

Family and Consumer Science

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**Arkansas Department of Career Education
Model Framework**

Course Title: **Family & Consumer Sciences**

Career Cluster: **Human Services**

Course Number	493080
Credit	1
CIP Number	19.0101
Grade Level	9-12
Prerequisite	None
Course Type	Elective
Teacher Certification	090, 091, 215
CTSO	Family, Career, and Community Leaders of America (FCCLA)
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	Red Cross CPR http://www.redcross.org/take-a-class/school-programs Arkansas Safe Foodhandler http://www.arhospitality.org/education-training/online-food-handlers-course/

Course Description

Family and Consumer Science is designed to provide students with the basic information and skills needed to function effectively in the family and the workforce, within a complex and changing society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships, healthy lifestyle choices; housing and interior design; garment care, selection and construction; the physical, emotional, social and intellectual development of children; nutrition, meal planning, food preparation and food service; home management, money management. Upon completion of this course, the student should have developed skills that promote a positive influence on the quality of life.

**Arkansas Department of Career Education
Student Performance Standards**

Course Title: Family & Consumer Sciences **Course Number:** 493080 **Course Credit:** 1.0

Course Description: At the completion of the course the student will be able to:

- 1.0 Connect the benefits of active participation in Family, Career, and Community Leaders of America (FCCLA) to personal leadership development**
 - 1.1 Investigate the history of FCCLA, evaluating its current role in personal development
 - 1.2 Assess the benefits of active participation in FCCLA

- 2.0 Assess the importance of making positive choices for your family, health, and relationships**
 - 2.1 Investigate personal qualities and characteristics that promote healthy relationships
 - 2.2 Assess how family structure impacts the dynamics of the family
 - 2.3 Assess individual characteristics and needs associated with each stage of the individual life cycle
 - 2.4 Investigate health and wellness challenges that impact individuals

- 3.0 Apply various techniques to establish a well-maintained home**
 - 3.1 Analyze housing choices available for individuals and families
 - 3.2 Apply the elements and principles of design to housing
 - 3.3 Create a home maintenance and safety plan that incorporates conservation techniques

- 4.0 Demonstrate wardrobe care, selection and construction techniques**
 - 4.1 Investigate factors that affect clothing selection
 - 4.2 Summarize methods for proper care and storage of clothing
 - 4.3 Create a simple garment using a pattern

- 5.0 Investigate child development concepts and related parental responsibilities**
 - 5.1 Investigate the stages of child development and factors affecting play
 - 5.2 Investigate the responsibilities of being a parent or caregiver

