

## **FAMILY AND CONSUMER SCIENCES STANDARDS**

- Standard I.*** Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles.
- Standard II.*** Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services.
- Standard III.*** Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services.
- Standard IV.*** Nutrition, Wellness, and Food Science: The family and consumer sciences teacher understands the principles of food science, food technology, and nutrition and their relationships to growth, development, health, and wellness; applies this understanding to support informed decision-making that promotes good health; and understands career opportunities in nutrition, wellness, and food science.
- Standard V.*** Food, Lodging, and Hospitality: The family and consumer sciences teacher understands the food, lodging, and hospitality industries, and understands career opportunities in the food, lodging, and hospitality industries.
- Standard VI.*** Consumer and Resource Management: The family and consumer sciences teacher understands consumer practices, consumer responsibilities, and resource management processes; how these affect and are applied to personal, family, and work life; and career opportunities in consumer and resource management.
- Standard VII.*** Textiles and Apparel: The family and consumer sciences teacher understands the design, production, marketing, consumption, and maintenance of textile and apparel products, and understands career opportunities in the textiles and apparel industries.
- Standard VIII.*** Environmental Design: The family and consumer sciences teacher understands the design and construction of interior and exterior environments, and understands career opportunities in the housing, design, furnishings, and equipment management and service industries.

**Standard I. Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Continued)**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning family and consumer sciences teacher knows and understands:	The beginning family and consumer sciences teacher is able to:
1.1k cultural, economic, and gender influences on families, work, and society;	1.1s describe effective methods and technologies to secure, maintain, and terminate employment;
1.2k the interrelationships among career decisions and personal/family life, including parenting and care giving;	1.2s provide opportunities for students to develop and assess leadership and teamwork skills that contribute to effectiveness in family, work, and community settings;
1.3k historical and current events, public policies, and research results and their effect upon the family, community, and work environment; and	1.3s analyze the impact of career choices on personal lifestyle and income;
1.4k the management processes, resources, and procedures required for maintaining an effective family and consumer sciences program.	1.4s guide students to set career and educational goals based on personal interest and skills;
	1.5s describe strategies to anticipate and adapt to changing employment conditions;
	1.6s implement Family, Career, and Community Leaders of America (FCCLA) programs and projects to promote students’ growth, leadership development, application of curriculum knowledge and skills, community service, and career development;
	1.7s communicate effectively with parents and community members to increase the visibility of the family and consumer sciences program to supervise career-connection experiences and work-based learning programs;
	1.8s participate in advisory committee activities and industry partnerships;
	1.9s use management strategies to supervise and promote the progress of students in work-based learning experiences, and coordinate and evaluate school-based and work-based learning;

**Standard I. Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Continued)**

**Application: What Teachers Can Do**

***Teachers of Students in Grades 8–12 (continued)***

- 1.10s apply academic skills in the context of life and work experiences related to family and consumer sciences;
- 1.11s use multiple viewpoints and perspectives to appraise instructional content and activities;
- 1.12s use career-connection experiences, work-based learning, and other real-world applications to promote students’ problem-solving skills, management techniques, and performance of self-assessments and evaluations;
- 1.13s evaluate interests, abilities, and personal priorities related to employment;
- 1.14s explore the decision-making process associated with career selection, including personal satisfaction and the choice of family-supportive employers;
- 1.15s identify, locate, and use resources that assist in educational and career planning;
- 1.16s communicate the impact of changing demographics, family structure, and technology on career choices;
- 1.17s explore how economic factors and personal health affect career selection;
- 1.18s analyze the influence of written, verbal, and nonverbal communication skills (e.g., conflict resolution, negotiation) on success in the home and workplace;
- 1.19s explore workplace policies, benefits, business ethics, and wellness programs (e.g., disabilities, substance abuse); and
- 1.20s analyze issues and legislation that support individuals, families, and communities.

