The Real Time scoring thermometer is not indicated The student may quit and resume a practice exam The timer will resume during any subsequent test sittings The score will be based on the number of questions answered correctly versus the total number of questions (125) within the three-hour time limit

Actions

Educator should proctor 3 hours of classroom time for a final exam

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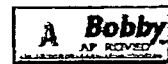
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SPORTS MEDICINE 1

ACTIVITY/COURSE CODES 5555

COURSE DESCRIPTION

Sports Medicine 1 emphasizes the prevention of athletic injuries including the components of exercise science anatomy principles of safety first aid cardiopulmonary resuscitation (CPR) and vital signs Subject matter will also include discussion of legal issues members of the sports medicine team nutrition protective sports equipment environmental safety issues taping and wrapping mechanisms of injury and application of other sports medicine concepts Students interested in healthcare careers in athletic training physical therapy medicine exercise physiology nursing biomechanics nutrition psychology and radiology will benefit from this course

GENERAL REQUIREMENTS

This course is recommended for students in grades 9-12 Students are encouraged to have previous course work in the biological sciences and/or health science technology

Credit $\frac{1}{2}$, 1, or 2 unit(s)

TEX_21983

DEF_3336-0423

REC039658

SPORTS MEDICINE 1 STANDARDS

FOUNDATION STANDARD 1 ACADEMIC FOUNDATION

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:

- 1 Define sports medicine
- 2 Discuss the history and development of sports medicine
- 3 Identify the major bones of the body
- 4 Identify the major muscle groups of the body
- 5 Describe the psychological effects of injury and recovery

FOUNDATION STANDARD 2 COMMUNICATIONS

Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively both orally and in writing.

- 1 Demonstrate appropriate oral and written communication with
 - o coaches
 - o team physicians
 - o parents
 - o athletes
 - o school and athletic administrators and
 - o other healthcare professionals
- 2 Use appropriate oral and written medical terminology within the scope of practice in order to interpret, transcribe, and communicate information, data, and observations.

FOUNDATION STANDARD 3 SYSTEMS

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

- 1 Discuss the administrative and management role of the sports medicine team members
- 2 Describe a sports medicine facility setup to include
 - o floor plan design
 - o facility equipment and furnishings and
 - o functionality
- 3 Describe the budgeting and purchasing process for the facility

FOUNDATION STANDARD 4 EMPLOYABILITY SKILLS

Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills as needed.

- 1 Explore potential sports medicine career paths
- 2 Explain the education process, credentialing requirements, employment opportunities, workplace environments, and career growth potential for a sports medicine career path
- 3 Interact appropriately and respectfully with diverse ethnic, age, cultural, religious, and economic groups in various employment and social settings

FOUNDATION STANDARD 5 LEGAL RESPONSIBILITIES

TEX_21984

DEF_3336-0424

REC039659

Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

- 1 Analyze legal responsibilities, limitations, and implications of actions
- 2 Explain the importance of maintaining patient confidentiality
- 3 Define malpractice, liability, negligence, assumption of risk, and informed consent
- 4 Identify behaviors and/or practices that could result in malpractice, liability, and/or negligence
- 5 Identify duties of sports medicine providers according to regulations, policies, laws, and legislated rights of patients

FOUNDATION STANDARD 6 ETHICS

Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

- 1 Practice responsibly within the ethical framework of the sports medicine profession
- 2 Identify Code of Ethics for sports medicine professions, such as
 - o certified athletic trainers
 - o physical therapists
 - o orthopedic physicians, etc.
- 3 Demonstrate professionalism when practicing sports medicine

FOUNDATION STANDARD 7 SAFETY PRACTICES

Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

- 1 Explain the importance of appropriate equipment maintenance, such as
 - o player equipment and
 - o sports medicine facility modalities
- 2 Identify environmental risk factors associated with specific activities of the physically active
- 3 Practice infection control procedures
- 4 Apply appropriate use of standard (universal) precautions for infectious diseases as established by the Occupational Safety and Health Administration (OSHA)
- 5 Explain personal safety practices
- 6 Recognize and maintain a safe work environment
- 7 Recognize and maintain a safe competitive and practice environment for participants
- 8 Construct an emergency crisis plan for the sports medicine setting(s)

FOUNDATION STANDARD 8 TEAMWORK

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

- 1 Define the members of the sports medicine team
- 2 Analyze the role(s) of each member of the sports medicine team

FOUNDATION STANDARD 9 HEALTH MAINTENANCE PRACTICES

Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

- 1 Describe the Food Guide Pyramid and/or basic nutrients
- 2 Identify and discuss nutritional concerns of the athlete such as
 - o appropriate hydration
 - o inappropriate and appropriate diets
 - o nutritional supplements
 - o pre-game/post game meals and
 - o weight control
- 3 Identify and describe eating disorders and their management
- 4 Describe and demonstrate physical conditioning principles

FOUNDATION STANDARD 10 TECHNICAL SKILLS

Healthcare workers will apply technical skills required for all career specialties
They will demonstrate skills and knowledge as appropriate

- 1 Identify and demonstrate basic first aid skills
- 2 Identify and demonstrate cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) skills
- 3 Observe measure record and evaluate vitals signs including
 - o temperature and skin color
 - o pulse and respiration and
 - o blood pressure
- 4 Perform measurement of height and weight
- 5 Demonstrate use of the Snellen Eye Chart
- 6 Perform taping and wrapping skills such as
 - o foot ankle hand wrist fingers and toes
- 7 Explain and/or perform the appropriate fitting of protective and/or supportive sports equipment
- 8 Describe general injury causations and/or mechanisms
- 9 Describe the use of hot and cold in treating acute sub acute and chronic injury

FOUNDATION STANDARD 11 INFORMATION TECHNOLOGY APPLICATIONS

Healthcare workers will use information technology applications required
within all career specialties They will demonstrate use as appropriate to
healthcare applications

- 1 Describe and/or demonstrate the use of electronic injury data tracking systems
- 2 Demonstrate ability to obtain information through the use of the World Wide Web
- 3 Demonstrate the ability to use various computer applications to complete daily tasks

TEX_21986

DEF_3336-0426

REC039661

SPORTS MEDICINE 2

ACTIVITY/COURSE CODES 5556

COURSE DESCRIPTION

Sports Medicine 2 emphasizes the assessment and rehabilitation of athletic injuries. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the use of appropriate therapeutic modalities and exercise in the care and rehabilitation of injuries will be examined. Advanced concepts related to the administrative aspects of the sports medicine program will also be covered in this course.

GENERAL REQUIREMENTS

This course is recommended for students in grades 10-12. Students must have successfully completed Sports Medicine 1.

Credit $\frac{1}{2}$ 1 or 2 unit(s)

TEX_21987

DEF_3336-0427

REC039662

SPORTS MEDICINE 2 STANDARDS

FOUNDATION STANDARD 1 ACADEMIC FOUNDATION

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:

- 1 Explain body planes, directional terms, quadrants, and joint movements
- 2 Describe general medical conditions affecting the athlete including assessment and treatment
- 3 Describe tissue's physiological responses to injury
- 4 Identify and describe the structures and functions of the following body systems:
 - o cardiovascular
 - o respiratory
 - o muscular
 - o skeletal
 - o nervous
 - o gastrointestinal
 - o excretory
 - o reproductive
 - o endocrine and
 - o integumentary (skin)

FOUNDATION STANDARD 2 COMMUNICATIONS

Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

- 1 Create an injury report using the SOAP note format
- 2 Design a rehabilitation program for an injury
- 3 Demonstrate interviewing skills
- 4 Demonstrate the use of presentation software and/or other presentation techniques for communicating to audiences

FOUNDATION STANDARD 3 SYSTEMS

Healthcare workers will understand how their role fits into their department their organization and the overall healthcare environment They will identify how key systems affect services they perform and quality of care

- 1 Analyze injury and athletic training room statistics

FOUNDATION STANDARD 4 EMPLOYABILITY SKILLS

Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction They will demonstrate key employability skills and will maintain and upgrade skills as needed

- 1 Develop a job description of a sports medicine team member
- 2 Develop a performance evaluation of a sports medicine team member

FOUNDATION STANDARD 5 LEGAL RESPONSIBILITIES

Healthcare workers will understand the legal responsibilities limitations and implications of their actions within the healthcare delivery setting They will perform their duties according to regulations policies laws and legislated rights of clients

- 1 Design athletic training room forms such as injury reports treatment logs rehabilitation records and emergency information cards
- 2 Design parental consent forms
- 3 Apply mandated standards for workplace safety
- 4 Apply mandated standards for harassment

FOUNDATION STANDARD 6 ETHICS

Healthcare workers will understand accepted ethical practices with respect to cultural social and ethnic differences within the healthcare environment They will perform quality healthcare delivery

- 1 Demonstrate an understanding of the ethical issues surrounding the promotion and use of performance enhancing substances
- 2 Demonstrate fairness and equal treatment of all persons
- 3 Contrast the scope of practice between the certified athletic trainer and the student athletic trainer

FOUNDATION STANDARD 7 SAFETY PRACTICES

Healthcare workers will understand the existing and potential hazards to clients co-workers and self They will prevent injury or illness through safe work practices and follow health and safety policies and procedures

- 1 Apply principles of body mechanics and ergonomics
- 2 Demonstrate the ability to determine unsafe environmental conditions using a sling psychrometer lightning detector heat index flash to bang method and wind chill factor

FOUNDATION STANDARD 8 TEAMWORK

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

- 1 Demonstrate the ability to collaborate with others to formulate a strategic plan for the implementation of a sports medicine program
- 2 Demonstrate the ability to collaborate with others to maintain and continue the development of a sports medicine program

FOUNDATION STANDARD 9 HEALTH MAINTENANCE PRACTICES

Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

- 1 Demonstrate stretching techniques for specific body areas and/or muscle groups
- 2 Demonstrate and/or discuss the differences between isometric, isotonic, and isokinetic strengthening techniques for specific body areas and/or muscle groups
- 3 Describe substance use, abuse, and management

FOUNDATION STANDARD 10 TECHNICAL SKILLS

Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

- 1 Explain and/or demonstrate the appropriate assessment, care, and rehabilitation of the following:
 - o ankle, foot, and lower leg
 - o knee
 - o thigh, hip, and pelvis
 - o thorax and abdomen
 - o spine
 - c head (including ears, eyes, and nose) and neck
 - c shoulder and upper arm, and
 - o elbow, forearm, wrist, and hand
- 2 Identify and demonstrate evaluation skills, such as:
 - o History
 - o Observation
 - o Palpation
 - o Special tests
- 3 Describe and discuss the process of dealing with catastrophic injury and/or death in the athletic environment.
- 4 Identify, compare, contrast, and demonstrate the various types of rehabilitation techniques.
- 5 Describe the indications, contraindications, and the application of the following:
 - o cryotherapy
 - o thermotherapy
 - o electrotherapy
 - o ultrasound
 - o traction
 - o intermittent compression
 - o therapeutic massage
- 6 Demonstrate the ability to fit crutches and instruct the patient in three-point and four-point gait.

- 7 Identify splinting materials for musculoskeletal injuries and demonstrate appropriate application of the device
- 8 Identify and demonstrate methods for transporting an injured athlete from the field of play to the sideline or medical facility

FOUNDATION STANDARD 11 INFORMATION TECHNOLOGY APPLICATIONS

Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications

- 1 Explore information through the use of the World Wide Web
- 2 Use computer applications to complete daily tasks

TEX_21991

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Hospitality and Tourism Course Standards

Hospitality and Tourism is designed to prepare students for entry level employment in the travel and tourism industry. Industry segments will focus on such areas as planning, marketing, management, finance, operations, technical, and production skills, technology, human relations, labor issues, community issues, environmental issues, and safety.

Hospitality Management and Operations 1, 2, and 3 (5476, 5477, 5478)

- [Standards](#)
- [Student Profile](#)
- [Equipment List](#)

Introduction to Culinary Arts (5722)

- [Standards](#)
- [Student Profile](#)
- [Equipment List](#)

Culinary Arts 1 (5720)

- [Standards](#)
- [Student Profile](#)
- [Equipment List](#)

Culinary Arts 2 (5721)

- [Standards](#)
- [Student Profile](#)
- [Equipment List](#)

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<http://www.myscschools.com/offices/cate/standards/HospTourismStandards.htm>

9/13/2004

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Approved

HOSPITALITY MANGEMENT AND OPERATIONS 1,2, AND 3

ACTIVITY/COURSE CODES. 5476, 5477, and 5478

COURSE DESCRIPTION

This course is designed to explore the nature concepts and impact of the hospitality and tourism industry Areas examined are an overview customer relations travel destinations economics and industry segments

The course focuses on broad transferable skills and stresses understanding and demonstration of the following elements of the travel and tourism industry planning marketing management finance operations technical and production skills underlying principles of technology human relations labor issues community issues and health safety and environmental issues

OBJECTIVE

Given the opportunity to participate in essential learning experiences in the classroom including the use of the necessary equipment supplies and facilities the student given the necessary number of instructional hours will be able to perform the following core competencies (See attached)

Prerequisites (According to school district)

Computer access recommended

Credit 1/2-1-2 unit(s)

Recommended for first course

*Recommended for second course

*Recommended for third course

BME 1

REC039669

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TEX_21994

HOSPITALITY AND TOURISM

RESOURCES

Educational Institute of the American Hotel and Motel Association *Lodging Management Program Year 1 and Year 2* 1st ed AH & MA 1999
Florida Department of Education Curriculum Framework Academy of Travel and Tourism
Foster Dennis L *First Class An Introduction to Travel and Tourism* Glencoe McGraw Hill
Foster Dennis L *Reservations and Ticketing with SABRE* Glencoe McGraw Hill
Hospitality and Tourism competencies from the Florida Department of Education
Hospitality and Tourism competencies from the North Carolina Department of Education
Hospitality and Tourism competencies from the Virginia Department of Education
Howell *Passport An Introduction to the Travel and Tourism Industry* 2d ed South Western Publishing Co 1993
North Carolina Department of Public Information
Publications of the Hospitality Association of South Carolina
Publications of the Hospitality Business Alliance
Publications of the South Carolina Department Parks Recreation and Tourism
Riegel and Dallas *Hospitality and Tourism Careers A Blueprint for Success* 1st ed Prentice Hall Inc 1998

ADOPTED MATERIALS (Effective upon release of funding)

Burke and Resnick *Marketing and Selling the Travel Product* 2d ed Delmar/Thompson Learning 2000
Chon and Sparrow *Welcome to Hospitality An Introduction* 2d ed Delmar/Thompson Learning 2000
Farese Kimbrell and Woloszyk *Marketing Essentials* 2d ed Glencoe/McGraw Hill 1997

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	T	R	T	S	S	S	S	T	M	A	D
		L	C	A	S	S	E	Q	S	S	F	T	R	T	S	R	C	A	E	S	L	F	I		
54760107	Identify and discuss current factors influencing the hospitality and tourism industry history																								
54760108	Identify tourism related resources																								
54760200	B HOSPITALITY AND TOURISM CAREER EXPLORATION*																								
54760201	Identify careers in each of the hospitality and tourism industry segments																								
54760202	Identify advantages and disadvantages of working in the hospitality and tourism industry																								
54760203	Identify common skills and knowledge needed by hospitality and tourism professionals																								
54760204	Identify and discuss current employment trends in hospitality and tourism																								
54760300	C THE HISTORY OF TRAVEL, HOSPITALITY, AND TOURISM*																								
54760301	Discuss the history of hospitality and tourism																								
54760302	Identify and discuss the reasons for growth in the hospitality tourism, and travel industries																								
54760303	Identify technological advancement within the hospitality and tourism industry																								
54760304	Discuss South Carolina's history in tourism and hospitality																								
54760305	Discuss the history of your local region of South Carolina as a travel destination and identify the tourism geographic regions																								
54760400	D ECONOMIC AND GEOGRAPHICAL ASPECTS OF HOSPITALITY/TOURISM*																								
54760401	Define and discuss the terms economics and economy																								

MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS--Thinking Skills
- BS--Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug-Free Schools
- PI Parental Involvement
- BME 4

