



# School District of the City of St. Charles

## Grades 7 & 8 Family & Consumer Sciences Curriculum Guide

Approved by the Board of Education  
April 10, 2014

# School District of the City of Saint Charles

## Family & Consumer Science Curriculum Committee

2013 - 2014



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## **District Mission**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

## **District Vision**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

## **District Values**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
  
- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity
  
- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
  
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

## District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
  - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
  - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
  - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
  - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
  - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

## School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

## **FACS Mission Statement**

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.

## **Family and Consumer Science Area Rationale**

The rationale for the teaching of Family and Consumer Sciences is to prepare individuals for roles within the family, the workplace, the community and the world. All courses will emphasize the synthesizing of knowledge from multiple sources, to work cooperatively and to apply the highest standards and values in all aspects of their lives. Individuals are encouraged to utilize technology and its advances to enhance their lives in our culturally diverse world. Family and Consumer Science courses help individuals build communication and reasoning skills and form patterns of responsible citizenship while focusing on global consumerism and sustainable lifestyles. These skills provide a platform for individuals to improve conditions in the home, workplace, and their local and global communities.

## **FACS Program Goals**

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and careers development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.



## Child Development Scope and Sequence

<b>I=Introductory</b>	<b>R=Reinforce/ Review Topic</b>			<b>M=Mastery</b>	
<b>Subject Matter</b>	<b>7<sup>th</sup> Grade Family and Consumer Sciences</b>	<b>Child Development 1</b>	<b>Child Development 2</b>	<b>Child Development 3</b>	<b>Child Development 4</b>
Parenting and Family Roles		I, R, M	R, M	R, M	R, M
Guidance and Discipline	I, R	I, R	R, M	R, M	R, M
Pregnancy		I, R, M			
Prenatal Care		I, R, M			
Childbirth		I, R, M			
Developmental Stages of Young Children (Birth through age three Years)	I	I, R, M	R, M	R, M	R, M
Developmental Stages of Young Children (Three years to Five Years old)	I		I, R, M	R, M	R, M
Developmental Stages of Young Children (Birth through Eight Years)				I, R, M	I, R, M
Safety, Health, and Age Appropriate Activities	I	I, R	R, M	R, M	R, M
Career Opportunities		I, R			R, M
Child Care Programs			I, R, M	R, M	R, M
Theories			I, R, M	R, M	R, M
Developing Children's activities			I, R, M	R, M	R, M
Observing Young Children			I, R, M	R, M	R, M
Maintaining Relationships and classroom			I, R, M	R, M	R, M
Instructing and Working with Young Children			I, R, M	R, M	R, M
Professionalism				I, R, M	R, M
Exploring Childhood Education				I, R, M	R, M
Curriculum Development				I, R, M	R, M
Learning Environments				I, R, M	R, M
Learning Experiences				I, R, M	R, M
Classroom Environment					I, R, M

**Clothing & Textiles 1 through 4  
Scope and Sequence**

**I=Introductory**

**R=Reinforce/ Review Topic**

**M=Mastery**

Subject Matter	7th Grade	8th Grade	Clothing & Textiles 1	Clothing & Textiles 2	Clothing & Textiles 3	Clothing & Textiles 4
	FACS	FACS				
Identify historical & current influences in fashion			I		R	M
Identify the parts of sewing machine	I		I	R	R	M
Demonstrate the use & care of sewing machine	I		I	R	R	M
Identify the parts of serger machine			I	R	R	M
Demonstrate the use & care of serger machine			I	R	R	M
Identify the parts of embroidery machine				I	R	M
Demonstrate use & care of embroidery machine				I	R	M
Identifying tools & their use	I		I	R	M	M
Use of iron & pressing techniques			I	R	M	M
Laundry procedures	I		I	R	R	M
Interpreting clothing care labels & use	I		I	R	M	M
Taking body measurements	I		I	R	M	M
Determine figure type & pattern size			I	R	M	M
Altering patterns			I	R	R	M
Selecting patterns, fabric & notions			I	R	R	M
Read pattern instructions	I		I	R	R	M
Demonstrate hand sewing techniques	I		I	R	M	M
Safety procedures	I		I	R	M	M
First Aid procedures	I		I	R	M	M
Careers	I			I	R	M

**Scope and Sequence  
Family and Consumer Science  
Foods and Nutrition**

**I=Introductory**

**R=Reinforce**

**M=Mastery**

Subject Matter	7 <sup>th</sup> Grade FACS	8 <sup>th</sup> Grade FACS	Foods and Nutrition I	Foods and Nutrition II	Foods and Nutrition III
Personal Food Choices			I	R	
Nutrients			I	R, M	
Foods Groups		I	I,R	R	
Lifespan Nutrition and Wellness		I	I,R	R	
Food Purchasing		I	I,R	R	R,M
Etiquette	I	I	I,R	R	R
Sanitation	I	I	I,R	R,M	R,M
Safety	I	I	I,R	R,M	R,M
Knife Skills		I	I,R	R	R,M
First Aid	I	I	I,R	R	R
Reading Recipes	I	I	I,R	R,M	R,M
Measuring	I	I	I,R	R,M	R,M
Cooking Terms	I	I	I,R	I/R	R,M
Lab Preparation	I	I	I,R	R,M	R,M
Fruits			I	R	R
Vegetables			I	R	R
Dairy			I	R	R
Protein			I	R	R
Grains			I	R	R
Baking		I	I,R	R	R
Desserts			I	R	R
International Foods				I	R
Sauces				I	R, M
Careers				I	R

# **7<sup>th</sup> GRADE FAMILY AND CONSUMER SCIENCE CURRICULUM**

## **COURSE DESCRIPTION**

The seventh grade FACS program is an exploratory life skills semester course in which students examine units in textile management, kitchen management, and caring for children. Hand and machine sewing will be practiced during the construction of a sewing project. Clothing care and repair concepts will also be addressed during the sewing unit. The kitchen management unit includes learning skills required for safe food production while in a lab setting. Cooperation, problem solving, time management and evaluation skills are enhanced while working to prepare and serve simple foods. The child care unit is designed to help students learn skills needed to keep children safe and establish the knowledge to become an effective care giver. Students will examine the various developmental stages of children and create play activities.

## **UNITS OF STUDY**

- Sewing Techniques and Procedures
- Clothing Care and Repair
- Kitchen Safety and Sanitation
- Kitchen Management
- Caring for Children

## LEARNER GOALS

Students will:

- Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- Evaluate fibers and textile products and materials to extend life of garments.
- Integrate knowledge, skills, and practices required for food safety and sanitation.
- Integrate effective and proper meal management skills in a lab experience to create and serve a food product.
- Evaluate components of a safe environment and activities appropriate at each stage of development.

## CURRICULUM

**Content Area: Family and Consumer Science**

<b>Course Name:</b> Family and Consumer Science		<b>Grade:</b> 7		<b>Duration of Unit:</b> 6 weeks			
<b>Unit Title</b> Sewing techniques and procedures							
<p><b>Learning Objective/ Essential Course Outcome:</b> Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</p> <ul style="list-style-type: none"> <li>• Identify and operate sewing tools and equipment safely</li> <li>• Read and interpret sewing project instructions</li> <li>• Construct a sewing project by applying proper sewing techniques</li> </ul> <p><b>A+ Objective (High School Only):</b></p>							
<b>Equity/Workplace Readiness</b>				<b>Instructional Method (Strategy)</b>			
x	Equity	x	Research	X	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b>Assessment/Evaluation/Learning Activity:</b>				<b>MO Content Standards</b>	<b>MO Process Standards</b>	<b>FCS National Standards</b>	
<p><b>Evaluation: Students will demonstrate skill on a formative/summative assessment</b></p> <p><b>Learning Activity /Assessment:</b></p> <ul style="list-style-type: none"> <li>• Recognize/recall specific terminology- machine stitches (backstitch, basting stitch, zigzag), pivot, seam, casing, hem</li> <li>• Identify and demonstrate proper use of sewing tools and equipment to complete sewing projects</li> <li>• Demonstrate proper measurement using a ruler on paper and fabric projects</li> <li>• Observe video and teacher demonstrations</li> <li>• Demonstrate correct sewing machine operation</li> </ul>				<p>CA3 CA6 MA1 SC8</p>	<p>1.4 1.5 1.10 2.5 4.4 4.5 4.7</p>	<p>16.4</p>	

<ul style="list-style-type: none"> <li>• <b>Complete paper stitch charts with sewing machine</b></li> <li>• <b>Complete a sewing project</b></li> <li>• <b>Interpret project instructions</b></li> </ul> <p><b>Learning Activity/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>How does one use various hand/machine stitches to create a project?</b></li> <li>• <b>How can using the correct tools and equipment make project completion easier?</b></li> <li>• <b>How does properly following the directions and proper measurement help achieve the desired results on a project?</b></li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined</b></p>			
<p>Enrichment Exercises: Refer to level 4.0 scales  Correction Exercises: Allow for revision</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP</p>			

