

Family & Consumer Sciences Investigation

Resource Document

7/1/2015

Standard 1.0 Actively collaborate with others in the leadership and service organization, Family, Career and Community Leaders of America (FCCLA)	
Performance Indicator 1.1 Investigate FCCLA as a leadership and service organization	Recommended Application/Activity
1.1.1 Investigate the origin, history, and influence of FCCLA as a student organization	<ul style="list-style-type: none"> • Explain the meaning and importance of the FCCLA mission, creed and motto • Research the significance of FCCLA symbols, including: colors, emblem, flower • Research and complete FCCLA webquest, using the state and national FCCLA websites
1.1.2 Identify reasons for belonging to Family, Career, and Community Leaders of America (FCCLA)	<ul style="list-style-type: none"> • Demonstrate leadership through FCCLA activities • View “Be a Part of It!” Video from National FCCLA • Team building activities • Search National FCCLA website on Leadership activities • Define the terms: <ul style="list-style-type: none"> ○ community service ○ leadership
Performance Indicator 1.2 Analyze the benefits of active participation in FCCLA	Recommended Application/Activity
1.2.1 State the requirements for active membership in FCCLA	<ul style="list-style-type: none"> • Participate in a membership drive • Research and complete FCCLA webquest using the state and national FCCLA websites
1.2.2 Assess the benefits of actively participating in FCCLA activities such as STAR Events	<ul style="list-style-type: none"> • Research and complete FCCLA webquest using the state and national FCCLA websites • Online STAR Events: FCCLA Chapter Website • View a YouTube video for online STAR Events

Performance Indicator 1.3 Apply the five steps of the FCCLA planning process to develop a service project	Recommended Application/Activity
1.3.1 Assess the benefits of using the FCCLA planning process	<ul style="list-style-type: none"> • Visit the national FCCLA website to download the FCCLA Planning Process worksheet
1.3.2 Design an individualized project using the FCCLA planning process	<ul style="list-style-type: none"> • Plan a school or community project using the FCCLA planning process
Standard 2.0 Analyze factors that contribute to individual identity , identifying changes that occur during adolescence	
Performance Indicator 2.1 Investigate changes that occur during adolescence	Recommended Application/Activity
2.1.1 Research the physical, intellectual, social and emotional development of adolescents	<ul style="list-style-type: none"> • Develop a graphic representation of typical changes that occur during adolescence, categorizing them according to: physical, intellectual, social, emotional • Define terms related to adolescence: <ul style="list-style-type: none"> ○ Acne ○ Hygiene ○ Independence
2.1.2 Identify typical adolescent behaviors, exploring possible causes	<ul style="list-style-type: none"> • Using a variety of written and web-based resources, write a short (one page) paper describing typical adolescent behaviors and their causes
2.1.3 Differentiate between positive and negative peer pressure , evaluating the roles of prejudice and stereotyping	<ul style="list-style-type: none"> • Argumentative writing prompt referencing current event articles relating to peer pressure, prejudice or stereotypes
2.1.4 Investigate positive coping mechanisms for dealing with peer pressure	<ul style="list-style-type: none"> • Role play techniques to cope with peer pressure

Performance Indicator 2.2 Explore personal values, goals, and decision-making strategies the promote personal development	Recommended Application/Activity
2.2.1 Prioritize personal values , differentiating between needs and wants	<ul style="list-style-type: none"> • Define: <ul style="list-style-type: none"> ○ Impression ○ Priorities ○ Rights • Complete a reflective writing assignment
2.2.2 Develop a strategy for achieving personal goals	<ul style="list-style-type: none"> • Outline a plan for achieving a personal goal using the SMART strategy: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Achievable ○ Realistic ○ Timebound • Complete the FCCLA Program: Power of One • Write a letter to your older self to be read in later years
2.2.3 Investigate factors that influence self-esteem and personal character development	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ○ Respect ○ Responsibility ○ Self-concept ○ Self-respect • Create a collage that depicts a positive self-image • Character Counts • Diamond Poem • FCCLA Program: Leadership Service in Action
2.2.4 Apply the steps in the decision making process, evaluating possible consequences of making poor decisions	<ul style="list-style-type: none"> • Research two similar items you are considering purchasing and create a graphic organizer to compare in order to make an informed decision <ul style="list-style-type: none"> ○ State the problem ○ List possible choices ○ Evaluate choices ○ Choose best option ○ Act on decision ○ Evaluate decision

Standard 3.0 Utilize techniques for effective communication	
Performance Indicator 3.1 Assess the benefits of practicing effective communication techniques	Recommended Application/Activity
3.1.1 Demonstrate effective verbal and non-verbal communication skills	<ul style="list-style-type: none"> • Illustrate non-verbal communication by playing a game such as Guesstures/Charades • Define the following terms: <ul style="list-style-type: none"> ○ Body language ○ Conversation ○ Communication
3.1.2 Differentiate between active and passive listening	<ul style="list-style-type: none"> • “How Well Were You Listening?” Activity-Read and Answer Questions
3.1.3 Identify barriers to effective communication, such as gossip	<ul style="list-style-type: none"> • Play the “Gossip Game”
Performance Indicator 3.2 Evaluate methods of conflict resolution	Recommended Application/Activity
3.2.1 Distinguish between positive and negative methods of conflict resolution	<ul style="list-style-type: none"> • Role play conflict resolution scenarios, assessing the need for compromise • FCCLA Program: Stop the Violence: Lesson Plan at fcclainc.org
3.2.2 Evaluate the harmful effects of bullying and cyberbullying	<ul style="list-style-type: none"> • Invite school resource officer to discuss consequences of bullying • FCCLA Program: STOP the Violence • Write a reflective essay recounting their own experience as a bully, victim, or a bystander and their feelings during that experience
3.2.3 Research effective ways to deal with bullies and bullying	<ul style="list-style-type: none"> • Working in teams, create a bullying intervention plan for the school
Standard 4.0 Investigate behaviors that contribute to successful personal and family relationships	
Performance Indicator 4.1 Evaluate characteristics of strong relationships	Recommended Application/Activity

