
FAMILY & CONSUMER SCIENCES



NATIONAL STANDARDS 3.0

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Rationale for Family and Consumer Sciences

Today's students are the future leaders and members of tomorrow's families, workplaces, and communities. They need to develop the social, emotional and character maturity to be able to act responsibly and productively to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

Family plays a very important role in our individual lives and in society and is widely recognized as the context in which its members learn about relation to and caring for others, acquire attitudes about learning and work, build communication and reasoning skills, learn right from wrong, and form patterns of responsible citizenship. Family members learn to work together within the family and with other families to improve conditions in the home, workplace, community, and world.

Vision and Mission – A Foundation for FCS Standards

The vision and mission statements have been widely publicized and utilized and have made significant impact on the directions taken by Family and Consumer Sciences curriculum and program development at the national, state, and local levels.

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

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

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

Historical Perspective

The foundation for the development of national standards was laid in March 1992, when vision and mission statements for Family and Consumer Sciences Education (FCS) were developed by FCS administrators, educators and others during a strategic planning session in Washington, DC. In October 1993, leaders from the many segments of the FCS profession convened in Scottsdale, Arizona, to explore and redefine future directions for the field. The definitions and directions developed in Scottsdale were in harmony with the vision and mission statements that had been developed for Family and Consumer Sciences Education, and the work was merged. The modified vision and mission statements were officially adopted in December 1994.

The National Association of State Administrators of Family and Consumer Sciences Education (NASAFACS) first began to consider development of national standards for family and consumer sciences at their spring meeting in 1994 and initiated the standards development project in the spring of 1995. The project to develop national standards created an atmosphere that celebrated the variety that exists among state philosophies and blended multiple approaches to standards and educational delivery systems.

The resulting work became a powerful tool for showcasing the transitions that had occurred in this field and the shift from the philosophy of home economics and its emphasis on technical homemaking skills, to Family and Consumer Sciences, with its focus on broader family and society issues and careers in Family and Consumer Sciences, and provided significant guidance for the field. The first edition, *National Standards for Family and Consumer Sciences Education* (NASAFACS, V-TECS 1998), provided a strong and clear conceptualization and a common direction for Family and Consumer Sciences Education at the national, state, and local levels.

In May 2005, NASAFACS initiated a project to update the national standards, utilizing a highly participatory process to collect recommendations from a wide variety of stakeholders. Over 1,000 reviewers, including FCS educators and subject matter specialists from all states, along with representatives of external organizations, business and industry, agencies with direct connections, and other stakeholders, reviewed the *National Standards* and provided recommendations for the second edition. Workgroups chaired by NASAFACS leaders analyzed feedback to revise and update the standards and competencies to create the *National Standards for Family and Consumer Sciences Education, Second Edition* (NASAFACS 2008). The *National Standards 2nd Edition* reconfirmed the Vision and Mission for Family and Consumer Sciences Education as the basis for national standards, continued the format that highlights competencies and process questions and alignment with FCCLA programs and added alignment with Career Clusters and 21st Century Skills.

In May 2014, NASAFACS initiated a project to update the national standards again, utilizing a highly participatory process that has involved well over 2,000 stakeholders providing recommendations for the third edition. The *Family and Consumer Sciences National Standards* (NASAFACS 2018) continues the proud tradition of providing the framework for national, state, and local programs that prepare students for family life, work life, and careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenges of living and working in a diverse global society.

The FCS National Standards in Action

The process to develop national standards for Family and Consumer Sciences Education has occurred concurrently with the development of standards in several other areas of education. Goals 2000: Educate America Act initiated development of national educational standards as a means of encouraging and evaluating student achievement and provided for voluntary skill standards related to Career Clusters (e.g. Human Services, Education and Training, Hospitality and Tourism, Visual Arts) to encourage youth and adults to be better prepared to meet demands for high-level skills and updated technological requirements.

Standards development that has occurred since then has focused on higher standards for all students and has identified what learners should know and be able to do in discipline-specific content and in thinking and process arenas as well. Refer to the [FCS Body of Knowledge](#) to expand the understanding of the philosophies behind Family and Consumer Sciences.