# CURRICULUM

Content Area: Family and Consumer Science

<b>Course Name:</b> Family and Consumer Science			<b>Grade:</b> 7 <sup>th</sup>		<b>Duration of Unit:</b> 2 ½ weeks		
<b>Unit Title: Clothing Care and Repair</b>							
<b>Learning Objective/ Essential Course Outcome: Evaluate fibers and textile products and materials to extend life of garments.</b>							
<ul style="list-style-type: none"> <li>• Apply hand sewing skills to repair, replace, or add clothing parts and embellishments</li> <li>• Interpret clothing care labels</li> <li>• Apply proper procedures while laundering clothes</li> </ul>							
<b>A+ Objective (High School Only):</b>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>				<b>Instructional Method (Strategy)</b>			
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition	x	8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b>Assessment/Evaluation/Learning Activity:</b>				<b>Content Standards</b>		<b>Process Standards</b>	<b>FCS National Standards</b>
				CA1 CA4 CA5 CA6 SC8		1.1 1.5 1.6 2.1 2.2 4.4	16.2 16.4
<b>Evaluation: Students will demonstrate skill on a formative/summative assessment</b>							
<b>Learning/Assessment Activity:</b> <ul style="list-style-type: none"> <li>• Apply hand sewing skills on hem and button samples</li> <li>• Practice proper ironing procedures</li> <li>• Interpret care labels on various garments</li> <li>• Practice sorting clothes for laundering</li> <li>• Summarize stain removal techniques in clothing – laundry care bingo</li> <li>• Return homework assignment of</li> </ul>							



<p><b>completing two loads of laundry</b></p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What kind of care will be needed to keep clothing looking its best for the longest period of time?</b></li> <li>• <b>Why is it important to repair holes, replace buttons, fix hems in clothing?</b></li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined</b></p>			
<p>Enrichment Exercises : Refer to level 4 scales</p> <p>Correction Exercises: Self assessment based on examples and allow for revision</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP</p>			

# CURRICULUM

**Content Area: Family and Consumer Science**

<b>Course Name:</b> Family and Consumer Science			<b>Grade:</b> 7 <sup>th</sup>		<b>Duration of Unit:</b> Ongoing		
<b>Unit Title</b> <b>Kitchen Safety and Sanitation</b>							
<p><b>Learning Objective/ Essential Course Outcome: Integrate knowledge, skills, and practices required for food safety and sanitation.</b></p> <ul style="list-style-type: none"> <li>• Describe and demonstrate safe and sanitary food handling techniques</li> <li>• Identify causes of food borne illness</li> <li>• Apply concepts of the four safety guidelines – clean, separate, cook, and chill</li> <li>• Demonstrate proper use and care of kitchen tools and equipment</li> <li>• Describe how to prevent kitchen accidents</li> </ul> <p><b>A+ Objective (High School Only):</b></p>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>				<b>Instructional Method (Strategy)</b>			
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition	x	8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b><u>Assessment/Evaluation/Learning Activity:</u></b>				<b>MO Content Standards</b>		<b>MO Process Standards</b>	<b>FCS National Standards</b>
<p><b>Evaluation:</b> Students will demonstrate skill on a formative/summative assessment</p> <p><b>Learning/Assessment Activity :</b></p> <ul style="list-style-type: none"> <li>• Recognize/recall specific terminology-bacteria, food borne illness, cross contamination, danger zone, perishable</li> <li>• Practice proper hand washing</li> <li>• Summarize and practice the four safety guidelines of handling food – clean, separate, cook, and chill</li> <li>• Critique scenarios off DVDs and internet to identify both proper and hazardous food and equipment handling procedures</li> </ul>				CA1 CA3 CA6 SC1 SC3 HP3 HP6 HP7		1.2 1.5 1.8 1.10 2.1 2.5 4.5 4.6 4.7	8.2 14.4 14.5

<ul style="list-style-type: none"> <li>• <b>Identify and practice ways to prevent kitchen accidents</b></li> <li>• <b>Recall basic first aid procedures for kitchen accidents</b></li> <li>• <b>Demonstrate how to use kitchen tools and equipment safely</b></li> <li>• <b>Illustrate food safety and kitchen sanitation by creating and presenting a poster</b></li> <li>• <b>Participate in food labs</b></li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What is a food borne illness?</b></li> <li>• <b>What procedures are needed to ensure food safety and sanitation?</b></li> <li>• <b>What specific actions can I take to prevent injury in the kitchen?</b></li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined</b></p>			
<p>Enrichment Exercises : Refer to Level 4 scales</p> <p>Correction Exercises: Summative retake</p> <p>Special Needs: Modify as needed to the student's 504 plan/IEP</p>			

# CURRICULUM

**Content Area: Family and Consumer Science**

<b>Course Name:</b> Family and Consumer Science		<b>Grade:</b> 7 <sup>th</sup>		<b>Duration of Unit:</b> Ongoing			
<b>Unit Title Kitchen Management</b>							
<p><b>Learning Objective/ Essential Course Outcome: Integrate effective and proper meal management skills in a lab experience to create and serve a food product.</b></p> <ul style="list-style-type: none"> <li>• Interpret how to read and use recipes and recipe terminology</li> <li>• Demonstrate proper measuring techniques</li> <li>• Describe and demonstrate food preparation techniques</li> <li>• Describe and demonstrate proper serving of food and meal time manners</li> <li>• Demonstrate effective time management skills in a group setting during lab experiences</li> </ul> <p><b>A+ Objective (High School Only):</b></p>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>			<b>Instructional Method (Strategy)</b>				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition	x	8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b>Assessment/Evaluation/Learning Activity:</b>				<b>Content Standards</b>		<b>Process Standards</b>	<b>FCS National Standards</b>
<p><b>Evaluation:</b> Student will demonstrate skill on formative/summative assessments</p> <p><b>Learning/Assessment Activity :</b></p> <ul style="list-style-type: none"> <li>• Recognize/recall specific terminology- recipe terms, recipe abbreviations &amp; equivalents, food preparation techniques, etiquette, cover, family style service, buffet style, plated service</li> <li>• Examine and interpret recipes and lab plans</li> <li>• Recognize and demonstrate proper use and care of kitchen tools/equipment</li> <li>• Demonstrate proper measuring techniques</li> </ul>				CA3 CA4 CA5 CA6 MA1 MA2 SC1 SC8 FA1 HP2 HP6		1.5 1.8 1.10 2.1 2.2 2.3 2.4 2.5 2.7 4.5 4.6 4.7	8.2 9.3 9.6 14.3 14.4

<ul style="list-style-type: none"> <li>• <b>Demonstrate food preparation techniques</b></li> <li>• <b>Demonstrate effective time management</b></li> <li>• <b>demonstrate proper table setting and meal time manners in given situations</b></li> <li>• <b>Observe Teacher demonstrations</b></li> <li>• <b>Participate in food labs</b></li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How will using the proper tool or piece of equipment make preparing a recipe easier and measurements more accurate?</li> <li>• How can we ensure that procedures are clearly understood by everyone involved in food production and time management is utilized effectively during food labs?</li> <li>• What are the personal benefits of using proper manners in certain situations?</li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined.</b></p>			
<p>Enrichment Exercises : Refer to Level 4 scales</p> <p>Correction Exercises: Summative retake</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP</p>			

# CURRICULUM

**Content Area: Family and Consumer Science**

<b>Course Name:</b> Family and Consumer Science		<b>Grade:</b> 7 <sup>th</sup>		<b>Duration of Unit:</b> 3 weeks			
<b>Unit Title</b> <b>Caring for Children</b>							
<p><b>Learning Objective/ Essential Course Outcome:</b> Evaluate components of a safe environment and activities appropriate at each stage of development.</p> <ul style="list-style-type: none"> <li>• Distinguish between the different needs of children of various ages</li> <li>• Explain how to avoid situations that might threaten a child’s safety</li> <li>• Describe proper job etiquette when seeking and holding a caregiver position</li> </ul> <p><b>A+ Objective (High School Only):</b></p>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>				<b>Instructional Method (Strategy)</b>			
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition	x	8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b><u>Assessment/Evaluation/Learning Activity:</u></b>				<b>Content Standards</b>		<b>Process Standards</b>	<b>FCS National Standards</b>
<p><b>Evaluation:</b> Students will demonstrate skill on a formative/summative assessment</p> <p><b>Learning/Assessment Activity :</b></p> <ul style="list-style-type: none"> <li>• Recognize/recall specific terminology-newborn, infant, toddler, preschooler, school age children</li> <li>• Identify and explain how to keep children safe</li> <li>• Critique/analyze child care scenarios through role play Produce snacks for children, cooked and /or edible play dough</li> <li>• Create and present a babysitter kit</li> </ul>				HP1 HP2 HP3 HP4 HP5 HP6 HP7		1.2 1.4 1.7 1.8 2.3 3.2 3.3 3.4 3.5 3.6 3.7 3.8 4.3 4.6 4.7	4.4 4.5 12.1 15.1 15.2