4.1.1 Identify skills that build strong relationships	<ul style="list-style-type: none"> • Participate in Teambuilding Activities, noting the importance of consideration of others in developing personal relationships
4.1.2 Analyze techniques for making and keeping relationships, assessing the benefits of maintaining strong relationships	<ul style="list-style-type: none"> • Chart qualities of a good relationship • Interview an elderly person asking for their best advice about relationships • Handwrite a Thank You note to someone important in your life
Performance Indicator 4.2 Research the attributes of strong families	Recommended Application/Activity
4.2.1 Assess the family dynamics of a variety of family structures	<ul style="list-style-type: none"> • Examine personal family structure-Graphic Organizer-Family Tree • Identify the challenges siblings face in blended families • Develop a chart illustrating each of the family structures: <ul style="list-style-type: none"> ○ Single-parent ○ Nuclear ○ Blended ○ Extended • Create a list of Media Examples of each of the family structures • Create a Prezi, PowerPoint, etc. modeling family structures
4.2.2 Evaluate the characteristics of a strong, functional family	<ul style="list-style-type: none"> • Use a graphic organizer to illustrate characteristics of a strong, functional family • FCCLA Programs-Families First • Portray characteristics through role play of strong, functional families
4.2.3 Assess individual roles and responsibilities at different stages of the family life cycle	<ul style="list-style-type: none"> • Create a personal chronological timeline • Identify the characteristics of families in each of the stages of the family life cycle: <ul style="list-style-type: none"> ○ Beginning ○ Parenting ○ Launching ○ Retirement
4.2.4 Predict possible life changes , identifying coping strategies for each	<ul style="list-style-type: none"> • In teams, select a random life change and find a functional way to cope as a family. Present solutions to peers through role playing • List strategies one might use to cope with a crisis

Standard 5.0 Evaluate the concepts of functionality, safety, and conservation to the home environment.

Performance Indicator 5.1 Evaluate the need for and benefits of a safe and functional living space	Recommended Application/Activity
5.1.1 Assess factors to consider when organizing personal living space	<ul style="list-style-type: none"> • Design a personal environment, such as a bedroom, to scale that meets personal needs
5.1.2 Justify the need for maintaining a clean and orderly home	<ul style="list-style-type: none"> • Prepare of list of daily, weekly, monthly, seasonal cleaning tasks • Perform tasks that contribute to a clean, orderly home • Use the concept of multi-tasking to develop a home cleaning plan that results in a safe and sanitary environment
5.1.3 Evaluate safety precautions that contribute to home security	<ul style="list-style-type: none"> • Develop a home security plan • Identify ways one might deal with a home intruder • Create a home emergency exit plan: fire, natural disaster, etc. • Guest Speaker-Fire Department, Insurance Agent • Evaluate the safety of the classroom
Performance Indicator 5.2 Assess the need for conservation in the home environment	Recommended Application/Activity
5.2.1 Differentiate between conservation and recycling	<ul style="list-style-type: none"> • Classify a variety of resources as renewable and non-renewable • Compare a new appliance with the Energy Star rating to an older appliance that does not, to determine if new appliances are more energy efficient •
5.2.2 Define the term recycle , assessing the benefits of recycling	<ul style="list-style-type: none"> • Participate in a recycling activity such as the STAR Event: Recycle and Redesign • Research current trends in recycling

Standard 6.0 Determine the personal benefits of making healthy food & nutrition choices

Performance Indicator 6.1 Analyze factors that influence food choices	Recommended Application/Activity
6.1.1 Research the ways culture, tradition, and availability affect food choices	<ul style="list-style-type: none"> • Research specific traditions or cultures, present findings to peers • Invite grandparents to share cultural traditions in class • Collect family recipes that reflect a specific culture • Examine the different foods commonly available to consumers today as compared with a past time
6.1.2 Assess the benefits of making healthy life-style choices	<ul style="list-style-type: none"> • Examine factors that contribute to wellness • Develop a life-style plan which includes: stress management strategies, exercise, rest, and relaxation • Research how diet and nutrition contribute to a healthy life style • Define the term: obesity • FCCLA Program: Student Body • Analyze menus from various fast food restaurants to evaluate healthy choices
Performance Indicator 6.2 Develop guidelines for a healthy diet	Recommended Application/Activity
6.2.1 Investigate the role calories play in maintaining health and wellness	<ul style="list-style-type: none"> • Define the term: calorie • Collect food labels and compare nutrient-dense and empty calorie food choices • Analyze a food label and create a visual model for fats, sugars, and sodium • Calculate daily calorie needs to maintain a healthy weight • Predict the outcome of excessive/inadequate calorie intake • FCCLA STAR Events: Sports Nutrition • Explore fast food websites to research nutritional value of popular fast foods
6.2.2 Investigate the six basic nutrient groups and the primary function of each	<ul style="list-style-type: none"> • Research major nutrients and create a presentation • Create a Nutrient Superhero or Comic Strip • Create an advertisement promoting the six nutrient groups and their sources