5.3 Explore health & safety factors that influence the physical development of children

6.0 Evaluate the role of nutrition, meal planning, and food preparation in achieving overall health and wellness

6.1 Analyze the effect of nutrition on overall health

6.2 Develop a well-balanced, appealing, and cost-effective meal plan

6.3 Demonstrate basic techniques of safe and sanitary food preparation

7.0 Assess the benefits of successfully developing sound consumer and personal financial strategies

7.1 Apply concepts of the decision-making process to achieve short- medium- and long-term goals

7.2 Assess the benefits of developing a sound financial plan

7.3 Investigate banking services offered by local financial institutions

7.4 Demonstrate effective consumer skills

8.0 Connect content knowledge in Family and Consumer Sciences to workforce skills

8.1 Assess the benefits of acquiring transferrable skills

8.2 Investigate the education and/or training needed for a career in Family and Consumer Sciences

Standard 1.0 Connect the benefits of active participation in Family, Career and Community Leaders of America (FCCLA) to personal leadership development		
Performance Indicator 1.1 Investigate the history of FCCLA, evaluating its current role in personal development	CCTC Standards	National FACS Standards
1.1.1 Investigate the significant events of FCCLA history	ED1, ED2, CRP4, CRP6, CRP11	F6.1
1.1.2 Describe the significance of the FCCLA colors, emblem, flower, and logo	ED1, ED2, CRP4, CRP6, CRP11	F6.1
1.1.3 Identify the meaning of the mission, creed, and the motto of FCCLA	CRP6, CRP11	F6.1
1.1.4 Assess the relevance of the eight purposes of FCCLA	ED1, ED2, CRP4, CRP6, CRP11	CCFC1.3
1.1.5 Connect the FCCLA National Programs to local community service opportunities	ED1, ED2, CRP4, CRP6, CRP11, HU-FAM5	CCFC1.3
1.1.6 Assess the benefits of using FCCLA's Ultimate Leadership Handbook to develop personal leadership skills	CRP6, CRP11	CCFC1.1
Performance Indicator 1.2 Assess the benefits of active participation in FCCLA	CCTC Standards	National FACS Standards
1.2.1 Summarize reasons to belong to Family, Career and Community Leaders of America (FCCLA)	ED1, ED2	IR13.5
1.2.2 State requirements for active membership in FCCLA	ED1, ED2, CRP7, CRP11	IR13.5
1.2.3 Use the FCCLA Planning Process to develop a plan for membership recruitment, retention, and recognition	HU1, ED1, ED2	IR13.5
1.2.4 Evaluate the personal benefits of completing the Power of One Modules	HU1, ED1, ED2, CRP4	IR13.2
1.2.5 Investigate STAR Events available to students in Arkansas	HU1, HU3, ED1, ED2, CRP4	CCFC1.1

Standard 2.0 Assess the importance of making positive choices for your family, health, and relationships.		
Performance Indicator 2.1 Investigate personal qualities and characteristics that promote healthy relationships	CCTC Standards	National FACS Standards
2.1.1 Investigate the factors that contribute to individuality	HU6, CRP4	F6.2
2.1.2 Evaluate how one's self-concept affects individual health	HU2	F6.2
2.1.3 Differentiate between types of relationships, citing reasons for establishing meaningful positive relationships	HU-EC5, HU-FAM3, CRP4, HU-CSM2	F6.1 IR13.1
2.1.4 Evaluate the role proper etiquette plays in establishing and maintaining personal and professional relationships	CRP5, HU4	IR13.6
2.1.5 Assess ways to build and maintain positive relationships, evaluating the effects of positive and negative communication	HU-EC5, HU-FAM3, CRP4, HU-CSM2 HU-EC5, HU-FAM3, CRP4	F6.1 IR13.3 IR13.4 IR13.6
2.1.6 Apply the concepts of compromise, mediation, and tolerance to the conflict resolution process	HU1, HU3, HUEC1, HUFAM3	IR13.4
2.1.7 Investigate effective coping skills when dealing with peer pressure and cliques	HU-EC7	IR13.6
2.1.8 Assess the purpose and benefits of dating, examining unhealthy dating behaviors	HU-FAM1 HU-FAM5 HU3	IR13.1 F6 IR13.6
Performance Indicator 2.2 Assess how family structure impacts the dynamics of the family	CCTC Standards	National FACS Standards
2.2.1 Compare and contrast the different family structures	HU-FAM1, HU2, HU1	F6.1
2.2.2 Assess potential changes to the family that might impact the structure or function of the family unit	HU-FAM5, HU-FAM4, HU-FAM2	W9-10.2

Performance Indicator 2.3 Assess individual characteristics and needs associated with each stage of the individual life cycle	CCTC Standards	National FACS Standards
2.3.1 Classify the stages of the individual life cycle, evaluating the primary physical, emotional, and social needs at each stage	HU-EC7, HU-FAM1, HU2 HU1	HD12.1 HD12.3
2.3.2 Evaluate the primary physical, emotional, and social needs at each stage of the life cycle		
Performance Indicator 2.4 Investigate health and wellness challenges that impact individuals	CCTC Standards	National FACS Standards
2.4.1 Assess how a person's health may be impacted by personal habits	HU-EC7	NW14.1
2.4.2 Evaluate the effects of drug and substance abuse on the individual and society	HU-FAM5	NW14.1
2.4.3 Investigate the possible causes and effects of eating disorders		
2.4.4 Summarize the symptoms of stress , identifying positive coping mechanisms	HU-EC7 HU-FAM1, HU-FAM5	NW14.1
Standard 3.0 Apply various techniques to establish a well maintained home		
Performance Indicator 3.1 Analyze housing choices available for individuals and families	CCTC Standards	National FACS Standards
3.1.1 Evaluate housing choices	HU-CSM3, HU-CSM4	HID11.3
3.1.2 Examine factors to consider when choosing a home	HU-CSM3, HU-CSM4	HID11.3
Performance Indicator 3.2 Apply the elements and principles of design to housing	CCTC Standards	National FACS Standards
3.2.1 List and recognize the elements and principles of design as related to housing	HU1, HU6	HID11.3
3.2.2 Distinguish between warm and cool colors, identifying the shades and tints of primary, secondary and tertiary (intermediate) colors	HU1, HU6	HID11.3
3.2.3 Assess the role of color schemes in interior design	HU1, HU6	HID11.3

