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## **Update on LD 1027**

### **Resolve to Examine Concepts and Competencies from Family and Consumer Science for Achieving Educational Goals**

**124<sup>th</sup> Legislature, Resolve 2009, Chapter 105**

**By Wanda Mothley**

**June 13, 2011**

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**TO:** Senator Brian Langley  
Representative David Richardson, and  
Members of the Joint Standing Committee on Education and Cultural Affairs

**FROM:** Wanda Montley, Team Leader Pk-20, Adult Education and Federal Programs

**DATE:** June 13, 2011

**SUBJECT:** Update on LD 1027 Resolve, To Examine Concepts and Competencies from Family and Consumer Science for Achieving Educational Goals (124th Legislature, Resolve 2009 Chapter 105)

This Resolve was passed in 2009 to support consideration of the National Family and Consumer Science (FCS) standards in the process of the next review of the Maine Learning Results. The Joint Standing Committee on Education and Cultural Affairs was given a verbal status update in April, 2010. It requires that, in the course of the next review, a working group to include one or more persons certified to teach family and consumer science be convened prior to or during the review process to:

1. Examine concepts and competencies in the National Standards for FCS;
2. Determine suitability of the standards or variations for inclusion as one or more Learning Results performance indicator(s); and
3. Develop recommendations for integration of FCS descriptors into the parameters for essential instruction.

The Department has not begun the review of the Maine Learning Results in all of the content areas. We have adopted the Common Core State Standards in English/Language Arts and mathematics but have not begun the review and revision process for Chapter 132 *Learning Results: Parameters for Essential Instruction*. This rule is a State Board rule and we are working with the State Board to develop a strategy to conduct the review and rule making process. As was the case in 2005-2007, family and consumer science teachers were and will be included in the process. The staff reviewed the national standards cited in this Resolve (see [http://www.doe.in.gov/octe/facs/NASAFACS/sc\\_1.html](http://www.doe.in.gov/octe/facs/NASAFACS/sc_1.html)) and attended the business meeting of the national association to glean priorities from the organization. Currently, opportunities exist within the FCS curriculum for students to demonstrate achievement of the content standards as a multiple pathway. The content area of Social Studies presents opportunities for FCS students to meet Standards as a multiple Pathway in Standard C. Economics: Students draw on concepts and

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processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world, C1 Economic Knowledge, Concepts, Themes, and Patterns and C2 Individual, Cultural, International, and Global Connections in Economics Performance Indicators through financial literacy offerings. FCS students may meet standards in the content area of Health Education, particularly standards in the following standards:

A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health, A4 Environment and Personal Health, A5 Growth and Development, A6 Basic Health Concepts; B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health, B1 Validity of Resources, B2 Locating Health Resources; C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks, C1 Healthy Practices and Behaviors, C2 Avoiding/Reducing Health Risks; D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health, D1 Influences on Health Practices/Behaviors, D3 Compound Effect of Risk Behavior; E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health, E1 Interpersonal Communication Skills; F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health, F1 Decision-Making, F2 Goal-Setting.

As the standards for Career and Education Development (C&ED) are intended to be embedded in all content areas, students in FCS students should be provided the opportunities to meet all of the C&ED standards within the FCS program.

When the process for reviewing Chapter 132, the Learning Results is finalized, the Department will convene the working group made up of FCS professionals, one or more persons certified to teach family and consumer science, and others familiar with the Learning Results to address the three items required in the Resolve. This is currently being discussed with the State Board of Education.

# NASAFACS    AAFCS    Standards and Competencies

## 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.

4    Implement practical reasoning for responsible action in families, workplaces, and communities.

### 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.

4.1 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, global/environmental.

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- 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 action.
- 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.
  - 5.2 Judge validity and reliability of information, sources, opinions, and evidence.
  - 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.

## 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

#### Competencies

- 1.1.1 Summarize local and global policies, issues, and trends

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multiple roles and responsibilities (individual, family, career, community, and global).	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 Demonstrate transferable and employability skills in school, community and workplace settings.	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 Evaluate the reciprocal effects of individual and family participation in community activities.	1.3.1 Analyze goals that support individuals and family 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.

## Area of Study 2.0

### Consumer and Family Resources

#### Comprehensive Standard

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

#### Content Standards

#### Competencies

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. | 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.<br>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.<br>2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.<br>2.1.4 Apply consumer skills to providing and maintaining clothing.<br>2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.<br>2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.<br>2.1.7 Apply consumer skills to decisions about recreation.<br>2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members |
| 2.2 Analyze the relationship of the environment to family and consumer resources.                                                                                | 2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.<br>2.2.2 Summarize environmental trends and issues affecting families and future generations.<br>2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.<br>2.2.4 Explain government regulations for conserving natural resources.                                                                                                                                                                                                                                                                                                                                                                                            |
| 2.3 Analyze policies that support consumer rights and responsibilities.                                                                                          | 2.3.1 Analyze state and federal policies and laws providing consumer protection.<br>2.3.2 Analyze how policies become laws relating to consumer rights.<br>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.<br>2.4.2 Analyze how media and technological advances affect family and consumer decisions.<br>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.<br>2.5.2 Analyze individual and family roles in the economic system.<br>2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.<br>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.<br>2.6.2 Apply management principles to individual and family financial practices.<br>2.6.3 Apply management principles to decisions about                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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- insurance for individuals and families.
- 2.6.4 Evaluate personal and legal documents related to managing individual and family finances.