6.2.3 Evaluate the need for Dietary Guidelines for Americans	<ul style="list-style-type: none"> • www.choosemyplate.com webquest • www.choosemyplate.gov • Food Journal + Analysis with www.choosemyplate.gov • Create a menu for a meal that follows the guidelines of ChooseMyPlate
Performance Indicator 6.3 Determine the consequences of unhealthy behaviors in adolescents	Recommended Application/Activity
6.3.1 Assess the harmful effects of eating disorders	<ul style="list-style-type: none"> • Research the causes, symptoms and health issues associated with: <ul style="list-style-type: none"> ○ Anorexia nervosa ○ Bulimia ○ Fad diets • Research and summarize current articles related to eating disorders • Write a letter to a 'friend' describing an eating disorder and the long term effects
6.3.2 Investigate the harmful effects of substance abuse	<ul style="list-style-type: none"> • Develop strategies to avoid harmful substances and high-risk behaviors • Use a RAFT (Role, Audience, Format, Topic) writing strategy to relay information about the harmful effects of substance abuse • FCCLA Programs: FACTS • FCCLA Campaign: "It Can Wait"
Standard 7.0 Incorporate safety and sanitation practices into meal preparation	
Performance Indicator 7.1 Demonstrate food handling and equipment safety	Recommended Application/Activity
7.1.1 Develop safety and sanitation procedures to observe during handling, preparation, and storage of food	<ul style="list-style-type: none"> • Identify hazards in a kitchen • Demonstrate safe and sanitary practices in the foods lab
7.1.2 Identify the basic kitchen equipment used to plan and prepare a food lab	<ul style="list-style-type: none"> • Plan and prepare a nutritious snack using kitchen equipment, utensils, and appliances correctly • Write a food blog, accurately describing the preparation of a nutritious snack

Performance Indicator 7.2 Demonstrate food preparation and dining skills	Recommended Application/Activity
7.2.1 Identify abbreviations commonly used in a recipe	<ul style="list-style-type: none"> • Write a recipe using correct abbreviations
7.2.2 Calculate basic measurements and their equivalents	<ul style="list-style-type: none"> • Using a recipe, convert one unit of measurement to another
7.2.3 Apply concepts related to food handling and preparation to prepare foods	<ul style="list-style-type: none"> • Plan and prepare a food incorporating one or more of the following: <ul style="list-style-type: none"> ○ Bake ○ Boil ○ Chop ○ Combine ○ Pre-heat ○ Stir
7.2.4 Assess the need for proper etiquette	<ul style="list-style-type: none"> • Practice proper table etiquette, including the use of a menu • Demonstrate a basic table setting • Demonstrate a proper place setting
Standard 8.0 Develop resource management skills	
Performance Indicator 8.1 Apply management skills for daily living	Recommended Application/Activity
8.1.1 Differentiate between human and non-human resources	<ul style="list-style-type: none"> • Use a graphic organizer to categorize various human and non-human resources
8.1.2 Practice effective time management techniques	<ul style="list-style-type: none"> • Develop a personal time management plan which includes adequate time for studying • Use a personal planner for a designated period of time
Performance Indicator 8.2 Evaluate the need for effective financial management	Recommended Application/Activity

<p>8.2.1 Assess the benefits of developing and following a personal spending plan</p>	<ul style="list-style-type: none"> • Create a personal spending plan (budget), including: <ul style="list-style-type: none"> ○ Income ○ Expenses ○ Fixed expenses ○ Flexible expenses • Identify banking products that aid in financial management: <ul style="list-style-type: none"> ○ Checking account ○ Debit card ○ Credit ○ Savings account • FCCLA Program: Financial Fitness • FCCLA STAR Event: Entrepreneurship
<p>8.2.2 Analyze factors that influence buying decisions</p>	<ul style="list-style-type: none"> • Debate the influence of advertising on impulse purchases, supporting your position with facts • Explain how consumers benefit from comparison shopping • FCCLA Program: Financial Fitness; Lesson Plan on Advertising

Standard 9.0 Investigate child development stages and related safety factors

<p>Performance Indicator 9.1 Investigate the developmental tasks of children</p>	<p style="text-align: center;">Recommended Application/Activity</p>
<p>9.1.1 Identify and describe the stages and ages of child development</p>	<ul style="list-style-type: none"> • Chart developmental tasks of children at various stages: <ul style="list-style-type: none"> ○ Infant ○ Toddler ○ Pre-School Child ○ School-age Child • List ways to overcome short attention span and temper tantrums when dealing with children • Computerized Infant Simulator-Real Care Baby, Ready or Not Tot (Classroom Experience Only)
<p>9.1.2 Describe the five areas of development</p>	<ul style="list-style-type: none"> • Categorize a variety of activities according to the area of development: <ul style="list-style-type: none"> ○ Social ○ Emotional ○ Intellectual ○ Physical ○ Moral • Develop a project-based activity to enrich a specific area of development

9.1.3 Research the ways in which play contributes to overall development	<ul style="list-style-type: none"> • Create a developmentally appropriate toy or activity • Analyze age appropriate toys for children • Given a specific age range, develop a play activity for: <ul style="list-style-type: none"> ○ Cooperative play ○ Parallel play
Performance Indicator 9.2 Summarize ways to keep children safe and prevent accidents	Recommended Application/Activity
9.2.1 Identify safety practices for each stage of child development	<ul style="list-style-type: none"> • Develop a plan for effectively childproofing a home • Create a babysitting kit for caregivers • List ways to provide positive guidance for young children • Discuss online safety • FCCLA STAR Event: Focus on Children
9.2.2 Recommend ways to handle emergencies when caring for children	<ul style="list-style-type: none"> • Invite a guest speaker to demonstrate first aid techniques
Standard 10.0 Evaluate principles of purchasing and caring for clothing	
Performance Indicator 10.1 Determine guidelines for buying and caring for clothing	Recommended Application/Activity
10.1.1 Critique the characteristics of quality clothing	<ul style="list-style-type: none"> • Use a graphic organizer to compare and contrast clothing samples
10.1.2 Evaluate age-appropriate dress for specific occasions	<ul style="list-style-type: none"> • Coordinate appropriate outfits for a specific occasion using magazines or sketches • Use magazine photos to compare and contrast classic and fad wardrobe and accessory pieces
10.1.3 Develop basic guidelines for clothing care	<ul style="list-style-type: none"> • Demonstrate simple clothing repair techniques • Analyze the information on a clothing care label • Practice proper laundry techniques • Practice using an iron to press clothing

