

## **Implementation of the Consumer and Family Studies (CFS) Standards Grades 7-8**

The 2013 Consumer and Family Studies (CFS) standards included in this section have been updated and revised to reflect the current and corresponding industry sectors for Family and Consumer Sciences Education. Using previous generations of standards as a basis, these new CFS standards continue to reflect seven content areas. Serving as a foundation anchor for the Family and Consumer Sciences Related Occupations (FCSRO) Career Pathway programs, the CFS standards were selected for their relevance to the industry sector under which they were included.

The standards identified for CFS content are listed in the *California Career Technical Education Model Curriculum Standards* document under Standard 10: “Technical Knowledge and Skills” of the corresponding industry sector. For example, standards for consumer education content would be found in the Education, Child Development and Family Services Industry Sector and the standards for food and nutrition content are located in the Hospitality, Tourism, and Recreation Industry Sector while the standards for fashion, textiles, and apparel content would be listed in the Fashion and Interior Design Industry Sector. Teachers and administrators will need to refer to the standards in each of the three FCS industry sectors to locate all of the CFS standards.

In this section a series of statements called standards detail is listed under each of the CFS standards taken from Standard 10: “Technical Knowledge and Skills” in the three FCS industry sectors. The standards and standards detail statements listed should be included in the Exploratory Family and Consumer Sciences (FCS) I and II courses. Courses such as Parenting and Personal Relationships would contain the standards for the specific content areas included in the course.

When developing curriculum for CFS courses, the appropriate Anchor Standards numbered 1-9 and 11 would be included along with the appropriate CFS standards from one or more of the three industry sector Anchor Standard 10: “Technical Knowledge and Skills”. These standards are listed in this section along with the standards detail. Emphasis should be given to the CFS standards related to the career pathways at the feeder high schools. As in the standards from previous years, the transferable and employability skills standards are included here and are drawn from Anchor Standards 2, 3, and 10. The standards detail for each of these supports the CFS content areas.

Students who take Exploratory Family and Consumer Sciences (FCS) I and II would be able to master all of the skills, knowledge and attitudes needed to transition to Comprehensive Core and concentration courses at the high school level. Middle grade CFS instructors should also use these standards when collaborating with high school instructors to articulate and sequence instruction. A one-year Exploratory FCS II course may be designed to meet the Comprehensive Core requirements, if all standards are addressed and a formal agreement exists specifying the articulation between the two middle and high school programs.

## Consumer and Family Studies Standards Grades 7-8

The Consumer and Family Studies (CFS) program at this level consists of exploratory courses that prepare students with personal life management skills and facilitates exploration of career skills related to the Family and Consumer Sciences (FCS) career pathways that may be pursued during high school and postsecondary education. This program meets the unique developmental needs of middle grade students with a focus on each of the CFS content areas, introduces basic life management concepts, and facilitates exploration of personal skills and interests in relationship to careers associated with FCS. Students gain knowledge and skills through instruction in the following content areas: child development and guidance; consumer education; family and human development; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health.

<b>Child Development and Guidance</b>
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*ECDFS – A10.5*      **Standard 1: Responsibilities of Parents**

*Summarize the decisions and responsibilities involved in parenting in various cultures.*

- 1.1 Identify the parenting skills needed by those who care for children. (ECDFS – A10.5.1)
  - 1.2 Describe the responsibilities of a conscientious babysitter. (ECDFS – A10.5.2)
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*ECDFS – A10.6*      **Standard 2: Prenatal Development**

*Describe and identify the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.*

Note: The specific knowledge and skills encompassed by this standard are taught in grades 9-12.

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*ECDFS – A10.7*      **Standard 3: Studying and Understanding Children**

*Explain the importance of studying child growth and development from infancy through adolescence.*

- 3.1 List the benefits of studying child growth and development. (ECDFS – A10.7.1)
  - 3.2 Identify the stages, areas, and principles of child growth and development. (ECDFS – A10.7.2)
  - 3.3 Discuss the factors that are important to the optimum development of young children. (ECDFS – A10.7.3)
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ECDFS – A10.8      **Standard 4: Guidance and Discipline**

*Explain positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.*

- 4.1 Explain the differences among guidance, discipline, and punishment. (ECDFS – A10.8.1)
  - 4.2 Discuss the importance of setting developmentally appropriate expectations. (ECDFS – A10.8.2)
  - 4.3 Identify and use appropriate and positive child guidance and discipline techniques. (ECDFS – A10.8.3)
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ECDFS – A10.9      **Standard 5: Play and Learning**

*Demonstrate an understanding of the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.*

- 5.1 Explain how play and learning activities contribute to the growth and development of children. (ECDFS – A10.5.1)
  - 5.2 Discuss the caregiver's role in play and learning activities. (ECDFS – A10.5.2)
  - 5.3 Plan play and learning activities that are developmentally appropriate for children of various ages. (ECDFS – A10.5.3)
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ECDFS – A10.15      **Standard 6: Changes That Affect Children**

*Describe the adjustments needed to adapt to major life changes throughout the human life cycle.\**

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.