<ul style="list-style-type: none"> <li>• <b>Create a personal ad/poster to let others know you are available to babysit</b></li> <li>• <b>Identify proper etiquette when seeking/holding a caregiver position</b></li> </ul> <p><b>Learning Activity-Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>How should we relate to children?</b></li> <li>• <b>How can we keep children safe and healthy?</b></li> <li>• <b>What are the different stages of child development?</b></li> <li>• <b>What play/learning activities are appropriate for the different stages of early childhood?</b></li> <li>• <b>What questions need to be answered in order to make wise choices while caring for children?</b></li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined</b></p>			
<p>Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a summative assessment. Refer to Level 4.0 scales</p> <p>Correction Exercises: Allow for revision</p> <p>Special Needs: Modify as needed according to the student's 504/IEP</p>			

**7<sup>TH</sup> GRADE**  
**FAMILY AND CONSUMER SCIENCE**  
**OUTCOMES AND OBJECTIVES**

**Unit 1: Sewing Techniques and Procedures**

**Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.**

- Identify and operate sewing tools and equipment safely
- Read and interpret sewing project instructions
- Construct a sewing project by applying proper sewing techniques

**Unit 2: Clothing Care and Repair**

**Evaluate fibers and textile products and materials to extend life of garments.**

- Apply hand sewing skills to repair, replace, or add clothing parts and embellishments
- Interpret clothing care labels
- Apply proper procedures while laundering clothes

**Unit 3: Kitchen Safety and Sanitation**

**Integrate knowledge, skills, and practices required for food safety and sanitation.**

- Describe and demonstrate safe and sanitary food handling techniques
- Identify causes of food borne illness
- Apply concepts of the four safety guidelines – clean, separate, cook, and chill
- Demonstrate proper use and care of kitchen tools and equipment
- Describe how to prevent kitchen accidents

**Unit 4: Kitchen Management**

**Integrate effective and proper meal management skills in a lab experience to create and serve a food product.**

- Interpret how to read and use recipes and recipe terminology
- Demonstrate proper measuring techniques
- Describe and demonstrate food preparation techniques
- Describe and demonstrate proper serving of food and meal time manners
- Demonstrate effective time management skills in a group setting during lab experiences

**Unit 5: Caring for Children**

**Evaluate components of a safe environment and activities appropriate at each stage of development.**

- Distinguish between the different needs of children of various ages
- Explain how to avoid situations that might threaten a child's safety
- Describe proper job etiquette when seeking and holding a caregiver position



# **8<sup>th</sup> GRADE FAMILY AND CONSUMER SCIENCE CURRICULUM**

## **COURSE DESCRIPTION**

The eighth grade FACS program is an exploratory semester course that provides students the opportunity to learn essential life skills. It allows them to develop skills in food and nutrition and consumer resource management. Students will examine shopping skills, consumer rights and responsibilities and apply decision making skills to the purchasing of goods and services. Making healthy food choices and menu planning will also be explored. While working in the kitchen, students will demonstrate kitchen management skills required for safe food production. Cooperation, problem solving, and evaluation skills are enhanced during all lab experiences.

## **UNITS OF STUDY**

- Safety and Sanitation
- Kitchen Management
- Health and Wellness
- Consumer Responsibility

## **LEARNER GOALS**

Students will:

- Integrate knowledge, skills, and practices required for food safety and sanitation.
- Integrate effective and proper meal management skills in a lab experience to create and serve a food product.
- Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- Analyze issues related to consumer practices.

# CURRICULUM

Content Area: Family and Consumer Science

<b>Course Name:</b> Family and Consumer Science			<b>Grade:</b> 8th		<b>Duration of Unit:</b> Ongoing		
<b>Unit Title</b> <b>Kitchen Safety and Sanitation</b>							
<p><b>Learning Objective/ Essential Course Outcome: Integrate knowledge, skills, and practices required for food safety and sanitation.</b></p> <ul style="list-style-type: none"> <li>• Describe and demonstrate safe and sanitary food handling techniques</li> <li>• Identify causes of food borne illness</li> <li>• Apply concepts of the four safety guidelines – clean, separate, cook, and chill</li> <li>• Demonstrate proper use and care of kitchen tools and equipment</li> <li>• Describe how to prevent kitchen accidents</li> </ul> <p><b>A+ Objective (High School Only):</b></p>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>				<b>Instructional Method (Strategy)</b>			
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition	x	8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b>Assessment/Evaluation/Learning Activity:</b>				<b>MO Content Standards</b>		<b>MO Process Standards</b>	<b>FCS National Standards</b>
<p><b>Evaluation:</b> Students will demonstrate skill on a formative/summative assessment</p> <p><b>Learning/Assessment Activity :</b></p> <ul style="list-style-type: none"> <li>• Recognize/recall specific terminology-bacteria, food borne illness, cross contamination, danger zone, perishable</li> <li>• Practice proper hand washing</li> <li>• Summarize and practice the four safety guidelines of handling food – clean, separate, cook, and chill</li> <li>• Critique scenarios off DVDs and internet to identify both proper and hazardous food and equipment handling procedures</li> </ul>				CA1 CA3 CA6 SC1 SC3 HP3 HP6 HP7		1.2 1.5 1.8 1.10 2.1 2.5 4.5 4.6 4.7	8.2 14.4 14.5

<ul style="list-style-type: none"> <li>• <b>Identify and practice ways to prevent kitchen accidents</b></li> <li>• <b>Recall basic first aid procedures for kitchen accidents</b></li> <li>• <b>Demonstrate how to use kitchen tools and equipment safely</b></li> <li>• <b>Illustrate food safety and kitchen sanitation by creating and presenting a poster</b></li> <li>• <b>Participate in food labs</b></li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What is a food borne illness?</b></li> <li>• <b>What procedures are needed to ensure food safety and sanitation?</b></li> <li>• <b>What specific actions can I take to prevent injury in the kitchen?</b></li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined</b></p>			
<p>Enrichment Exercises : Refer to Level 4 scales</p> <p>Correction Exercises: Summative retake</p> <p>Special Needs: Modify as needed to the student's 504 plan/IEP</p>			

## CURRICULUM

**Content Area: Family and Consumer Science**

<b>Course Name:</b> Family and Consumer Science		<b>Grade:</b> 8th		<b>Duration of Unit:</b> Ongoing			
<b>Unit Title</b> Kitchen Management							
<b>Learning Objective/ Essential Course Outcome: Integrate effective and proper meal management skills in a lab experience to create and serve a food product.</b> <ul style="list-style-type: none"> <li>• Interpret how to read and use recipes and recipe terminology</li> <li>• Demonstrate proper measuring techniques</li> <li>• Describe and demonstrate food preparation techniques</li> <li>• Describe and demonstrate proper serving of food and meal time manners</li> <li>• Demonstrate effective time management skills in a group setting during lab experiences</li> </ul>							
<b>A+ Objective (High School Only):</b>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>			<b>Instructional Method (Strategy)</b>				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition	x	8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b>Assessment/Evaluation/Learning Activity:</b>				<b>Content Standards</b>	<b>Process Standards</b>	<b>FCS National Standards</b>	
<b>Evaluation:</b> Student will demonstrate skill on formative/summative assessments				CA3	1.5	8.2	
				CA4	1.8	9.3	
				CA5	1.10	9.6	
				CA6	2.1	14.3	
				MA1	2.2	14.4	
				MA2	2.3		
				SC1	2.4		
				SC8	2.5		
				FA1	2.7		
				HP2	4.5		
				HP6	4.6		
					4.7		
<b>Learning/Assessment Activity :</b> <ul style="list-style-type: none"> <li>• Recognize/recall specific terminology- recipe terms, recipe abbreviations &amp; equivalents, food preparation techniques, etiquette, cover, family style service, buffet style, plated service</li> <li>• Examine and interpret recipes and lab plans</li> <li>• Recognize and demonstrate proper use and care of kitchen tools/equipment</li> <li>• Demonstrate proper measuring techniques</li> </ul>							