**Standard II. Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Continued)**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades 8–12</i></p>	<p><i>Teachers of Students in Grades 8–12</i></p>
<p>The beginning family and consumer sciences teacher knows and understands:</p>	<p>The beginning family and consumer sciences teacher is able to:</p>
<p>2.1k personal and family development concepts;</p>	<p>2.1s analyze factors (e.g., family, health, peers) influencing personal development;</p>
<p>2.2k factors contributing to the development of effective relationships;</p>	<p>2.2s evaluate practices and strategies for meeting personal, physical, emotional, intellectual, and social needs of individuals across the life span;</p>
<p>2.3k management tools and strategies for successfully balancing work and family life;</p>	<p>2.3s analyze the basic functions and responsibilities of effective family members, including members of multigenerational families and those in caregiver roles;</p>
<p>2.4k societal, cultural, demographic, gender, economic, and environmental issues affecting individuals and families across the life span;</p>	<p>2.4s evaluate factors that strengthen the family and promote wellness;</p>
<p>2.5k career and entrepreneurial opportunities in family studies and human services; and</p>	<p>2.5s explain the components of successful relationships (e.g., friendship, dating, marriage);</p>
<p>2.6k societal attitudes about the roles of older adults within a culture.</p>	<p>2.6s evaluate how relationships affect personal and family development across the life span;</p>
	<p>2.7s analyze behaviors, including appropriate responses to peer pressure and authority figures, that contribute to satisfying interpersonal relationships across the life span;</p>
	<p>2.8s evaluate communication techniques that enhance interpersonal relationships;</p>
	<p>2.9s analyze the relationship between culture and communication patterns;</p>
	<p>2.10s demonstrate communication techniques that foster effective responses to inappropriate behavior;</p>
	<p>2.11s determine management strategies for coping with needs and crises (e.g., emotional, health, financial) experienced by individuals and families over the life span;</p>

**Standard II. Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Continued)**

**Application: What Teachers Can Do**

***Teachers of Students in Grades 8–12 (continued)***

- 2.12s analyze the relationships among decision making, responsibility, independence, and quality of life;
- 2.13s demonstrate how conflict management strategies are used in community, work, school, and family related situations;
- 2.14s analyze practices that promote personal and family health and safety;
- 2.15s analyze the effects of environment and technology on the workplace, workforce, and family;
- 2.16s describe the importance of ethical practices and behaviors in providing services for individuals across the life span;
- 2.17s evaluate individual and family health care options, resources, and services;
- 2.18s develop goals and identify resources for meeting the special needs (e.g. social, physical, economic) of individuals and families across the life span;
- 2.19s assess support services and resources available to families;
- 2.20s analyze the effects of an aging population on individuals, family, and society;
- 2.21s evaluate the effects of public policy, resource use, and conservation on individual and family well-being;
- 2.22s analyze employment and entrepreneurial opportunities in family studies and human services; and
- 2.23s determine the transferable skills necessary to function effectively in family, community, and wage-earner roles.

**Standard III. Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (Continued)**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning family and consumer sciences teacher knows and understands:	The beginning family and consumer sciences teacher is able to:
3.1k physical, social, ethical, emotional, and cognitive development of humans from conception through late adulthood;	3.1s explain the elements of proper prenatal care and its significance to a child’s development and well-being throughout life;
3.2k parent/guardian/educator roles and responsibilities related to human growth and development;	3.2s analyze the physical, social, emotional, and cognitive development of children and adolescents;
3.3k factors that affect child and adolescent development (e.g., social, cultural, and environmental); and	3.3s evaluate activities and strategies for assisting the development of children;
3.4k entrepreneurship and career opportunities in human development, education, and services.	3.4s analyze the role of play in the development of children and adolescents;
	3.5s analyze factors involved in the decision whether to become a parent, and discuss the effects of the decision on individuals, families, and society;
	3.6s evaluate the effects of parenting roles and practices on the development of children and adolescents;
	3.7s assess guidance techniques in family, child care, and educational settings;
	3.8s analyze contributing factors, effects, preventions, and interventions related to the abuse and neglect of children and adolescents;
	3.9s assess factors and strategies that promote the overall health and well-being of individuals in family, childcare, intergenerational, and educational settings;
	3.10s evaluate the effects of public policy on the well-being of children and adolescents in families, group care, and educational settings;
	3.11s discuss the effects of technology on child and adolescent development, education, and services;

**Standard III. Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (Continued)**

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12 (continued)*

- 3.12s analyze employment and entrepreneurial opportunities in child and adolescent development, education, and services; and
- 3.13s describe management functions, appropriate business practices, legal issues, professional responsibilities, and ethics in the operation of quality child care programs.