Performance Indicator 10.2 Evaluate the need for clothing construction skills	Recommended Application/Activity
10.2.4 Assess the benefits of altering and mending garments	<ul style="list-style-type: none"> • Hem a garment • Sew on a variety of buttons, i.e. shank, flat • Use a mending technique to repair an item of clothing
10.2.4 Construct a simple sewing project	<ul style="list-style-type: none"> • Practice threading a sewing machine and bobbin correctly • Demonstrate: sewing straight seam, back stitch, corner, and curves • Follow step by step instruction in sequence to construct a sewing project
Standard 11.0 Evaluate potential for personal success in careers related to Family and Consumer Science	
Performance Indicator 11.1 Assess personal interest in Family and Consumer Science careers	Recommended Application/Activity
11.1.1 Evaluate individual interest in the area of Family & Consumer Sciences	<ul style="list-style-type: none"> • Complete a personal interest assessment to determine career interest area
11.1.2 Research careers of interest in the area of Family and Consumer Science careers	<ul style="list-style-type: none"> • Create a word wall of careers • Taxedo/Wordle • FCCLA Program-Career Connection • FCCLA STAR Event-Career Investigation
Performance Indicator 11.2 Determine the education and training needed for a successful career in Family and Consumer Sciences	Recommended Application/Activity
11.2.1 Assess the earning potential of a variety of entry-, mid-, and upper-level careers in Family and Consumer Sciences	<ul style="list-style-type: none"> • Use the Occupational Outlook Handbook at the www.bls.gov/ooh/ website to research careers in FACS at various levels, determining the salary range and demand of each
11.2.3 Demonstrate knowledge of the career-planning process in identifying a potential career	<ul style="list-style-type: none"> • Using results from interest inventories and related research, identify careers in FACS, that meet personal career and lifestyle goals

Glossary

Standard 1.0 Actively collaborate with others in leadership and service organizations (FCCLA-Family, Career, and Community Leaders of America)

1. Community Service-services provided without payment by individuals or an organization to benefit a community
2. Family, Career, and Community Leaders of America (FCCLA)-an organization for students who are enrolled or have been enrolled in family and consumer sciences classes for at least one semester
3. Leadership-the ability to direct and influence others
4. Mission-a statement that defines an organization's overarching purpose
5. Planning process-a simple five step method to help FCCLA chapter members and advisors plan individual, group, or chapter activities. The five steps are: identify concerns, set a goal, form a plan, act, and follow up
6. Students Taking Action with Recognition (STAR) Events-competitive events in which FCCLA members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation

Standard 2.0 Analyze factors that contribute to an individual's identity and changes that occur during adolescence

1. Acne-a skin condition caused by overly active oil glands
2. Adolescence-the period of great growth and change between childhood and adulthood
3. Consequences-results of a choice made or an action taken
4. Decision-the act of making a choice or coming to a solution
5. Goals-something a person wants to have or to achieve, and is willing to work for
6. Hygiene-practices that promote good health and prevention of disease, such as cleanliness and maintenance of skin, hair and nails
7. Impression-effect produced on the mind of emotions
8. Independence-learning to do things on one's own
9. Needs-something that you have to have in order to live
10. Peer pressure-persuasion to conform to the group and go along with group activities
11. Prejudice-an unfair or biased opinion based on false or insufficient information
12. Priorities-items that rank high in order of importance to an individual
13. Respect-consideration; to feel or show regard for others
14. Responsibility-an obligation or duty for which a person is held accountable
15. Rights-special privilege, benefit, or personal favor to which one is entitled
16. Self-concept-the mental picture people have of themselves; their opinion about themselves
17. Self-esteem-the sense of worth a person attaches to oneself

18. Self-respect-the ability to hold oneself in high esteem
19. Stereotype-a belief that an entire group of people fit a fixed, common pattern - that they are alike in certain ways
20. Values-ideas about right and wrong and what is important in your life
21. Wants-things that you would like to have but are not necessary for survival

Standard 3.0 Utilize techniques for effective communication

1. Body language-communication through body movements and gestures
2. Bullying-Using aggressive behavior to intentionally harm another person emotionally, socially, or physically
3. Compromise-coming to an agreement in which each person gives up something in order to get what they both want
4. Conflict resolution-the process of settling a conflict by cooperating and problem solving
5. Conversation-sharing ideas, thoughts, and feelings
6. Gossip-talking about other people and their personal lives
7. Listening skills-the ability to hear and understand messages that are being sent characterized by using eye contact, positive body language, and positive feedback
8. Nonverbal communication-communication that uses factors other than words, such as gestures, facial expressions, eye contact, and body language
9. Verbal communication-expressing ideas to others by using spoken words