<ul style="list-style-type: none"> <li>• <b>Demonstrate food preparation techniques</b></li> <li>• <b>Demonstrate effective time management</b></li> <li>• <b>demonstrate proper table setting and meal time manners in given situations</b></li> <li>• <b>Observe Teacher demonstrations</b></li> <li>• <b>Participate in food labs</b></li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How will using the proper tool or piece of equipment make preparing a recipe easier and measurements more accurate?</li> <li>• How can we ensure that procedures are clearly understood by everyone involved in food production and time management is utilized effectively during food labs?</li> <li>• What are the personal benefits of using proper manners in certain situations?</li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined.</b></p>			
<p>Enrichment Exercises : Refer to Level 4 scales</p> <p>Correction Exercises: Summative retake</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP</p>			

# CURRICULUM

**Content Area: Family and Consumer Science**

<b>Course Name:</b> Family and Consumer Science		<b>Grade:</b> 8th		<b>Duration of Unit:</b> 2 weeks			
<b>Unit Title</b> <b>Health and Wellness</b>							
<b>Learning Objective/ Essential Course Outcome: Demonstrate nutrition and wellness practices that enhance individual and family well-being</b>							
<ul style="list-style-type: none"> <li>• Explain and apply nutritional guidelines set by USDA</li> <li>• Critique meals according to their appealing quality</li> <li>• Interpret food labels</li> </ul>							
<b>A+ Objective (High School Only):</b>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>			<b>Instructional Method (Strategy)</b>				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b>Assessment/Evaluation/Learning Activity:</b>				<b>Content Standards</b>		<b>Process Standards</b>	<b>FCS National Standards</b>
<b>Evaluation:</b> Students will demonstrate skill on a formative/summative assessment  <b>Learning/Assessment Activity:</b> <ul style="list-style-type: none"> <li>• Draw and evaluate meals according to what makes them appetizing – color, texture, size and shape, temperature, preparation methods, and flavor</li> <li>• Visit <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> website</li> <li>• Recognize serving size/ portion control – Portion size Bingo game</li> <li>• Create a one day menu</li> <li>• Recognize/recall specific terminology-My Plate Dietary Guidelines, whole grains, portion control, proteins, legumes</li> <li>• Interpret food labels</li> </ul>				CA1 CA3 CA6 HP2 HP4 HP6		1.2 1.4 1.5 2.3 4.7	14.1 14.2 14.3

<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What impact do social influences have on food choices?</li> <li>• What criteria can be used to help us decide how to evaluate the nutritional content of food?</li> <li>• What are goals in planning, preparing, and serving foods to meet nutritional needs of individuals and families?</li> </ul>			
<p><b>Resources: Teacher generated, published, computer and online resources to be determined</b></p>			
<p>Enrichment Exercises : Refer to Level 4 Scales</p> <p>Correction Exercises: Allow for revision</p> <p>Special Needs: Modify as needed according to the student's 504/IEP</p>			



## CURRICULUM

**Content Area: Family and Consumer Science**

<b>Course Name:</b> Family and Consumer Science		<b>Grade:</b> 8th		<b>Duration of Unit:</b> 3 weeks			
<b>Unit Title</b> <b>Consumer Responsibility</b>							
<b>Learning Objective/ Essential Course Outcome: Analyze issues related to consumer practices</b>							
<ul style="list-style-type: none"> <li>• Describe how media and technological advances affect family and consumer decisions</li> <li>• Describe places to shop and merchandising tactics</li> <li>• Compare and contrast brands within a store</li> </ul>							
<b>A+ Objective (High School Only):</b>							
<b>Primary Text:</b>							
<b>Equity/Workplace Readiness</b>				<b>Instructional Method (Strategy)</b>			
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition	x	8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
				x	5. Nonlinguistic Representations		10. Other:
<b>Assessment/Evaluation/Learning Activity:</b>				<b>Content Standards</b>		<b>Process Standards</b>	<b>FCS National Standards</b>
<b>Evaluation:</b> <b>Students will demonstrate skill on a formative/summative assessment</b>  <b>Learning/Assessment Activity :</b> <ul style="list-style-type: none"> <li>• Explain store merchandising tactics</li> <li>• Identify advertising techniques</li> <li>• Calculate unit pricing</li> <li>• Compare/Contrast places to shop</li> <li>• Define specific terminology- impulse buy, store/national brands, package dating, unit</li> </ul>				CA1		1.1	2.1
				CA3		1.2	2.3
				CA4		1.3	2.4
				MA1		1.4	2.5
				SS4		1.6	
						1.7	
						1.8	
						1.10	
						2.3	
						3.1	
						3.2	
						3.3	
		3.4					
		3.5					
		3.6					
		3.7					
		3.8					
		4.1					
		4.5					

<p>pricing, UPC code</p> <ul style="list-style-type: none"> <li>Analyze national vs store brands by participating in taste test and justify cost differences</li> <li>Recall strategies on how to save money when shopping</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>How can using smart shopping strategies help you make wise choices while staying within a budget?</li> <li>What do we do about understanding the impact of technology on family resources?</li> </ul>		<p><b>4.7</b></p>	
<p><b>Resources: Teacher generated, published, computer, and online resources to be determined</b></p>			
<p>Enrichment Exercises : Refer to Level 4 scale</p> <p>Correction Exercises: Allow for revision</p> <p>Special Needs: Modify as needed according to the student's 504/IEP</p>			

**8<sup>th</sup> GRADE**  
**FAMILY AND CONSUMER SCIENCE**  
**OUTCOMES AND OBJECTIVES**

**Unit 1: Safety and Sanitation**

**Integrate knowledge, skills, and practices required for food safety and sanitation.**

- Describe and demonstrate safe and sanitary food handling techniques
- Identify causes of food borne illness
- Apply concepts of the four safety guidelines – clean, separate, cook, and chill
- Demonstrate proper use and care of kitchen tools and equipment
- Describe how to prevent kitchen accidents

**Unit 2: Kitchen Management**

**Integrate effective and proper meal management skills in a lab experience to create and serve a food product.**

- Interpret how to read and use recipes and recipe terminology
- Demonstrate proper measuring techniques
- Describe and demonstrate food preparation techniques
- Describe and demonstrate proper serving of food and meal time manners
- Demonstrate effective time management skills in a group setting during lab experiences

**Unit 3: Health and Wellness**

**Demonstrate nutrition and wellness practices that enhance individual and family well-being**

- Explain and apply nutritional guidelines set by USDA
- Critique meals according to their appealing quality
- Interpret food labels

**Unit 4: Consumer Responsibility**

**Analyze issues related to consumer practices**

- Describe how media and technological advances affect family and consumer decisions
- Describe places to shop and merchandising tactics
- Compare and contrast brands within a store

## **Appendix**

### **FASAFACS National Standards & Competencies Show-Me Standards**

# NASAFACS

## National Standards & Competencies

### Components of the Standards

The FACS National Standards components include Areas of Study, Comprehensive Standards, Content Standards, Competencies, and Process Questions.

### Areas of Study

The Standards and Competencies for Reasoning for Action and for each of the 16 FACS Areas of Study can be accessed through this site.

### Comprehensive Standards

Each Area of Study has a Comprehensive Standard that provides a broad description to assist individuals in understanding the content of the area. These standards are not designed for measurement, but to provide a general description and overall direction.

### Content Standards

Content standards relate to what individuals need to know and be able to do, or what is expected of the learner. They are directly related to the body of knowledge, skills, and practices belonging to the FACS discipline. The verbs for content standards are written in an action and performance mode and represent high levels of desired learning in the cognitive and psychomotor domains. Cognitive domain verbs are associated with higher order thinking skills, while psychomotor domain verbs, and Simpson's taxonomy was used as a reference for psychomotor verbs.

### Competencies

Competencies further define the knowledge, skills, and practices of content standards and provide the basis for measurement criteria. They are composed of action verbs and the content to be acted upon. Similar to content standards, competencies contain verbs related to higher order thinking skills and performance, and are structured at the same level as those for the content standards. Verbs for the content standards establish the learning expectation levels that are reflected in the competencies. Competency verbs are expressed in terms that facilitate evaluation.

### Process Questions

Process questions are designed to guide students in engaging in thinking, reasoning, and reflecting on content as structured around contextual problems to be solved. They are related to each content standard. The process questions are designed to assist students in making meaningful interpretations and reflections related to the content standard. They are structured to reflect process areas (thinking, communication, leadership, and management) and systems of action (technical, interpretive, and reflective), which are defined in the Process Framework section of this website. Click on the Process Framework tab at the top of the page for more detailed information.