## 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.

#### Competencies

- |     |                                                                     |       |                                                                                                                                                  |
|-----|---------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 | Analyze career paths within consumer service industries.            | 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 | Analyze factors that affect consumer advocacy.                      | 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 | Analyze factors in developing a long-term financial management plan | 3.3.1 | Explain the effects of the economy on personal income, individual and family security, and consumer decisions.                                   |
|     |                                                                     | 3.3.2 | Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources. |
|     |                                                                     | 3.3.3 | Analyze the effect of consumer credit in long-term financial planning                                                                            |
|     |                                                                     | 3.3.4 | Compare investment and savings alternatives.                                                                                                     |
|     |                                                                     | 3.3.5 | Analyze the effects of risk management strategies on                                                                                             |

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|     |                                                                               | long-term financial planning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     | 3.3.6                                                                         | Analyze the effect of key life transitions on financial planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|     | 3.3.7                                                                         | Explain the role of estate planning in long-term financial planning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|     | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3.4 | Analyze resource consumption for conservation and waste management practices  | <p>3.4.1 Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.</p> <p>3.4.2 Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.</p> <p>3.4.3 Explore strategies and practices to conserve energy and reduce waste.</p> <p>3.4.4 Examine waste management issues.</p> <p>3.4.5 Examine roles of government, industry, and family in energy consumption.</p>                                                                                                                                                                                                                                                                                                         |
| 3.5 | Demonstrate skills needed for product development, testing, and presentation. | <p>3.5.1 Conduct market research to determine consumer trends and product development needs.</p> <p>3.5.2 Design or analyze a consumer product.</p> <p>3.5.3 Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.</p> <p>3.5.4 Evaluate a product utilizing valid and reliable testing procedures.</p> <p>3.5.5 Apply statistical analysis processes to interpret, summarize, and report data from tests.</p> <p>3.5.6 Evaluate the labeling, packaging, and support materials of consumer goods.</p> <p>3.5.7 Demonstrate a product to educate an audience about a new product on the consumer market.</p> <p>3.5.8 Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.</p> |

## 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.

#### 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.

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|     | 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 | Analyze developmentally appropriate practices to plan for early childhood, education, and services.         | <p>4.2.1 Analyze child development theories and their implications for educational and childcare practices.</p> <p>4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.</p> <p>4.2.3 Analyze cultural and environmental influences when assessing children's development.</p> <p>4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.</p> <p>4.2.5 Analyze strategies that promote children's growth and development.</p>                                                                                                                                                                                                                       |
| 4.3 | Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. | <p>4.3.1 . Analyze a variety of curriculum and instructional models.</p> <p>4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.</p> <p>4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.</p> <p>4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.</p> <p>4.3.6 Establish activities, routines, and transitions.</p>                                                                                                                                     |
| 4.4 | Demonstrate a safe and healthy learning environment for children.                                           | <p>4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</p> <p>4.4.2 Apply safe and healthy practices that comply with state regulations.</p> <p>4.4.3 Implement strategies to teach children health, safety, and sanitation habits.</p> <p>4.4.4 Plan safe and healthy meals and snacks.</p> <p>4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</p> <p>4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.</p> <p>4.4.7 Demonstrate security and emergency procedures.</p> |
| 4.5 | Demonstrate techniques for positive collaborative relationships with children.                              | <p>4.5.1 Apply developmentally appropriate guidelines for behavior.</p> <p>4.5.2 Demonstrate problem-solving skills with children.</p> <p>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>4.5.4 Implement strategies for constructive and supportive</p>                                                                                                                                                                                                                                                                                                                                                                                                                            |

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- interactions between children and families.
- 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.
- 4.6 Demonstrate professional practices and standards related to working with children.
  - 4.6.1 Utilize opportunities for continuing training and education.
  - 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
  - 4.6.3 Implement federal, state, and local standards, policies, 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.

## 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.

#### 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 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.
  - 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 Demonstrate sanitation procedures for a clean and safe environment.
  - 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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- (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 and regulations.
  - 5.6.1 Summarize the functions of machines and equipment used in laundering operations.
  - 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.

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- 5.7.9    Develop a marketing plan for a business or department.

## 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

#### 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

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- community services careers.
  - 7.1.6 Analyze the role of professional organizations in family and community services professions
- 7.2 Analyze factors relating to providing family and community services.
  - 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 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.
  - 7.3.1 Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.
  - 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

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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

## 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.

#### 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 Demonstrate food safety and sanitation procedures.

- 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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- 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.
  - 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.