Standard 4.0 Model successful behaviors in personal and family relationships

1. Consideration-the thoughtful concern for other people's feelings and opinions
2. Cope-to use acceptable techniques to overcome difficulties, to solve a problem or adapt to a situation
3. Crisis-an unstable or critical situation in which the outcome will make a decisive difference for better or worse
4. Family-a person or group of persons joined together by blood, marriage, adoption, or other bonds who are committed to each other and provide emotional support
5. Family life cycle-series of stages through which an average family passes
6. Family structures-the makeup of a family group based on the relationships of the members in the family
7. Functional family-family in which the members relate to each other in positive ways
8. Life changes-significant events that transform individuals and families
9. Relationships-special bonds or links between people
10. Sibling-a brother or sister

Standard 5.0 Apply concepts of functionality, safety, and conservation to the home environment

1. Conservation-protecting the environment and natural resources against waste and harm
2. Energy efficient-using less energy
3. Environment-a person's surroundings and everything in them, including both human and non-human factors
4. Intruder-someone who uses force to get into someone else's home
5. Multi-tasking-fitting tasks together to make the best use of time; doing two tasks at the same time
6. Nonrenewable resources-natural resources that can't replace themselves, and therefore are in limited supply
7. Recycle-to reprocess resources to be used again
8. Renewable resources-natural resources that can renew or replace themselves over time
9. Sanitary-being free from germs; being clean and healthy

Standard 6.0 Apply concepts of healthy life-style choices

1. Anorexia nervosa-a psychological disorder where a person eats very little or refuses to eat as they see themselves overweight even when they are dangerously underweight
2. Bulimia-a person with this disorder repeatedly binges and then purges, by vomiting or taking laxatives, to prevent weight gain
3. Calorie-a measurement of the amount of energy produced when food is burned by the body. In science it is the amount of energy needed to raise the temperature of 1.0 g of water 1.0 degrees Celsius
4. Diet-all the food and drink a person regularly consumes
5. Dietary Guidelines for Americans-a set of guidelines about food choices developed by the United State government
6. Eating disorders-extreme, unhealthy behavior relating to food, eating and weight
7. Empty-calorie foods-foods that are high in calories and low in nutrients
8. Fad diets-weight loss plans that are popular for a short time and often are based on misinformation, unusual requirements, and promise immediate weight loss
9. MyPlate-a guide developed by the USDA for healthful eating that identifies daily meal proportions for the fruit, vegetable, grains, proteins, dairy food groups
10. Nutrient-chemical substances in food that help to maintain the body
11. Nutrient-dense food-a food that is rich in the nutrients your body needs to stay healthy
12. Nutrition-the study of nutrients and how they are used by the body
13. Obesity-weighing twenty percent or more above desirable weight for height; in an adult, obesity is defined as a body mass index of 30 or more
14. Stress-physical or psychological tension and strain
15. Substance abuse-misuse of drugs that damages an individual's health and ability to function

16. Wellness-the process of acquiring and maintaining physical, mental, emotional, and social health

Standard 7.0 Incorporate safe meal preparation and sanitation

1. Bake-cook in the oven in dry heat without a cover
2. Boil-to heat a liquid until bubbles rise to the surface, a method of cooking food in a boiling liquid
3. Chop-to cut into small pieces
4. Combine-to mix two or more ingredients together
5. Equivalent-the same amount expressed in different ways by using different units of measure
6. Etiquette-manners established by society
7. Menu-the food choices offered at each meal
8. Place setting-the arrangement of the table ware that each diner will need for a meal; also called a cover
9. Pre-heat-to heat the oven to the correct temperature before putting in the food
10. Recipe-detailed instructions for preparing particular foods
11. Sanitation-maintaining a clean condition in order to promote hygiene and prevent disease
12. Stir-move the ingredients in a circular motion to mix or prevent burning

Standard 8.0 Use concepts to develop resource management skills

1. Advertising-a message to persuade consumers to purchase a particular product or service
2. Checking account-an account in which checks are written by a depositor directing a bank to pay a certain amount to a specific source
3. Comparison shopping-comparing products and prices in different stores before making a purchase
4. Consumer-a person who uses goods and services
5. Credit-an arrangement that allows consumers to buy goods or services now and pay for them later
6. Debit Card-a card that automatically deducts money from your checking account when it is used for purchases
7. Expense-the cost of goods and services
8. Fixed expenses-set costs that must be paid such as rent, insurance, and car payments
9. Flexible expenses-costs that do not stay the same such as clothes and food
10. Impulse buying-making an unplanned or quick purchase without giving it much thought
11. Income-money received that is available to spend and save
12. Management-using resources effectively to achieve goals and solve problems
13. Resources-something used to meet a goal
14. Savings account-an account in which a depositor sets money aside for future use
15. Spending plan-an orderly program for spending, saving, and investing the money you earn to achieve desired goals; also called a budget or financial plan

Standard 9.0 Cultivate an understanding of child development and safety

1. Attention span-the length of time a person can concentrate on any one thing
2. Caregiver-a person that provides care for and meets the needs of someone else
3. Childproofing-arranging the environment to ensure that a child can play and explore safely
4. Cooperative play-activity in which children actually play with one another
5. Development tasks-one of the skills that children learn at different stages of development; these tasks include physical, mental, social, emotional, and moral skills
6. Guidance-help in learning acceptable behavior
7. Infancy-period of childhood from birth up to one year
8. Parallel play-activity in which children play side by side without interacting
9. Preschooler-period of childhood from three to five years of age
10. Temper tantrum-a sudden outburst of anger in which children may kick, scream, cry, or hold their breath
11. Toddler-period of childhood from one to three years of age