## **Areas of Study, Standards and Competencies**

### **Reasoning for Action Standard**

- 1.0 Career, Community and Family Connections
- 2.0 Consumer and Family Resources
- 3.0 Consumer Services
- 4.0 Education and Early Childhood
- 5.0 Facilities Management and Maintenance
- 6.0 Family
- 7.0 Family and Community Services
- 8.0 Food Production and Services
- 9.0 Food Science, Dietetics and Nutrition
- 10.0 Hospitality, Tourism and Recreation
- 11.0 Housing and Interior Design
- 12.0 Human Development
- 13.0 Interpersonal Relationships
- 14.0 Nutrition and Wellness
- 15.0 Parenting
- 16.0 Textiles, Fashion and Apparel

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## Reasoning for Action

The Reasoning for Action standard is an overarching standard that links and in many ways defines family and consumer sciences education. This standard is grounded in beliefs that concepts and processes used for reasoning can be learned; that reasoning for action is a vehicle for the active use and functionality of all 16 Areas of Study (Rubin, 1997); and that the content and skills delineated in the Areas of Study provide a context in which Reasoning for Action can be developed and applied.

The comprehensive standard for Reasoning for Action and the five content standards and their corresponding competencies provide a foundation for instruction and student learning *about* reasoning and for *using* reasoning in applied contexts (Fox & Laster, 2000; Knorr & Manning, 1997).

## Reasoning for Action, Comprehensive Standard

Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

### Content Standards

1 Evaluate reasoning for self and others.

2 Analyze recurring and evolving family, workplace, and community concerns.

3 Analyze practical reasoning components.

### Competencies

1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

1.2 Distinguish between adequate and inadequate reasoning.

1.3 Establish criteria for adequate reasoning.

1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.

2.1 Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.

2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.

2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns.

2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.

3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.

3.2 Analyze short-term and long-term consequences on

- self, family, culture/society, and global environment.
  - 3.3 Analyze assumptions that underly beliefs and actions.
  - 3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information.
  - 3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.
  - 3.6 Distinguish adequate from inadequate reasons.
  
- 4 Implement practical reasoning for responsible action in families, workplaces, and communities.
  - 4.1 Synthesize information from a variety of sources that are judged to be reliable
  - 4.2 Describe a particular recurring and evolving individual, family, workplace, or community concern.
  - 4.3 Select goals/valued ends to resolve a particular concern.
  - 4.4 Establish standards for choosing responsible action to address a particular concern.
  - 4.5 Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, and global/environmental.
  - 4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.
  - 4.7 Use adequate and reliable information to critique possible actions.
  - 4.8 Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.
  - 4.9 Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.
  - 4.10 Select an action supported by justified reasons, valued ends, contextual conditions, and positive consequences of actions.
  - 4.11 Design a plan for accomplishing a selected action.
  - 4.12 Implement and monitor a plan of action based on established standards and valued ends.
  - 4.13 Evaluate actions and results, including consequences on self, others, culture/society, and global environment.
  - 4.14 Evaluate practical reasoning processes.
  
- 5 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for
  - 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.
  - 5.2 Judge validity and reliability of information, sources, opinions, and evidence.



action.

- 5.3 Generate hypotheses based on scientific principles, observations, evidence.
- 5.4 Test hypotheses and theories using scientific inquiry and reasoning.
- 5.5 Draw conclusions based on data and information that are judged to be reliable.
- 5.6 Evaluate scientific reasoning processes.

### References

- Fox, W. S. & Laster, J. F. (2000). Reasoning for action. In A. Vail, W. S. Fox, & P. Wild (Eds.), (2000). *Leadership for change: National standards for family and consumer sciences education* (pp. 20-32). (Family & Consumer Sciences Teacher Education Yearbook 20, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill. Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Knorr, A.J. & Manning, D.E. (1997). Reasoning and acting on practical problems of home and family. In J. F. Laster & R. G. Thomas (Eds.), *Thinking for ethical action in families and communities* (pp. 147-161). (Family & Consumer Sciences Teacher Education Yearbook 17, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill.
- Rubin, L. (1997). The essence: Process as content (pp. 230-234). In A. L. Costa & R. M. Liebmann (Eds.), *Envisioning process as content: Toward a renaissance curriculum*. Thousand Oaks, CA: Corwin Press.

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## Area of Study 1.0

### Career, Community and Family Connections

#### Comprehensive Standard

Integrate multiple life roles and responsibilities in family, work, and community settings.

#### Content Standards

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

1.3 Evaluate the reciprocal effects

#### Competencies

1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.

1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.

1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.

1.1.4 Analyze potential effects of career path decisions on balancing work and family.

1.1.5 Define goals for life-long learning and leisure opportunities for all family members.

1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.

1.2.2 Demonstrate job seeking and job keeping skills.

1.2.3 Apply communication skills in school, community and workplace settings.

1.2.4 Demonstrate teamwork skills in school, community and workplace settings.

1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.

1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.

1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

1.2.8 Demonstrate work ethics and professionalism.

1.3.1 Analyze goals that support individuals and family

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## Area of Study 1.0

### Career, Community and Family Connections

of individual and family participation in community activities.

- members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
  - 1.3.3 Analyze personal and family assets and skills that provide service to the community.
  - 1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
  - 1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.
  - 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.

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## Area of Study 2.0

### Consumer and Family Resources

#### Comprehensive Standard

Evaluate management practices related to the human, economic, and environmental resources.

#### Content Standards

2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

2.2 Analyze the relationship of the environment to family and consumer resources.

2.3 Analyze policies that support consumer rights and responsibilities.

#### Competencies

2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.  
2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.  
2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.  
2.1.4 Apply consumer skills to providing and maintaining clothing.  
2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.  
2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.  
2.1.7 Apply consumer skills to decisions about recreation.  
2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members

2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.  
2.2.2 Summarize environmental trends and issues affecting families and future generations.  
2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.  
2.2.4 Explain government regulations for conserving natural resources.

2.3.1 Analyze state and federal policies and laws providing consumer protection.  
2.3.2 Analyze how policies become laws relating to consumer rights.

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## Area of Study 2.0

### Consumer and Family Resources

- |   |       |  |
|---|-------|--|
|   | 2.3.3 | Analyze skills used in seeking information to consumer rights.   |
| 2.4 Evaluate the effects of technology on individual and family resources.  | 2.4.1 | Summarize types of technology that affect family and consumer decision-making.                           |
|   | 2.4.2 | Analyze how media and technological advances affect family and consumer decisions.                       |
|   | 2.4.3 | Assess the use of technology and its effect on quality of life.  |
| 2.5 Analyze relationships between the economic system and consumer actions.   | 2.5.1 | Analyze the use of resources in making choices that satisfy needs and wants of individuals and families. |
|   | 2.5.2 | Analyze individual and family roles in the economic system.  |
|   | 2.5.3 | Analyze economic effects of laws and regulations that pertain to consumers and providers of services.    |
|   | 2.5.4 | Analyze practices that allow families to maintain economic self-sufficiency.                             |
| 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. | 2.6.1 | Evaluate the need for personal and family financial planning.  |
|   | 2.6.2 | Apply management principles to individual and family financial practices.                                |
|   | 2.6.3 | Apply management principles to decisions about insurance for individuals and families.                   |
|   | 2.6.4 | Evaluate personal and legal documents related to managing individual and family finances.                |

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## Area of Study 3.0

### Consumer Services

#### Comprehensive Standard

Integrate knowledge, skills, and practices needed for a career in consumer services

#### Content Standards

3.1 Analyze career paths within consumer service industries.

3.2 Analyze factors that affect consumer advocacy.

3.3 Analyze factors in developing a long-term financial

#### Competencies

3.1.1 Explain roles and functions of individuals engaged in consumer service careers.

3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services.

3.1.4 Analyze the effects of the consumer service industry on local, state, national, and global economies.

3.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.

3.1.6 Analyze the role of professional organizations in consumer service professions.

3.2.1 Analyze the role of advocacy groups at state and national levels.

3.2.2 Analyze the contributions of policy makers to consumer advocacy.

3.2.3 Demonstrate strategies that enable consumers to become advocates.

3.2.4 Analyze the effects of consumer protection laws on advocacy.

3.2.5 Apply strategies to reduce the risk of consumer fraud.

3.2.6 Analyze the role of media in consumer advocacy.

3.2.7 Analyze the effects of business and industry policies and procedures on advocacy.

3.2.8 Analyze the use of educational and promotional materials in consumer advocacy.

3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.