**Standard IV. Nutrition, Wellness, and Food Science: The family and consumer sciences teacher understands the principles of food science, food technology, and nutrition and their relationships to growth, development, health, and wellness; applies this understanding to support informed decision-making that promotes good health; and understands career opportunities in nutrition, wellness, and food science. (Continued)**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning family and consumer sciences teacher knows and understands:	The beginning family and consumer sciences teacher is able to:
4.1k the functions and sources of nutrients;	4.1s evaluate the effects of public policy on food, nutrition, and health;
4.2k the role of nutrition in wellness and disease;	4.2s analyze entrepreneurial opportunities in nutrition, wellness, and food service and technology;
4.3k the relationship of digestion, absorption, and metabolism to optimal health;	4.3s apply various dietary guidelines in meal planning to meet nutrition and wellness needs throughout the life span;
4.4k current nutrition and dietary guidelines for each phase of the life span;	4.4s evaluate the accuracy, reliability, validity, and use of nutrition and food science information and research;
4.5k the relationship of activity levels and caloric intake to health and wellness, including weight management;	4.5s evaluate nutrition guides, food labels, and other sources of information related to health and wellness;
4.6k employment and entrepreneurial opportunities in nutrition, wellness, and food science and technology;	4.6s analyze the effects of food choices on health and wellness;
4.7k standards of quality related to food selection;	4.7s describe food-borne illnesses, their causes, and prevention methods;
4.8k food preparation and meal management techniques;	4.8s demonstrate appropriate meal management techniques in the selection, purchase, and preparation of food;
4.9k factors that affect food quality and nutrient retention;	4.9s explain safety and sanitation procedures related to food storage, transportation, preparation, and service;
4.10k the effects of special dietary needs in meal planning;	4.10s demonstrate the effects of chemical reactions, temperature, manipulation, and environment on food quality and retention of nutrients;
4.11k global factors that affect the production, supply, and distribution of food;	4.11s assess the effects of diet foods, food additives, and eating disorders on wellness;
4.12k the effects of technology on food product development, processing, packing, and availability;	
4.13k cultural influences on food preferences and decisions; and	
4.14k effects of physical environment (e.g., seasons, availability) on nutritional planning.	

***Standard IV. Nutrition, Wellness, and Food Science: The family and consumer sciences teacher understands the principles of food science, food technology, and nutrition and their relationships to growth, development, health, and wellness; applies this understanding to support informed decision-making that promotes good health; and understands career opportunities in nutrition, wellness, and food science. (Continued)***

**Application: What Teachers Can Do**

***Teachers of Students in Grades 8–12 (continued)***

- 4.12s design strategies that meet the health and nutrition requirements of individuals with special needs;
- 4.13s evaluate food science and nutrition research data and conclusions for validity and reliability;
- 4.14s explain the effects of genetically engineered foods on consumers' health and safety; and
- 4.15s evaluate the social, psychological, and cultural aspects of food and dining (e.g., family, friends, business).