- 6.1 Describe family changes that may be experienced by children. (ECDFS – A10.15.1)
  - 6.2 Discuss how changes may affect children and suggest strategies to help them adapt. (ECDFS – A10.15.2)
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ECDFS – A10.17      **Standard 7: Health and Safety**

*Summarize the importance of wellness and safety to individual and family health and well-being.\**

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.

- 7.1 Describe the components of a safe and healthy environment for children.

(ECDFS – A10.17.1)

7.2 Identify common childhood illnesses and accidents and describe ways to prevent them. (ECDFS – A10.17.2)

7.3 Explain procedures to follow in emergency situations with children. (ECDFS – A10.17.3)

7.4 Practice skills needed to safely help children with feeding, bathing, dressing, toileting, and bedtime routines. (ECDFS – A10.17.4)

## Consumer Education

### *ECDFS – A10.10*     **Standard 8: Consumer Decisions and Purchases**

*Describe the process of making consumer decisions, including the comparison of goods and services.*

#### **A. Consumer Decisions**

8.1 Identify personal values, goals, needs, and wants and explain how these relate to consumer decisions. (ECDFS – A10.10.1)

8.2 List the key steps in decision-making models and practice this process in consumer situations. (ECDFS – A10.10.2)

8.3 Identify factors that may influence personal values, goals, and consumer choices. (ECDFS – A10.10.3)

#### **B. Consumer Purchases**

8.4 Explain ways advertising and other product information may influence consumer choices. (ECDFS – A10.10.4)

8.5 Identify resources that can assist with comparison shopping. (ECDFS – A10.10.5)

8.6 Compare the quality, features and costs of similar products or services. (ECDFS – A10.10.6)

8.7 Evaluate labels, warranties and guarantees for selected products (ECDFS-A10.10.7)

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### *ECDFS – A10.11*     **Standard 9: Financial Management and Services**

*Practice how to manage financial resources to achieve personal and family goals.*

#### **A. Financial Management**

- 9.1 Assess spending habits, sources of income, and financial goals. (ECDFS – A10.11.1)
- 9.2 Identify steps to follow in developing a budget or spending plan. (ECDFS – A10.11.2)

**B. Financial Services**

- 9.3 List various kinds of institutions that offer checking and/or savings accounts. (ECDFS – A10.11.3)
  - 9.4 Practice tasks related to using checking and savings accounts. (ECDFS – A10.11.4)
  - 9.5 Evaluate types of accounts and services of various financial institutions. (ECDFS – A10.11.5)
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*ECDFS – A10.12*     **Standard 10: Consumer Rights and Responsibilities**

*Compare consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.*

**A. Consumer Rights and Responsibilities**

- 10.1 Identify rights, responsibilities, and resources that are available to assist consumers. (ECDFS – A10.12.1)
- 10.2 Describe how to communicate with a business to resolve a consumer problem. (ECDFS – A10.12.2)

Note: The specific knowledge and skills encompassed by B. Role of Government, C. Marketplace Functions, D. Economic Concepts, and E. Global Economy under this standard are taught in grades 9-12.

<b>Family and Human Development</b>
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*ECDFS – A10.13*     **Standard 11: Contributions of the Family**

*Recognize the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.*

- 11.1 Explain the meaning and importance of families. (ECDFS – A10.13.1)
  - 11.2 Describe the differences in family structures. (ECDFS – A10.13.2)
  - 11.3 Identify the functions of the family and how roles support family members. (ECDFS – A10.13.3)
  - 11.4 Define family responsibilities and ways these can be shared. (ECDFS – A10.13.4)
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ECDFS – A10.14     **Standard 12: Personal Development and Positive Relationships**

*Analyze the factors that affect the development of individuals and how to build positive relationships.*