The *Family and Consumer Sciences National Standards 3.0* present a vision for the future and provide FCS educators with a structure for identifying program outcomes; that is, what learners should know and be able to do at the end of a program of study or sequence of courses. Components of the *FCS National Standards 3.0* include Areas of Study, Comprehensive Standards, Content Standards, Competencies, and Process Questions, which are described on the Standards & Competencies portion of the NASAFACS website.

The FCS National Standards

- Are based on knowledge and skills needed for home/personal and family life as well as those needed to succeed in related careers;
- Develop the context for many of the individual career areas within Family and Consumer Sciences Education (e.g. dietetics, early childhood, facilities maintenance, food service, hospitality, interior design, and so forth);
- Provide an excellent system for meeting the needs of individuals preparing for life in a global society while simultaneously preparing for careers;
- Are comprehensive and collectively provide the structure for an integrated approach to Family and Consumer Sciences Education;
- Adaptable and essential to developing an FCS program framework to meet specific needs and courses of study; and
- Address the expectations for quality FCS programs and curriculum design;
- Identify the standards for individual FCS career areas through focused and enhanced content detail and additional direction for specific career paths;
- Apply to all students regardless of age, gender, cultural or ethnic background, disabilities, aspirations, interests or motivations.

FCS, like other disciplines, is concerned with the integration of academic knowledge and achievement in a contextual approach. The *Family and Consumer Sciences Education National Standards 3.0* form a comprehensive structure designed to accommodate varying state philosophies (e.g. competency-based, conceptual and process perspectives) and multiple issues related to standards and delivery systems.

There is wide variation in what, how much, and when concepts in Family and Consumer Sciences Education are introduced to students and in the level of depth to which any particular standard or competency may be developed. Different students will achieve understanding in diverse ways to different degrees of depth and breadth, depending on interest, ability, context, and age of learner.

It is expected that delivery will vary; however, inquiry based, project based/problem based instruction with community engagement and real-world applications are embedded. Family, Career and Community Leaders of American (FCCLA www.fcclainc.org) is considered best practice for the authentic application and demonstration of skills developed through FCS classroom learning.

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Area of Study 1.0

Career, Community and Family Connections

Usage Guidelines

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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 1-Career, Community and Life Connections might be incorporated into course sequences for pathways in several of the Family and Consumer Sciences Areas of Study.

Comprehensive Standard

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

Content Standards

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

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

Competencies

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

1.1.2 Analyze the effects of social, economic, and technological changes 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 various career path decisions on balancing work and family.

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

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

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities 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.

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Area of Study 1.0

Career, Community and Family Connections

- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
 - 1.2.5 Analyze future-ready strategies to shape, manage, and utilize change, including 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 employability skills, work ethics, and professionalism.
-
- 1.3 Evaluate the reciprocal effects of individual and family participation in community and civic 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 federal, state, and local public policies, agencies, and institutions on the family.
 - 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.



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Area of Study 2.0

Consumer and Family Resources

Usage Guidelines

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Comprehensive Standard

Evaluate management practices related to the human, economic, and environmental resources in a global context.

Content Standards

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

Competencies

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

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Area of Study 2.0

Consumer and Family Resources

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| 2.2 Analyze the relationship between the global environment and family and consumer resources. | 2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.
2.2.2 Summarize environmental trends and issues affecting families and future generations.
2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
2.2.4 Evaluate 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.
2.3.2 Analyze how policies become laws relating to consumer rights.
2.3.3 Apply skills to seek information regarding consumer rights. |
| 2.4 Evaluate the effects of technology on individual and family resources in a global context. | 2.4.1 Analyze the types of technology and software programs that affect family and consumer decision-making.
2.4.2 Analyze how media and technological advances influence family and consumer decisions.
2.4.3 Assess the use of technology and its effect on quality of life. |
| 2.5 Analyze relationships between the economic system and consumer actions in a global context. | 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals, families, and communities.
2.5.2 Analyze individual and family roles in the economic system.
2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
2.5.4 Analyze practices that allow families to maintain economic self-sufficiency. |

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Area of Study 2.0

Consumer and Family Resources

- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
 - 2.6.1 Evaluate the need for personal and family financial planning.
 - 2.6.2 Apply financial management principles to individual and family financial practices.
 - 2.6.3 Apply management principles to decisions about insurance for individuals and families.
 - 2.6.4 Evaluate personal and legal documents related to effective management of individual and family finances.

- 2.7 Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.
 - 2.7.1 Demonstrate management of individual and family finances by applying reliable information and systematic decision making.
 - 2.7.2 Analyze how education, income, career, and life choices relate to achieving financial goals.
 - 2.7.3 Manage money effectively by developing financial goals and budgets.
 - 2.7.4 Manage credit and debt to remain both creditworthy and financially secure.
 - 2.7.5 Analyze the features of insurance, its role in balancing risk and benefits in financial planning.
 - 2.7.6 Analyze saving and investing to build long-term financial security and wealth.



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Area of Study 3.0

Consumer Services

Usage Guidelines

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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 2 Consumer and Family Resources, and Area 12 Human Development, as well as standards from other Areas of Study, might be incorporated into course sequences for the Consumer Services pathway.

Comprehensive Standard

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

Content Standards

3.1 Analyze career paths within consumer service industries.

3.2 Analyze factors that affect consumer advocacy.

Competencies

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

3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

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

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

3.1.5 Create an employment portfolio to communicate skills needed for careers in consumer services.

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

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

3.2.2 Evaluate 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.

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Consumer Services

- 3.2.6 Analyze the role of media in consumer advocacy.
 - 3.2.7 Examine 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 guiding development of long-term financial management plans.
 - 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 on short and long-term financial planning.
 - 3.3.4 Compare investment and savings alternatives.
 - 3.3.5 Examine the effects of risk management strategies on long-term financial planning.
 - 3.3.6 Analyze the effect of key lifecycle 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.
 - 3.4.1 Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.
 - 3.4.2 Evaluate local, state, and national consumer programs and services, both private and government, to recycle and conserve energy and environmental resources.
 - 3.4.3 Explore strategies and practices to conserve energy and reduce waste.
 - 3.4.4 Examine waste management issues.
 - 3.4.5 Examine roles of government, industry, and family in energy consumption.
- 3.5 Demonstrate skills needed for product development, testing, and presentation.
 - 3.5.1 Conduct market research to determine consumer trends and product development needs.
 - 3.5.2 Design or analyze a consumer product.
 - 3.5.3 Analyze features, prices, product information, styles, and performance of consumer goods for potential global impact and trade-offs among the components.

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Area of Study 3.0

Consumer Services

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



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Area of Study 4.0

Education and Early Childhood

Usage Guidelines

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Comprehensive Standard

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

Content Standards

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

4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and 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, entrepreneurial endeavors, and emerging careers.

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

4.1.4 Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies.

4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills.

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

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

4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.

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Area of Study 4.0

Education and Early Childhood

- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
 - 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of a their abilities.
 - 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.
- 4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults.
 - 4.3.1 Analyze a variety of curriculum and instructional models.
 - 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
 - 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.
 - 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.
 - 4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.
 - 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 4.4 Demonstrate a safe and healthy learning environment for children, youth and adults.
 - 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
 - 4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.
 - 4.4.3 Implement strategies to teach health, safety, and sanitation habits.
 - 4.4.4 Plan safe and healthy meals and snacks that meet USDA standards.
 - 4.4.5 Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
 - 4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.
 - 4.4.7 Demonstrate security and emergency procedures.

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Area of Study 4.0

Education and Early Childhood

- 4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments.
 - 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
 - 4.5.2 Demonstrate problem-solving and decision making skills when working with children, youth and adults.
 - 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
 - 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
 - 4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.

- 4.6 Demonstrate professional practices and standards related to working with children, youth and adults.
 - 4.6.1 Explore 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 programs for children, youth and adults and their families.
 - 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
 - 4.6.5 Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.
 - 4.6.6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.



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Area of Study 5.0

Facilities and Property Management

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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 2 Consumer and Family Resources, and Area 11 Housing and Interior Design, as well as standards from other Areas of Study, might be incorporated into course sequences for Facilities and Property Management pathways.

Comprehensive Standard

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

Content Standards

- 5.1 Analyze career paths within the facilities management and maintenance areas.
- 5.2 Demonstrate planning, organizing, and maintaining an efficient operation of residential or commercial facilities.

Competencies

- 5.1.1 Explain the roles and functions of individuals engaged in facilities management 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.
- 5.1.4 Analyze the correlation between facilities management occupations and local, state, national, and global economies.
- 5.1.5 Create an employment portfolio to communicate facilities management careers knowledge and skills.
- 5.1.6 Analyze the role of professional organizations in facilities management professions
- 5.2.1 Apply environmental services standards and procedures in residential and commercial settings.
- 5.2.2 Operate cleaning equipment and tools.
- 5.2.3 Manage use of supplies.

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Area of Study 5.0

Facilities and Property Management

- 5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.
 - 5.2.5 Perform facilities maintenance based on established standards and procedures.
 - 5.2.6 Analyze energy efficient methods and practices.
- 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, usage, and storage of chemicals.
 - 5.3.3 Apply Occupational Safety and Health Administration (OSHA) regulations to safety procedures for bloodborne pathogens present in blood and body fluids.
 - 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 Utilize Centers for Disease Control (CDC) standards.
 - 5.3.6 Integrate Americans with Disabilities Act (ADA) regulations.
- 5.4 Apply hazardous materials and waste management procedures.
 - 5.4.1 Investigate local, federal, and state, 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 for waste management.
 - 5.4.7 Investigate safe storage and disposal 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.

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Area of Study 5.0

Facilities and Property Management

- 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 in the laundering process.
 - 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 evaluate employee effectiveness.
 - 5.7.6 Apply principles of purchasing and receiving in facility management operations.
 - 5.7.7 Implement procedures to control inventory.
 - 5.7.8 Apply accounting principles in planning, forecasting, and recording profit and loss.
 - 5.7.9 Develop a marketing plan for a business or department.



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Area of Study 6.0

Family

Usage Guidelines

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for state or local uses. For example, standards from Area 6-Family, as well as standards from other Areas of Study, might be incorporated into course sequences for pathways such as Consumer Services, Early Childhood, or Family and Community Services, for example.

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 Investigate 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 on individuals and families of change and transitions over the life span.

6.1.7 Analyze the ways family and consumer sciences careers assist the work of the family.

6.2.1 Analyze social and cultural factors that lead to bias in an individual.

6.2.2 Demonstrate awareness of multiple perspectives and their impact on individuals, families, and society.

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Area of Study 6.0

Family

- 6.2.3 Analyze the effects of social and cultural diversity on individuals and families.
 - 6.2.4 Demonstrate respect for the dignity of all human beings with sensitivity to diversity.
 - 6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.

- 6.3 Analyze the impact of education and policy on family systems
 - 6.3.1 Describe local, state, and national workforce policies that impact families.
 - 6.3.2 Investigate how FERPA impacts family rights.
 - 6.3.3 Investigate policies that facilitate adoption, foster care, and elder care.
 - 6.3.4 Analyze the ways family and consumer sciences careers support the work of the family.
 - 6.3.5 Identify strategies to advocate for stronger family systems.



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Area of Study 7.0

Family and Human Services

Usage Guidelines

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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 2 Consumer and Family Resources, and Area 12 Human Development, as well as standards from other Areas of Study, might be incorporated into course sequences for Family and Human Services pathways.

Comprehensive Standard

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

Content Standards

7.1 Analyze career paths within family and human services

Competencies

- 7.1.1 Explain the roles and functions of individuals engaged in family and human services careers
- 7.1.2 Investigate opportunities for employment and entrepreneurial endeavors.
- 7.1.3 Summarize education and training requirements and opportunities for career paths in family and human services
- 7.1.4 Analyze the effects of family and human service careers on local, state, national, and global economies.
- 7.1.5 Create an employment portfolio to communicate family and human services knowledge and skills.
- 7.1.6 Analyze the role of professional organizations in family and human services professions

7.2 Analyze factors in providing family and human 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 for human services employees.
- 7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.

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Area of Study 7.0

Family and Human Services

- 7.2.4 Analyze harmful, fraudulent, unethical, 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 self-advocacy strategies for human services professionals.
 - 7.2.7 Investigate community-networking opportunities in family and human services.

- 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and human services.
 - 7.3.1 Evaluate rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities.
 - 7.3.2 Demonstrate professional and ethical behavior with peers in a variety of settings.
 - 7.3.3 Analyze procedures for maintaining accurate and confidential documentation and submission practices.
 - 7.3.4 Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span.
 - 7.3.5 Demonstrate use of current and evolving technology in human services.

- 7.4 Analyze the impact of conditions that could influence the well-being of individuals and families.
 - 7.4.1 Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.
 - 7.4.2 Analyze management and living environment issues of individuals and family conditions that influence their well-being.
 - 7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being.
 - 7.4.4 Differentiate 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.

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Area of Study 7.0

Family and Human Services

- 7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.
 - 7.5.1 Describe needs and accommodations for people with a variety of conditions that could affect their well-being.
 - 7.5.2 Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.
 - 7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
 - 7.5.4 Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
 - 7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.
 - 7.5.6 Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
 - 7.5.7 Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.



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Area of Study 8.0

Food Production and Services

Usage Guidelines

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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 2 Consumer and Family Resources, and Area 14 Nutrition and Wellness, as well as standards from other Areas of Study, might be incorporated into course sequences for Food Production and Services pathways.

Comprehensive Standard

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

Content Standards

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

8.2 Demonstrate food safety and sanitation procedures.

Competencies

8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.

8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.

8.1.4 Analyze the correlation between food production and services occupations and local, state, national, and global economies.

8.1.5 Create an employment portfolio to communicate food production and services knowledge and skills.

8.1.6 Analyze the role of professional organizations in food production and services

8.2.1 Identify characteristics of major foodborne 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.

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Area of Study 8.0

Food Production and Services

- 8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne 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 foodborne illness.
 - 8.2.5 Practice standard personal hygiene and wellness procedures.
 - 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 and food groups.
 - 8.2.8 Analyze current types of cleaning and sanitizing materials for proper use.
 - 8.2.9 Use the Occupational Safety and Health Administration (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.

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Food Production and Services

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| 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 menu production. |
| | | 8.4.4 | Develop a variety of menu layouts, themes, and design styles. |
| | | 8.4.5 | Prepare requisitions for food, equipment, and supplies to meet production requirements. |
| | | 8.4.6 | Record performance of menu items to analyze sales and determine menu revisions. |
| | | 8.4.7 | Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. |
| 8.5 | Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. | 8.5.1 | Demonstrate professional skills in safe handling of knives, tools, and equipment. |
| | | 8.5.2 | Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. |
| | | 8.5.3 | 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 a 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, canapes and appetizers using safe handling and professional preparation techniques. |

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Food Production and Services

- 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 Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
 - 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, 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, 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, initial training and education, consistent reinforcement of training principles, and on the job training/retraining.
 - 8.6.8 Implement marketing plans 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, sustainability, and facilities management to planning and front and back of the house operations.

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Area of Study 8.0

Food Production and Services

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| 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 service techniques and procedures that meet industry standards in the food service industry. |
| | | 8.7.3 | Analyze the relationship between employee attitude and skills and customer satisfaction. |
| | | 8.7.4 | Apply procedures for addressing and resolving complaints. |
| | | 8.7.5 | Demonstrate sensitivity to diversity and special needs. |



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Area of Study 9.0

Food Science, Dietetics, and Nutrition

Usage Guidelines

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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for Career Pathways for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 2 Consumer and Family Resources, and Area 14 Nutrition and Wellness, as well as standards from other Areas of Study, might be incorporated into course sequences for Food Science, Dietetics, and Nutrition.

Comprehensive Standard

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

Content Standards

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

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

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 correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.

9.1.5 Create an employment portfolio to communicate food science, food technology, dietetics, and nutrition careers knowledge and skills.

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

9.2.1 Analyze factors that contribute to food borne illness.

9.2.2 Analyze food service management safety and sanitation programs.

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Area of Study 9.0

Food Science, Dietetics, and Nutrition

- 9.2.3 Implement industry standards for documenting, investigating, and reporting foodborne illnesses.
- 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) 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, storage, and preparation of raw and prepared foods.
- 9.2.7 Classify cleaning and sanitizing materials and their correct 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 menus.
 - 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 Plan menus, applying the exchange system to meet various nutrient needs.

- 9.4 Apply basic concepts of nutrition and nutrition 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 Determine when to provide a selective menu approach in nutrition therapy settings.
 - 9.4.4 Construct a modified diet based on nutritional needs and health conditions.
 - 9.4.5 Design instruction on nutrition to promote wellness and disease prevention.

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Area of Study 9.0

Food Science, Dietetics, and Nutrition

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| 9.5 | Demonstrate use of science and technology advancements 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 when 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 and sustainability. |
| | | 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 practices. | 9.6.1 | Build menus to customer/ client preferences. |
| | | 9.6.2 | Implement food preparation, production, and testing systems. |
| | | 9.6.3 | Apply standards for food quality and sustainability. |
| | | 9.6.4 | Create standardized recipes. |
| | | 9.6.5 | Manage food production to meet needs and preferences of customers. |
| | | 9.6.6 | Analyze new products utilizing most current guidelines and innovations in technology. |
| | | 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. |
| | | | |
| 9.7 | Demonstrate principles of food biology and chemistry. | 9.7.1 | Explain the properties of elements, compounds, and mixtures in foods and food products. |
| | | 9.7.2 | Analyze the effects of thermodynamics on chemical reactions in foods and food products. |
| | | 9.7.3 | Explain the process of ionization in the formation of acids and bases and effect on food and food products. |
| | | 9.7.4 | Explain the impact of molecular structure of simple and complex carbohydrates on digestion, nutrition, and food preparation procedures. |

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Area of Study 9.0

Food Science, Dietetics, and Nutrition

- 9.7.5 Relate the composition of lipids and proteins to their functions in foods and their impact on food preparation and nutrition.
- 9.7.6 Explain the value of molds and enzymes in food products.
- 9.7.7 Analyze the impact of food presentation methods and techniques on nutrient value, safety and sanitation, and consumer appeal of food and products.



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Area of Study 10.0

Hospitality, Tourism, and Recreation

Usage Guidelines

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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.

10.2 Demonstrate procedures applied to safety, security, and environmental issues.

Competencies

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 correlation between the hospitality industry and local, state, national and global economies.

10.1.5 Create an employment portfolio to communicate hospitality, tourism, and recreation knowledge and skills.

10.1.6 Analyze the role of professional organizations in the hospitality, tourism, and recreation professions.

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.

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Area of Study 10.0

Hospitality, Tourism, and Recreation

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| | 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 ensure customer satisfaction. | |
| | 10.3.1 | Apply industry standards for service that meets expectations of guests or customers. |
| | 10.3.2 | Analyze how employee dispositions can impact customer satisfaction. |
| | 10.3.3 | Apply a system to evaluate and resolve employee, employer, guest, or customer complaints. |
| | 10.3.4 | Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry. |
| | 10.3.5 | Demonstrate effective cultural awareness and customer relations to meet the hospitality, tourism, and recreation needs of special populations. |
| 10.4 | Demonstrate practices and skills involved in hospitality and lodging occupations. | |
| | 10.4.1 | Demonstrate front desk, office, and customer service skills. |
| | 10.4.2 | Demonstrate accounting practices and financial transactions. |
| | 10.4.3 | Manage convention, meeting, and banquet support functions. |
| | 10.4.4 | Apply basic food preparation and service 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 hospitality and lodging operations. |
| | 10.4.7 | Apply time and work management skills to facility service tasks. |
| | 10.4.8 | Analyze sales and marketing functions in hospitality and lodging operations. |
| 10.5 | Demonstrate practices and skills for travel related services. | |
| | 10.5.1 | Investigate geography, climate, sites, and time zones of various regions and countries. |
| | 10.5.2 | Investigate hospitality, lodging, tourism, and recreation customs of various regions and countries. |

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Area of Study 10.0

Hospitality, Tourism, and Recreation

- 10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about hospitality, lodging, tourism, and recreation.
 - 10.5.4 Research regulations to determine information needed for diverse clientele for domestic and international travel.
 - 10.5.5 Create travel documents and itineraries, utilizing current technology.
 - 10.5.6 Analyze travel arrangements using computerized systems.
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- 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, timelines, budgets, agendas, and itineraries for specific programs and events.
 - 10.6.3 Organize resources and information about locations, facilities, suppliers, and vendors for specific services.
 - 10.6.4 Prepare event materials for distribution.
 - 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 initiatives through recreation and leisure programs and events.
 - 10.6.8 Evaluate overall effectiveness of specific events.
 - 10.6.9 Describe tourism related organizations and agencies and their impact on hospitality, lodging, travel, and recreation operations.



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Area of Study 11.0

Housing and Interior Design

Usage Guidelines

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are groups by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 12-Human Development, and Area 13-Interpersonal Relationships might be incorporated into an Interior Design course sequence.

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.

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 value of interior design to individuals, families, and society including the financial benefits and the impact of housing and interior design careers on individual/family, local, state, national, and global economies.
- 11.1.5 Create an employment portfolio to communicate housing and interior design careers knowledge and skills.
- 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.

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Area of Study 11.0

Housing and Interior Design

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| 11.2 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options. | 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, ergonomics, and anthropometrics to the design of housing, interiors, and furnishings. |
| 11.3 Apply residential and commercial interior design knowledge, skills and processes to meet specific design needs. | 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
11.3.2 Evaluate manufacturers, products, and materials considering building codes and regulations, 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, finishes, 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, schematic design, design drawing, and design development and presentation. |
| 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. | 11.4.1 Interpret information provided on design, construction, and other industry-related interior design documents.
11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones; traffic patterns; storage; and electrical, plumbing, ventilation, and thermal systems. |

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Area of Study 11.0

Housing and Interior Design

- 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 design guidelines, and regulations in space planning and arrangement of furniture and furnishings.
 - 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 Predict 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, such as evidence based design that accounts for human factors and issues of human behavior.
 - 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.

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Area of Study 11.0

Housing and Interior Design

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| 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, perspectives, 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 including drawings, photography, video, computer, and software for client presentations.
11.7.5 Utilize applicable building codes and universal design regulations and guidelines in space planning.
11.7.6 Create floor plans using architectural drafting skills and computer aided design software. |
| 11.8 Analyze professional practices and procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries. | 11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries.
11.8.2 Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and 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 collaboration and consensus building skills needed in practice. |

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Area of Study 11.0

Housing and Interior Design

- 11.9 Develop a global view to weigh design decisions with the parameters of sustainability and socioeconomic and cultural contexts within the housing, interior design, and furnishings industries.
- 11.9.1 Demonstrate knowledge and skills to incorporate recycle and redesign principles.



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Area of Study 12.0

Human Development

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 12 Human Development might be incorporated into course sequences for Area 3 Consumer Services, Area 4 Education and Early Childhood, and Area 7 Family and Community Services as well as course sequences for additional pathways.

Comprehensive Standard

Analyze factors that influence human growth and 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.

Competencies

12.1.1 Analyze physical, emotional, social, moral, and cognitive development.

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

12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

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

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

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

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

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

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Area of Study 12.0

Human Development

- 12.3 Analyze strategies that promote growth and development across the life span.
 - 12.3.1 Analyze the role of nurturance on human growth and development.
 - 12.3.2 Analyze the role of communication on human growth and development.
 - 12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.



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Area of Study 13.0

Interpersonal Relationships

Usage Guidelines

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 13 Interpersonal Relationships, as well as standards from other Areas of Study, might be incorporated into course sequences for course sequences for pathways in several of the Family and Consumer Sciences Areas of Study.

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.

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Area of Study 13.0

Interpersonal Relationships

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

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Area of Study 13.0

Interpersonal Relationships

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



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Area of Study 14.0

Nutrition and Wellness

Usage Guidelines

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 14 Nutrition and Wellness might be incorporated into course sequences for Area 4 Education and Early Childhood, Area 7 Family and Community Services, Area 8 Food Production and Services, and Area 9 Food Science, Dietetics and Nutrition as well as course sequences for additional pathways.

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.

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

Competencies

14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Investigate the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global, regional, and local events and conditions on food choices and practices

14.1.5 Analyze legislation and regulations related to nutrition and wellness.

14.2.1 Evaluate the effect of nutrition on health, wellness and performance.

14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

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Area of Study 14.0

Nutrition and Wellness

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| 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. | 14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.
14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.
14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families. |
| 14.4 Evaluate factors that affect food safety from production through consumption. | 14.4.1 Analyze conditions and practices that promote safe food handling.
14.4.2 Analyze safety and sanitation practices.
14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production and the impact of genetically modified foods.
14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
14.4.5 Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.
14.4.6 Analyze current consumer information about food safety and sanitation. |
| 14.5 Evaluate the influence of science and technology on food, nutrition, and wellness. | 14.5.1 Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.
14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.
14.5.4 Analyze the effects of food science and technology on meeting nutritional needs. |



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Area of Study 15.0

Parenting

Usage Guidelines

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 15 Parenting might be incorporated into course sequences for Area 3 Consumer Services, Area 4 Education and Early Childhood, and Area 7 Family and Community Services as well as course sequences for additional pathways.

Comprehensive Standard

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

Content Standards

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

Competencies

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.3 Analyze influences of parenting practices on individuals, families, and society.
- 15.1.4 Analyze societal conditions that influence parenting across the life span.
- 15.1.5 Explain cultural differences and similarities in roles and responsibilities of parenting.

- 15.2.1 Analyze nurturing practices that support human growth and development.
- 15.2.2 Apply communication strategies that promote emotional well-being in family members.
- 15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.
- 15.2.4 Analyze 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 and youth.

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Area of Study 15.0

Parenting

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| 15.3 Evaluate external support systems that provide services for parents. | 15.3.1 Analyze community resources and services available to families.
15.3.2 Analyze community resources that provide opportunities related to parenting.
15.3.3 Summarize current laws and policies related to parenting.
15.3.4 Analyze impacts of advocacy on 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 social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.
15.4.3 Analyze alternatives to biological parenthood.
15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning. |



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Area of Study 16.0

Textiles, Fashion, and Apparel

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 12-Human Development, and Area 13-Interpersonal Relationships might be incorporated into a Fashion Merchandizing course sequence.

Comprehensive Standard

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

Content Standards

16.1 Analyze career paths within textiles, fashion, and apparel industries.

16.2 Evaluate textiles, fashion, and apparel products and materials.

Competencies

16.1.1 Explain the roles and functions of individuals engaged in textiles, fashion, 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 textiles, fashion, and apparel industries.

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

16.1.5 Create an employment portfolio to communicate textiles, fashion, and apparel knowledge and skills.

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

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

16.2.2 Evaluate performance characteristics of textile fiber and fabrics.

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

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Area of Study 16.0

Textiles, Fashion, and Apparel

- 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.
 - 16.2.5 Demonstrate appropriate procedures for care and disposal or recycling of textile products.
 - 16.2.6 Evaluate fibers and fabrics for sustainability factors.
 - 16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit.
- 16.3 Demonstrate textiles, fashion, and apparel 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 textiles, fashion, and apparel.
 - 16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.
 - 16.3.5 Generate design that demonstrates consideration for ecological, environmental, ethnic, 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.
 - 16.3.8 Evaluate the impact of history of design and designers, arts and culture, and trend setters on textiles, fashion, and apparel.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
- 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.
 - 16.4.2 Explain production processes for creating fibers, yarns, woven and knit fabrics, and non-woven textile products.
 - 16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.

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Area of Study 16.0

Textiles, Fashion, and Apparel

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| | | 16.4.4 | Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel. |
| | | 16.4.5 | Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel. |
| 16.5 | Evaluate elements of textiles, fashion, and apparel merchandising. | 16.5.1 | Apply marketing strategies for textiles, fashion, and apparel in the global marketplace. |
| | | 16.5.2 | Analyze the cost of constructing, manufacturing, distributing, altering, repairing or recycling textiles, fashion, and apparel. |
| | | 16.5.3 | Analyze ethical considerations for merchandising textiles, fashion, and apparel. |
| | | 16.5.4 | Analyze external factors that influence merchandising. |
| | | 16.5.5 | Critique varied methods for promoting textiles, fashion and apparel. |
| | | 16.5.6 | Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel. |
| 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 expectations 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 professional operational practices 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, sustainability, and environmental factors. |
| | | 16.7.3 | Analyze the effects of operational procedures such as security and inventory control strategies, cash and credit transaction methods 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 wholesale and retail operational processes and other factors affecting profit. |

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Area of Study 16.0

Textiles, Fashion, and Apparel

- 16.7.6 Demonstrate knowledge of the impact of external factors upon the textile, apparel, and fashion industries.