Standard 10.0 Evaluate principles of purchasing and caring for clothing

1. Accessories-additional items that are not necessary such as shoes, belts, scarves, hats, socks, ties, and jewelry that are part of your wardrobe
2. Care label-a label inside a garment describing its fiber content and how to care for it
3. Classics-clothing styles that remain in fashion a long time
4. Clothing-garments used to cover and/or protect the body
5. Fad-fashions that are very popular for a short time
6. Iron-to remove wrinkles or smooth fabrics with a heated iron
7. Press-raising and lowering the iron from one area to the next
8. Wardrobe-a person's clothes, shoes, and accessories

Arkansas Common Core State Standards

ELA Speaking and Listening Standards Grade 7

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. **SL7.1**
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL7.1a**
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **SL7.1b**
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **SL7.1c**
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views. **SL7.1d**
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **SL7.2**
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **SL7.3**
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **SL7.4**
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **SL7.5**

ELA Language Grade 7

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. **L7.4**
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L7.4a**
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). **L7.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **L7.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L7.4d**
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L7.6**

Reading Standards for Literacy in Technical Subjects Grades 6-8

1. Cite specific textual evidence to support analysis technical texts. **R6-8.1**

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **R6-8.2**
3. Follow precisely a multistep procedure when performing technical tasks. **R6-8.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context. **R6-8.4**
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **R6-8.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **R6-8.6**
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **R6-8.7**
8. Distinguish among facts, reasoned judgment based on research findings, and speculation. **R6-8.8**
9. Compare and contrast the information gained from simulations, video, or multimedia sources with that gained from reading a text on the same topic. **R6-8.9**
10. Read and comprehend technical text complexity band independently and proficiently. **R6-8.10**

Writing Standards for Literacy in Technical Subjects Grades 6-8

1. Write arguments focused on discipline-specific content. **W6-8.1**
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically **W6-8.1a**
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. **W6-8.1b**
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **W6-8.1c**
 - d. Establish and maintain a formal style. **W6-8.1d**
 - e. Provide a concluding statement or section that follows from and supports the argument presented
2. Write informative/explanatory texts, including the narration technical processes. **W6-8.2**
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **W6-8.2a**
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **W6-8.2b**
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **W6-8.2c**
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W6-8.2d**
 - e. Establish and maintain a formal style and objective tone. **W6-8.2e**

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **W6-8.2f**
- 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W6-8.4**
- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **W6-8.5**
- 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **W6-8.6**
- 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **W6-8.7**
- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W6-8.8**
- 9. Draw evidence from informational texts to support analysis reflection, and research. **W6-8.9**
- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W6-8.10**

Common Career and Technical Core Standards

Human Services Career Cluster

Human Services Career Cluster Standards (HU)

- 1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in human services. **HU1**
- 2. Evaluate the role of the family, community and human services in society and the economy. **HU2**
- 3. Use effective communication with human services clients and their families. **HU3**
- 4. Demonstrate ethical and legal conduct in human services settings. **HU4**
- 5. Evaluate career opportunities in each of the Human Services Career Pathways. **HU5**
- 6. Explain how human development principles enhance the well-being of individuals and families. **HU6**

Consumer Services Career Pathway (HU-CSM)

- 1. Summarize necessary credentials, licensures, or state specific requirements to prepare for a career in consumer services. **HU-CSM1**
- 2. Communicate product or equipment features that meet the needs of clients and consumer. **HU-CSM2**
- 3. Make consumer services recommendations meeting the needs of clients or customers. **HU-CSM3**
- 4. Analyze financial/economic situations when making recommendations about consumer services. **HU-CSM4**

5. Use standard business processes or procedures to create consumer service information and facilitate client interactions. **HU-CSM5**
6. Use a variety of methods to educate audiences about consumer services. **HU-CSM6**
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. **HU-CSM7**
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. **HU-CSM8**

Early Childhood Development and Services Career Pathway (HU-EC)

1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning. **HU-EC1**
2. Communicate effectively with fellow staff members to facilitate child development activities. **HU-EC2**
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes. **HU-EC3**
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning. **HU-EC4**
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards. **HU-EC5**
6. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families. **HU-EC6**
7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings. **HU-EC7**
8. Evaluate curriculum for inclusiveness of children with special needs. **HU-EC8**

Family and Community Services Career Pathway (HU-FAM)

1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan. **HU-FAM1**
2. Identify community resources to provide family and community services. **HU-FAM2**
3. Communicate effectively to gain support from the client's family and other support groups. **HU-FAM3**
4. Comply with laws and procedures that govern abuse, neglect, confidentiality, and other health and safety situations. **HU-FAM4**
5. Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans. **HU-FAM5**

Personal Care Services Career Pathway (HU-PC)

1. Analyze basic principles of biology, chemistry, and human anatomy for safe and effective utilization and selection of personal care products and services. **HU-PC1**
2. Evaluate an individualized personal care plan that reflects client preferences, needs, and interests for a course of treatment/action. **HU-PC2**
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. **HU-PC3**
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. **HU-PC4**

5. Develop organizational policies, procedures, and regulations to establish personal care organization priorities, to accomplish the mission, and to provide high quality service to a diverse set of clients and families. **HU-PC5**
6. Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends. **HU-PC6**
7. Apply various methods of obtaining feedback to understand expectations and promote high quality standards. **HU-PC7**

Hospitality & Tourism Career Cluster

Hospitality & Tourism Career Cluster Standards

1. Describe the key components of marketing and promoting hospitality and tourism products and services. **HT1**
2. Evaluate the nature and scope of the Hospitality and Tourism Career Cluster and the role of hospitality and tourism in society and the economy. **HT2**
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs. **HT3**
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. **HT4**
5. Identify potential (real and perceived) hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. **HT5**
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways. **HT6**

Lodging Career Pathway (HT-LOD)