Performance Indicator 3.3 Create a home maintenance and safety plan that incorporates conservation techniques	CCTC Standards	National FACS Standards
3.3.1 Develop a home cleaning and maintenance schedule	HU1, HU6	FMM5.3 CFR2.1
3.3.2 Develop a list of safety considerations for a home	HU1, HU6	CFR2.1
3.3.3 Plan actions to take when natural disasters threaten home safety	HU1, HU6	CFR2.1
3.3.4 Assess the need for and benefits of energy conservation and recycling	HU1, HU6	CS3.4
Standard 4.0 <i>Demonstrate wardrobe care, selection, and construction techniques</i>		
Performance Indicator 4.1 Investigate factors that affect clothing selection	CCTC Standards	National FACS Standards
4.1.1 Identify factors that influence clothing selection	HU1	TFA16.5
4.1.2 Create illusion in clothing using the elements and principles of design	HU1	TFA16.3
Performance Indicator 4.2 Summarize methods for proper care and storage of clothing	CCTC Standards	National FACS Standards
4.2.1 Compare and contrast techniques for caring for natural and synthetic fibers	HU1	TFA16.2
4.2.2 Demonstrate daily clothing care and storage techniques	HU1	TF16.4
4.2.3 Demonstrate common clothing repair techniques	HU1	TFA16.4
Performance Indicator 4.3 Create a simple garment using a pattern	CCTC Standards	National FACS Standards
4.3.1 Identify garment construction terminology and techniques	HU1	TFA16.4
4.3.2 Identify the basic parts of a sewing machine and function of each	HU1	TFA16.4
4.3.3 Summarize the guidelines to consider when selecting a pattern	HU1	TFA16.4

4.3.4 Prepare fabric for construction	HU1	TFA16.4
4.3.5 Demonstrate the proper use of basic sewing equipment	HU1	TFA16.4
4.3.6 Demonstrate proper use of basic pressing equipment	HU1	TFA16.4
Standard 5.0 Investigate child development concepts and related parental responsibilities		
Performance Indicator 5.1 Investigate the stages of child development and factors affecting play	CCTC Standards	National FACS Standards
5.1.1 Differentiate between the stages of growth and development , including conception and prenatal development	HU-EC7	P15.2
5.1.2 Evaluate the value of play in promoting social and emotional development	HU-EC7, HU-EC8	P15.2
5.1.3 Critique the safety and age appropriateness of play materials and activities for young children	HU-EC7, HU-EC8	P15.2
Performance Indicator 5.2 Investigate the responsibilities of being a parent or caregiver	CCTC Standards	National FACS Standards
5.2.1 Identify the basic needs of children, evaluating ways parents may meet those needs	HU-EC1, HU-EC7, HU-EC8	P15.1 P15.2
5.2.2 Evaluate effectiveness of various parenting style	HU-EC1, HU-EC7, HU-EC8	P15.2
5.2.3 List the major responsibilities of a caregiver /babysitter	HU-EC1, HU-EC7, HU-EC8	P15.1
Performance Indicator 5.3 Explore health & safety factors that influence the physical development of children	CCTC Standards	National FACS Standards
5.3.1 Describe safety procedures for the home	HU-EC5, HU-EC1, HU-EC7, HU-EC8	HTR10.2
5.3.2 Plan a daily menu for a young child	HU-EC5, HU-EC1, HU-EC7, HU-EC8	FSDN9.4
5.3.3 Research childhood immunizations		