**Standard V. Food, Lodging, and Hospitality: The family and consumer sciences teacher understands the food, lodging, and hospitality industries, and understands career opportunities in the food, lodging, and hospitality industries.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning family and consumer sciences teacher knows and understands:	The beginning family and consumer sciences teacher is able to:
5.1k the organizational structure of the food, lodging, and hospitality industries;	5.1s demonstrate health, safety, sanitation, and environmental protection procedures used in food, lodging, and hospitality industries;
5.2k the relationship of product, preparation, and delivery service to success in the food, lodging, and hospitality industries;	5.2s demonstrate the use of supplies, tools, equipment, and other technologies used in the food, lodging, and hospitality industries;
5.3k principles and procedures of health, safety, sanitation, and environmental protection;	5.3s describe legal issues (e.g., customer and employee liability) in food, lodging, and hospitality industries;
5.4k management functions and structures in food, lodging, and hospitality industries;	5.4s identify new and emerging careers in food, lodging, and hospitality industries;
5.5k employment and entrepreneurial opportunities in food, lodging, and hospitality industries;	5.5s identify industry appropriate communication skills, work ethics, and productive work habits (e.g., punctuality, attendance, time management);
5.6k the impact of public policy on food, lodging, and hospitality industries;	5.6s demonstrate quality food-preparation, presentation, and service skills;
5.7k industry standards for food, lodging, and hospitality industries;	5.7s demonstrate the various types of table settings and food service techniques in residential, commercial, and institutional settings;
5.8k job-related competencies and skills needed for employment in food, lodging, and hospitality industries;	5.8s practice etiquette, food presentation, and table service appropriate for specific situations;
5.9k the impact of marketing and public relations techniques in food, lodging, and hospitality industries; and	5.9s describe customer and guest service practices;
5.10k the role of quality assurance in food, lodging, and hospitality industries.	5.10s explain key factors in the design, development, and maintenance of industry facilities; and
	5.11s explain key responsibilities of employees, supervisors, and managers in food, lodging, and hospitality industries.

**Standard VI. Consumer and Resource Management: The family and consumer sciences teacher understands consumer practices, consumer responsibilities, and resource management processes; how these affect and are applied to personal, family, and work life; and career opportunities in consumer and resource management.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades 8–12</i></p>	<p><i>Teachers of Students in Grades 8–12</i></p>
<p>The beginning family and consumer sciences teacher knows and understands:</p>	<p>The beginning family and consumer sciences teacher is able to:</p>
<p>6.1k resource management (e.g., money, time, energy);</p>	<p>6.1s integrate principles of effective communication into the management process and the decision making process;</p>
<p>6.2k the effects of public policy on resource utilization and conservation for consumers, families, and the environment;</p>	<p>6.2s analyze the use of interpersonal skills in managing community, family, and wage earning roles;</p>
<p>6.3k the effects of technology on families, the workplace, and individuals within the U.S. economy;</p>	<p>6.3s analyze decision making, goal setting, and resource management practices in multiple role situations;</p>
<p>6.4k issues involved in obtaining and managing income across the life span;</p>	<p>6.4s create and analyze budgets to satisfy financial objectives;</p>
<p>6.5k strategies and tools for financial planning, including investment and retirement planning;</p>	<p>6.5s analyze the functions, types, and services of financial institutions and insurance companies;</p>
<p>6.6k techniques for managing the multiple roles of individual, worker, family member, community member, and wage earner throughout the life span;</p>	<p>6.6s compare and contrast sources, types, costs, and limitations of credit;</p>
<p>6.7k issues related to consumer decision making in the marketplace;</p>	<p>6.7s describe the financial planning process and its applications throughout the life span;</p>
<p>6.8k cultural, demographic, and societal factors that influence family financial decisions;</p>	<p>6.8s describe the process of obtaining and allocating income across the life span;</p>
<p>6.9k employment and entrepreneurial opportunities in consumer and resource management;</p>	<p>6.9s describe the free enterprise system and how family spending decisions are affected by competition, profit, and supply and demand;</p>
<p>6.10k the relationship between consumer rights and responsibilities;</p>	<p>6.10s describe how the consumer is affected by tax laws;</p>
<p>6.11k characteristics of the global economy and their influence on individuals and families (e.g., employment opportunities, purchasing decisions); and</p>	<p>6.11s solve consumer problems related to obtaining goods and services; and</p>
<p>6.12k basic principles of economics (e.g., competition, supply and demand, profit, loss, credit).</p>	<p>6.12s provide activities for students to research employment and entrepreneurial opportunities in consumer and resource management.</p>