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## Area of Study 3.0

### Consumer Services

- |   |   |
|---|---|
| management plan   | <ul style="list-style-type: none"><li>3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.</li><li>3.3.3 Analyze the effect of consumer credit in long-term financial planning</li><li>3.3.4 Compare investment and savings alternatives.</li><li>3.3.5 Analyze the effects of risk management strategies on long-term financial planning.</li><li>3.3.6 Analyze the effect of key life transitions on financial planning</li><li>3.3.7 Explain the role of estate planning in long-term financial planning.</li><li>3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.</li></ul> |
| 3.4 Analyze resource consumption for conservation and waste management practices  | <ul style="list-style-type: none"><li>3.4.1 Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.</li><li>3.4.2 Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.</li><li>3.4.3 Explore strategies and practices to conserve energy and reduce waste.</li><li>3.4.4 Examine waste management issues.</li><li>3.4.5 Examine roles of government, industry, and family in energy consumption.</li></ul>   |
| 3.5 Demonstrate skills needed for product development, testing, and presentation. | <ul style="list-style-type: none"><li>3.5.1 Conduct market research to determine consumer trends and product development needs.</li><li>3.5.2 Design or analyze a consumer product.</li><li>3.5.3 Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.</li><li>3.5.4 Evaluate a product utilizing valid and reliable testing</li></ul>   |

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## **Area of Study 3.0**

### **Consumer Services**

procedures.

- 3.5.5 Apply statistical analysis processes to interpret, summarize, and report data from tests.
- 3.5.6 Evaluate the labeling, packaging, and support materials of consumer goods.
- 3.5.7 Demonstrate a product to educate an audience about a new product on the consumer market.
- 3.5.8 Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.



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## Area of Study 4.0

### Education and Early Childhood

#### Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services

#### Content Standards

4.1 Analyze career paths within early childhood, education & related services.

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

#### Competencies

4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.

4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.

4.1.6 Analyze the role of professional organizations in education and early childhood.

4.2.1 Analyze child development theories and their implications for educational and childcare practices.

4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.

4.2.3 Analyze cultural and environmental influences when assessing children's development.

4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.

4.2.5 Analyze strategies that promote children's growth and development.

4.3.1 . Analyze a variety of curriculum and instructional models.

4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.

4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and



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## **Area of Study 4.0**

### **Education and Early Childhood**

regulations, and laws that affect children, families, and programs.

- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
- 4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.

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## Area of Study 5.0

### Facilities Management and Maintenance

#### Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

#### Content Standards

5.1 Analyze career paths within the facilities management and maintenance areas.

5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.

5.3 Demonstrate sanitation procedures for a clean and safe environment.

#### Competencies

5.1.1 Explain the roles and functions of individuals engaged in facilities management and maintenance careers.

5.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

5.1.3 Summarize education and training requirements and opportunities for career paths in facilities management and maintenance.

5.1.4 Analyze the effects of facilities management and maintenance occupations on local, state, national, and global economies.

5.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers.

5.1.6 Analyze the role of professional organizations in facilities management and maintenance professions

5.2.1 Apply housekeeping standards and procedures.

5.2.2 Operate cleaning equipment and tools.

5.2.3 Manage use of supplies.

5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.

5.2.5 Perform facilities maintenance based on established standards.

5.2.6 Analyze energy efficient methods.

5.2.7 Demonstrate quality services in keeping with customer expectations.

5.3.1 Analyze the various types of cleaning methods and their environmental effects.

5.3.2 Summarize federal and state regulations regarding safe handling use and storage of chemicals.

5.3.3 Apply Occupational Safety and Health Administration

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## Area of Study 5.0

### Facilities Management and Maintenance

- (OSHA) regulations to situations in which blood borne pathogens exist and need to be labeled and carefully handled.
    - 5.3.4 Select a pest control system appropriate for the facility and the type(s) of pests likely to be present.
    - 5.3.5 Apply Centers for Disease Control (CDC) standards.
    - 5.3.6 Apply Americans with Disabilities Act (ADA) regulations.
  - 5.4 Apply hazardous materials and waste management procedures.
    - 5.4.1 Carry out federal, state, and other regulations regarding waste management.
    - 5.4.2 Demonstrate a waste minimization plan.
    - 5.4.3 Practice a recycling program for conservation of resources.
    - 5.4.4 Record presence of hazardous materials and occurrence of hazardous situations accurately and communicate to appropriate authorities.
    - 5.4.5 Describe procedures for safely handling and storing hazardous materials and waste products.
    - 5.4.6 Design energy efficient methods.
    - 5.4.7 Demonstrate safe storage and disposals of pesticides.
  - 5.5 Demonstrate a work environment that provides safety and security.
    - 5.5.1 Design procedures for external and internal emergencies.
    - 5.5.2 Apply security procedures.
    - 5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.
    - 5.5.4 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies.
    - 5.5.5 Apply procedures for control of infection and infectious materials.
  - 5.6 Demonstrate laundering processes aligned with industry standards
    - 5.6.1 Summarize the functions of machines and equipment used in laundering operations.

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## Area of Study 5.0

### Facilities Management and Maintenance

- and regulations.
  - 5.6.2 Demonstrate standard laundry procedures.
  - 5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.
  - 5.6.4 Apply industry regulations to laundry/linen systems.
  
- 5.7 Demonstrate facilities management functions.
  - 5.7.1 Demonstrate quality customer service which exceeds customer expectations.
  - 5.7.2 Demonstrate the elements involved in staff planning, recruiting, interviewing, selecting, hiring, and terminating of employees.
  - 5.7.3 Design staff schedules.
  - 5.7.4 Conduct orientation, regular training and education, and on the job training/retraining.
  - 5.7.5 Demonstrate techniques and strategies to measure work quality of employees.
  - 5.7.6 Apply principles of purchasing and receiving in facility management operations.
  - 5.7.7 Implement procedures to control inventory.
  - 5.7.8 Apply accounting principles in planning, forecasting, and recording profit and loss.
  - 5.7.9 Develop a marketing plan for a business or department.

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## Area of Study 6.0

### Family

#### Comprehensive Standard

Evaluate the significance of family and its effects on the well-being of individuals and society.

#### Content Standards

6.1 Analyze the effects of family as a system on individuals and society

6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

#### Competencies

- 6.1.1 Analyze family as the basic unit of society
- 6.1.2 Analyze the role of family in transmitting societal expectations.
- 6.1.3 Analyze global influences on today's families
- 6.1.4 Analyze the role of family in teaching culture and traditions across the life span.
- 6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.
- 6.1.6 Analyze the effects of change and transitions over the life course.
- 6.1.7 Analyze the ways family and consumer sciences careers assist the work of the family.
- 6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
- 6.2.2 Analyze the effects of social and cultural diversity on individual and families.
- 6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
- 6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
- 6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.

## Area of Study 7.0

### Family and Community Services

#### Comprehensive Standard

Synthesize knowledge, skills, and practices required for careers in family & community services

#### Content Standards

7.1 Analyze career paths within family and community services

7.2 Analyze factors relating to providing family and community services.

7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and

#### Competencies

7.1.1 Explain the roles and functions of individuals engaged in family and community services careers

7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

7.1.3 Summarize education and training requirements and opportunities for career paths in family & community services

7.1.4 Analyze the effects of family and community service occupations on local, state, national, and global economies.

7.1.5 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.

7.1.6 Analyze the role of professional organizations in family and community services professions

7.2.1 Describe local, state, and national agencies and informal support resources providing human services

7.2.2 Analyze professional, ethical, legal, and safety issues that confront human service employees.

7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.

7.2.4 Analyze harmful, fraudulent, and deceptive human services practices.

7.2.5 Summarize the rights and responsibilities of human service participants and their families.

7.2.6 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.

7.2.7 Analyze community-networking opportunities in family and community services.

7.3.1 Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.



- community services.
  - 7.3.2 Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.
  - 7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.
  - 7.3.4 Analyze participants' strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.
  - 7.3.5 Demonstrate use of technology in human services.
  
- 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.
  - 7.4.1 Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.
  - 7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.
  - 7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family with a variety of disadvantaging conditions.
  - 7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.
  - 7.4.5 Analyze situations which require crisis intervention
  - 7.4.6 Summarize the appropriate support needed to address selected human services issues.
  
- 7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions
  - 7.5.1 Describe needs and accommodations for people with a variety of disadvantaging conditions.
  - 7.5.2 Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically, and emotionally.
  - 7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
  - 7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.
  - 7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy,

dignity, and autonomy.

- 7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
- 7.5.7 Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions

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## Area of Study 8.0

### Food Production and Services

#### Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in food production and services.

#### Content Standards

8.1 Analyze career paths within the food production and food services industries.

8.2 Demonstrate food safety and sanitation procedures.

#### Competencies

- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
- 8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
- 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.
- 8.1.6 Analyze the role of professional organizations in food production and services

- 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.
- 8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.
- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.
- 8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management,

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## Area of Study 8.0

### Food Production and Services

- and report symptoms of illness.
- 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8.2.9 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
- 8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.
- 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
- 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
  - 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
  - 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
  - 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
  - 8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
  - 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.