REC039672

DEF_3336-0437

TEX_21997

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
54760402	Define and discuss the concept of economic goods and services																								
54760403	Identify common tangible and intangible products in each hospitality and tourism industry segment																								
54760404	Define and discuss the economic concepts of supply and demand																								
54760405	Discuss the impact of supply and demand on the price of hospitality and tourism products																								
54760406	Explain the business concept of risk																								
54760407	Identify the impact of competition on price demand and profit																								
54760408	Discuss the economic impact of tourism on the US economy																								
54760409	Identify and discuss the economic impact and advantages and disadvantages of tourism in South Carolina																								
54760410	Identify and discuss the economic impact of travel and tourism in your community																								
54760500	E TRAVEL DESTINATIONS*																								
54760501	Describe the types of destinations																								
54760502	Identify the forms of tourism (1) leisure a sports b recreation and adventure c nature based/ecotourism and d entertainment																								

MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF-Information
- IT-Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS

- SR-School Readiness
- SC-School Completion
- SA Student Achievement & Citizenship
- TE-Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement
- BME 5

REC039673

DEF_3336-0438

TEX_21998

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills							National Goals								
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
54760502	(2) special interest and affinity groups a shopping tours b crafters tours c cooking tours and d sororities (3) business/industrial a conventions b trade shows and c conferences (4) cultural a historical b educational and c religious																								
54760503	Utilize travel planning resources																								
54760504	Identify and use technology resources for travel planning																								
54760505	Analyze regional destinations in South Carolina as identified by the South Carolina Association of Tourism Regions																								
54760506	Identify SC destinations as classified by the South Carolina Department of Parks Recreation and Tourism																								
54760507	Identify major domestic and international destinations																								
54760508	Identify factors influencing growth in international tourism and travel																								
54760509	Identify examples of economic cultural and political influences on international tourism																								

**MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems

NATIONAL GOALS

- SR School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement
- BME 6

REC039674

DEF_3336-0439

TEX_21999

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Number		M	F	A	S	L	H	S	P	P	T	B	I	I				S	S	S	T	M	A	D	P
		L			C	A	S	S	E	Q	S	S	F	T	R	T	S	R	C	A	E	S	L	F	I
54760604	Demonstrate effective guest service communications skills verbal greetings written telephone and technology																								
54760605	Recognize and address customer/guest needs and expectations																								
54760606	Explain the importance of employee flexibility and attention to detail																								
54760607	Apply an effective strategy toward customers/guest services																								
54760608	Prepare to assist guests (identify local and regional events attractions and amenities)																								
54760609	Demonstrate the ability to give effective directions by utilizing way finding tools (maps charts and graphs)																								
54760610	Assemble materials for customer/guest																								
54760611	Interpret business and customer service policies																								
54760612	Handle difficult customers/guests																								
54760613	Demonstrate complaint resolution process																								
54760614	Explain customer rights in travel and tourism																								
54760615	Identify resources for handling emergencies																								
54760616	Identify key factors in building a clientele/repeat customers																								
54760617	Write an appropriate business thank you letter																								
54760700	G MARKETING PRINCIPLES AS THEY RELATE TO HOSPITALITY AND TRAVEL*																								
54760701	Describe each element of the marketing mix (4p s) as it relates to hospitality and tourism a price b product c promotion and d place																								

MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS
 PQ Personal Qualities
 TS Thinking Skills
 BS Basic Skills
 IF-Information
 IT-Interpersonal
 R Resources
 T Technology
 S-Systems

NATIONAL GOALS
 SR School Readiness
 SC -School Completion
 SA--Student Achievement & Citizenship
 TE--Teacher Education & Professional Development
 MS Mathematics & Science
 AL Adult Literacy & Lifelong Learning
 DF--Safe Disciplined & Alcohol & Drug Free Schools
 PI Parental Involvement
 BME 8

REC039676

DEF_3336-0441

TEX_22001

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
54760702	Identify channels of distribution for hospitality and tourism products																								
54760703	Explain the concept of competition and how it impacts marketing																								
54760704	Explain the concept of a monopoly																								
54760705	Identify marketing strategies and objectives in the hospitality industry																								
54760706	Explain the function of a mission statement																								
54760707	Define market share																								
54760708	Explain the role of marketing research in tourism and hospitality																								
54760709	Identify methods of conducting marketing research																								
54760710	Explain the importance of demographics in marketing a hospitality and tourism product																								
54760711	Explain the concept of target marketing																								
54760712	Research and discuss examples of destination marketing in local community																								
54760713	Explain the importance of perceived value in marketing hospitality and tourism products																								
54760800	H FACTS AND PRINCIPLES RELATED TO INDUSTRY OPERATIONS**																								
	1) Lodging Operations (hotels motels and resorts)																								
54760801	Define and use appropriately common lodging industry terminology																								
54760802	Classify and describe the types of lodging establishments																								

Competency	Competency/Objective	Curriculum Standards	SC Chamber/SCANS Skills	National Goals
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MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS

- PQ--Personal Qualities
- TS Thinking Skills
- BS--Basic Skills
- IF Informat on
- IT interpersonal
- R -Resources
- T Technology
- S Systems

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Educaton & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF--Safe Disciplined & Alcohol & Drug-Free Schools
- PI--Parental Involvement
- BME 9

REC039677

DEF_3336-0442

TEX_22002

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Number		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P	
		L	C	A	S	S	S	E	Q	S	S	F	T	R	T	S		R	C	A	E	S	L	F	I	
54760803	Identify the advantages and disadvantages of independent hotel ownership																									
54760804	Identify the advantages and disadvantages of franchised hotel ownership																									
54760805	Classify functional areas of a hospitality operation as revenue or support																									
54760806	Identify and discuss front of the house functions in lodging operations																									
54760807	Identify and discuss back of the house functions in lodging operations																									
54760808	Discuss the stages in the guest cycle in hotel operations																									
54760809	Demonstrate proficiency in mathematics activities necessary in lodging operations																									
54760810	Identify and discuss career paths in lodging operations																									
54760811	Identify professional/trade organizations within the lodging industry																									
	2) Food and Beverage Operations (restaurants and food service)																									
54760812	Classify the food service industry markets a hotels b restaurants c clubs d transportation e retail and f industrial																									
54760813	List and discuss the types of food and beverage businesses																									
54760814	Classify the types of restaurants																									

Competency	Competency/Objective	Curriculum Standards	SC Chamber/SCANS Skills	National Goals
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MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS
 PQ Personal Qualities
 TS Thinking Skills
 BS Basic Skills
 IF-Information
 IT Interpersonal
 R Resources
 T Technology
 S Systems

NATIONAL GOALS
 SR School Readiness
 SC--School Completion
 SA Student Achievement & Citizenship
 TE Teacher Education & Professional Development
 MS Mathematics & Science
 AL--Adult Literacy & Lifelong Learning
 DF Safe Disciplined & Alcohol & Drug Free Schools
 PI Parental Involvement
 BME 10

REC039678

DEF_3336-0443

TEX_22003

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Number		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
		L	C	A	S	A	S	S	E	Q	S	S	F	T	R	T	S	R	C	A	E	S	L	F	I
54760815	Discuss the historic role of food and beverage operations played in hotels																								
54760816	Identify the departments in hotel food and beverage operations																								
54760817	Identify and discuss front of the house functions in food and beverage operations																								
54760818	Identify and discuss back of the house functions in food and beverage operations																								
54760819	Demonstrate proficiency in mathematics activities necessary in food and beverage operations																								
54760820	Identify and discuss career paths in food and beverage operations																								
54760821	Identify professional/trade organizations within the food and beverage industry																								
	3) Airline Industry																								
54760822	Distinguish between types of aircraft in service today																								
54760823	List four classifications of official airlines and provide examples of each																								
54760824	Identify the carrier codes for major domestic and international airlines																								
54760825	Identify primary hubs utilized by major domestic carriers																								
54760826	Demonstrate an understanding of passenger roles governing air travel																								
54760827	Demonstrate a functional understanding of airline tickets and ticketing procedures																								
54760828	Demonstrate a functional understanding of international fares or ticketing																								

Competency Number	Competency/Objective	Curriculum Standards										SC Chamber/SCANS Skills					National Goals								
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
		L	C	A	S	A	S	S	E	Q	S	S	F	T	R	T	S	R	C	A	E	S	L	F	I

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF -Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement
- BME 11

REC039679

DEF_3336-0444

TEX_22004

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals									
		M	F	A	S	L	H	S	P	P	T	B	I	I	T	R	T	S	S	S	S	T	M	A	D	P	
54760845	List the most popular cruise destinations and itineraries																										
54760846	Discuss the items of information required for a cruise booking																										
54760847	Discuss the concept of the cruise ship as a floating hotel																										
	6) Travel Agencies																										
54760848	List primary functions for a retail travel agency																										
54760849	Discuss changing vendor commissions and identify current commission rates																										
54760850	List five professional/trade associations that support the travel and tourism industry																										
54760851	Understand the evolving role of the travel destination specialist																										
54760852	Identify those products sold by a retail travel agency																										
54760853	Identify those products sold by a wholesale travel agency																										
54760854	Identify those products sold over the Internet																										
54760900	I HOSPITALITY/TOURISM SALES**																										
54760901	Describe the relationship between marketing and sales																										
54760902	Explain the steps of the customer buying decision a attention b interest c desire and d action																										

MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF-Information
- IT-Interpersonal
- R Resources
- T Technology
- S-Systems

NATIONAL GOALS

- SR-School Readiness
- SC-School Completion
- SA Student Achievement & Citizenship
- TE-Teacher Education & Professional Development
- MS-Mathematics & Science
- AL-Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement
- BME 13

REC039681

DEF_3336-0446

TEX_22006

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards										SC Chamber/SCANS Skills						National Goals					
		M	F	A	S	L	H	S	P	P	T	B	I	I	S	R	S	S	S	T	M	A	D
54760903	Explain the concept of feature/benefit selling																						
54760904	Discuss customer prospecting as applied to hospitality and tourism sales																						
54760905	Discuss customer qualifying as applied to hospitality and tourism sales																						
54760906	Demonstrate the seven common steps in the sales process																						
54760907	Identify and discuss the career paths in hospitality sales																						
54760908	List and discuss activities of a sales and marketing department common to all segments of the hospitality and tourism industry																						
54760909	Explore the various business to business sales and marketing relationships in the hospitality and tourism industry																						
54760910	Demonstrate proficiency in mathematics activities necessary in the sales process																						
54760911	Research and identify tourism group sales trends and patterns																						
54760912	Identify the public and private sector organizations agencies and associations that advance tourism locally statewide and nationally																						
54761000	J TECHNOLOGY IN HOSPITALITY AND TOURISM**																						
54761001	Describe the impact of technology on hospitality and tourism																						

Competency	Competency/Objective	Curriculum Standards	SC Chamber/SCANS Skills	National Goals
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MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS
 PQ- Personal Qualities
 TS Thinking Skills
 BS Basic Skills
 IF Information
 IT Interpersonal
 R Resources
 T-Technology
 S Systems

NATIONAL GOALS
 SR School Readiness
 SC School Completion
 SA Student Achievement & Citizenship
 TE-Teacher Education & Professional Development
 MS Mathematics & Science
 AL Adult Literacy & Lifelong Learning
 DF Safe Disciplined & Alcohol & Drug Free Schools
 PI-Parental Involvement
 BME 14

REC039682

DEF_3336-0447

TEX_22007

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Number		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P	
		L	L		C	A	S	S	E	Q	S	S	F	T	R	T	S	R	C	A	E	S	L	F	I	
54761002	Identify and describe computer software used for performing hospitality and tourism industry functions																									
54761003	Apply communication technology to hospitality and tourism																									
54761004	Develop database with current database management system																									
54761005	Understand and demonstrate proficiency using computer reservations system (if available)																									
54761006	Identify new emerging technologies/trends in the field																									
54761007	Identify internet tools for tourism research and travel planning																									
54761100	K EMPLOYABILITY SKILLS NECESSARY FOR SUCCESS IN HOSPITALITY AND TOURISM OCCUPATIONS***																									
54761101	Research and identify information about careers in hospitality and tourism																									
54761102	Demonstrate appropriate dress and grooming for employment																									
54761103	Identify and demonstrate personality traits interests and skills needed for success in a hospitality and tourism career																									
54761104	Develop a resume and complete job application																									
54761105	Prepare a sample interview cover letter																									
54761106	Discuss proper interview follow up procedures and write a follow up letter																									
54761107	Develop appropriate questions for an employment interview																									

Competency Number	Competency/Objective	Curriculum Standards					SC Chamber/SCANS Skills					National Goals													
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
		L	L		C	A	S	S	E	Q	S	S	F	T	R	T	S	R	C	A	E	S	L	F	I

MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T-Technology
- S Systems

NATIONAL GOALS

- SR School Readiness
- SC-School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement
- BME 15

REC039683

DEF_3336-0448

TEX_22008

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Standards								SC Chamber/SCANS Skills								National Goals								
		M	F	A	S	L	H	S	P	P	T	B	I	I	T	R	T	S	S	S	S	T	M	A	D	P
54761108	Demonstrate competence in interviewing																									
54761109	Identify and demonstrate acceptable/excellent work habits																									
54761110	Discuss the importance of professional and ethical behavior on the job																									
54761111	Discuss how to appropriately make a job change and write a letter of resignation																									
54761112	Identify and discuss employment barriers in the workplace and how to overcome them																									
54761113	Compare and contrast salary and employee benefit packages																									
54761114	Use time management principles																									
54761115	Determine career trends and opportunities in hospitality and tourism marketing																									
54761116	Explore postsecondary training and educational opportunities in hospitality and tourism																									
54761117	Identify and explain the role of professional/trade organizations in career development																									
54761200	L HOSPITALITY AND TOURISM MANAGEMENT CONCEPTS***																									
54761201	Identify effective leadership skills																									
54761202	Describe the functions of management in the hospitality/tourism industry																									
54761203	Identify organizational structure in each segment in the hospitality/tourism industry																									
54761204	Compare/contrast various management styles																									
54761205	Apply different management styles to different situations																									

Competency	Competency/Objective	Curriculum Standards	SC Chamber/SCANS Skills	National Goals
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MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R Resources
- T--Technology
- S Systems

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE--Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI--Parental Involvement
- BME 16

REC039684

DEF_3336-0449

TEX_22009

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Number		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
		L			C	A	S	S	E	Q	S	S	F	T				R	C	A	E	S	L	F	I
54761206	Explain the effects an organization's culture has on the distribution of power																								
54761207	Distinguish between centralized and decentralized organizations																								
54761208	Identify and discuss the outcome of empowered employees																								
54761209	Describe management considerations in providing guest/customer service																								
54761210	Identify management tools used in the hospitality/tourism industry																								
54761211	Research and discuss methods of team building in the hospitality/tourism industry																								
54761212	Demonstrate a team building activity																								
54761213	Demonstrate conflict management and negotiation skills																								
54761214	Describe the factors involved in selecting training and evaluating employees for the hospitality/tourism industry																								
54761215	Explain the importance of recruitment retention and staff development in human resources management																								
54761216	Prepare a recruitment plan																								
54761217	Develop an employee training and evaluation plan																								
54761218	Research and discuss legal procedures for employee transition (firing)																								
54761219	Describe legal and ethical aspects of human resource management in the hospitality/tourism industry																								

Competency Number	Competency/Objective	Curriculum Standards															SC Chamber/SCANS Skills				National Goals						
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P		
		L			C	A	S	S	E	Q	S	S	F	T				R	C	A	E	S	L	F	I		

MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS

- PQ- Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R--Resources
- T Technology
- S Systems

NATIONAL GOALS

- SR--School Readiness
- SC--School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement
- BME 17