**Standard VII. Textiles and Apparel: The family and consumer sciences teacher understands the design, production, marketing, consumption, and maintenance of textile and apparel products, and understands career opportunities in the textiles and apparel industries.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning family and consumer sciences teacher knows and understands:	The beginning family and consumer sciences teacher is able to:
7.1k textile and apparel needs of individuals throughout the life span;	7.1s demonstrate apparel design, production, fitting, and alteration techniques;
7.2k employment and entrepreneurial opportunities and career preparation requirements for textile and apparel industries;	7.2s demonstrate care, maintenance, and repair of textile and apparel products;
7.3k the design, production, selection, use, and care of textile and apparel products;	7.3s demonstrate a variety of techniques, including the elements and principles of design, to plan and create apparel products;
7.4k the effects of technology on the textile and apparel industries;	7.4s identify technology and critical thinking skills used to plan, design, produce, evaluate, and market apparel and textile products;
7.5k aesthetic principles used in the visual merchandising of products in the retail environment;	7.5s evaluate clothing construction quality;
7.6k safe and effective work habits and ethical behaviors for careers in the textile and apparel industries;	7.6s demonstrate appropriate use and care of equipment, tools, and supplies;
7.7k the use of artistic standards and design principles to create and analyze textile and apparel products;	7.7s advocate for and provide information supporting the safe production, distribution, and use of apparel and textile products;
7.8k how design and function of textile and apparel products influence human behaviors and lifestyles;	7.8s analyze employment and entrepreneurial opportunities in textile and apparel industries;
7.9k textile and apparel production and marketing processes from fiber to consumers;	7.9s identify, select, and demonstrate appropriate uses of textile fibers, fabrics, and finishes;
7.10k quality clothing construction;	7.10s identify new and emerging textile and apparel production, management, and service industries;
7.11k the effects of public policy, resource utilization and conservation, and the global economy on the production, use, and care of textiles and apparel;	7.11s demonstrate consumer decision making skills used in selecting apparel for individuals that is appropriate in fit, style, design, cost, and occasion; and
7.12k textile and apparel product marketing techniques; and	7.12s analyze the cultural and geographical effects on clothing selection decisions.
7.13k cultural and geographical effects on clothing selection decisions.	

**Standard VIII. Environmental Design: The family and consumer sciences teacher understands the design and construction of interior and exterior environments, and understands career opportunities in the housing, design, furnishings, and equipment management and service industries.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning family and consumer sciences teacher knows and understands:	The beginning family and consumer sciences teacher is able to:
8.1k the significance of housing, furnishings, and equipment decisions for individuals and families throughout the life cycle;	8.1s analyze factors (e.g., psychological, economic, social, environmental) affecting housing choices;
8.2k housing choices available to individuals and families throughout the life span;	8.2s demonstrate effective decision-making skills in relation to housing needs throughout the life span;
8.3k safety issues affecting the design of residential and nonresidential environments;	8.3s analyze legal and financial aspects of leasing and purchasing housing;
8.4k procedures for maintaining housing, furnishings, and equipment;	8.4s apply established guidelines for safe residential and nonresidential environments (e.g., local, state, and federal requirements);
8.5k consumer issues and considerations affecting housing, accessories, furnishings, materials, and equipment decisions for residential and nonresidential settings;	8.5s analyze aspects of public policies (e.g., community planning, zoning) and how they affect housing decisions and costs;
8.6k design, construction, and marketing techniques for housing, accessories, furnishings, and equipment;	8.6s analyze how site characteristics, architectural style, and quality of construction influence housing decisions;
8.7k the effects of trends and technologies on residential and nonresidential environments, equipment, furnishings, and accessories, including floral design;	8.7s select interior finishes, materials, equipment, and furniture for residential and nonresidential settings;
8.8k employment and entrepreneurial opportunities in housing, design, furnishings, and equipment management and services industries;	8.8s analyze trends and technologies affecting interior and exterior environments;
8.9k elements of art and principles of design as related to interior and exterior environments;	8.9s demonstrate the elements of art and principles of design in floral design;
8.10k the effects of public policy, resource utilization, and conservation on interior and exterior environments;	8.10s apply elements of art and principles of design in relation to interior and exterior environments;
8.11k the influence of cultural, demographic, societal, and environmental factors on residential and nonresidential design and construction; and	8.11s demonstrate skills and procedures for effective planning and utilization of space (e.g., scaled floor plans, elevations); and
8.12k safe and effective work habits and ethical behaviors for careers in housing, furnishings, and equipment management and service industries.	8.12s analyze the use and effects of technology related to housing, design, furnishings, and equipment.