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## Area of Study 8.0

### Food Production and Services

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|  | 8.3.6 | Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.   |
| 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.  | 8.4.1 | Use computer based menu systems to develop and modify menus.   |
|  | 8.4.2 | Apply menu-planning principles to develop and modify menus.  |
|  | 8.4.3 | Analyze food, equipment, and supplies needed for menus.  |
|  | 8.4.4 | Develop a variety of menu layouts, themes, and design styles.  |
|  | 8.4.5 | Prepare requisitions for food, equipment, and supplies to meet production requirements.  |
|  | 8.4.6 | Record performance of menu items to analyze sales and determine menu revisions.  |
|  | 8.4.7 | Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.  |
| 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. | 8.5.1 | Demonstrate professional skills in safe handling of knives, tools, and equipment.  |
|  | 8.5.2 | Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. |
|  | 8.5.3 | Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.   |
|  | 8.5.4 | Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.  |
|  | 8.5.5 | Prepare various meats, seafood, and poultry using  |

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## Area of Study 8.0

### Food Production and Services

- safe handling and professional preparation techniques.
- 8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 8.5.9 Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.
- 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.
- 8.5.13 Examine the applicability of convenience food items.
- 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
  
- 8.6 Demonstrate implementation of food service management and leadership functions.
  - 8.6.1 Apply principles of purchasing, receiving, issuing, and storing in food service operations.
  - 8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
  - 8.6.3 Apply accounting procedures in planning and forecasting profit and loss.
  - 8.6.4 Examine the areas of risk management and legal

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## Area of Study 8.0

### Food Production and Services

- liability within the food service industry.
  - 8.6.5 Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
  - 8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.
  - 8.6.7 Conduct staff orientation, training, consistent reinforcement of training standards, and education, and on the job training/retraining.
  - 8.6.8 Implement marketing plan for food service operations.
  - 8.6.9 Design internal/external crisis management and disaster plans and response procedures.
  - 8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.
- 
- 8.7 Demonstrate the concept of internal and external customer service.
    - 8.7.1 Analyze the role of quality service as a strategic component of exceptional performance.
    - 8.7.2 Demonstrate quality services that meet industry standards in the food service industry.
    - 8.7.3 Analyze the relationship between employees and customer satisfaction.
    - 8.7.4 Apply strategies for addressing and resolving complaints.
    - 8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.

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## Area of Study 9.0

### Food Science, Dietetics, and Nutrition

#### Comprehensive Standard

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

#### Content Standards

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.2 Apply risk management

#### Competencies

9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.

9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.

9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.

9.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.

9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.

9.2.1 Analyze factors that contribute to food borne illness.



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## Area of Study 9.0

### Food Science, Dietetics, and Nutrition

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| procedures to food safety, food testing, and sanitation.   | 9.2.2 Analyze food service management safety and sanitation programs.   |
|  | 9.2.3 Implement industry standards for documenting, investigating, and reporting food born illnesses.   |
|  | 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.  |
|  | 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.   |
|  | 9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.  |
|  | 9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.   |
|  | 9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. |
|  | 9.2.9 Demonstrate waste disposal and recycling methods.   |
| 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. | 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.  |
|  | 9.3.2 Analyze nutritional data.   |
|  | 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.   |
|  | 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.   |

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## Area of Study 9.0

### Food Science, Dietetics, and Nutrition

- 9.3.5 Analyze recipe/formula proportions and modifications for food production.
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
- 9.4.1 Analyze nutritional needs of individuals.
- 9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
  - 9.4.2 Use nutritional information to support care planning.
  - 9.4.3 Utilize a selective menu.
  - 9.4.4 Construct a modified diet based on nutritional needs and health conditions.
  - 9.4.5 Design instruction on nutrition for health maintenance and disease prevention.
- 9.5 Demonstrate use of current technology in food product development and marketing.
  - 9.5.1 Analyze various factors that affect food preferences in the marketing of food.
  - 9.5.2 Analyze data in statistical analysis in making development and marketing decisions.
  - 9.5.3 Prepare food for presentation and assessment.
  - 9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.
  - 9.5.5 Implement procedures that affect quality product performance.
  - 9.5.6 Conduct sensory evaluations of food products.

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## Area of Study 9.0

### Food Science, Dietetics, and Nutrition

- 9.5.7 Conduct testing for safety of food products, utilizing available technology.
  
- 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.
  - 9.6.1 Build menus to customer/ client preferences.
  - 9.6.2 Implement food preparation, production, and testing systems.
  - 9.6.3 Apply standards for food quality.
  - 9.6.4 Create standardized recipes.
  - 9.6.5 Manage amounts of food to meet needs of customers, clients.
  - 9.6.6 Analyze new products.
  - 9.6.7 Implement procedures that provide cost effective products.
  - 9.6.8 Establish par levels for the purchase of supplies based on an organization's needs.
  - 9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

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## Area of Study 10.0

### Hospitality, Tourism, and Recreation

#### Comprehensive Standard

Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation

#### Content Standards

#### Competencies

- |  |  |
|--|--|
| 10.1 Analyze career paths within the hospitality, tourism and recreation industries. | 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.<br>10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers.<br>10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.<br>10.1.4 Analyze the impact of hospitality occupations on local, state, national, and global economies.<br>10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers<br>10.1.6 Analyze the role of professional organizations in the hospitality, tourism, and recreation professions. |
| 10.2 Demonstrate procedures applied to safety, security, and environmental issues.   | 10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.<br>10.2.2 Demonstrate procedures for assuring guest or customer safety.<br>10.2.3 Evaluate evacuation plans and emergency procedures.<br>10.2.4 Demonstrate management and conservation of resources for energy efficiency and protection of the environment.<br>10.2.5 Design a system for documenting, investigating, and taking action on safety, security, and environmental issues.   |
| 10.3 Apply concepts of quality service to to assure customer satisfaction.           | 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.<br>10.3.2 Analyze the relationship between employee attitude,   |

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## Area of Study 10.0

### Hospitality, Tourism, and Recreation

- appearance, and actions and guest or customer satisfaction.
- 10.3.3 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
- 10.3.4 Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.
- 10.3.5 Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.
  
- 10.4 Demonstrate practices and skills involved in lodging occupations.
  - 10.4.1 Demonstrate front desk, office, and customer service skills.
  - 10.4.2 Perform cash handling, accounting, and financial transactions.
  - 10.4.3 Manage convention, meeting, and banquet support functions.
  - 10.4.4 Apply basic food preparation and serviceskills in catering operations.
  - 10.4.5 Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
  - 10.4.6 Apply facility management, maintenance, and service skills to lodging operations.
  - 10.4.7 Apply time and work management skills to facility service tasks.
  - 10.4.8 Analyze sales and marketing functions in lodging operations.
  
- 10.5 Demonstrate practices and skills for travel related services.
  - 10.5.1 Examine geography, climate, sites, and time zones of various regions and countries.
  - 10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.
  - 10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
  - 10.5.4 Assemble information needed for domestic and international travel.

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## Area of Study 10.0

### Hospitality, Tourism, and Recreation

- 10.5.5 Produce travel documents and itineraries, utilizing current technology.
- 10.5.6 Monitor travel arrangements using computerized systems.
- 10.6 Demonstrate management of recreation, leisure, and other programs and events.
  - 10.6.1 Coordinate client inquiries and requests.
  - 10.6.2 Design themes, time lines, budgets, agendas, and itineraries.
  - 10.6.3 Organize locations, facilities, suppliers, and vendors for specific services.
  - 10.6.4 Prepare for distribution of event materials.
  - 10.6.5 Demonstrate skills related to promoting and publicizing events.
  - 10.6.6 Manage programs and events for specific age groups or diverse populations.
  - 10.6.7 Promote wellness through recreation and leisure programs and events.

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## Area of Study 11.0

**Housing and Interior Design** - revised (revisions & additions approved by NASAFACS September 2009) technical corrections July 2010

### Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

#### Content Standards

11.1 Analyze career paths within the housing, interior design, and furnishings industries.

11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

#### Competencies

- 11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.
- 11.1.2 Analyze career paths and opportunities for employment and entrepreneurial endeavors.
- 11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.
- 11.1.4 Analyze the impact of housing and interior design careers on local, state, national, and global economies.
- 11.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing and interior design careers.
- 11.1.6 Analyze the role of professional organizations in housing and interior design professions.
- 11.1.7 Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.

- 11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
- 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.
- 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.
- 11.2.4 Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.