Standard 6.0		
Evaluate the role of nutrition, meal planning, and food preparation in achieving overall health and wellness		
Performance Indicator 6.1 Analyze the effect of nutrition on overall health	CCTC Standards	National FACS Standards
6.1.1 Identify the six nutrient groups, classifying foods according to nutrient content	HU1, HU-FAM1	NW14.2 NW 14.3 FSDN9.4
6.1.2 Investigate the dietary needs of teens	HU1, HU-FAM1	FSDN9.3
6.1.3 Compare and contrast anorexia and bulimia	HU1, HU-FAM1	NW14.1 FSDN9.4 NW14.3
Performance Indicator 6.2 Develop a well-balanced, appealing, and cost-effective meal plan	CCTC Standards	National FACS Standards
6.2.1 Name factors to consider in meal planning	HU1, HU-FAM1	NW14.3 FSDN9.3
6.2.2 Assess the need for a variety of place and table settings	HU1, HU-FAM1	IR13.6
6.2.3 Critique the need for and relevance of accepted rules of etiquette	HU1, HU-FAM1	IR13.6
6.2.4 List appropriate food storage procedures	HU1, HU-FAM1, HU-EC5	FPS8.2
Performance Indicator 6.3 Demonstrate basic techniques of safe and sanitary food preparation	CCTC Standards	National FACS Standards
6.3.1 Follow safety and sanitation procedures in the kitchen lab	HU1, HU-FAM1 HU-EC5	FPS8.2
6.3.2 Assess the need for and uses of a variety of kitchen utensils	HU1	FSDN9.3
6.3.3 Investigate recipe formats, evaluating for yield and ease of use	HU1	FSDN9.3
6.3.4 Determine abbreviations used in measuring, comparing common equivalents	HU1	FSDN9.3
6.3.5 Demonstrate basic food preparation techniques	HU1	NW14.3 FSDN9.3

Standard 7.0		
Assess the benefits of successfully developing sound consumer and personal financial strategies		
Performance Indicator 7.1 Apply concepts of the decision making process to achieve short-, medium-, and long-term goals	CCTC Standards	National FACS Standards
7.1.1 Distinguish between needs and wants	HU1, HU-CSM1	IR13.2 F6.2 CFR2.1
7.1.2 Investigate ways in which resources may be used to achieve goals	HU1, HU-CSM1	CFR2.1
7.1.3 Distinguish between long- and short- term goals	HU1, HU-CSM1	IR13.2
7.1.4 Evaluate the benefits of using a decision making process for major decisions	HU1, HU-CSM1, HU-CSM3	IR13.5
Performance Indicator 7.2 Assess the benefits of developing a sound financial plan	CCTC Standards	National FACS Standards
7.2.1 Research a variety of financial planning tools.	HU1, HU-CSM1, HU-CSM3	CS3.2 CFR2.6
7.2.2 Investigate sources of income	HU1, HU-CSM1, HU-CSM3	CS3.3
Performance Indicator 7.3 Investigate banking services offered by local financial institutions	CCTC Standards	National FACS Standards
7.3.1 Demonstrate correct procedures for writing a check and making a deposit	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CFR2.6
7.3.2 Demonstrate correct procedure for reconciling and balancing a check register	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CFR2.6
7.3.3 Assess the benefits of savings accounts	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CFR2.6
Performance Indicator 7.4 Demonstrate effective consumer skills	CCTC Standards	National FACS Standards
7.4.1 Assess the benefits of practicing effective consumer shopping strategies	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CS3.4

7.4.2 Assess how advertising strategies influence consumer spending	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CS3.2
7.4.3 Investigate consumer rights and responsibilities	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CS3.2
7.4.4 Investigate the advantages and disadvantages of using credit	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CS3.3
7.4.5 Examine ways to protect your credit rating from fraud and identity theft	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CS3.3
7.4.6 Assess the need for different types of insurance at various life stages	HU-CSM4, HUCSM2, HU- CSM4, HU-CSM5	CFR2.6
Standard 8.0 <i>Connect content knowledge of Family and Consumer Sciences to workforce skills</i>		
Performance Indicator 8.1 Assess the benefits of acquiring transferable skills	CCTC Standards	National FACS Standards
8.1.1 Assess how transferrable skills contribute to a good work ethic	ED-TT7, HU- FAM2, HU-FAM3, HU-CSM1, HU- CSM2, HU5	CCFC1.2 IR13.5
8.1.2 Discuss the importance of professionalism in the workplace	ED-TT7, HU- FAM2, HU-FAM3, HU-CSM1, HU- CSM2, HU5	CCFC1.2

Performance Indicator 8.2 Investigate education and/or training needed for a career in Family and Consumer Sciences	CCTC Standards	National FACS Standards
8.2.1 Evaluate personal interests, skills and values, identifying potential careers		
8.2.2 Assess the potential for personal success in a career related to FACS	HU-EC3, ED-TT7, HU-FAM2, HU-FAM3, HU-CSM1, HU-CSM2, HU5	IR13