1. Use various communication technologies are used to accomplish work tasks in lodging facilities. **HT-LOD1**
2. Explain the role and importance of housekeeping operations to the lodging facilities. **HT-LOD2**
3. Allocate staff positions to meet the needs of various lodging departments. **HT-LOD3**
4. Describe the role and responsibilities of lodging managers. **HT-LOD4**
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities. **HT-LOD5**
6. Analyze the departmental interrelationships of a lodging facility. **HT-LOD6**
7. Explain various check-in and check-out procedures used in the lodging industry. **HT-LOD7**
8. Understand reservation procedures used in the lodging industry. **HT-LOD8**
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility. **HT-LOD9**
10. Explain how cash control procedures are used in the lodging industry. **HT-LOD10**
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility. **HT-LOD11**
12. Explain the basic legal issues in lodging management. **HT-LOD12**

Restaurants and Food and Beverage Services Career Pathway (HT-RFB)

1. Describe ethical and legal responsibilities in food and beverage service facilities. **HT-RFB1**

2. Demonstrate safety and sanitation procedures in food and beverage facilities. **HT-RFB2**
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities. **HT-RFB3**
4. Demonstrate leadership qualities and collaboration with others. **HT-RFB4**
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. **HT-RFB5**
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service. **HT-RFB6**
7. Utilize technical resources for food services and beverage operations to update or enhance present practice. **HT-RFB7**
8. Implement standard operating procedures related to food and beverage production and guest service. **HT-RFB8**
9. Describe career opportunities and qualifications in the restaurant and food service industry. **HT-RFB9**
10. Apply listening, reading and writing, and speaking skills to enhance operations and customer service in food and beverage service facilities. **HT-RFB10**

Education and Training Career Cluster

Education and Training Career Cluster Standards (ED)

1. Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning. **ED1**
2. Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. **ED2**
3. Use critical thinking to process educational communications, perspectives, policies, and/or procedures. **ED3**
4. Evaluate and manage risks to safety, health, and the environment in education and training settings. **ED4**
5. Demonstrate group collaboration skills to enhance professional education and training practice. **ED5**
6. Analyze ethical and legal policies of professional education and training settings. **ED6**
7. Explain legal rights that apply to individuals and practitioners within education and training settings. **ED7**
8. Demonstrate ethical and legal behavior within and outside education and training settings. **ED8**
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career. **ED9**
10. Apply organizational skills and logic to enhance professional education and training practice. **ED10**
11. Demonstrate group management skills that enhance professional education and training practice. **ED11**

Teaching and Training Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. **ED-TT1**
2. Employ knowledge of learning and developmental theory to describe individual learners. **ED-TT2**
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments. **ED-TT3**
4. Identify materials and resources needed to support instructional plans. **ED-TT4**
5. Establish a positive climate to promote learning. **TT5**

6. Identify motivational, social, and psychological effective practices that guide personal conduct. **ED-TT6**
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. **ED-TT7**
8. Demonstrate flexibility and adaptability in instructional planning. **ED-TT8**
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust learning plans. **ED-TT9**
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and needed professional development. **ED-TT10**
11. Implement strategies to maintain relationships with others to increase support for the organization. **ED-TT11**

Common Career and Technical Core Career Ready Practices (CCTC CRP)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee. CRP1 2. Apply appropriate academic and technical skills. CRP2 3. Attend to personal health and financial well-being. CRP3 4. Communicate clearly, effectively, and with reason. CRP4 5. Consider the environmental, social and economic impacts of decisions. CRP5 6. Demonstrate creativity and innovation. CRP6 7. Employ valid and reliable research strategies. CRP7 | <ol style="list-style-type: none"> 8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP8 9. Model integrity, ethical leadership, and effective management. CRP9 10. Plan education and career path aligned to personal goals. CRP10 11. Use technology to enhance productivity. CRP11 12. Work productively in teams while using cultural/global competence. CRP12 |
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National Standards for Family and Consumer Sciences

Career, Community and Family Connections

1. Integrate multiple life roles and responsibilities in family, work, and community settings. **CCFC1**
 - 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). **CCFC1.1**
 - 1.2 Demonstrate transferable and employability skills in school, community and workplace settings. **CCFC1.2**
 - 1.3 Evaluate the reciprocal effects of individual and family participation in community activities. **CCFC1.3**

Consumer and Family Resources

2. Evaluate management practices related to the human, economic, and environmental resources. **CFR2**
 - 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. **CFR2.1**
 - 2.2 Analyze the relationship of the environment to family and consumer resources. **CFR2.2**
 - 2.3 Analyze policies that support consumer rights and responsibilities. **CFR2.3**
 - 2.4 Evaluate the effects of technology on individual and family resources. **CFR2.4**
 - 2.5 Analyze relationships between the economic system and consumer actions. **CFR2.5**
 - 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. **CFR2.6**

Consumer Services

3. Integrate knowledge, skills, and practices needed for a career in consumer services. **CS3**
 - 3.1 Analyze career paths within consumer service industries. **CS3.1**
 - 3.2 Analyze factors that affect consumer advocacy. **CS3.2**
 - 3.3 Analyze factors in developing a long-term financial management plan. **CS3.3**
 - 3.4 Analyze resource consumption for conservation and waste management practices. **CS3.4**
 - 3.5 Demonstrate skills needed for product development, testing, and presentation. **CS3.5**

Education and Early Childhood

4. Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. **EEC4**
 - 4.1 Analyze career paths within early childhood, education, and related services. **EEC4.1**
 - 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services. **EEC4.2**
 - 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. **EEC4.3**
 - 4.4 Demonstrate a safe and healthy learning environment for children. **EEC4.4**
 - 4.5 Demonstrate techniques for positive collaborative relationships with children. **EEC4.5**
 - 4.6 Demonstrate professional practices and standards related to working with children. **EEC4.6**