**A. Personal Development**

- 12.1 Describe the ways in which self-concept, self-esteem, and character develop. (ECDFS – A10.14.1)
- 12.2 Explain the role of self-concept in the development of one’s personality and relationships with others. (ECDFS – A10.14. 2)
- 12.3 Explain the role of personal values in making decisions and achieving goals related to self-development. (ECDFS – A10.14.3)

**B. Responsible Relationships**

- 12.4 Identify factors that influence positive attitudes and behaviors in personal relationships. (ECDFS – A10.14.4)
- 12.5 Explain the benefits of positive friendships. (ECDFS – A10.14.5)
- 12.6 Explain the importance of effective communication with others. (ECDFS – A10.14.6)
- 12.7 Describe ways to develop lasting friendships with people of various ages and cultures. (ECDFS – A10.14.7)

Note: The specific knowledge and skills encompassed by C. Relationships in Marriage under this standard are taught in grades 9-12.

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ECDFS – A10.15     **Standard 13: Major Life Changes**

*Describe the adjustments needed to adapt to major life changes throughout the human life cycle.\**

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Family and Human Development.

- 13.1 Describe and analyze the effects of changes in a family on its members. (ECDFS – A10.15.1)
  - 13.2 Explain ways family members and community resources can provide support and facilitate adjustments during change. (ECDFS – A10.15.2)
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ECDFS – A10.16     **Standard 14: Conflicts and Crises**

*Apply strategies and resources for managing conflicts and crises.*

- 14.1 Describe the sources and effects of conflicts and crises in personal and family situations. (ECDFS – A10.16.1)
- 14.2 Identify Strategies for coping with personal and family conflicts and crisis. (ECDFS – A10.16.2)

<b>Fashion, Textiles, and Apparel</b>
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*FID - A10.5*    **Standard 15: Apparel and Appearance**

*Explore how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.

- 15.1 Evaluate the effects of good grooming practices and apparel selection on one's image. (FID – A10.5.1)
- 15.2 Give examples of appropriate and inappropriate dress for a variety of situations. (FID – A10.5.2)

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*FID - A10.6*    **Standard 16: Elements and Principles of Color and Design**

*Demonstrate an understanding of the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.

- 16.1 Identify the elements and principles of design and color theory as they apply to the selection of clothing and accessories. (FID – A10.6.1)
- 16.2 Give examples of colors, lines, and design that compliment a variety of individual colorings and body types. (FID – A10.6.2)

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*FID - A10.7*    **Standard 17: History of Fashion**

*Compare and contrast the historical and cultural influences on apparel, furnishings, and housing.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.

- 17.1 Explain the difference between fad and fashion. (FID – A10.7.1)
- 17.2 Discuss historical and cultural influences on clothing and accessories. (FID – A10.7.2)

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**FID - A10.8 Standard 18: Textiles**

*Explore and experiment with different textile fibers, fabrics and finishes used for apparel and furnishings.\**

*\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.*

- 18.1 Identify the difference between natural and manufactured fibers used in fabric. (FID – A10.8.1)
- 18.2 Explain the meaning of care symbols and terms used on clothing care labels. (FID – A10.8.2)
- 18.3 Practice correct procedures to follow when caring for a variety of clothing. (FID – A10.8.3)

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**FID - A10.9 Standard 19: Custom Apparel and Accessories**

*Demonstrate how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.\**

*\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.*

**A. Custom Apparel and Accessories**

- 19.1 Select pattern, fabric, and notions appropriate for a simple apparel or accessory item. (FID – A10.9.1)
- 19.2 Demonstrate proper use and care of sewing tools and equipment. (FID – A10.9.2)
- 19.3 Use appropriate measuring, preparation, and construction techniques to complete a simple apparel or accessory item. (FID – A10.9.3)

**B. Alter, Repair, and Remodel Apparel**

- 19.4 Use basic construction skills to repair an article of clothing. (FID – A10.9.4)

Note: The specific knowledge and skills encompassed by C. Apparel for Individuals with Special Needs under this standard are taught in grades 9-12.