REC039685

DEF_3336-0450

TEX_22010

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Number		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P	
		L	L	C	C	A	S	S	E	Q	S	S	F	T	R	T	S	R	C	A	E	S	L	F	I	
54761400	N INDUSTRY SAFETY STANDARDS, AND ETHICS IN HOSPITALITY AND TOURISM***																									
54761401	Understand and explain the importance of a safe work environment																									
54761402	Explain safety and sanitation standards as they relate to each segment																									
54761403	Analyze current safety issues important to the hospitality/tourism industry																									
54761404	Describe the impact of environmental laws and trends on the hospitality and tourism industry																									
54761405	Examine labor laws as related to the hospitality and tourism industry																									
54761406	Examine consumer protection laws related to the hospitality and tourism industry																									
54761407	Examine health issues related to the hospitality and tourism industry																									
54761408	Identify industry regulatory organizations and resources																									
54761409	Define and discuss the importance of ethics in business																									
54761500	O ENTREPRENEURSHIP***																									
54761501	Define entrepreneurship																									
54761502	Identify advantages and disadvantages of business ownership																									
54761503	Identify risks of business ownership																									
54761504	Explain the concept of franchising																									
54761505	Identify personal characteristics of a successful entrepreneur																									

July 2001

**MATRIX KEY(S)
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS-Basic Skills
- IF-Information
- IT-Interpersonal
- R-Resources
- T Technology
- S Systems

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS-Mathematics & Science
- AL-Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI-Parental Involvement
- BME 19

REC039687

DEF_3336-0452

TEX_22012

COURSE SPECIFICATIONS FOR HOSPITALITY AND TOURISM

The STUDENT will be able to

Reviewed/Revised by

Robin Jones Horry School District Myrtle Beach Connie Porter Horry School District Myrtle Beach Babette Wald Beaufort Schools Hilton Head Carl Boger University of South Carolina Columbia Tom Sponseller Hospitality Association of South Carolina Columbia and Martha Hunn Myrtle Beach Area Hospitality Association Myrtle Beach

MATRIX KEY(S)

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE--Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF--Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement
BME 20

REC039688

DEF_3336-0453

TEX_22013

Draft for field review

INTRODUCTION TO CULINARY ARTS

Activity Code 5722

Introduction to Culinary Arts provides students with an overview of interest aptitude and technical skills needed to advance to Level One Culinary Arts and/or the food service industry

Objective	The students will
	1 describe Culinary experiences
	2 explore food service industry-career opportunities
	3 demonstrate sanitation and safety techniques
	4 determine the importance of personal hygiene
	5 store foods properly
	6 use small and large equipment safely
	7 explain recipe skills
	8 demonstrate dry and moist food preparation techniques
	9 explain appropriate serving techniques
Credits	½ or 1
National Certification	ServSafe Certification\ProStart Certification Tourism and Hospitality Education Foundation http //www schospitality org
Grade levels	9-10
Recommended class size	18-20
Prerequisites	none

1
October 2002
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South Carolina Family And Consumer Sciences

TEX_22014

DEF_3336-0454

REC039689

Draft for field review

INTRODUCTION TO CULINARY ARTS

High School Education	bellperson cashier dining room attendant dishwasher kitchen assistant laundry attendant pastry cook steward room service order taker reservations agent lodging facilities attendant host/hostess/greeter
Postsecondary Education	assistant food and beverage manager baker/chef/cook concierge dining room manager foodservice/banquet and restaurant manager head waitperson specialty cook
Postgraduate Education	convention services manager/director director of catering executive chef family and consumer sciences educator visitors and convention bureau director rooms division manager/director
Standards Committee	Terry Bndwell Anderson District 1 and 2 Career and Technology Center Rose Butler North Augusta High Walter Caudle, SDE, Ethel Jones SC State University Amy McCaskill SDE Frankie Miller Trident Technical College Jim Miller J H Bonds Career Center Nadine Miller Fort Dorchester High School Douglas OFlaherty Tourism Hospitality Education Foundation and Linda Y Pnce Golden Strip Career Technology Center

2
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South Carolina Family And Consumer Sciences

TEX_22015

DEF_3336-0455

REC039690

INTRODUCTION TO CULINARY ARTS

A Culinary Arts Experiences

- 1 Summarize classroom policies and routines
- 2 Categorize job titles descriptions and responsibilities
- 3 Analyze the results of completed interest inventories aptitude tests and/or skills assessments
- 4 Demonstrate interpersonal and technical skills required in the food production and service industry

B Career Opportunities

- 1 Identify individual occupation within the food service industry i.e. entry technical and professional levels including but not limited to entrepreneurship
- 2 Develop a presentation including educational interpersonal and technical skills required for each level of the food service career ladder
- 3 Compare and contrast the local state national and international labor market careers

C Sanitation and Safety Skills as outlined in HACCP and ServSafe

- 1 Identify and describe the most common food borne illnesses their causes foods implicated and recommended preventative measures
- 2 Compare and contrast clean and sanitary
- 3 Describe the procedures for cleaning and sanitizing tools and equipment

D Essential Personal Hygiene Skills

- 1 Describe personal hygiene and how it affects food safety
- 2 Demonstrate and explain the steps to proper hand washing and its importance to food safety
- 3 Exhibit acceptable dress and personal grooming as identified by the food production and service industry
- 4 Select proper clothing for different jobs to be performed in the food service industry

Draft for field review

INTRODUCTION TO CULINARY ARTS

- 5 Investigate the causes of food contamination related to personal grooming and hygiene
 - 6 Explain and demonstrate components of a good personal hygiene program as outlined by the Department of Health and Environmental Control (DHEC)
- E Proper Food Storage
- 1 Demonstrate and describe proper storage procedures as outlined by DHEC guidelines
- F Small and Large Food Service Production Equipment Safety
- 1 Demonstrate the safe use of selected pieces of equipment
 - 2 Apply proper safety and sanitation procedures when operating selected pieces of equipment utilizing the Occupational Safety and Health Administration (OSHA) standards and Department of Health and Environmental Control guidelines
- G Recipe Skills
- 1 Identify the components and functions of a standardized recipe
 - 2 Make and utilize a timeline for food production
 - 3 Apply basic skills to food production and service operations
- H Dry and Moist Food Preparation Techniques
- 1 Bake foods
 - 2 Boil foods
 - 3 Roast foods
 - 4 Steam foods
 - 5 Poach foods
- I Guest Relations And Interpersonal Skills Techniques
- 1 Demonstrate and explain appropriate serving techniques

4
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TEX_22017

DEF_3336-0457

REC039692

Draft – for field review

CULINARY ARTS 1

Activity Codes 5720

Culinary Arts prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations.

Objectives	Students will
	1 build customer service strategies
	2 develop strong work ethics
	3 demonstrate skills when using utensils, tools, equipment
	4 develop ServSafe and HACCP techniques
	5 organize food service operations
	6 apply nutrition requirements
	7 prepare nutritious dishes/meals
	8 explore employment opportunities

Credit 1, 2, or 3 units

National Certification ProStart Certification
Tourism and Hospitality Education Foundation
<http://www.schospitality.org>

Recommended Grades 11th, 12th

Class Size 18-20

Prerequisites Introduction to Culinary Arts or Foods and Nutrition 1 and 2

1
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TEX_22018

DEF_3336-0458

REC039693

Draft – for field review

CULINARY ARTS 1- 5720

High School Education	bellperson cashier dining room attendant dishwasher kitchen assistant laundry attendant pastry cook steward room service order taker reservations agent lodging facilities attendant host/hostess/greeter
Postsecondary Education	assistant food and beverage manager baker/chef/cook concierge dining room manager foodservice/banquet and restaurant manager head waitperson specialty cook
Postgraduate Education	convention services manager/director director of catering executive chef family and consumer sciences educator visitors and convention bureau director rooms division manager/director
Standards Committee	Terry Bridwell – Anderson District 1 and 2 Career and Technology Center Rose Butler-North Augusta High School Walter Caudle SDE Eleanor Glover-SDE Ethel Jones-SC State University Amy McCaskill- SDE Frankie Miller-Trident Technical College Jim Miller-J H Bonds Career Center Nadine Miller-Fort Dorchester High School Douglas Oflaherty-Tourism Hospitality Education Foundation Linda Pnce-Golden Strip Career Center

2

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TEX_22019

DEF_3336-0459

REC039694

CULINARY ARTS 1- 5720

A Customer Service Duties

- 1 Employ strategies for resolving conflicts
- 2 Determine the relationship between employees attitude and actions and customer satisfaction
- 3 Research the various needs of special populations

B Work Ethics

- 1 Outline a plan for an effective job search
- 2 Explain procedures for a job interview
- 3 Identify and give examples of positive attitudes

C Utensils Tools and Equipment

- 1 Explain the proper use of kitchen utensils and equipment to include proper safety and sanitation techniques
- 2 Weigh and measure accurately (standard and metric)
- 3 Demonstrate skills in knife tool and equipment handling

D Sanitation Procedures

- 1 Identify harmful bacteria
- 2 Demonstrate effective food and dish handling techniques
- 3 Demonstrate and incorporate essential personal hygiene practices as outlined in ServSafe and HACCP

E Safety Rules and Regulations

- 1 Implement safety standards for a commercial food service facility

F Planning and Organizational Skills

- 1 Identify and utilize management control forms according to industry standards
- 2 Plan and evaluate nutritionally balanced meals and menus

G Nutrition

- 1 Characterize the roles of nutrients in the diet
- 2 Interpret information on a nutrition label
- 3 Plan nutritious meals using the USDA dietary guidelines

3

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TEX_22020

DEF_3336-0460

REC039695

CULINARY ARTS 1- 5720

H Skills in Food Preparation

- 1 Demonstrate a variety of cooking methods including roasting baking broiling smoking grilling sauteing frying deep frying braising stewing poaching steaming wokong convection microwaving and/or other emerging technologies
- 2 Prepare eggs
- 3 Prepare dairy products
- 4 Prepare hot and cold sandwiches
- 5 Prepare various salads
- 6 Prepare dressings dips and condiments
- 7 Prepare garnishes
- 8 Prepare hors d'oeuvres and canapes
- 9 Prepare fruits and vegetables
- 10 Prepare hot and cold beverages

I Employment Skills

- 1 Explore entrepreneurship opportunities
- 2 Formulate a plan for developing job search skills and demonstrate each step
- 3 Evaluate career ladders in various food service facilities

Draft – for field review

CULINARY ARTS 2

ACTIVITY CODES 5721

Culinary Arts prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations.

Objectives	Students will
	1 perform front of the house duties
	2 demonstrate appropriate worker attitudes and behaviors
	3 explain the specific use of dining utensils
	4 use cleaning materials and sanitizers appropriately
	5 explain food safety program procedures
	6 requisition supplies needed for specific menus
	7 demonstrate skills in food preparation
	8 apply skills in a workplace setting

National Certification	ServSafe Certification\ProStart Certification Tourism and Hospitality Education Foundation http://www.schospitality.org
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Grade Levels	11 th 12 th
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Credit	1 2 or 3 units
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Class Size	18-20
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Prerequisites	Introduction to Culinary Arts or Foods and Nutrition
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1
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TEX_22022

DEF_3336-0462

REC039697

Draft -- for field review

CULINARY ARTS 2 - 5721

High School Education	bellperson cashier dining room attendant dishwasher kitchen assistant laundry attendant pastry cook steward room service order taker reservations agent lodging facilities attendant host/hostess/greeter
Postsecondary Education	assistant food and beverage manager baker/chef/cook concierge dining room manager foodservice/banquet and restaurant manager head waitperson specialty cook
Postgraduate Education	convention services manager/director director of catering executive chef family and consumer sciences educator visitors and convention bureau director rooms division manager/director
Standards Committee	Terry Bndwell-Anderson District 1 and 2 Career and Technology Center Rose Butler- North Augusta High School Walter Caudle- SDE Eleanor Glover-SDE Ethel Jones-SC State University Amy McCaskill-SDE Frankie Miller-Tndent Technical College Jim Miller- J H Bonds Career Center Nadine Miller-Fort Dorchester High School Douglas Oflaherty- Tourism Hospitality Education Foundation Linda Prnce-Golden Stnp Career Center

2
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South Carolina Family And Consumer Sciences

TEX_22023

DEF_3336-0463

REC039698

Draft – for field review

CULINARY ARTS 2- 5721

A Customer Service Duties

- 1 Explain and perform duties of front of the house employees
- 2 Explain how customer satisfaction directly affects a food service facility's success

B Work Ethics

- 1 Demonstrate appropriate worker attitudes and behaviors
- 2 Explain how stereotypes and prejudices can negatively affect how people work together

C Utensils Tools and Equipment

- 1 Identify the types of dining utensils and explain specific uses for each
- 2 Identify various server tools and the correct way to stock a service station
- 3 Compare service styles from various countries

D Sanitation Procedures

- 1 Demonstrate food handling and preparation techniques that prevent cross contaminations
- 2 Demonstrate personal hygiene/health procedures and report symptoms of illness
- 3 Examine current types and proper uses of cleaning materials and sanitizers

E Safety Rules and Regulations

- 1 Demonstrate proper receiving and storage of raw and prepared foods
- 2 Evaluate labs using Occupational Safety and Health Administration's (OSHA) Right to know Law and Material Safety Data Sheets
- 3 Explain food service management and safety program procedures

F Planning and Organizational Skills

- 1 Prepare a requisition for production requirements

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TEX_22024

DEF_3336-0464

REC039699

CULINARY ARTS 2- 5721

- 2 Apply menu planning principles to develop and modify menus and calculate food costs
- 3 Analyze performance of menu items

G Skills in Food Preparation

- 1 Demonstrate skills in knife tool and equipment handling
- 2 Demonstrate a variety of cooking methods including roasting baking broiling smoking grilling sauteing frying deep frying braising stewing poaching steaming wokong convection microwaving and/or other emerging technologies
- 3 Prepare potatoes
- 4 Prepare legumes and grains
- 5 Prepare pasta and dumplings
- 6 Prepare bakery products
- 7 Prepare yeast breads
- 8 Prepare quick breads
- 9 Prepare a variety of cookies and cakes
- 10 Prepare a variety of pastries and pies
- 11 Prepare fruits and vegetables
- 12 Prepare dessert sauces creams
- 13 Prepare fruit desserts and tortes
- 14 Prepare poultry
- 15 Prepare fish and shellfish
- 16 Prepare meat
- 17 Prepare stocks soups and sauces

H Employment Skills

- 1 Demonstrate skills needed to seek and keep employment
- 2 Apply skills in a workplace setting i.e. coop mentoring internship employment

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Human Services Course Standards

Human Services is designed to prepare students for entry level employment in areas related to planning managing providing and supporting human services such as child care services and food science technology and nutrition

Early Childhood Education 1 and 2 (5700 5701)

- [Standards](#)
- [Student Profile](#)

Introduction to Early Childhood Education (5702)

- [Standards](#)
- [Student Profile](#)

Food Science Technology and Nutrition 1 and 2 (5757 5758)

- [Standards](#)
- [Student Profile](#)

Introduction to Food Science Technology and Nutrition (5756)

- [Standards](#)
- [Student Profile](#)

Sports Nutrition (5759)

- [Standards](#)
- [Student Profile](#)

Cosmetology 1 2 3 and 4 (6150 6151 6152 6153)

- [Standards](#)
- [Student Profile](#)

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Early Childhood Education 1 and 2

ACTIVITY/COURSE CODES: 5700 and 5701

COURSE DESCRIPTION

Occupational Child Care Services provides an opportunity for students to actively explore the world of children and acquire knowledge and skills needed to respond to the variety of children's needs. Learning experiences are planned so that students can develop competence to guide, instruct, and care for young children in a safe and healthy environment. Due to the increasing demand for well-trained child care providers in various types of child-centered facilities, a variety of classroom and laboratory experiences is provided to prepare competent entry-level employees.

RELATED CAREERS

High School Education: Preschool aide, family child care provider, recreation aide, and teacher aide. Postsecondary Education: Child day care supervisor, special education aide, preschool teacher, and after-school program supervisor. Four Year or Postgraduate Education: Preschool director, children's center supervisor, child psychologist, and kindergarten, elementary, middle, or secondary teacher.