Facilities Management and Maintenance

5. Integrate knowledge, skills, and practices required for careers in facilities management and maintenance. **FMM5**
 - 5.1 Analyze career paths within the facilities management and maintenance areas. **FMM5.1**
 - 5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities. **FMM5.2**
 - 5.3 Demonstrate sanitation procedures for a clean and safe environment. **FMM5.3**
 - 5.4 Apply hazardous materials and waste management procedures. **FMM5.4**
 - 5.5 Demonstrate a work environment that provides safety and security. **FMM5.5**
 - 5.6 Demonstrate laundering processes aligned with industry standards and regulations. **FMM5.6**
 - 5.7 Demonstrate facilities management functions. **FMM5.7**

Family

6. Evaluate the significance of family and its effects on the well-being of individuals and society. **F6**
 - 6.1 Analyze the effects of family as a system on individuals and society. **F6.1**
 - 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. **F6.2**

Family and Community Services

7. Synthesize knowledge, skills, and practices required for careers in family & community services. **FCS7**
 - 7.1 Analyze career paths within family and community services. **FCS7.1**
 - 7.2 Analyze factors relating to providing family and community services. **FCS7.2**
 - 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services. **FCS7.3**
 - 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions. **FCS7.4**
 - 7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions. **FCS7.5**

Food Production and Services

8. Integrate knowledge, skills, and practices required for careers in food production and services. **FPS8**
 - 8.1 Analyze career paths within the food production and food services industries. **FPS8.1**
 - 8.2 Demonstrate food safety and sanitation procedures. **FPS8.2**

Food Science, Dietetics, and Nutrition

9. Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition. **FSDN9**
 - 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. **FSDN9.1**
 - 9.2 Apply risk management procedures to food safety, food testing, and sanitation. **FSDN9.2**
 - 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. **FSDN9.3**
 - 9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings. **FSDN9.4**
 - 9.5 Demonstrate use of current technology in food product development and marketing. **FSDN9.5**

- 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices. **FSDN9.6**

Hospitality, Tourism, and Recreation

10. Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation. **HTR10**
- 10.1 Analyze career paths within the hospitality, tourism and recreation industries. **HTR10.1**
 - 10.2 Demonstrate procedures applied to safety, security, and environmental issues. **HTR10.2**
 - 10.3 Apply concepts of quality service to assure customer satisfaction. **HTR10.3**
 - 10.4 Demonstrate practices and skills involved in lodging occupations. **HTR10.4**
 - 10.5 Demonstrate practices and skills for travel related services. **HTR10.5**
 - 10.6 Demonstrate management of recreation, leisure, and other programs and events. **HTR10.6**

Housing and Interior Design

11. Integrate knowledge, skills, and practices required for careers in housing and interior design. **HID11**
- 11.1 Analyze career paths within the housing, interior design, and furnishings industries. **HID11.1**
 - 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options. **HID11.2**
 - 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs. **HID11.3**
 - 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. **HID11.4**
 - 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages. **HID11.5**
 - 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. **HID11.6**
 - 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. **HID11.7**
 - 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries. **HID11.8**
 - 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries. **HID11.9**

Human Development

12. Analyze factors that influence human growth and development. **HD12**
- 12.1 Analyze principles of human growth and development across the life span. **HD12.1**
 - 12.2 Analyze conditions that influence human growth and development. **HD12.2**
 - 12.3 Analyze strategies that promote growth and development across the life span. **HD12.3**

Interpersonal Relationships

13. Demonstrate respectful and caring relationships in the family, workplace and community. **IR13**
 - 13.1 Analyze functions and expectations of various types of relationships. **IR13.1**
 - 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships. **IR13.2**
 - 13.3 Demonstrate communication skills that contribute to positive relationships. **IR13.3**
 - 13.4 Evaluate effective conflict prevention and management techniques. **IR13.4**
 - 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community. **IR13.5**
 - 13.6 Demonstrate standards that guide behavior in interpersonal relationships. **IR13.6**

Nutrition and Wellness

14. Demonstrate nutrition and wellness practices that enhance individual and family well-being. **NW14**
 - 14.1 Analyze factors that influence nutrition and wellness practices across the life span. **NW14.1**
 - 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. **NW14.2**
 - 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. **NW14.3**
 - 14.4 Evaluate factors that affect food safety from production through consumption. **NW14.4**
 - 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues. **NW14.5**

Parenting

15. Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. **P15**
 - 15.1 Analyze roles and responsibilities of parenting. **P15.1**
 - 15.2 Evaluate parenting practices that maximize human growth and development. **P15.2**
 - 15.3 Evaluate external support systems that provide services for parents. **P15.3**
 - 15.4 Analyze physical and emotional factors related to beginning the parenting process. **P15.4**

Textiles, Fashion, and Apparel

16. Integrate knowledge, skills, and practices required for careers in textiles and apparels. **TFA16**
 - 16.1 Analyze career paths within textile apparel and design industries. **TFA16.1**
 - 16.2 Evaluate fiber and textile products and materials. **TFA16.2**
 - 16.3 Demonstrate fashion, apparel, and textile design skills. **TFA16.3**
 - 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. **TFA16.4**
 - 16.5 Evaluate elements of textile, apparel, and fashion merchandising. **TFA16.5**
 - 16.6 Evaluate the components of customer service. **TFA16.6**
 - 16.7 Demonstrate general operational procedures required for business profitability and career success.