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**FID - A10.10 Standard 20: Wardrobe Planning, Budgeting, and Selection**

*Analyze the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget.*

**A. Wardrobe Planning, Budgeting, and Selection**



- 20.1 Discuss the reasons for planning one's wardrobe. (FID – A10.10.1)
- 20.2 Identify designs in clothing and accessories that are complimentary to one's personal coloring and body type. (FID – A10.10.2)
- 20.3 List types of clothing needed for the activities of an individual. (FID – A10.10.3)
- 20.4 Create a plan for future wardrobe additions based on a personal budget. (FID – A 10.10.4)

**B. Apparel Analysis**

- 20.5 Evaluate the factors to consider when purchasing clothing. (FID – A10.10.5)
- 20.6 Explain the characteristics of quality in clothing. (FID – A10.10.6)
- 20.7 Relate the cost of clothing to the quality of construction. (FID – A10.10.7)
- 20.8 Determine the advantages and disadvantages of purchasing clothing through various retail sources. (FID – A10.10.8)

<b>Food and Nutrition</b>
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HTR – A10.5

**Standard 21: Nutrition and Health**

*Define the principles of nutrition and their relationship to good health through the life cycle.\**

\*Food and Nutrition and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in the standard only applies to Food and Nutrition.

- 21.1 List the essential nutrients and describe the functions and sources of each. (HTR – A10.5.1)
- 21.2 Name the food groups in the USDA MyPlate.gov that are needed each day for good health. (HTR – A10.5.2)
- 21.3 Describe a healthy diet as recommended in the *Dietary Guidelines for Americans*. (HTR – A10.5.3)
- 21.4 Evaluate the effects of daily food choices on health and appearance. (HTR – A10.5.4)

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HTR – A10.6 **Standard 22: Food Safety and Sanitation**

*Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.*

- 22.1 Name the major food-borne illnesses and identify sources of food contamination. (HTR – A10.6.1)

22.2 Practice sanitary procedures before, during, and after food preparation and service. (HTR – A10.6.2)

22.2.1 Describe ways to store food safely and retain optimum nutritional value. (HTR – A10.6.3)

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HTR – A10.7

**Standard 23: Food Preparation and Meal Management**

*Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.*

**A. Food Purchasing**

23.1 Describe ways to manage time, energy, and resources when planning, selecting, and preparing food or meals. (HTR – A10.7.1)

23.2 List the information found on food labels and describe its relationship to healthy food choices. (HTR – A10.7.2)

23.3 Identify consumer skills needed to select and purchase food products to maintain a healthy diet. (HTR – A10.7.3)

**B. Food Preparation**

23.4 Identify the parts of a standardized recipe and describe common food preparation terms. (HTR – A10.7.4)

23.5 Explain the functions of ingredients used to prepare foods. (HTR – A10.7.5)

23.6 Use appropriate equipment and techniques for dry and liquid measurements. (HTR – A10.7.6)

23.7 Plan and prepare simple, nutritious meals using basic food preparation techniques. (HTR – A10.7.7)

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HTR – A10.8

**Standard 24: Food Culture and Etiquette**

*Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.*

24.1 Describe table setting, meal service, and etiquette appropriate for a variety of occasions. (HTR – A10.8.1)

24.2 Discuss cultural differences that may influence etiquette and meal service. (HTR – A10.8.2)

24.3 Practice table setting, meal service, and etiquette that reflect commonly accepted food customs and practices in the United States. (HTR – A10.8.3)

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HTR – A10.9

**Standard 25: The Science of Food and Nutrition**

*Identify the aspects of science related to food preparation, product development, and nutrition.*

25.1 Discuss the effects of cooking methods on the nutritional value of food products. (HTR – A10.9.1)

25.2 Describe how the body processes and uses nutrients found in foods. (HTR – A10.9.2)

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HTR – A10.10

**Standard 26: Food Production and Technology**

*Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.*

Note: The specific knowledge and skills encompassed by this standard are taught in grades 9-12.

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HTR – A10.11

**Standard 27: Facilities and Equipment**

*Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.*

27.1 Identify safety hazards and emergency procedures for accidents related to food preparation areas and equipment. (HTR – A10.11.1)

27.2 Describe proper use and care of basic food preparation equipment. (HTR – A10.11.2)

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<b>Housing and Furnishings</b>
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FID – A10.5

**Standard 28: Housing and Furnishing Selections**

*Explore how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.

28.1 Discuss the ways housing, furnishings, and accessories meet the needs of individuals and family members. (FID – A10.5.1)

28.2 Describe how personal living space can express one's personality and provide privacy. (FID – A10.5.2)

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FID – A10.6

**Standard 29: Elements and Principles of Color and Design**

*Demonstrate an understanding of the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.

- 29.1 Identify the elements and principles of design and color theory as they apply to housing and furnishings. (FID – A10.6.1)
  - 29.2 Use the elements and principles of design to decorate a room or construct a decorative accessory. (FID – A10.6.2)
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*FID – A10.7*                      **Standard 30: Housing and Furniture Styles**

*Compare and contrast the historical and cultural influences on apparel, furnishings, and housing.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.