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- |     |                                                                                                                                                          |        |                                                                                                                                                                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 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 liability within the food service industry.                                                                                                                                                                   |
|     |                                                                                                                                                          | 8.6.5  | Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime,                                                                                                                                                            |

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- 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.

## 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.

#### 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 Apply risk management procedures to food safety, food
  - 9.2.1 Analyze factors that contribute to food borne illness.
  - 9.2.2 Analyze food service management safety and sanitation

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testing, and sanitation.

- |     |       |                                                                                                                                                                                     |
|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | 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.                                                                                 |
|     | 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 |       | Apply basic concepts of nutrition and nutritional therapy in a variety of settings.                                                                                                 |
|     | 9.4.1 | Analyze nutritional needs of individuals.                                                                                                                                           |
|     | 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.                                                                                                                                       |
|     | 9.5.7 | Conduct testing for safety of food products, utilizing available technology.                                                                                                        |
| 9.6 |       | Demonstrate food science, dietetics, and nutrition management principles and                                                                                                        |
|     | 9.6.1 | Build menus to customer/ client preferences.                                                                                                                                        |
|     | 9.6.2 | Implement food preparation, production, and testing systems.                                                                                                                        |

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practices.

- 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.

## 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

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

#### 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.                                                    |
|      |                                                                                 | 10.1.2 | Analyze opportunities for employment in hospitality, tourism, and recreation careers.                                                                      |
|      |                                                                                 | 10.1.3 | Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.                          |
|      |                                                                                 | 10.1.4 | Analyze the impact of hospitality occupations on local, state, national, and global economies.                                                             |
|      |                                                                                 | 10.1.5 | Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers |
|      |                                                                                 | 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.                       |
|      |                                                                                 | 10.2.2 | Demonstrate procedures for assuring guest or customer safety.                                                                                              |
|      |                                                                                 | 10.2.3 | Evaluate evacuation plans and emergency procedures.                                                                                                        |
|      |                                                                                 | 10.2.4 | Demonstrate management and conservation of resources for energy efficiency and protection of the environment.                                              |
|      |                                                                                 | 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 assure customer satisfaction.              | 10.3.1 | Apply industry standards for service methods that meet expectations of guests or customers.                                                                |
|      |                                                                                 | 10.3.2 | Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.                                            |

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- 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 services skills 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.
  - 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.
- 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
- 11.4 Demonstrate design,

#### 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.
- 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.
- 11.3.2 Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.
- 11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.
- 11.3.4 Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.
- 11.3.5 Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.
- 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.
- 11.4.1 Interpret information provided on construction documents.

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construction document reading, and space planning skills required for the housing, interior design and furnishings industries.	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. 11.4.3 Draft an interior space to scale using architecture symbols. 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features. 11.4.5 Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement. 11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching).
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.
11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors	11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries. 11.8.2 Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and



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and furnishings industries.

- environmental factors.
- 11.8.3 Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.
  - 11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
  - 11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
  - 11.8.6 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
  - 11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.
  - 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.

## 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.

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

## 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.

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

- 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 Demonstrate communication skills that contribute to positive 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 barriers in family, community and work settings.
- 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.

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| 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community. | 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                                          |
|                                                                                          | 13.5.1 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.                                             |
| 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.                            |

## 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.

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p>                                               | <p>14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</p> <p>14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p>                                                                                                                                                                                                                      |
| <p>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)</p> | <p>14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.</p> <p>14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</p>                                                                                                                                                                                                                                                                                                                           |
| <p>14.4 Evaluate factors that affect food safety from production through consumption.</p>                                                                                    | <p>14.4.1 Analyze conditions and practices that promote safe food handling.</p> <p>14.4.2 Analyze safety and sanitation practices throughout the food chain.</p> <p>14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.</p> <p>14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.</p> <p>14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.</p> <p>14.4.6 Analyze public dialogue about food safety and sanitation.</p> |
| <p>14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.</p>                                                                  | <p>14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.</p> <p>14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.</p> <p>14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.</p> <p>14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.</p>                                                                                                                                                             |

## 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.

### Competencies

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.

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	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	Evaluate parenting practices that maximize human growth and development.	
	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	Evaluate external support systems that provide services for parents.	
	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	Analyze physical and emotional factors related to beginning the parenting process.	
	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 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.

## 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.

#### 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.

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|------|------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                                                                | 16.1.6 | Analyze the role of professional organizations in textiles, fashion, and apparel industries.                                                                 |
| 16.2 | Evaluate fiber and textile products and materials.                                             | 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 | Demonstrate fashion, apparel, and textile design skills.                                       | 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 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 apparel and textile products.                                                                               |
|      |                                                                                                | 16.5.4 | Apply external factors that influence merchandising.                                                                                                         |

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- 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.