OBJECTIVE

Given effective instruction and relevant learning experiences, the student in Child Care Services will adequately demonstrate the following core competencies (1st year * 2d year */ both):

Credit: 1, 2, or 3 units

CHILD CARE SERVICES I & II

RESOURCES

TEXTS

Stephens Karen The Child Care Professional Glencoe McGraw Hill 1996

Markoefer and Vadnais Caring for the Developing Child Delmar 1992

Herr Working With Young Children Goodheart Willcox 1994

Ryder Parents and Their Children Goodheart Willcox 1990

Decker Children The Early Years Goodheart Willcox 1990

Supporting Young Learners High Scope Press

VIDEOS

March of Dimes
Our Genetic Heritage

Blockbuster
Childhood Illnesses

Oklahoma City Community College
Operating a Family Day Care Home

High Scope Press
K 3 Curriculum Series

Made for TV Movie
In a Child's Name

American Academy of Pediatrics
Caring For Our Children Series
(\$79 for 6 quality videos order from NAEYC)

Creative Educational Video Inc
The Child Care Worker Video Series

Meridian
Child Care Disciplining Children
Child Care Planning Activities for Children
Child Care Childhood Illnesses
Child Care Observing Children
Child Care The Importance of Play

OTHER

J Weston Waich
Child Development The First Six Years (copymasters)

Department of Social Services
So You Want to Start a Child Day Care Program? (brochure)

FCS 182

REC039703

DEF_3336-0468

TEX_22028

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	TR	TS	SR	SC	SA	TE	MS	AL	DF	PI	
57010100	A UNDERSTANDING CHILD CARE SERVICES																								
57010101	Identify careers in child care *					X				X	X	X										X			
57010102	Recognize rules and regulations that affect child care businesses/centers /					X				X	X	X										X			
57010103	Utilize interpersonal skills /*					X				X				X											
57010200	B UNDERSTANDING CHILD DEVELOPMENT AND BEHAVIOR																								
57010201	Identify principles of prenatal and infant development *	X				X					X						X							X	
57010202	Identify principles of physical and motor development *	X				X					X						X								
57010203	Identify principles of intellectual/cognitive development *					X					X						X					X		X	
57010204	Identify principles of social and emotional development *			X		X					X	X					X								
57010205	Identify areas of special needs					X					X	X	X		X							X			
57010206	Identify principles for promoting responsible behavior			X		X					X	X			X		X		X				X	X	
57010300	C PERFORMING FACILITY MANAGEMENT ACTIVITIES																								
57010301	Arrange and furnish a functional classroom *	X	X	X				X			X	X	X		X	X	X			X	X				
57010302	Maintain area furnishings equipment toys and supplies /	X				X	X				X	X	X		X		X			X	X	X			
57010400	D PERFORMING MEAL SERVICE FUNCTIONS																								
57010401	Plan and prepare meals and snacks /	X		X	X	X	X				X	X	X		X				X	X	X				
57010402	Practice safety and sanitation procedures /					X	X				X	X	X		X				X						
57010500	E PROVIDING A SAFE AND HEALTHY ENVIRONMENT																								

CURRICULUM FRAMEWORKS

- M--Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ--Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT Interpersonal
- R Resources
- T Technology
- S--Systems
- FCS 183

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039704

DEF_3336-0469

TEX_22029

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI				
57010501	Establish and implement procedures for routines (washing hands naps and toileting) /					X												X											
57010502	Plan conditions and guide activities to ensure safety */*	X	X	X		X				X	X					X		X	X	X									
57010503	Identify symptoms of common childhood illnesses and demonstrate procedures to follow in case of illness /	X		X	X	X				X	X	X				X						X							
57010504	Identify common causes and demonstrate procedures in cases of accidents including CPR and First Aid training *	X		X		X	X			X			X			X						X		X					
57010505	Implement procedures in cases of disaster					X						X											X						
57010506	Identify types and signs of child abuse and demonstrate procedure to follow in cases of abuse /					X						X		X		X					X				X				
57010600	F PLANNING AND GUIDING CURRICULUM																												
57010601	Plan curriculum for children s activities					X					X	X	X		X			X			X								
57010602	Plan and guide art activities			X		X					X							X			X								
57010603	Plan and guide music activities			X		X					X							X			X								
57010604	Plan and guide language and story activities					X						X						X	X		X								
57010605	Plan and guide dramatic play activities			X		X				X			X	X				X			X								
57010606	Plan and guide manipulative play activities	X									X	X						X			X	X							
57010607	Plan and guide outdoor activities								X							X		X			X								
57010608	Plan and guide science activities	X			X	X					X	X	X					X		X		X							
57010609	Plan and guide computer technology activities	X				X					X	X	X		X	X	X	X		X			X						
57010610	Plan and guide social studies activities					X		X			X	X	X	X				X	X		X			X					
57010611	Plan and guide special activities					X					X	X	X	X	X			X		X			X	X					
57010612	Plan and guide food activities			X	X	X					X	X						X			X								
57010700	G PRACTICING JOB SEEKING SKILLS (can be combined with Unit A)																												
57010701	Determine personal career options in child care					X					X	X		X	X			X			X		X						

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS-Social Studies
- PE-Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- FCS 184

NATIONAL GOALS

- SR School Readiness
- SC-School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039705

DEF_3336-0470

TEX_22030

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills							National Goals								
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
57010702	Begin the job search	X				X				X	X	X	X			X									
57010703	Explore entrepreneurial opportunities **					X				X	X	X	X							X				X	

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Revised by Halestine Grate Finklea Career Center Connie Thompson Kershaw County Applied Technology Education Center Joslyn Fields Calhoun Orangeburg Vocational Education Center Suzanne Voreis Golden Strip Career Center Dannie Keeper Child Development Learning Center at South Carolina State University Orangeburg Catherine Byrd Merrywood Elementary School Greenwood Harriet Wells Sunshine House Greenwood Deborah Ryans Headstart GLEAAMS Greenwood Rhonda Corley Greenville County School District Greenville Suzanne Voreis Golden Strip Technology Career Center Anna Moorer Calhoun Orangeburg Vocational Education Center and Susan Schlomer Greenwood County Vocational Education Center

- 1st year
- ** 2d year
- * / both

OCCUPATIONAL FAMILY AND CONSUMER SCIENCES

CURRICULUM FRAMEWORKS

M- Math
 FL- Foreign Language
 A- Visual & Performing Arts
 SC- Science
 LA- Language Arts
 HS- Health & Safety
 SS- Social Studies
 PE- Physical Education

MATRIX KEY SC CHAMBER/SCANS SKILLS

PQ- Personal Qualities
 TS- Thinking Skills
 BS- Basic Skills
 IF- Information
 IT- Interpersonal
 R- Resources
 T- Technology
 S- Systems
 FCS 185

NATIONAL GOALS

SR- School Readiness
 SC- School Completion
 SA- Student Achievement & Citizenship
 TE- Teacher Education & Professional Development
 MS- Mathematics & Science
 AL- Adult Literacy & Lifelong Learning
 DF- Safe Disciplined & Alcohol & Drug Free Schools
 PI- Parental Involvement

REC039706

DEF_3336-0471

TEX_22031

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

PROGRAM COMPETENCIES

FCS 180

TEX_22032

DEF_3336-0472

REC039707

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

CHILD CARE SERVICES I & II

ACTIVITY/COURSE CODES. 5700, 5701

COURSE DESCRIPTION

Occupational Child Care Services provides an opportunity for students to actively explore the world of children and acquire knowledge and skills needed to respond to the variety of children's needs. Learning experiences are planned so that students can develop competence to guide, instruct, and care for young children in a safe and healthy environment. Due to the increasing demand for well-trained child care providers in various types of child-centered facilities, a variety of classroom and laboratory experiences is provided to prepare competent entry-level employees.

RELATED CAREERS

High School Education: Preschool aide, family child care provider, recreation aide, and teacher aide. Postsecondary Education: Child day care supervisor, special education aide, preschool teacher, and after school program supervisor. Four Year or Postgraduate Education: Preschool director, children's center supervisor, child psychologist, and kindergarten, elementary, middle, or secondary teacher.

OBJECTIVE

Given effective instruction and relevant learning experiences, the student in Child Care Services will adequately demonstrate the following core competencies (* 1s year ** 2d year */ both)

Credit 1 2 3 units

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to
CHILD CARE SERVICES I & II

RESOURCES

TEXTS

Stephens Karen The Child Care Professional Glencoe McGraw Hill 1996

Markoefer and Vadnais Caring for the Developing Child Delmar 1992

Herr Working With Young Children Goodheart Willcox 1990

Ryder Parents and Their Children Goodheart Willcox 1990

Decker Children The Early Years Goodheart Willcox 1990

Supporting Young Learners High Scope Press

VIDEOS

March of Dimes
Our Genetic Heritage

Blockbuster
Childhood Illnesses

Oklahoma City Community College
Operating a Family Day Care Home

High Scope Press
K 3 Curriculum Series

Made for TV Movie
In a Child's Name

American Academy of Pediatrics
Caring For Our Children Series
(\$79 for 6 quality videos order from NAEYC)

Creative Educational Video Inc
The Child Care Worker Video Series

Meridian
Child Care Disciplining Children
Child Care Planning Activities for Children
Child Care Childhood Illnesses
Child Care Observing Children
Child Care The Importance of Play

OTHER

J Weston Walch
Child Development The First Six Years (copymasters)

Department of Social Services
So You Want to Start a Child Day Care Program? (brochure)

FCS 182

REC039709

DEF_3336-0474

TEX_22034

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010100	A UNDERSTANDING CHILD CARE SERVICES			
57010101	Identify careers in child care	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010102	Recognize rules and regulations that affect child care businesses/centers /	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010103	Utilize interpersonal skills */	II Listening III Speaking		
57010200	B UNDERSTANDING CHILD DEVELOPMENT AND BEHAVIOR			
57010201	Identify principles of prenatal and infant development	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics B Illustrate and interpret how chemical reactions within the cell are involved in energy transformations C Use classification systems to indicate how organisms are related D Investigate and understand how organ and organ system functions depend on cellular activities (nerve impulse transmission digestion respiration excretion movement circulation reproduction growth development and support)	

REC039710

DEF_3336-0475

TEX_22035

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010202	Identify principles of physical and motor development	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics B Illustrate and interpret how chemical reactions within the cell are involved in energy transformations C Use classification systems to indicate how organisms are related D Investigate and understand how organ and organ system functions depend on cellular activities (nerve impulse transmission digestion respiration excretion movement circulation reproduction growth development and support)	
57010203	Identify principles of intellectual/cognitive development *	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010204	Identify principles of social and emotional development	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010205	Identify areas of special needs	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010206	Identify principles for promoting responsible behavior *	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010300	C PERFORMING FACILITY MANAGEMENT ACTIVITIES			

REC039711

DEF_3336-0476

TEX_22036

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010301	Arrange and furnish a functional classroom	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems C Connect number and number systems with other aspects of mathematics and with other disciplines V Measurement A Estimate construct and use measurement for descriptions and comparisons
57010302	Maintain area furnishings equipment toys and supplies */	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010400	D PERFORMING MEAL SERVICE FUNCTIONS			
57010401	Plan and prepare meals and snacks */	I Reading/Literature II Listening III Speaking IV Writing V Research		V Measurement A Estimate construct and use measurement for descriptions and comparisons
57010402	Practice safety and sanitation procedures /	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change E Investigate and understand the history of biological concepts	
57010500	E PROVIDING A SAFE AND HEALTHY ENVIRONMENT			
57010501	Establish and implement procedures for routines (washing hands naps and toileting) /	I Reading/Literature II Listening III Speaking IV Writing V Research		

REC039712

DEF_3336-0477

TEX_22037

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010502	Plan conditions and guide activities to ensure safety /	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010503	Identify symptoms of common childhood illnesses and demonstrate procedures to follow in case of illness /	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010504	Identify common causes and demonstrate procedures in cases of accidents including CPR and First Aid training	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010505	Implement procedures in cases of disaster	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010506	Identify types and signs of child abuse and demonstrate procedure to follow in cases of abuse /	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010600	F PLANNING AND GUIDING CURRICULUM			
57010601	Plan curriculum for children s activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010602	Plan and guide art activities **	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010603	Plan and guide music activities *	I Reading/Literature II Listening III Speaking IV Writing V Research		

REC039713

DEF_3336-0478

TEX_22038

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The *STUDENT* will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010604	Plan and guide language and story activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010605	Plan and guide dramatic play activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010606	Plan and guide manipulative play activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010607	Plan and guide outdoor activities *	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010608	Plan and guide science activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010609	Plan and guide computer technology activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010610	Plan and guide social studies activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010611	Plan and guide special activities	I Reading/Literature II Listening III Speaking IV Writing V Research		

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010612	Plan and guide food activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010700	G PRACTICING JOB SEEKING SKILLS (can be combined with Unit A)			
57010701	Determine personal career options in child care	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010702	Begin the job search **	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010703	Explore entrepreneurial opportunities	I Reading/Literature II Listening III Speaking IV Writing V Research		

REC039715

DEF_3336-0480

TEX_22040

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

Revised by Halestine Grate Finklea Career Center Connie Thompson Kershaw County Applied Technology Education Center Joslyn Fields Calhoun Orangeburg Vocational Education Center Suzanne Voreis Golden Strip Career Center Dannie Keeper Child Development Learning Center at South Carolina State University Orangeburg Catherine Byrd Merrywood Elementary School Greenwood Harriet Wells Sunshine House Greenwood Deborah Ryans Headstart GLEAAMS Greenwood Rhonda Corley Greenville County School District Greenville Suzanne Voreis Golden Strip Technology Career Center Anna Moorer Calhoun Orangeburg Vocational Education Center and Susan Schlomer Greenwood County Vocational Education Center

1st year

2d year

* / * both

FCS 181

TEX_22041

DEF_3336-0481

REC039716

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

CHILD CARE SERVICES I & II

ACTIVITY/COURSE CODES 5700, 5701

COURSE DESCRIPTION

Occupational Child Care Services provides an opportunity for students to actively explore the world of children and acquire knowledge and skills needed to respond to the variety of children's needs. Learning experiences are planned so that students can develop competence to guide, instruct, and care for young children in a safe and healthy environment. Due to the increasing demand for well-trained child care providers in various types of child-centered facilities, a variety of classroom and laboratory experiences is provided to prepare competent entry-level employees.

RELATED CAREERS

High School Education: Preschool aide, family child care provider, recreation aide, and teacher aide. Postsecondary Education: Child day care supervisor, special education aide, preschool teacher, and after school program supervisor. Four Year or Postgraduate Education: Preschool director, children's center supervisor, child psychologist, and kindergarten, elementary, middle, or secondary teacher.

OBJECTIVE

Given effective instruction and relevant learning experiences, the student in Child Care Services will adequately demonstrate the following core competencies (1st year * 2d year */* both)

Credit 1 2 3 units

REC039717

DEF_3336-0482

TEX_22042

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to
CHILD CARE SERVICES I & II

RESOURCES

TEXTS

Stephens Karen The Child Care Professional Glencoe McGraw Hill 1996

Markoefer and Vadnais Caring for the Developing Child Delmar 1992

Herr Working With Young Children Goodheart Willcox 1990

Ryder Parents and Their Children Goodheart Willcox 1990

Decker Children The Early Years Goodheart Willcox 1990

Supporting Young Learners High Scope Press

VIDEOS

March of Dimes
Our Genetic Heritage

Blockbuster
Childhood Illnesses

Oklahoma City Community College
Operating a Family Day Care Home

High Scope Press
K 3 Curriculum Series

Made for TV Movie
In a Child's Name

American Academy of Pediatrics
Caring For Our Children Series
(\$79 for 6 quality videos order from NAEYC)

Creative Educational Video Inc
The Child Care Worker Video Series

Meridian
Child Care Disciplining Children
Child Care Planning Activities for Children
Child Care Childhood Illnesses
Child Care Observing Children
Child Care The Importance of Play

OTHER

J Weston Walch
Child Development The First Six Years (copymasters)

Department of Social Services
So You Want to Start a Child Day Care Program? (brochure)

FCS 183

REC039718

DEF_3336-0483

TEX_22043

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010100	A UNDERSTANDING CHILD CARE SERVICES			
57010101	Identify careers in child care	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010102	Recognize rules and regulations that affect child care businesses/centers / *	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010103	Utilize interpersonal skills */*	II Listening III Speaking		
57010200	B UNDERSTANDING CHILD DEVELOPMENT AND BEHAVIOR			
57010201	Identify principles of prenatal and infant development	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics B Illustrate and interpret how chemical reactions within the cell are involved in energy transformations C Use classification systems to indicate how organisms are related D Investigate and understand how organ and organ system functions depend on cellular activities (nerve impulse transmission digestion respiration excretion movement circulation reproduction growth development and support)	

REC039719

DEF_3336-0484

TEX_22044

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010202	Identify principles of physical and motor development	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics B Illustrate and interpret how chemical reactions within the cell are involved in energy transformations C Use classification systems to indicate how organisms are related D Investigate and understand how organ and organ system functions depend on cellular activities (nerve impulse transmission digestion respiration excretion movement circulation reproduction growth development and support)	
57010203	Identify principles of intellectual/cognitive development	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010204	Identify principles of social and emotional development	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010205	Identify areas of special needs	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010206	Identify principles for promoting responsible behavior	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010300	C PERFORMING FACILITY MANAGEMENT ACTIVITIES			

REC039720

DEF_3336-0485

TEX_22045

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010301	Arrange and furnish a functional classroom	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems C Connect number and number systems with other aspects of mathematics and with other disciplines V Measurement A Estimate construct and use measurement for descriptions and comparisons
57010302	Maintain area furnishings equipment toys and supplies /	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010400	D PERFORMING MEAL SERVICE FUNCTIONS			
57010401	Plan and prepare meals and snacks /	I Reading/Literature II Listening III Speaking IV Writing V Research		V Measurement A Estimate construct and use measurement for descriptions and comparisons
57010402	Practice safety and sanitation procedures /	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 3 Change E Investigate and understand the history of biological concepts	
57010500	E PROVIDING A SAFE AND HEALTHY ENVIRONMENT			
57010501	Establish and implement procedures for routines (washing hands naps and toileting) /*	I Reading/Literature II Listening III Speaking IV Writing V Research		

REC039721

DEF_3336-0486

TEX_22046

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010502	Plan conditions and guide activities to ensure safety */ *	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010503	Identify symptoms of common childhood illnesses and demonstrate procedures to follow in case of illness /	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010504	Identify common causes and demonstrate procedures in cases of accidents including CPR and First Aid training	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010505	Implement procedures in cases of disaster	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010506	Identify types and signs of child abuse and demonstrate procedure to follow in cases of abuse /**	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010600	F PLANNING AND GUIDING CURRICULUM			
57010601	Plan curriculum for children s activities *	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010602	Plan and guide art activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010603	Plan and guide music activities **	I Reading/Literature II Listening III Speaking IV Writing V Research		

REC039722

DEF_3336-0487

TEX_22047

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010604	Plan and guide language and story activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010605	Plan and guide dramatic play activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010606	Plan and guide manipulative play activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010607	Plan and guide outdoor activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010608	Plan and guide science activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010609	Plan and guide computer technology activities *	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010610	Plan and guide social studies activities **	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010611	Plan and guide special activities	I Reading/Literature II Listening III Speaking IV Writing V Research		

REC039723

DEF_3336-0488

TEX_22048

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATH
57010612	Plan and guide food activities	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010700	G PRACTICING JOB SEEKING SKILLS (can be combined with Unit A)			
57010701	Determine personal career options in child care	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010702	Begin the job search	I Reading/Literature II Listening III Speaking IV Writing V Research		
57010703	Explore entrepreneurial opportunities	I Reading/Literature II Listening III Speaking IV Writing V Research		

REC039724

DEF_3336-0489

TEX_22049

COURSE SPECIFICATIONS FOR CHILD CARE SERVICES I & II

The STUDENT will be able to

Revision date 07/98

Revised by Halestine Grate Finklea Career Center Connie Thompson Kershaw County Applied Technology Education Center Joslyn Fields Calhoun Orangeburg Vocational Education Center Suzanne Voreis Golden Strip Career Center Dannie Keepler Child Development Learning Center at South Carolina State University Orangeburg Catherine Byrd Merrywood Elementary School Greenwood Harriet Wells Sunshine House Greenwood Deborah Ryans Headstart GLEAAMS Greenwood Rhonda Corley Greenville County School District Greenville Suzanne Voreis Golden Strip Technology Career Center Anna Moorer Calhoun Orangeburg Vocational Education Center and Susan Schlomer Greenwood County Vocational Education Center

1st year

2d year

/* both

REC039725

DEF_3336-0490

TEX_22050

FCS 190

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COSMETOLOGY 1, 2, 3, AND 4

ACTIVITY/COURSE CODES: 6150, 6151, 6152, AND 6153

COURSE DESCRIPTION

The Cosmetology program is designed to prepare student to qualify for licensing examinations. Cosmetology student receives training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair shaping, hair styling, setting, waving, hair coloring, and shampoos and rinses. Care of skin and nails includes manicuring and pedicuring, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, and anatomy and physiology of the face, head, arms, and hands is incorporated by means of both theory and practical application on both mannequins and live models. Also included in the course of study is salon planning and management.

OBJECTIVE

Given the necessary equipment, materials, and instruction, the student, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies:

Credit: 1, 2, or 3 units

COSMETOLOGY 1, 2, 3, AND 4

RESOURCES

Ahern West's Textbook of Cosmetology West Services Inc 1986

Barrett Dean The Van Dean Manual Milady Publishing Corporation

Colietti Anthony B The Keystone Guide to Beauty Culture

Cosmetology Number 8 V TECS Guide Vocational Technical Education Consortium of States Commission on Occupational Education
Institutions 1866 Southern Lane Decatur Georgia

Dalton The Professional Cosmetologist West Publishing Co 1985

Kibbe Constance V Milady's Standard Textbook of Cosmetology revised Milady Publishing Corporation 1991

Powitt Hair Structure and Chemistry Simplified Milady Publishing Corporation

COURSE SPECIFICATIONS FOR COSMETOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
61500100	A PERFORMING WORK SAFETY PRACTICES																								
61500101	Demonstrate the ability to work safely						X					X							X						
61500102	Demonstrate the ability to keep a clean orderly safe work area						X					X							X						
61500103	Operate a fire extinguisher						X					X							X						
61500104	Qualify in first aid procedures						X					X							X						
61500105	Demonstrate the safe use of hand and power equipment						X					X	X						X						
61500106	Complete safety test						X					X							X						
61500200	B DEMONSTRATING COSMETIC PROFESSIONAL PRACTICE SKILLS FOR HAIR																								
	<i>Scalp and hair analysis</i>																								
61500201	Identify scalp disorders		X				X				X	X	X	X		X			X						
61500202	Identify scalp diseases		X				X				X	X	X	X		X			X						
61500203	Prescribe treatment for scalp and hair problems		X				X				X	X	X	X		X			X						
	<i>Brushing and scalp treatments</i>																								
61500204	Drape a patron						X				X	X	X	X		X			X						
61500205	Brush hair for scalp treatment						X				X	X	X	X		X			X						
61500206	Perform scalp manipulations						X				X	X	X	X		X			X						
61500207	Apply heat cap scalp treatment						X				X	X	X	X		X			X						
	<i>Shampoos and rinses</i>																								
61500208	Give a shampoo		X				X				X	X	X	X		X			X						
61500209	Apply acid rinse		X				X				X	X	X	X		X			X						
61500210	Apply cream rinse		X				X				X	X	X	X		X			X						
61500211	Apply instant color rinse		X				X				X	X	X	X		X			X						
	<i>Facial shapes and body structures</i>																								
61500212	Measure facial features		X				X				X	X	X	X		X			X						
	<i>Shaping</i>																								
61500213	Section head into five styling sections	X	X	X			X				X	X	X	X		X	X	X	X	X	X		X		
61500214	Make a shaping	X	X	X			X				X	X	X	X		X	X	X	X	X	X		X		

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC--Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE--Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF--Information
- IT--Interpersonal
- R Resources
- T--Technology
- S Systems
- T&I 37

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039730

DEF_3336-0495

TEX_22055

COURSE SPECIFICATIONS FOR COSMETOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills							National Goals								
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
61500215	Make a wave	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500216	Make a C shape	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
	<i>Pin curls</i>																								
61500217	Place sculpture curls in a shaping	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500218	Place stand up curls for volume	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500219	Form flare curls	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500220	Place ridge curls in set	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500221	Place curved or C base curls in a shaping	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500222	Form a skip wave	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500223	Form a brush wave				X		X			X	X	X	X		X	X	X	X	X	X		X			
61500224	Complete a basic set using various types of pin curls																								
	<i>Roller sets</i>																								
61500225	Place rollers for half bang	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500226	Place rollers for winged bang	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500227	Place rollers for forward side	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500228	Place rollers for a wave side	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500229	Place rollers in back for basic set	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
61500230	Place vertical rollers in back to create design and wave pattern																								
	<i>Fingerwaving</i>																								
61500231	Fingerwave a full head of hair using a side part	X		X	X		X			X	X	X	X		X	X	X	X	X	X		X			
	<i>Comb outs</i>																								
61500232	Apply basic comb out techniques			X	X		X			X	X	X	X		X	X	X	X	X	X					
61500233	Use lacing and backcombing			X	X		X			X	X	X	X		X	X	X	X	X	X					
61500234	Backbrush hair			X	X		X			X	X	X	X		X	X	X	X	X	X					
61500235	Use styling techniques			X			X			X			X		X							X			
	<i>Thermal hairstyling</i>																								
61500236	Give a soft press			X			X			X			X		X							X			
61500237	Thermal curl hair			X			X			X			X		X							X			
61500238	Thermal wave hair			X			X			X			X		X							X			

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS--Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 38

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039731

DEF_3336-0496

TEX_22056

COURSE SPECIFICATIONS FOR COSMETOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	F	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
61500239	Make side flare sculpture and spiral (poker) <i>Air waving</i>			X			X							X		X				X					
61500240	Air wave hair using blow dryer and round brush			X			X							X		X				X					
61500241	Use curling iron to style hair			X			X							X		X				X					
61500242	Use hot comb to style hair			X			X							X		X				X					
61500243	Curl hair using spring control curling iron <i>Cutting and shaping</i>			X			X							X		X				X					
61500244	Section hair for a basic haircut using the bone structure as guide	X		X			X							X		X				X					
61500245	Section hair for a basic haircut using a center part	X		X			X							X		X				X					
61500246	Set guidelines for a basic haircut			X			X							X		X				X					
61500247	Cut a one length style with a low elevation using the scissors			X			X							X		X				X					
61500248	Use the razor			X			X							X		X				X					
61500249	Cut a layered style with a high elevation			X			X							X		X				X					
61500250	Use scissors to taper hair			X			X							X		X				X					
61500251	Thin hair using thinning shears			X			X							X		X				X					
61500252	Cut a neckline			X			X							X		X				X					
61500253	Give a man s basic haircut <i>Hairpieces</i>			X			X							X		X				X					
61500254	Style a wiglet			X			X							X		X				X					
61500255	Style a wig <i>Permanent waves</i>	X		X										X	X	X				X					
61500256	Make an off the head pre permanent test curl			X			X							X	X	X				X					
61500257	Section hair for a permanent wave using the forward method	X		X			X							X	X	X				X					
61500258	Section hair for a permanent wave using the horseshoe	X		X			X							X	X	X				X					
61500259	Block and wrap hair for a permanent wave	X		X			X							X	X	X				X					

CURRICULUM FRAMEWORKS

- M Math
- FL Foreign Language
- A Visual & Performing Arts
- SC Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersona
- R Resources
- T Technology
- S Systems
- T&I 39

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039732

DEF_3336-0497

TEX_22057

COURSE SPECIFICATIONS FOR COSMETOLOGY 1, 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	FL	A	SC	LA	HS	SS	PE	PQ	TS	BS	IF	IT	R	T	S	SR	SC	SA	TE	MS	AL	DF	PI
61500304	Give a hot oil manicure			X						X					X				X						
61500305	Give a pedicure			X						X					X				X						
61500306	Repair split or broken nails			X						X					X				X						
61500307	Apply plastic nails			X						X					X				X						
61500308	Apply sculpture nails			X						X					X				X						
61500309	Apply brush on nails			X						X					X				X						
61500310	Give a man's manicure			X						X					X				X						
	<i>Nail structure</i>																								
61500311	Identify parts of a nail				X					X	X				X				X		X				
61500312	Identify various shapes of nail growth				X					X	X				X				X		X				
	<i>Massage</i>																								
61500313	Apply massage manipulations				X					X					X				X		X				
	<i>Facials</i>																								
61500314	Drape patron for a facial			X	X		X			X					X				X		X				
61500315	Give a plain facial			X	X		X			X					X				X		X				
61500316	Apply facial mask and pack			X	X		X			X					X				X		X				
61500317	Give facial manipulations			X	X		X			X					X				X		X				
61500318	Arch eyebrows	X		X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<i>Makeup</i>																								
61500319	Apply daytime makeup			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
61500320	Apply evening makeup			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
61500321	Apply corrective makeup			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
61500322	Apply strip lashes			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
61500323	Apply individual lashes			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<i>Hair removal</i>																								
61500324	Tweeze eyebrow hair			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
61500325	Apply wax depilatory			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
61500326	Apply chemical depilatory			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
61500327	Match types of hair removal to the correct procedure																								
61500328	Match implements to the correct functions			X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

CURRICULUM FRAMEWORKS

- M- Math
- FL- Foreign Language
- A- Visual & Performing Arts
- SC- Science
- LA- Language Arts
- HS- Health & Safety
- SS- Social Studies
- PE- Physical Education

**MATRIX KEY
SC CHAMBER/SCANS SKILLS**

- PQ- Personal Qualities
- TS- Thinking Skills
- BS- Basic Skills
- IF- Information
- IT- Interpersonal
- R- Resources
- T- Technology
- S- Systems
- T&I- 41

NATIONAL GOALS

- SR- School Readiness
- SC- School Completion
- SA- Student Achievement & Citizenship
- TE- Teacher Education & Professional Development
- MS- Mathematics & Science
- AL- Adult Literacy & Lifelong Learning
- DF- Safe, Disciplined & Alcohol & Drug Free Schools
- PI- Parental Involvement

REC039734

DEF_3336-0499

TEX_22059

COURSE SPECIFICATIONS FOR COSMETOLOGY 1 2, 3, AND 4

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P
	<i>Body systems</i>																								
61500329	Identify bones of the face and head				X		X				X	X	X	X		X				X	X				
61500330	Identify bones of the arm and hand				X		X				X	X	X	X		X				X	X				
61500331	Identify muscles of the face and head				X						X	X	X												
61500332	Distinguish between sensory and motor nerves				X						X	X	X												
	<i>Product chemistry</i>																								
61500333	Distinguish between acids and bases				X		X				X	X	X	X		X	X	X		X	X				
61500334	Distinguish between a suspension and an emulsion				X		X				X	X	X	X		X	X	X		X	X				
61500335	Distinguish between organic and inorganic chemistry				X		X				X	X	X	X		X	X	X		X	X				
61500400	D DEMONSTRATING COSMETIC PROFESSIONAL PRACTICE SKILLS FOR SALON MANAGEMENT																								
	<i>Site planning</i>																								
61500401	Distinguish between lease or rent	X		X							X	X		X		X					X				
61500402	Plan a salon site	X		X							X	X		X		X					X				
	<i>Salon planning and development</i>																								
61500403	Design a salon	X									X	X											X		
61500404	Order supplies and retail merchandise	X									X	X											X		
61500405	Order salon equipment and furniture	X									X	X											X		
61500406	Establish salon financial and client records	X									X	X											X		
61500407	Establish client appointment schedule	X									X	X											X		
61500408	Establish employee work schedule and payroll	X									X	X											X		

Revision date 07/98

Revised by Ellen Steele Sassy Styles Columbia Judy Henderson J C Penneys Salon Anderson Pat Martin J C Penneys Salon Anderson Josephine Ducker Donaldson Career Center Greenville Claudia Hammons Cherokee Technology Center Gaffney Felicia Brooks Sadie s Beauty Salon Timmonsville Linda Brown Career & Technology Center Williamston Jeff Brannon Salon 81 Greenville Janet Thompson Sheek Hair Design

CURRICULUM FRAMEWORKS

- M--Math
- FL--Foreign Language
- A Visual & Performing Arts
- SC--Science
- LA Language Arts
- HS Health & Safety
- SS Social Studies
- PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

- PQ Personal Qualities
- TS Thinking Skills
- BS Basic Skills
- IF Information
- IT Interpersonal
- R Resources
- T Technology
- S Systems
- T&I 42

NATIONAL GOALS

- SR School Readiness
- SC School Completion
- SA Student Achievement & Citizenship
- TE Teacher Education & Professional Development
- MS--Mathematics & Science
- AL Adult Literacy & Lifelong Learning
- DF Safe Disciplined & Alcohol & Drug Free Schools
- PI Parental Involvement

REC039735

DEF_3336-0500

TEX_22060

COURSE SPECIFICATIONS FOR COSMETOLOGY 1, 2 3, AND 4

The STUDENT will be able to

Columbia Marva Diamond Marva's House of Distinction Columbia Barbara Owens and Selena Brown Barbara's Hairweaving & Hairstyling Salon
Columbia Elaine Cabaniss Daniel Morgan Area Vocational Center and Rowena Matthews Heyward Career Center Columbia

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY
SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S--Systems
T&I 43

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

TEX_22061

DEF_3336-0501

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Information Technology Course Standards

Information Technology is designed to prepare students for entry-level employment in areas related to designing developing managing and operating communication and information technology networks and related hardware and software for the recording storage transformation transmission and distribution of voice video images and data including both telecommunications and computing services

Computer Programming 1 2 3 and 4
 (5050 5051 5052 5053)

- [Standards](#)
- [Student Profile](#)

Networking 1 2 3 and 4 (5310
 5311 5312 5313)

- [Standards](#)
- [Student Profile](#)

Information Technology Foundations
 (5270)

- [Standards](#)
- [Student Profile](#)

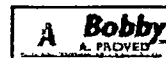
PC Repair 1 2 3 and 4 (5320
 5321 5322 5323)

- [Standards](#)
- [Student Profile](#)

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COMPUTER PROGRAMMING 1, 2, 3, and 4
ACTIVITY/COURSE CODES 5050, 5051 5052 and 5053

**TEACHERS WITH ONE OR MORE OF THE FOLLOWING CERTIFICATIONS
MAY TEACH THIS COURSE**

10 MATHEMATICS
32 DISTRIBUTIVE EDUCATION
40 OFFICE OCCUPATIONS
41 SHORTHAND
42 TYPING
43 ACCOUNTING
44 ACCOUNTING AND RELATED BUSINESS
45 SECRETARIAL SCIENCE
46 DATA/INFORMATIONAL PROCESSING
47 BUSINESS EDUCATION
48 ACCOUNTING AND RELATED ECONOMICS
Computer Programming Endorsement (Regulation 43-62)
Industry Certification through Regulation 43 63 Work-based Certification

COURSE DESCRIPTION This course of study is designed to emphasize the fundamentals of computer programming Topics include computer software program design and development and practical experience in programming using modern object oriented languages

OBJECTIVE Given the necessary equipment software supplies and facilities the student will be able to successfully complete the following core standards for courses that grant one or two units of credit

PREREQUISITE Keyboarding course (or equivalent skills)

COMPUTERS REQUIRED One computer per student

CREDIT 1 - 2 units per course

ARTICULATION Since the standards required for articulating this course vary at the colleges across the state each district will need to determine whether these standards should be altered in order to meet the standards required to articulate this course to the college(s) in the geographic area

Note If the course(s) are being taught for national certification programs those standards should be integrated into the state standards

Suggested Course Sequence

Districts/Schools will select the language(s) taught in Computer Programming. For example a district might select this sequence

Computer Programming 1	Visual Basic
Computer Programming 2	Advanced Visual Basic
Computer Programming 3	Java
Computer Programming 4	Advanced Java

Note In the midlands area job opportunities in business are by far greater in Visual Basic. This may vary across the state and local advisory committees should be involved in deciding which language(s) to offer in a particular district/school. Students planning to major in Computer Science or Computer Engineering would more likely use Java. According to the State Business Advisory Committee movement is away from C++ and toward Java, XML, C#, COM and other newer technologies such as .NET could also be addressed as time, interest and teacher training permit.

A, SAFETY

The student will be able to

- 1 Identify good work attitudes that affect safety on the job
- 2 Identify the major causes of work related accidents
- 3 Demonstrate knowledge of an emergency plan
- 4 Describe the threat of viruses to a computer network, methods of avoiding attacks and options in dealing with a virus attack
- 5 Identify potential abuse and unethical uses of computers and networks

B STUDENT ORGANIZATIONS

The student will be able to

- 1 Explain how related student organizations are integral parts of career and technology courses
- 2 Explain the goals and objectives of related student organizations
- 3 List opportunities available to students through participation in related student organization conferences and other activities
- 4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development

C COMPUTER SYSTEMS

The student will be able to

- 1 Define what a computer is and its purpose
- 2 Identify basic hardware and software components
- 3 Explain the flow of data and instructions through the computer system
- 4 Define a computer program
- 5 Define input and output
- 6 Categorize various types of storage

D PROGRAM DOCUMENTATION

The student will be able to

- 1 Describe the purpose and value of the program
- 2 Define the input and source of input for the program
- 3 Define the output and the destinations (report database etc)
- 4 Define variables and constants associated with the program (use descriptive names)
- 5 Describe the scope of the above variables
- 6 Prepare specified report layout

E PROGRAMMING PROCEDURES

The student will be able to

- 1 List in sequence the steps for developing a program
- 2 Analyze the task and develop an algorithm (pseudocode)
- 3 Design a program using a flowchart
- 4 Write the program code from a flowchart or algorithm
- 5 Key the program and save it
- 6 Debug the program and verify the output of the program
- 7 Design test data for use in program testing
- 8 Run the program to test the logical validity of an application program given appropriate data

F PROGRAMMING

The student will be able to

- 1 Describe the functions
- 2 Identify correctly written statements
- 3 Describe the use of commands
- 4 Differentiate between commands and statements
- 5 Write a program that will produce a formatted report
- 6 List and define arithmetic relational and logical operators
- 7 Explain operator precedence
- 8 Write a program that will perform calculations on given data
- 9 Write an interactive program
- 10 Write a program using one or more subroutines/functions
- 11 Write a program that passes arguments to another subroutine/function
- 12 Write a program using arrays
- 13 Write a program using accumulators/summing and counters to total
- 14 Write a program using the three decision structures sequential selection and repetition
- 15 Write a program using sort routines
- 16 Write a program to produce a report with subtotals and totals
- 17 Write a program to create a summary report

G OBJECT-ORIENTED PROGRAMMING

The student will be able to

- 1 Describe the concept of OOP (object-oriented programming)
- 2 Describe Class
- 3 Describe Objects
- 4 Describe Pointers
- 5 Describe Attributes and Behaviors

H FILE AND DATA MANAGEMENT

The student will be able to

- 1 Describe file naming conventions
- 2 Design a file (records and fields) or database
- 3 Create a file (sequential and random) or database)
- 4 Maintain a file (update append delete)
- 5 Perform search sort and query (SQL) functions on a file/database

Revised May 2002

National Business Education Curriculum Standards Communication Information Systems and Management

Competency Revision Teacher Committee Janet Jabs Lexington Technology Center and Sonya Addison-Stewart Goose Creek High School

Competency Revision Business Advisory Committee Tammy Bable Co-Owner Infinite Technology Services Goose Creek Susan Berlinghieri Lexington Technology Center Advisory Committee Lexington Shirley Cobbs Dorchester County Career School Advisory Committee Dorchester Daniel R Heath SCANA Columbia Phil Marshall University of South Carolina Management Science Columbia Jane Napier Midlands Technical College Columbia Mildred Thomas NRC Programmer West Columbia and Barbara Wells and Da Zhang Central Carolina Technical College Sumter

2001 TEXTBOOK ADOPTION

Course Technology

C++ Programming Projects 2000

Fundamentals of C++ Introductory Course 2001

Fundamentals of C++ and Data Structures, Advanced Course 2001

Java Programming Projects 2001

Java Complete Course in Programming and Problem Solving 2000

Visual Basic 6.0 Introduction to Programming 2000

Visual Basic Programming Projects 2000

DDC Publishing

Learning Series Learning HTML 2001

Glencoe/McGraw-Hill

Visual Basic 6.0 Brief Course with CD 2000

South Carolina *Computer Programming 1 2 3 and 4 (May 2002)*

4

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REC039741

Visual Basic 6.0 Complete Course with CD 2000

Jones and Bartlett Publishing

A Laboratory Course in C++, 2d Edition 2000

A Laboratory Course in Java 2001

Engaged Learning for Programming in C++ A Laboratory Course, 2d Edition 2001

Introduction to Java and Software Design 2001

Programming in C++, 2d Edition 2001

Lawrenceville Press Inc

A Guide to Programming in C++ 1997

A Guide to Programming in C++, Bundled with MS Visual C++ V6 (Intro Edition on CD), 1997

An Introduction to Programming Using MS Visual Basic, V5 and V6 1999

An Introduction to Programming Using MS Visual Basic, Bundled w/MS Visual Basic 6.0

Working Model Edition on CD 1999

Pearson Education

Exploring Microsoft Visual Basic 6.0 1999

RESOURCES

FBLA PowerPoint Presentation 2002

FBLA <http://www.medi@show.com/> Presentation 2002

DECA PowerPoint Presentation 2002

DECA <http://www.medi@show.com/> Presentation 2002

Safety PowerPoint Presentation (Safety ppt) 2000 (for the computer classroom)

Safety PowerPoint Presentation (Safety2 ppt) 2000 (for the regular and computer classrooms)

Leadership and Personal Development Standards

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Law, Public Safety, and Security Course Standards

The standards listed are intended to serve as guides to assist teachers and administrators in providing an instructional program that is current and relevant. Law, Public Safety, and Security skill standards address what a worker needs to know and be able to do to contribute to a safe, productive, and effective work environment. Students will be properly prepared for their careers when the standards listed are integrated with quality instructional techniques. The standards provide a secure foundation for future training in the student's career.

The following provide the basis for development of a student profile that can be shared with prospective employers, and in many instances, can be used for planning and implementing articulation agreements with comparable programs at the postsecondary level.

Introduction to Law, Public Safety, and Security (6505)

- [Standards](#)
- [Student Profile](#)

Law, Public Safety, and Security 1, 2, 3, and 4

- [Standards](#)
- [Student Profile](#)

Emergency and Fire Management Services 1 and 2 (6512, 6513)

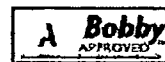
- [Standards](#)
- [Student Profile](#)

Law Enforcement Services (6510, 6511)

- [Standards](#)
- [Student Profile](#)

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<http://www.myscschools.com/offices/cate/standards/LawPublicSafetyStandards.htm>

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LAW, PUBLIC SAFETY AND SECURITY (CAREER CLUSTER)

EMERGENCY AND FIRE MANAGEMENT SERVICES 1 and 2 (COURSES)

Course Codes 6512 and 6513

UNIT A DEMONSTRATING KNOWLEDGE AND UNDERSTANDING OF THE BASIC CONCEPTS OF SAFETY IN THE EMERGENCY AND FIRE SERVICES

- 1 Demonstrate knowledge and understanding of the basic concepts of safety in fire and emergency services
- 2 Demonstrate knowledge and understanding of HIV
- 3 Demonstrate knowledge and understanding of HBV
- 4 Demonstrate knowledge and understanding of the decontamination procedures and the concept of universal precaution
- 5 Demonstrate knowledge and understanding in the operations of an emergency vehicle

UNIT B WRITTEN AND COMMUNICATION SKILLS

- 1 Demonstrate knowledge of proper radio procedures
- 2 Demonstrate ability to write an incident report

UNIT C EVALUATING CAREER OPPORTUNITIES AND CAREER PATHS WITHIN THE FIRE AND EMS CAREER FIELDS

- 1 Identify mental physical and emotional requirements in the fire/EMS career field
- 2 Identify entry-level requirements in the fire/EMS career field
- 3 Prepare a realistic career development plan

UNIT D DEMONSTRATING KNOWLEDGE OF FEDERAL STATE AND LOCAL REGULATIONS AND STANDARDS

- 1 Identify various Occupational Safety and Health Administration (OSHA) regulations as they relate to fire and EMS
- 2 Identify various National Fire Protection Association (NFPA) standards as they relate to fire
- 3 Identify various Department of Environmental Control (DHEC) regulations as they relate to fire and EMS
- 4 Demonstrate knowledge of local ordinances related to fire and EMS

UNIT E DEMONSTRATING FUNDAMENTAL TECHNOLOGICAL SKILLS IN FIRE AND EMS OPERATIONS

- 1 Demonstrate fundamental computer skills
- 2 Demonstrate an understanding of Global Positioning System (GPS)

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- 3 Demonstrate an understanding of other technological advances in the fire and EMS services

UNIT F DEMONSTRATING KNOWLEDGE AND UNDERSTANDING OF INCIDENT COMMAND SYSTEM (ICS)

- 1 Identify five major components of the ICS
- 2 Identify the responsibilities of each division commander
- 3 State the span of control

UNIT G DEMONSTRATING KNOWLEDGE AND UNDERSTANDING OF THE OPERATIONS OF AN EMERGENCY VEHICLE

- 1 Demonstrate knowledge and understanding of state laws in use and operation of emergency vehicle
- 2 Identify liability factors in the use of emergency vehicle operations in both departmental and personal vehicles
- 3 Demonstrate knowledge and understanding of the maintenance of emergency vehicles

UNIT H DEMONSTRATING KNOWLEDGE AND UNDERSTANDING OF DEATH AND DYING AND THE GRIEF PROCESS

- 1 Demonstrate knowledge and understanding of the loss process and the subsequent grief resolution process
- 2 Demonstrate the process and procedures for handling families in a situation where death has occurred
- 3 Demonstrate knowledge and understanding of the acronym NASH (natural accidental suicide and homicide)
- 4 Identify the five stages of grief

UNIT I EMS

- 1 Explain how the Emergency Medical Services (EMS) system works and the citizen responder's role in the EMS system including how and when to call EMS
- 2 Demonstrate safety measures and infection control
- 3 Explain the relationship between health lifestyles and personal risk factors
- 4 Recognize the legal and ethical issues associated with responsibility to an emergency
- 5 Describe scene safety
- 6 Recognize the signs and symptoms of breathing emergencies including choking and demonstrate how to provide rescue breathing and first aid for choking in adults infants and children
- 7 Identify the major risk factors for cardiovascular disease and describe how to minimize them
- 8 Recognize the signs and symptoms of a possible heart attack and describe how to care for someone who is experiencing persistent chest pain

- 9 Recognize the signs of cardiac arrest in adults infants and children and demonstrate how to provide CPR until emergency medical care arrives
- 10 Recognize life-threatening bleeding and demonstrate how to control it
- 11 Recognize the signs and symptoms of shock and describe how to minimize its effects
- 12 Recognize the signs and symptoms of various soft tissue and musculoskeletal injuries and demonstrate how to care for them
- 13 Recognize the signs and symptoms of sudden illness including poisoning bites and stings and heat and cold emergencies and describe how to care for them
- 14 Describe when and how to move a victim in an emergency situation
- 15 Identify how to reduce the risk of injury to infants and children
- 16 Demonstrate how to use an automated external defibrillation (AED) for an adult in cardiac arrest
- 17 Demonstrate how to assess vital signs

UNIT J DEMONSTRATING KNOWLEDGE OF FIRE SUPPRESSION

- 1 Demonstrate knowledge of the history the organization and basic types of equipment used in the fire service
- 2 Demonstrate knowledge of portable fire extinguishers
- 3 Demonstrate knowledge of fire prevention
- 4 Demonstrate knowledge of the importance of public relations in the fire service
- 5 Demonstrate knowledge of the use of ground ladders
- 6 Demonstrate knowledge of fire hose
- 7 Demonstrate knowledge of fire streams
- 8 Demonstrate knowledge of protective clothing and equipment
- 9 Demonstrate knowledge of pump operations
- 10 Demonstrate knowledge of fire behavior

UNIT K DEMONSTRATING KNOWLEDGE OF SPECIALIZED UNITS (HAZ MAT MEDA-VAC CONFINED SPACE EMERGENCY PREPAREDNESS ETC)

- 1 Demonstrate knowledge of basic haz-mat recognition and identification
- 2 Identify the use of equipment in specialized units in fire and/or EMS operations (Meda Vac confined space emergency preparedness etc)

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LAW, PUBLIC SAFETY AND SECURITY (CAREER CLUSTER)

LAW ENFORCEMENT SERVICES 1 and 2 (COURSES)

Course Codes 6510 and 6511

UNIT A PERFORMING WORK SAFETY PRACTICES

- 1 Apply safety policies and procedures
- 2 Keep a clean orderly safe work area
- 3 Operate a fire extinguisher
- 4 Demonstrate contagious and infectious disease protocols including personal protective equipment (PPE)
- 5 Recognize and identify hazardous materials situations

UNIT B DEMONSTRATING THE ABILITY TO COMMUNICATE IN WRITTEN FORM

- 1 Write an incident report
- 2 Write a traffic ticket
- 3 Write a search/arrest warrant
- 4 Complete Miranda waiver

UNIT C COMMUNICATING (VERBALLY)

- 1 Use telephone etiquette
- 2 Operate two-way radio
- 3 Conduct field interviews
- 4 Testify in court
- 5 Identify ways to overcome communication and cultural barriers

UNIT D ANALYZING THE IMPACT OF THE U S CONSTITUTION ON CURRENT CRIMINAL JUSTICE AND PROTECTIVE SERVICES ISSUES

- 1 Analyze U S Constitutional Amendments 4 5 6 8 and 14 as they pertain to select United States Supreme Court cases
- 2 Examine recent U S Supreme Court decisions and their impact on an individual s rights
- 3 Examine United States Constitutional rights as they apply to high school students

UNIT E DEMONSTRATING UNDERSTANDING OF CRIMINAL LAW

- 1 Distinguish between statutory case, common and civil law
- 2 Define the elements of a criminal law (murder robbery etc)
- 3 Apply the law to a given scenario
- 4 Define terminology related to criminal law (c g felony versus misdemeanor)

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- UNIT F DEMONSTRATING THE IMPORTANCE OF ETHICS VALUES AND PRINCIPLES IN CRIMINAL JUSTICE
- 1 Apply the code of ethics to practical problem situations
 - 2 Identify the four reasons officers commit violations of the law
- UNIT G UNDERSTANDING USE OF FORCE CONTINUUM
- 1 State the level of force used for the level of resistance
 - 2 Identify when medical attention is required
 - 3 Identify legal components to use of force continuum
- UNIT H MANAGING STRESS
- 1 Define stress
 - 2 Describe/List causes of stress
 - 3 Identify illnesses caused by stress
 - 4 Identify impact of stress on relations with family friends, and coworkers
 - 5 Identify stress management techniques
- UNIT I DISTINGUISHING BETWEEN FEDERAL, STATE AND LOCAL AGENCIES
- 1 Identify federal agencies
 - 2 Identify state agencies
 - 3 Identify local agencies
 - 4 Identify jurisdictions and responsibilities
- UNIT J DEMONSTRATING UNDERSTANDING OF PATROL PROCEDURES
- 1 Demonstrate understanding of organizational structure and chain of command
 - 2 Demonstrate understanding of roll call and patrol preparation
 - 3 Demonstrate understanding and purpose of standard operating procedures
 - 4 Demonstrate understanding of apprehension transportation and incarceration of suspect (adult and juvenile)
- UNIT K DEMONSTRATING THE ABILITY TO APPLY ACCEPTED LAW ENFORCEMENT TACTICS
- 1 Demonstrate proper positioning (body vehicle and equipment) in a given scenario
 - 2 Demonstrate how to respond to a crime in progress given a scenario
 - 3 Demonstrate how to conduct a vehicle search
 - 4 Demonstrate a building entry and search
 - 5 Demonstrate how to transport a suspect/prisoner
 - 6 Demonstrate how to conduct a Terry stop/frisk
 - 7 Demonstrate handcuffing techniques
 - 8 Demonstrate a search incident to arrest

UNIT L DEMONSTRATING TECHNIQUES USED IN VEHICLE OPERATIONS AND TRAFFIC STOPS

- 1 Demonstrate knowledge of defensive driving
- 2 Define the three emergency code responses
- 3 Demonstrate a low risk traffic stop
- 4 Demonstrate a high risk traffic stop
- 5 Demonstrate high and low risk traffic stops with multiple officers suspects and vehicles

UNIT M EXPLAINING HOW TO PROTECT AND DOCUMENT A CRIME SCENE

- 1 Demonstrate knowledge and skill in responding to securing, and preserving a crime scene
- 2 Identify the responsibilities of the coroner and EMS at a crime scene
- 3 Demonstrate standard forensic practices for collecting evidence
- 4 Describe the chain of custody and legal requirements for use of evidence at trial

UNIT N DEMONSTRATING KNOWLEDGE OF COMMONLY ABUSED SUBSTANCES

- 1 Identify commonly abused substances (legal and illegal)
- 2 Describe the physical and psychological changes associated with specific substances
- 3 Describe the impact substance abuse has on families and coworkers
- 4 Demonstrate knowledge of penalties for possession and/or distribution of certain controlled substances

UNIT O DEMONSTRATING KNOWLEDGE OF CRIMINAL COURT PROCEDURE

- 1 Identify the steps in a criminal procedure from arrest to conviction
- 2 Identify the different courts and their jurisdictions
- 3 Identify the roles of the courtroom work group
- 4 Demonstrate knowledge of appearance presentation of testimony and case preparation

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Manufacturing Course Standards

The standards listed are intended to serve as guides to assist teachers and administrators in providing an instructional program that is current and relevant. The Manufacturing skill standards address what a worker needs to know and be able to do to contribute to a safe, productive, and effective work environment. Students will be properly prepared for their careers when the standards are integrated with quality instructional techniques. The standards provide a secure foundation for future training in the student's career.

The following provide the basis for development of student profile that can be shared with prospective employers, and in many instances, the standards can be used for planning and implementing articulation agreements with comparable programs at the postsecondary level.

Computer Electronics 1 and 2 (6205
6206)

- [Standards](#)
- [Student Profile](#)

Machine Technology 1, 2, 3, and 4
(6230, 6231, 6232, 6233)

- [Standards](#)
- [Student Profile](#)

Electronics 1, 2, 3, and 4 (6133, 6134,
6135, 6136)

- [Standards](#)
- [Student Profile](#)

Metal Fabrication 1, 2, 3, and 4
(6260, 6261, 6262, 6263)

- [Standards](#)
- [Student Profile](#)

Industrial Systems Technology 1, 2, 3
and 4
(6210, 6211, 6212, 6213))

- [Standards](#)
- [Student Profile](#)

Sheet Metal 1, 2, 3, and 4
(6291, 6292, 6293, 6294)

- [Standards](#)
- [Student Profile](#)

Introduction to Industrial Systems
Technology
(6045)

Welding Technology 1, 2, 3, and 4
(6340, 6341, 6342, 6343)

- [Standards](#)
- [Student Profile](#)

- [Standards](#)
- [Student Profile](#)

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COMPUTER ELECTRONICS 1 AND 2

Course Codes 6205 and 6206

COURSE DESCRIPTION

The specialized course Computer Electronics is an advanced phase of the electronics program. The computer electronics program is designed to prepare the student for college and/or other postsecondary opportunities and subsequently to prepare him/her to perform entry-level tasks under the supervision of an experienced technician. The course standards are aligned with current Comptia A+ certification standards. Core Electronics skills are recommended as prerequisites to the Computer Electronics course.

The most current listing of standards for this course/program can be found on the CompTIA Web site at <http://www.comptia.org/certification/a/default.asp> or the CompTIA home page <http://www.comptia.org>

RESOURCES

See <http://www.sctextbooks.com> for the most up-to-date listing of state adopted materials.

Adams Complete Guide to Audio Delmar 1998

Andrews Enhanced A+ Guide to Managing and Maintaining Your PC Enhanced 3E Course Technology 2001

Bignell and Donovan Digital Electronics 4E Delmar 2000

Blake Electronic Communications Systems 2E Delmar 2001

Brenner VCR Troubleshooting and Repair Third Edition SAMS 1997

Frenzel Communications Electronics Principles and Practices 3E Glencoe/McGraw-Hill 2001

Gates Introduction to Electronics 4E Delmar 2001

General Electronics Technician, Basic Electronics Mid-America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma 1997

General Electronics Technician, Digital Electronics & Introduction to Microprocessors Mid-America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma 1997

General Electronics Technician, Semiconductor Devices Mid-America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater Oklahoma 1997

Gottlieb Test Procedures for Basic Electronics Delmar 1994

Hughes Programmable Controllers 3E The Instrumentation Systems and Automation Society 2000

Humphries et al Industrial Electronics 4E Delmar 1993

Instructor's Tool Kit for Enhanced A+ Guide to Managing and Maintaining Your PC Delmar 2001

Johnson Schematic Diagrams The Basics of Interpretation and Use Delmar 1994

Meade Foundations of Electronics 4E Delmar 2003

Meade et al Foundations of Electronics 4E Lab Manual Delmar 2003

Mueller Upgrading and Repairing PCs 14E Que Publishing 2002

Petruzella Essentials of Electronics 2E Glencoe/McGraw-Hill 2001

Ross Practical TV and Video Systems Repair Delmar 2000

Saxton Enhanced A+ Lab Manual for Guide to Managing and Maintaining Your PC Enhanced 3E Course Technology 2001

Sayre Complete RF Technician's Handbook Delmar 1999

Sinclair Practical Electronics Handbook, 5E Newnes 2000

Singman Dictionary of Modern Electronics Delmar 1999

Smith Quality Hand Soldering and Circuit Board Repair 2E Delmar 1997

Stenerson Fundamentals of Programmable Logic Controllers, Sensors, and Communications 2E Prentice Hall 1998

CREDIT

1 or 2 units

OBJECTIVE

Given the necessary equipment materials and instruction the student on completion of the prescribed course of study will be able to successfully accomplish the following standards

DEMONSTRATING SAFE WORK HABITS AND PROCEDURES

- 1 Demonstrate the application of shop personnel and electrical safety rules and procedures
- 2 Demonstrate proper methods of controlling static discharge
- 3 Complete safety test

A+ CORE HARDWARE

DOMAIN 1 INSTALLATION CONFIGURATION AND UPGRADING

- 1 1 Identify the names purpose and characteristics of system modules
Recognize these modules by sight or definition
- 1 2 Identify basic procedures for adding and removing field-replaceable modules for desktop systems Given a replacement scenario choose the appropriate sequences
- 1 3 Identify basic procedures for adding and removing field-replaceable modules for portable systems Given a replacement scenario choose the appropriate sequences
- 1 4 Identify typical IRQs DMAs and I/O addresses and the procedures for altering these settings when installing and configuring devices Choose the appropriate installation or configuration steps in a given scenario
- 1 5 Identify the names purposes and performance characteristics of standardized/common peripheral ports associated cabling and their connectors Recognize ports cabling and connectors by sight
- 1 6 Identify proper procedures for installing and configuring common IDE devices Choose the appropriate installation or configuration sequences in given scenarios Recognize the associated cables
- 1 7 Identify proper procedures for installing and configuring common SCSI devices Choose the appropriate installation or configuration sequences in given scenarios Recognize the associated cables
- 1 8 Identify proper procedures for installing and configuring common peripheral devices Choose the appropriate installation or configuration sequences in given scenarios
- 1 9 Identify procedures to optimize PC operations in specific situations Predict the effects of specific procedures under given scenarios
- 1 10 Determine the issues that must be considered when upgrading a PC In a given scenario determine when and how to upgrade system components

DOMAIN 2 DIAGNOSING AND TROUBLESHOOTING

- 2 1 Recognize common problems associated with each module and their symptoms and identify steps to isolate and troubleshoot the problems Given a problem situation interpret the symptoms and infer the most likely cause

- 2 2 Identify basic troubleshooting procedures and tools and how to elicit problem symptoms from customers. Justify asking particular questions in a given scenario

DOMAIN 3 PC PREVENTIVE MAINTENANCE SAFETY AND ENVIRONMENTAL ISSUES

- 3 1 Identify the various types of preventive maintenance measures, products and procedures and when and how to use them
- 3 2 Identify various safety measures and procedures and when and how to use them
- 3 3 Identify environmental protection measures and procedures and when and how to use them

DOMAIN 4 MOTHERBOARD/PROCESSORS/MEMORY

- 4 1 Distinguish between the popular CPU chips in terms of their basic characteristics
- 4 2 Identify the types of RAM (Random Access Memory) form factors and operational characteristics. Determine banking and speed requirements under given scenarios
- 4 3 Identify the most popular types of motherboards, their components and their architecture (bus structures)
- 4 4 Identify the purpose of CMOS (Complementary Metal-Oxide Semiconductor) memory, what it contains, and how and when to change its parameters. Given a scenario involving CMOS, choose the appropriate course of action

DOMAIN 5 PRINTERS

- 5 1 Identify printer technologies, interfaces, and options/upgrades
- 5 2 Recognize common printer problems and techniques used to resolve them

DOMAIN 6 BASIC NETWORKING

- 6 1 Identify the common types of network cables, their characteristics, and connectors
- 6 2 Identify basic networking concepts including how a network works
- 6 3 Identify common technologies available for establishing Internet connectivity and their characteristics

A+ OPERATING SYSTEM TECHNOLOGIES

DOMAIN 1 OPERATING SYSTEM FUNDAMENTALS

- 1 1 Identify the major desktop components and interfaces and their functions. Differentiate the characteristics of Windows 9x/Me, Windows NT 4.0, Workstation, Windows 2000 Professional, and Windows XP
- 1 2 Identify the names, locations, purposes, and contents of major system files
- 1 3 Demonstrate the ability to use command-line functions and utilities to manage the operating system, including the proper syntax and switches

- 1 4 Identify basic concepts and procedures for creating viewing and managing disks directories and files This includes procedures for changing file attributes and the ramifications of those changes (for example security issues)
- 1 5 Identify the major operating system utilities their purpose location and available switches

DOMAIN 2 INSTALLATION CONFIGURATION AND UPGRADING

- 2 1 Identify the procedures for installing Windows 9x/Me Windows NT 4 0 Workstation Windows 2000 Professional and Windows XP and bringing the operating system to a basic operational level
- 2 2 Identify steps to perform an operating system upgrade from Windows 9 x/ME Windows NT 4 0 Workstation Windows 2000 Professional and Windows XP Given an upgrade scenario choose the appropriate next steps
- 2 3 Identify the basic system boot sequences and boot methods including the steps to create an emergency boot disk with utilities installed for Windows 9x/ME Windows NT 4 0 Workstation Windows 2000 Professional and Windows XP
- 2 4 Identify procedures for installing/adding a device including loading adding and configuring device drivers and required software
- 2 5 Identify procedures necessary to optimize the operating system and major operating system subsystems

DOMAIN 3 DIAGNOSING AND TROUBLESHOOTING

- 3 1 Recognize and interpret the meaning of common error codes and startup messages from the boot sequence and identify steps to correct the problems
- 3 2 Recognize when to use common diagnostic utilities and tools Given a diagnostic scenario involving one of these utilities or tools select the appropriate steps needed to resolve the problem
- 3 3 Recognize common operational and usability problems and determine how to resolve them

DOMAIN 4 NETWORKS

- 4 1 Identify the networking capabilities of Windows Given configuration parameters configure the operating system to connect to a network
- 4 2 Identify the basic Internet protocols and terminologies Identify procedures for establishing Internet connectivity In a given scenario configure the operating system to connect to and use Internet resources

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South Carolina Career & Technical Education Competencies & Objectives Industrial Systems Technology

Course Codes 6210 6211 6212 and 6213

	SC	NCCER	HRs
BASIC SAFETY			
1 Identify the responsibilities and personal characteristics of a professional craftsperson	A 001	00101 00	
2 Explain the role that safety plays in the construction crafts	A 001	00101 00	
3 Describe what job site safety means	A 001	00101 00	
4 Explain the appropriate safety precautions around common job site hazards	A 001	00101 00	
5 Demonstrate the use and care of appropriate personal protective equipment	A 001	00101 00	
6 Follow safe procedures for lifting heavy objects	A 001	00101-00	
7 Describe safe behavior on and around ladders and scaffolds	A 001	00101-00	
8 Explain the importance of the HazCom (Hazard Communication) Standard requirement and MSDSs (Material Safety Data Sheets)	A 001	00101-00	
9 Describe fire prevention and fire fighting techniques	A 001	00101-00	
10 Define safe work procedures around electrical hazards	A 001	00101 00	
11 Demonstrate the ability to keep a clean and orderly work area and abide by all safety rules and regulations	A 001		15
BASIC MATH			
1 Add subtract multiply and divide whole numbers with and without a calculator	B 001	00102 00	
2 Use standard ruler and a metric ruler to measure	B 001	00102 00	
3 Add subtract multiply and divide fractions	B 001	00102 00	
4 Add subtract multiply and divide decimals with and without a calculator	B 001	00102-00	
5 Convert decimals to percents and percents to decimals	B 001	00102 00	
6 Convert fractions to decimals and decimals to fractions	B 001	00102 00	
7 Explain what the metric system is and how it is important in the construction trade	B 001	00102 00	
8 Recognize and use metric units of length weight volume and temperature	B 001	00102 00	
9 Recognize some of the basic shapes used in industry and apply basic geometry to measure them	B 001	00102 00	15
INTRODUCTION TO HAND TOOLS			
1 Recognize and identify some of the basic hand tools used in the trade		00103 00	
2 Explain hand tool safety		00103 00	
3 Explain the basic procedures for taking care of these tools		00103 00	
4 Explain proper applications of hand tools		00103 00	
5 Demonstrate the ability to safely use and operate shop hand tools	H 001		75

INTRODUCTION TO POWER TOOLS

- 1 Identify commonly used power tools of the trade 00104-00
- 2 Explain power tool safety H 001 00104-00
- 3 Explain how to maintain power tools properly 00104 00
- 4 Explain how to properly use power tools
- 5 Demonstrate the ability to safely use and operate shop power tools H 002 10

INTRODUCTION TO BLUEPRINTS

- 1 Recognize and identify basic blueprint terms components and symbols C 001 00105-00
 - 2 Relate information on blueprints to actual locations on the print C 001 00105-00
 - 3 Recognize different classifications of drawings C 001 00105-00
 - 4 Demonstrate understanding of and interpret symbols notations tolerances and dimensions related to detailed subassembly and assembly drawings C 001
 - 5 Demonstrate freehand sketching C 001
- 10

BASIC RIGGING

Get information here about available teaching products for this module.

- 1 Identify and describe the use of slings and common rigging hardware 00106-00
 - 2 Describe the basic inspection techniques and rejection criteria used for slings and hardware 00106 00
 - 3 Describe the basic hitch configurations and their proper connections 00106-00
 - 4 Describe basic load handling safety practices 00106 00
 - 5 Demonstrate proper use of American National Standards Institute (ANSI) hand signals 00106-00
- 20

ELECTRICAL SAFETY

- 1 Demonstrate safe working procedures in a construction environment A 001 32101
 - 2 Explain the purpose of OSHA and how it promotes safety on the job A 001 32101
 - 3 Identify electrical hazards and how to avoid or minimize them in the workplace A 001 32101
 - 4 Explain safety issues concerning lockout/tagout procedures personal protection using assured grounding and isolation programs confined space entry respiratory protection and fall protection systems A 001 32101
- 12 5

HAND BENDING

Get information here about available teaching products for this module.

- 1 Identify the methods of hand bending conduit F 002 32102
 - 2 Identify the various methods used to install conduit F 002 32102
 - 3 Use math formulas to determine conduit bends F 002 32102
 - 4 Make 90 deg Bends back to back ends offsets kicks and saddle bends using a hand bender F 002 32102
 - 5 Cut ream and thread conduit F 002 32102
- 7 5

ELECTRICAL THEORY ONE

- | | |
|--|-------|
| 1 Recognize what atoms are and how they are constructed | 32104 |
| 2 Define voltage and identify the ways in which it can be produced | 32104 |
| 3 Explain the difference between conductors and insulators | 32104 |
| 4 Define the units of measurement that are used to measure the properties of electricity | 32104 |
| 5 Explain how voltage current and resistance are related to each other | 32104 |
| 6 Using the formula for Ohm's Law calculate an unknown value | 32104 |
| 7 Explain the different types of meters used to measure voltage current and resistance | 32104 |
| 8 Using the power formula calculate the amount of power used by a circuit | 32104 |

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ELECTRICAL THEORY TWO

- | | |
|---|-------|
| 1 Explain the basic characteristics of a series circuit | 32105 |
| 2 Explain the basic characteristics of a parallel circuit | 32105 |
| 3 Explain the basic characteristics of a series parallel circuit | 32105 |
| 4 Calculate using Kirchoff's Voltage Law the voltage drop in series parallel and series parallel circuits | 32105 |
| 5 Calculate using Kirchoff's Current Law the total current in parallel and series parallel circuits | 32105 |
| 6 Find the total amount of resistance in a series circuit | 32105 |
| 7 Find the total amount of resistance in a parallel circuit | 32105 |
| 8 Find the total amount of resistance in a series parallel circuit | 32105 |

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ELECTRICAL TEST EQUIPMENT

- | | | |
|--|-------|-------|
| 1 Explain the operation of and describe the following pieces of test equipment | | |
| Ammeter | F 001 | 32106 |
| Voltmeter | F 001 | 32106 |
| Ohmmeter | F 001 | 32106 |
| Volt ohm milliammeter | F 001 | 32106 |
| Wattmeter | F 001 | 32106 |
| Megohmmeter | F 001 | 32106 |
| Frequency meter | F 001 | 32106 |
| Power factor meter | F 001 | 32106 |
| Continuity tester | F 001 | 32106 |
| Voltage tester | F 001 | 32106 |
| Recording instruments | F 001 | 32106 |
| Cable length meters | F 001 | 32106 |
| 2 Explain how to read and convert from one scale to another using the above test equipment (Example Mhz to KHz) | F 001 | 32106 |
| 3 Explain the importance of proper meter polarity | F 001 | 32106 |
| 4 Define frequency and explain the use of a frequency meter | F 001 | 32106 |
| 5 Explain the difference between digital and analog meters | F 001 | 32106 |
| 6 Demonstrate the proper & safe use of electrical test equipment | F 001 | |

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INTRODUCTION TO ELECTRICAL BLUEPRINTS

1 Explain the basic layout of a blueprint	F 001	32109
2 Describe the information included in the title block of a blueprint	F 001	32109
3 Identify the types of lines used on blueprints	F 001	32109
4 Identify common symbols used on blueprints	F 001	32109
5 Understand the use of architect's and engineer's scales	F 001	32109
6 Interpret electrical drawings including site plans, floor plans, and detail drawings	F 001	32109
7 Read equipment schedules found on electrical blueprints	F 001	32109
8 Describe the type of information included in electrical specifications	F 001	32109

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WIRING: COMMERCIAL AND INDUSTRIAL

1 Identify and state the functions and ratings of single-pole, double-pole, three-way, four-way, dimmer, special, and safety switches	F 001	32201
2 Explain NEMA classifications as they relate to switches and enclosures	F 001	32201
3 Explain the NEC requirements concerning wiring devices	F 001	32201
4 Identify and state the functions and ratings of straight blade, twist lock, and pin and sleeve receptacles	F 001	32201
5 Identify and define receptacle terminals and disconnects	F 001	32201
6 Identify and define ground fault circuit interrupters	F 001	32201
7 Explain the box mounting requirements in the NEC	F 001	32201
8 Use a wire stripper to strip insulation from a wire	F 002	32201
9 Use a solderless connector to splice wires together	F 002	32201
10 Identify and state the functions of limit switches and relays	F 003	32201
11 Identify and state the function of switchgear	F 003	32201
12 Describe the components that make up a cable tray assembly	F 001	32206

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GROUNDING

1 Explain the purpose of grounding and the scope of NEC Article 250	F 001	32204
2 Distinguish between a short circuit and a ground fault	F 001	32204
3 Define the NEC ground-related terms	F 001	32204
4 Distinguish between system grounding and equipment grounding	F 001	32204
5 Use NEC Table 250.66 to size the grounding electrode conductor for various AC systems	F 001	32204
6 Explain the NEC requirements for the installation and physical protection of grounding electrode conductors	F 001	32204
7 Explain the function of the grounding electrode system and determine which grounding electrodes must be used	F 001	32204
8 Define made electrodes and explain the resistance requirements for made electrodes using NEC Section 250.52	F 001	32204
9 Use NEC Table 250.122 to size the equipment grounding conductor for raceways and equipment	F 001	32204
10 Explain the function of the main bonding jumper in the grounding system and size the main bonding jumper for various applications	F 001	32204
11 Size the main bonding jumper for a service utilizing multiple service disconnecting means	F 001	32204
12 Explain the NEC requirements for bonding of enclosures and equipment	F 001	32204
13 Explain the NEC requirements for grounding of enclosures and equipment	F 001	32204
14 Explain effectively grounded and its importance in clearing ground faults and short circuits	F 001	32204
15 Explain the purposes of the grounded conductor (neutral) in the operation of overcurrent devices	F 001	32204
16 Explain the NEC requirements for grounding separately-derived systems including transformers and generators	F 001	32204
17 Explain the NEC requirements for grounding at more than one building	F 001	32204
18 Explain the NEC grounding requirements for systems over 600 volts	F 001	32204

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BOXES AND FITTINGS

1 Describe the different types of nonmetallic and metallic boxes	F 001	32205
2 Understand the NEC requirements for box fill	F 001	32205
3 Calculate the required box size for any number and size conductors	F 001	32205
4 Explain the NEC regulations for volume required per conductor in outlet boxes	F 001	32205
5 Properly locate, install, and support boxes of all types	F 001	32205
6 Describe the NEC regulations governing pull and junction boxes	F 001	32205
7 Explain the radius rule when installing conductors in pull boxes	F 001	32205
8 Understand the NEC requirements for boxes supporting lighting fixtures	F 001	32205
9 Describe the purpose of conduit bodies and Type FS boxes	F 001	32205
10 Install the different types of fittings used in conjunction with boxes	F 002	32205
11 Describe the installation rules for installing boxes and fittings in hazardous areas	F 001	32205
12 Explain how boxes and fittings are selected and installed	F 001	32205
13 Describe the various types of box supports	F 001	32205

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CONDUCTOR TERMINATIONS

1 Describe how to make a good conductor termination	F 001	32207
2 Prepare cable ends for terminations and splices	F 001	32207
3 Install lugs and connectors onto conductors	F 002	32207
4 Train cable at termination points	F 002	32207
5 Explain the role of the NEC in making cable terminations and splices	F 002	32207
6 Explain why mechanical stress should be avoided at cable termination points	F 002	32207
7 Describe the importance of using proper bolt torque when bolting lugs onto busbars	F 002	32207
8 Describe crimping techniques	F 002	32207
9 Select the proper lug or connector for the job	F 002	32207
10 Describe splicing techniques	F 002	32207
11 Describe the installation rules for parallel conductors	F 002	32207
12 Explain how to use hand and power crimping tools	F 002	32207

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INSTALLATION OF ELECTRIC SERVICES

1 Describe various types of electric services for commercial and industrial installations	F 001	32208
2 Read electrical blueprints and diagrams describing service installations	F 001	32208
3 Calculate and select service-entrance equipment	F 001	32208
4 Explain the role of the NEC in service installations	F 001	32208
5 Install main disconnect switches, panelboards, and overcurrent protection devices	F 002	32208
6 Identify the circuit loads, number of circuits required, and installation requirements for distribution panels	F 001	32208
7 Explain the types and purposes of service grounding	F 001	32208
8 Explain the purpose of ground fault circuit interrupters and where they must be installed	F 001	32208
9 Describe single phase service connections	F 001	32208
10 Describe both wye and delta-connected three-phase services	F 001	32208

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CIRCUIT BREAKERS AND FUSES

1 Explain the necessity of overcurrent protection devices in electrical circuits	F 002	32209
2 Define the terms associated with fuses and circuit breakers	F 002	32209
3 Describe the operation of a circuit breaker	F 002	32209
4 Select the most suitable overcurrent device for the application	F 002	32209
5 Explain the role of the NEC in specifying overcurrent devices	F 002	32209
6 Describe the operation of single-element and time-delay fuses	F 002	32209
7 Explain how ground fault circuit interrupters (GFCIs) can save lives	F 002	32209
8 Replace a renewable fuse link	F 002	32209
9 Calculate short circuit currents	F 002	32209
10 Describe troubleshooting and maintenance techniques for overcurrent devices	F 003	32209

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CONTACTORS AND RELAYS

1 Describe the operating principles of contactors and relays	F 001	32210
2 Select contactors and relays for use in specific electrical systems	F 001	32210
3 Explain how mechanical contactors operate	F 001	32210
4 Explain how solid state contactors operate	F 001	32210
5 Install contactors and relays according to the NEC requirements	F 002	32210
6 Select and install contactors and relays for lighting control	F 002	32210
7 Read wiring diagrams involving contactors and relays	F 001	32210
8 Describe how overload relays operate	F 001	32210
9 Connect a simple control circuit	F 002	32210
10 Test control circuits	F 002	32210

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LUBRICATION

Get information here about available teaching products for this module.

1 Explain OSHA standards	D 001	32211
2 Read and interpret an MSDS	D 001	32211
3 Explain the EPA program	D 001	32211
4 Explain lubricant storage	D 001	32211
5 Explain lubricant classification	D 001	32211
6 Explain lubricant film protection	D 001	32211
7 Explain properties of lubricants	D 001	32211
8 Explain properties of greases	D 001	32211
9 Explain how to select lubricants	D 001	32211
10 Identify and explain types of additives	D 001	32211
11 Identify and explain types of lubricating oils	D 001	32211
12 Identify and use lubrication equipment to apply to lubricants	D 001	32211
13 Read and interpret a lubrication chart	D 001	32211
14 Demonstrate proper installation and maintenance as well as preventive maintenance techniques for industrial machine mechanisms using manufacturer's specifications	D 001	32304

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INTRODUCTION TO BEARINGS

Get information here about available teaching products for this module.

- 1 Identify and explain plain bearings D 001 32212
- 2 Identify and explain ball bearings D 001 32212
- 3 Identify and explain roller bearings D 001 32212
- 4 Identify and explain thrust bearings D 001 32212
- 5 Identify and explain guide bearings D 001 32212
- 6 Identify and explain flanged bearings D 001 32212
- 7 Identify and explain pillow block bearings D 001 32212
- 8 Identify and explain take-up bearings D 001 32212
- 9 Identify and explain bearing materials D 001 32212
- 10 Explain bearing designation D 001 32212

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COPPER AND PLASTIC PIPING PRACTICES

Get information here about available teaching products for this module.

- 1 State the precautions that must be taken when installing refrigerant piping 32213
- 2 Select the right tubing for a job 32213
- 3 Cut and bend tubing 32213
- 4 Join tubing by using flare and compression fittings 32213
- 5 Determine the kinds of hangers and support needed for refrigerant piping 32213
- 6 Insulate refrigerant piping 32213
- 7 State the basic requirements for pressure testing a system once it has been installed 32213
- 8 Follow basic safety precautions for the installation operation and maintenance of refrigerating and air conditioning equipment 32213

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FERROUS METAL PIPING PRACTICES

- 1 Identify the types of ferrous metal pipes 32214
- 2 Measure the sizes of ferrous metal pipes 32214
- 3 Identify the common malleable iron fittings 32214
- 4 Cut ream and thread ferrous metal pipe 32214
- 5 Join lengths of threaded pipe together and install fittings 32214
- 6 Describe the main points to consider when installing pipe runs 32214
- 7 Describe the method used to join grooved piping 32214

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PIPING SYSTEMS

- 1 Identify and explain the types of piping systems 32215
- 2 Identify piping systems according to color coding 32215
- 3 Explain thermal expansion 32215
- 4 Explain types and applications of pipe insulation 32215

5

GASKETS AND PACKING

- 1 Identify various types of gaskets and gasket material D 001 32310
- 2 Identify various types of packing D 001 32310
- 3 Describe uses of packing D 001 32310
- 4 Describe uses of O-rings D 001 32310
- 5 Describe uses of gaskets D 001 32310
- 6 Fabricate gaskets D 001 32310

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