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## Area of Study 11.0

**Housing and Interior Design** - revised (revisions & additions approved by NASAFACS September 2009) technical corrections July 2010

- |   |  |
|---|--|
| 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.   | 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.<br>11.3.2 Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.<br>11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.<br>11.3.4 Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.<br>11.3.5 Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.<br>11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development. |
| 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. | 11.4.1 Interpret information provided on construction documents.<br>11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.<br>11.4.3 Draft an interior space to scale using architecture symbols.<br>11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.<br>11.4.5 Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.<br>11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching).  |



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## Area of Study 11.0

**Housing and Interior Design** - revised (revisions & additions approved by NASAFACS September 2009) technical corrections July 2010

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|---|--|
| 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.   | 11.5.1 Describe features of furnishings that are characteristic of various historical periods.                               |
|   | 11.5.2 Explain societal and technological trends on periods of architecture and interior design through the ages.            |
|   | 11.5.3 Illustrate the development of architectural styles throughout history.  |
|   | 11.5.4 Compare and contrast historical architectural details to current housing and interior design trends.                  |
|   | 11.5.5 Analyze future design and development trends in architecture, interiors, and furnishings.                             |
| 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.           | 11.6.1 Assess financial resources needed to improve interior space.  |
|   | 11.6.2 Assess client's community, family, and financial resources needed to achieve housing and interior design goals.       |
|   | 11.6.3 Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data. |
|   | 11.6.4 Critique design plans to address client's needs, goals and resources.   |
|   | 11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.    |
| 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. | 11.7.1 Select appropriate studio tools.  |
|   | 11.7.2 Prepare sketches, elevations, and renderings using appropriate media.   |
|   | 11.7.3 Prepare visual presentations including legends, keys, and schedules.  |
|   | 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.  |
|   | 11.7.5 Utilize applicable building codes, universal guidelines, and regulations in space planning.                           |
|   | 11.7.6 Create floor plans using architectural drafting skills and computer aided design software.                            |

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## Area of Study 11.0

**Housing and Interior Design** - revised (revisions & additions approved by NASAFACS September 2009) technical corrections July 2010

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|---|---|
| 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.                   | 11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the the housing and furnishings industries.<br>11.8.2 Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.<br>11.8.3 Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.<br>11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.<br>11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.<br>11.8.6 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.<br>11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.<br>11.8.8 Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice. |
| 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries. |   |

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## Area of Study 12.0

### Human Development

#### Comprehensive Standard

Analyze factors that influence human growth & development.

#### Content Standards

12.1 Analyze principles of human growth and development across the life span.

12.2 Analyze conditions that influence human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

#### Competencies

12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.

12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.

12.2.1 Analyze the effect of heredity and environment on human growth and development.

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.

12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.

12.2.5 Analyze geographic, political, and global influences on human growth and development.

12.3.1 Analyze the role of nurturance on human growth and development.

12.3.2 Analyze the role of communication on human growth and development.

12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

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## Area of Study 13.0

### Interpersonal Relationships

#### Comprehensive Standard

Demonstrate respectful and caring relationships in the family, workplace and community.

#### Content Standards

13.1 Analyze functions and expectations of various types of relationships.

13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

13.3 Demonstrate communication skills that contribute to positive relationships.

#### Competencies

13.1.1 Analyze processes for building and maintaining interpersonal relationships.

13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.

13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.

13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.

13.1.5 Analyze processes for handling unhealthy relationships.

13.1.6 Demonstrate stress management strategies for family, work, and community settings.

13.2.1 Analyze the effects of personal characteristics on relationships.

13.2.2 Analyze the effect of personal need on relationships.

13.2.3 Analyze the effects of self-esteem and self-image on relationships.

13.2.4 Analyze the effects of life span events and conditions on relationships.

13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.

13.3.1 Analyze communication styles and their effects on relationships.

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.3.3 Demonstrate effective listening and feedback techniques.

13.3.4 Analyze strategies to overcome communication

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## Area of Study 13.0

### Interpersonal Relationships

- 13.3.5 Apply ethical principles of communication in family, community and work settings.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
  - 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
  - 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
  - 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
  - 13.4.4 Demonstrate nonviolent strategies that address conflict.
  - 13.4.5 Demonstrate effective responses to harassment.
  - 13.4.6 Assess community resources that support conflict prevention and management
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
  - 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
  - 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.
  - 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
  - 13.5.4 Demonstrate techniques that develop team and community spirit.
  - 13.5.5 Demonstrate ways to organize and delegate responsibilities.
  - 13.5.6 Create strategies to integrate new members into the team.
  - 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

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## Area of Study 13.0

### Interpersonal Relationships

- 13.6 Demonstrate standards that guide behavior in interpersonal relationships.
  - 13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
  - 13.6.2 Apply guidelines for assessing the nature of issues and situations.
  - 13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.
  - 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.
  - 13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.

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## Area of Study 14.0

### Nutrition and Wellness

#### Comprehensive Standard

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

#### Content Standards

14.1 Analyze factors that influence nutrition and wellness practices across the life span.

#### Competencies

- 14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.
- 14.1.4 Analyze the effects of global and local events and conditions on food choices and practices
- 14.1.5 Analyze legislation and regulations related to nutrition and wellness.

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

- 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.
- 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
- 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

14.4 Evaluate factors that affect food safety from production through

- 14.4.1 Analyze conditions and practices that promote safe food handling.

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- consumption.
  - 14.4.2 Analyze safety and sanitation practices throughout the food chain.
  - 14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.
  - 14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
  - 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
  - 14.4.6 Analyze public dialogue about food safety and sanitation.
  
- 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.
  - 14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
  - 14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
  - 14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.
  - 14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.



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## Area of Study 15.0

### Parenting

#### Comprehensive Standard

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

#### Content Standards

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.3 Evaluate external support systems that provide services for parents.

15.4 Analyze physical and emotional factors related to beginning the parenting process.

#### Competencies

15.1.1 Analyze parenting roles across the life span.

15.1.2 Analyze expectations and responsibilities of parenting.

15.1.3 Analyze consequences of parenting practices to the individual, family, and society.

15.1.4 Analyze societal conditions that influence parenting across the life span.

15.1.5 Explain cultural differences in roles and responsibilities of parenting.

15.2.1 Choose nurturing practices that support human growth and development.

15.2.2 Apply communication strategies that promote positive self-esteem in family members.

15.2.3 Assess common practices and emerging research about discipline on human growth and development.

15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.

15.2.5 Apply criteria for selecting care and services for children

15.3.1 Assess community resources and services available to families.

15.3.2 Appraise community resources that provide opportunities related to parenting.

15.3.3 Summarize current laws and policies related to parenting.

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

15.4.2 Analyze the emotional factors of prenatal development

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## **Area of Study 15.0**

### **Parenting**

and birth in relation to the health of parents and child.

15.4.3 Analyze implications of alternatives to biological parenthood.

15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

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## Area of Study 16.0

### Textiles, Fashion, and Apparel

#### Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

#### Content Standards

16.1 Analyze career paths within textile apparel and design industries.

16.2 Evaluate fiber and textile products and materials.

16.3 Demonstrate fashion, apparel, and textile design skills.

#### Competencies

16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.

16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.

16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.

16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.

16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.

16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.

16.2.2 Evaluate performance characteristics of textile fiber and fabrics.

16.2.3 Summarize textile legislation, standards, and labeling in the global economy.

16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

16.2.5 Apply appropriate procedures for care of textile products.

16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

16.3.2 Apply basic and complex color schemes and color

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## Area of Study 16.0

### Textiles, Fashion, and Apparel

- theory to develop and enhance visual effects.
  - 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
  - 16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.
  - 16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
  - 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.
  - 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
  - 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
  - 16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.
  - 16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
  - 16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.
  - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
  - 16.5.1 Apply marketing strategies for textile, apparel, and fashion products.
  - 16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.
  - 16.5.3 Analyze ethical considerations for merchandising

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## Area of Study 16.0

### Textiles, Fashion, and Apparel

- apparel and textile products.
- 16.5.4 Apply external factors that influence merchandising.
- 16.5.5 Critique varied methods for promoting apparel and textile products.
- 16.5.6 Apply research methods, including forecasting techniques, for marketing apparel and textile products.
- 16.6 Evaluate the components of customer service.
  - 16.6.1 Analyze factors that contribute to quality customer relations.
  - 16.6.2 Analyze the influences of cultural diversity as a factor in customer relations.
  - 16.6.3 Demonstrate the skills necessary for quality customer service.
  - 16.6.4 Create solutions to address customer concerns.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.
  - 16.7.1 Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.
  - 16.7.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
  - 16.7.3 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.
  - 16.7.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
  - 16.7.5 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
  - 16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

## Communication Arts

*In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in*

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

## Mathematics

*In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

## Science

*In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

## Social Studies

*In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

## Fine Arts

*In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

## Health/Physical Education

*In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

**Note to Readers:** What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

## GOAL 1

**Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

## GOAL 2

**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

## GOAL 3

**Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

## GOAL 4

**Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER