Family and Consumer Sciences

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Family and Consumer Sciences, the foundation course for classes in the Human Services cluster, allows students to engage with content from all four programs in the cluster. Its broad scope is designed to give students insight into financial literacy, consumer sciences, child and family studies, housing, apparel and interior design, and food and nutrition. In addition, it is intended to prepare students to select future courses and investigate career opportunities in those fields. A fully-equipped, residential-style kitchen is recommended but not required.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem *"**Students will**..."*

Foundational Standards	
	1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

	4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FAMILY AND CONSUMER SCIENCES CONTENT STANDARDS

Each content standard completes the stem *"**Students will**..."*

Financial Literacy and Consumer Advocacy	1. Investigate and report on consumer issues and activities. *Examples: purchasing a home, saving, retirement, credit, tax preparation, credit counseling* 2. Develop a financial plan for an individual based on resources and financial goals. 3. Describe the functions of financial planners, consumer specialists, and financial counselors. 4. Compare and contrast advertising techniques and explain how they influence consumer behavior. 5. Investigate and report on the activities and efficacy of agencies that provide consumer protections.
Consumer and Family Resources	6. Compare and contrast resources and support systems for individuals, families, and consumers. *Examples: food banks, nonprofit organizations, public health systems* 7. Outline the functions of family and community service professionals. *Examples: social workers, child life specialists, family life educators, extension agents, mental health counselors* 8. Investigate and report on public policies that affect families and consumers. *Examples: Family Medical Leave Act, Earned Income Tax Credit, education policies, public health policies such as smoke-free spaces*

Housing and Property Management	9. Explain how housing needs for individuals and families change across the lifespan. 10. Compare and contrast types of housing. *Examples: single-family dwellings, condominiums, apartments* a. Compare and contrast methods of securing and financing housing. *Examples: mortgages, leases; advantages and disadvantages of renting and owning a home* 11. Identify maintenance and safety issues facing property managers and homeowners and summarize measures to resolve them. *Examples: presence of carbon monoxide, ADA accessibility, insurance requirements; smoke detectors, radon detectors* 12. Outline opportunities for entrepreneurial endeavors within the housing industry. *Examples: real estate sales, home renovations, home staging services*
Human Development and Family Studies	13. Compare and contrast diverse family units, including blended families, multi-generational households, single-parent households, and two-parent households. 14. Summarize the stages of the family life cycle and describe the choices and responsibilities that individuals encounter in each stage. 15. Summarize the characteristics of high-quality caregivers that family members may need across the lifespan. *Examples: dependable, respectful, qualified, trustworthy* 16. Demonstrate teamwork and leadership skills in the family, workplace, and community. *Examples: participating in an FCCLA National Program or competing in an FCCLA STAR Event*
Interpersonal Relationships and Communication	17. Describe and demonstrate skills for building, developing, and maintaining healthy interpersonal relationships. *Examples: communication and conflict resolution skills, the role of digital media in interpersonal communication, setting boundaries, recognizing the signs of abuse* 18. Discuss teen violence, identifying its underlying issues and means of prevention. *Examples: bullying, child abuse, dating violence, suicide*

19. Describe stress management strategies for school, work, family, and community settings.

20. Compare and contrast workplace norms across professions, cultures, and business types.
    Examples: dress code, time management, deadlines, chain of command, project management

Food and Nutrition

21. Plan basic menus that meet nutrition and wellness needs across the lifespan in accordance with current dietary guidelines.

22. Prepare a variety of foods, using safe practices for food handling and sanitation.
    Examples: a snack, an entree, a salad, a dessert, a vegetable

23. Demonstrate appropriate etiquette for a variety of settings and situations.
    Examples: table settings and customs; business lunches, social occasions, formal dining

24. Describe the roles and functions of food professionals, including dieticians, food technologists, food product developers, and restaurateurs.

Clothing, Textiles, and Design

25. Identify the elements and principles of design and explain their role in human environments, including their use in apparel and housing.
    a. Apply the elements and principles of design to product merchandising and marketing.
       Examples: Design a store window for retail merchandising. Create social media marketing for a boutique.
    b. Create a design for a product in the clothing, textiles, or housing industry, using the elements and principles of design.
    c. Demonstrate the selection and placement of furniture, equipment, and home accessories to meet individual or family needs.

26. Demonstrate skills for constructing and caring for apparel or textiles.
    Examples: basic maintenance and repair, alteration techniques, hand sewing, machine sewing, knitting, crocheting, draping, creating patterns, laundering, storing

27. Describe the cycle of design trends in housing and apparel.
    Examples: color patterns and palettes

28. Describe the roles and functions of professionals in the design industry.
    Examples: visual merchandisers, sourcing agents, product developers, home stagers, interior designers, interior decorators, textile manufacturers