- 30.1 Identify historical influences on housing and furnishings. (FID – A10.7.1)
  - 30.2 Discuss cultural influences on housing and furnishings. (FID – A10.7.2)
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*FID – A10.8*                      **Standard 31: Textiles and Materials**

*Explore and experiment with different textile fibers, fabrics, and finishes used for apparel and furnishings.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.

- 31.1 Interpret fabric care labels on home furnishings and accessories. (FID – A10.8.1)
  - 31.2 Discuss correct procedures to follow when caring for textiles and materials used in the home. (FID – A10.8.2)
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*FID – A10.9*                      **Standard 32: Custom Interior Items and Accessories**

*Demonstrate how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.\**

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.

**A. Custom Interior Items and Accessories**

- 32.1 Select fabric, materials, and notions appropriate for constructing a simple interior item or accessory. (FID – A10.9.1)
- 32.2 Demonstrate proper use and care of tools and equipment used for constructing interior items or accessories. (FID – A10.9.2)
- 32.3 Use appropriate measuring, preparation, and construction techniques to complete a simple interior item or accessory. (FID – A10.9.3)

**B. Alter, Repair, and Remodel Interior Items or Accessories**

- 32.4 Use basic construction skills to repair an interior item or accessory. (FID – A10.9.4)

\*Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings

Note: The specific knowledge and skills encompassed by C. Interior Items and Accessories for Individuals with Special Needs under this standard are taught in grades 9-12.

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*FID – A10.11*                    **Standard 33: Housing Decisions**

*Evaluate the factors that influence housing decisions.*

- 33.1 List the factors that influence decisions related to housing for individuals and families. (FID – A10.11.1)
  - 33.2 Describe the different types of housing options and ways these meet the needs of individuals and family members. (FID – A10.11.2)
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*FID – A10.12*                    **Standard 34: Home Furnishings and Living Environments**

*Identify the factors influencing the selection and care of home furnishings, accessories, and equipment.*

**A. Selection and Care of Furnishings, Accessories, and Equipment**

- 34.1 List the factors to consider when choosing decorative items for one's space. (FID – A10.12.1)
- 34.2 Identify home care tasks that need to be done on a daily, weekly, and monthly basis. (FID – A10.12.2)
- 34.3 Identify appropriate products and equipment used to clean and care for the home. (FID – A10.12.3)

**B. Safe and Healthy Living Environments**

- 34.4 Identify ways to create a safe and secure home environment. (FID – A10.12.4)

- 34.5 Describe appropriate responses to home emergencies. (FID – A10.12.5)
  - 34.6 Explain the best procedures to follow for ensuring personal safety in the home. (FID – A10.12.6)
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*FID – A10.13* **Standard 35: Space Planning**

*Assess the principles and factors that influence space planning and interior design, including universal access.*

- 35.1 Identify personal, family, and multiple-use space within a home. (FID – A10.13.1)
- 35.2 Identify factors to consider when arranging space. (FID – A10.13.2)
- 35.3 Plan the arrangement of one’s personal space in the home. (FID – A10.13.3)

<b>Individual and Family Health</b>
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*HTR – A10.5* **Standard 36: Health and Nutrition**

*Define the principles of nutrition and their relationship to good health through the life cycle.\**

\*Food and Nutrition and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in the standard only applies Individual and Family Health.

- 36.1 Identify nutritional practices that promote optimum health. (HTR– A10.5.1)
  - 36.2 Calculate personal caloric needs to maintain a healthy weight. (HTR– A10.5.2)
  - 36.3 Evaluate various methods of managing weight. (HTR – A10.5.3)
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*ECDFS – A10.17* **Standard 37: Personal Health**

*Summarize the importance of wellness and safety to individual and family health and well-being.\**

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Individual and Family Health.

**A. Personal Health**

- 37.1 Describe the characteristics of a healthy person. (ECDFS – A10.17.1)
- 37.2 Relate regular exercise, rest, and good nutrition to physical fitness, school performance, and optimum health. (ECDFS – A10.17.2)

## B. Wellness

- 37.3 Describe the importance of self-esteem and its relationship to mental wellness. (ECDFS – A10.17.3)
- 37.4 Discuss ways to manage emotional changes that promote physical and mental health. (ECDFS – A 10.17.4)

## C. Emergency Care and Preparedness

- 37.5 Identify health hazards in the home, school, and community. (ECDFS – A10.17.5)
- 37.6 Describe basic first-aid techniques and emergency procedures. (ECDFS – A10.17.6)
- 37.7 Explain the best procedures to follow for ensuring personal safety. (ECDFS – A10.17.7)

## D. Responsible Health Related Behaviors

- 37.8 Practice the decision-making process to make responsible health choices. (ECDFS – A10.17.8)
- 37.9 Identify high-risk health behaviors and their effects on individuals and society. (ECDFS – A1017.9)
- 37.10 Describe the signs and symptoms of verbal, physical, and emotional abuse and their effects on health and well-being. (ECDFS – A10.17.10)

Note: The specific knowledge and skills encompassed by E. Health and the Environment and F. Community Health Resources under this standard are taught in grades 9-12.

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## **ECDFS – A10.18      Standard 38: Communicable and Noncommunicable Infections and Diseases**

*Demonstrate an understanding of how to prevent and control infection and disease to produce the optimum health of individuals and families.*

- 38.1 Describe the difference between communicable and noncommunicable infections and diseases. (ECDFS – A10.18.1)
- 38.2 Explain ways to care for individuals with infections and diseases. (ECDFS – A10.18.2)

<b>Transferable and Employability Skills</b>
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## **ECDFS – A2.0, FID – A2.0, HTR – A2.0      Standard 39: Personal Communication**

*Acquire, and use accurately, industry sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written and multimedia formats. (Direct alignment to LS 9-10, 11-12.6)*

- 39.1 Describe the ways in which the development of personal and interpersonal skills affects personal, family, and school life. (ECDFS, FID, HTR – A2.0.1)
  - 39.2 Explain the importance of positive attitudes such as self-confidence, honesty, respect, perseverance, initiative, and self-discipline. (ECDFS, FID, HTR – A2.0.2)
  - 39.3 Practice oral, written, and multimedia communication skills in a variety of settings. (ECDFS, FID, HTR – A2.0.3)
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ECDFS – A3.0, FID – A3.0, HTR – A3.0      **Standard 40: Career Planning and Management**

*Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment to SLS 11-12.1)*

**A. Career Awareness**

- 40.1 Relate the content areas for consumer and family studies to the home economics related career pathways. (ECDFS, FID, HTR – A3.0.1)
- 40.2 Identify careers related to home economics careers and technology and explain the training and education needed. (ECDFS, FID, HTR – A3.0.2)
- 40.3 Complete a plan to assist in achieving career goals related to home economics careers and technology. (ECDFS, FID, HTR – A3.0.3)

**B. Employability**

- 40.4 Identify the steps in finding and keeping a volunteer or part-time job. (ECDFS, FID, HTR – A3.0.4)
  - 40.5 Practice completing job applications and resumes and interviewing skills. (ECDFS, FID, HTR – A3.0.5)
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ECDFS – A10.19, FID – A10.14, HTR – A10.13      **Standard 41: Management of Personal, Family and Work Responsibilities**

*Explain how individual apply strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.*

- 41.1 Describe the multiple roles and responsibilities of family members. (ECDFS – A10.19.1, FID – A10.14.1, HTR – A10.13.1)



- 41.2 Explain the basic steps in the management process. Describe the multiple roles and responsibilities of family members.  
(ECDFS – A10.19.2, FID – A10.14.2, HTR – A10.13.2)
- 41.3 Identify the management skills needed to effectively manage multiple roles.  
(ECDFS – A10.19.3, FID – A10.14.3, HTR – A10.13.3)
- 41.4 Apply management strategies that assist in balancing personal, family, and school responsibilities and improve quality of life.  
(ECDFS – A10.19.4, FID – A10.14.4, HTR – A10.13.4)
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ECDFS – A10.20, FID – A10.15, HTR – A10.12

**Standard 42: Influences on Individual, Family, and Workplace Decisions**

*Assess the individual, family, and workplace factors that influence decisions at each stage of the life cycle.*

Note: The specific knowledge and skills encompassed by this standard are taught in grades 9-12.

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ECDFS – A10.21, FID – A10.16, HTR – A10.14

**Standard 43: Transferability of Consumer and Family Studies Knowledge, Skills, and Attitudes to Careers**

*Demonstrate an understand of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced training and education or careers.*

Note: The specific knowledge and skills encompassed by this standard are taught in grades 9-12.



**Insert Section III Divider**

