



# HOME ECONOMICS CAREERS AND TECHNOLOGY CONSUMER AND FAMILY STUDIES (CFS) CONTENT AREA COMPETENCY PROFILE: GRADES 9-12

## Introduction

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The “Consumer and Family Studies (CFS) Content Area Competency Profile: Grades 9-12” was developed to provide instructors with a tool for the assessment of a student’s progress and mastery level of the standards addressed in Home Economics Careers and Technology (HECT) courses. The evaluation, when recorded on the profile, will assist instructors in communicating to a student as well as others the level of knowledge and skills attained by the student upon completion of Comprehensive Core and Concentration HECT Courses within a CFS program.

## Standards-based Competencies

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The standards for CFS program courses were revised and updated by teachers and administrators as well as business, industry, and community representatives. The specific standards for CFS are incorporated in the *Anchor Standards* and can be found under *Anchor Standard 10: “Technical Knowledge and Skills”* in the document *California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve* under the following three industry sectors: Education, Child Development, and Family Services (ECDFS); Fashion and Interior Design (FID); and Hospitality, Tourism, and Recreation (HTR).

The *Anchor Standards* are those that all students need to master to be successful in the career technical education curriculum and in the workplace. Students who take CFS Comprehensive Core and selected Concentration Courses should be able to master the knowledge and skills needed to transition to Home Economics Related Occupations (HERO) Career Pathway Capstone Courses and/or postsecondary education and training. When planning CFS courses, instructors should include *Anchor Standards 1-9* and *11* and the specific CFS standards located under *Anchor Standard 10* in each of the three applicable industry sectors.

In the *Anchor Standards* there are two levels of detail: *standards* and *subcomponents*. The *standards* are general expectations of what students should know and be able to do. The *subcomponents* elaborate on the specific knowledge and skills encompassed by the standard. The CFS content area standards are presented as *subcomponents* in *Anchor Standard 10* in each of the three industry sectors and the *standards detail* for these can be found in the document *Consumer and Family Studies Standards Implementation Resource Guide: Grades 7-12*.

## How to Use the Consumer and Family Studies Competency Profile

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The cover page provides space for personal information, a record of completion of the competencies in each content area, and acknowledgement of successful completion of the course work and competencies. The instructor and student should work together to complete this information and update it on a regular basis.

The evaluation of a student’s progress and mastery level of the standards would ideally be completed at appropriate intervals in conference with the instructor, the student, and a CFS advisory committee member. Each of the *subcomponents* in *Anchor Standards 1-9* listed under the *standards* on the *Anchor Standards* sheet and each of the *standards detail* under *Anchor Standard 10* found on the CFS content area standards sheets should be reviewed and the appropriate box should be checked to indicate the degree of mastery.

For CFS Comprehensive Core and Introductory courses only the *Anchor Standards subcomponents* and the essential *standards detail* statements that are in bold print are assessed. For CFS Concentration Courses the *Anchor Standards subcomponents* and the *standards detail* statements that are not in bold should be assessed as well as any bolded *standards detail* statements that were reinforced. HERO *Career Pathway Standards* are not addressed or assessed in CFS courses. The ratings should reflect the student’s attainment of the knowledge and skills rather than a grade that may be given in the class or program. The rating scale follows:

<b>A</b> = Advanced	Demonstrates superior knowledge and skills; can work independently with no supervision.
<b>P</b> = Proficient	Demonstrates proficient knowledge and skills; can work with limited supervision.
<b>B</b> = Basic	Demonstrates minimal knowledge and skills; requires instruction and close supervision.
<b>L</b> = Limited	Shows little or no knowledge or skill in this area.

The competency profile is to be kept in the site’s department/program file to be accessible for use, as needed, by instructors to review a student’s attainment of knowledge and skills; to plan further instruction or individual support for a student, if needed; for follow-up reporting; and for letters of recommendation. Upon completion of the CFS program, students should place a copy of their competency profile in their portfolio for future training, education, or employment and a copy should also be retained in department/program files for future reference.

# HOME ECONOMICS CAREERS & TECHNOLOGY

## CONSUMER AND FAMILY STUDIES COMPETENCY PROFILE: GRADES 9-12



### STUDENT INFORMATION

Today's Date: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ School District: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 School Phone: \_\_\_\_\_ School Fax: \_\_\_\_\_

### CONSUMER AND FAMILY STUDIES CONTENT AREAS

Instructor (s) is to check (✓) each applicable content area as well as initial and indicate the date on which the student achieves the standards for each content area.

#### PART I. COMPREHENSIVE CORE

<p>____ Child Development and Guidance _____  <small>(Initial) (Date)</small></p> <p>____ Family and Human Development _____  <small>(Initial) (Date)</small></p> <p>____ Food and Nutrition _____  <small>(Initial) (Date)</small></p> <p>____ Individual and Family Health _____  <small>(Initial) (Date)</small></p>	<p>____ Consumer Education _____  <small>(Initial) (Date)</small></p> <p>____ Fashion, Textiles, and Apparel _____  <small>(Initial) (Date)</small></p> <p>____ Housing and Furnishings _____  <small>(Initial) (Date)</small></p> <p>____ Transferable and Employability Skills _____  <small>(Initial) (Date)</small></p>
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#### INSTRUCTOR (S) COMMENTS:

\_\_\_\_\_  
 \_\_\_\_\_

#### PART II. CONTENT AREA CONCENTRATION

<p>____ Child Development and Guidance _____  <small>(Initial) (Date)</small></p> <p>____ Family and Human Development _____  <small>(Initial) (Date)</small></p> <p>____ Food and Nutrition _____  <small>(Initial) (Date)</small></p> <p>____ Individual and Family Health _____  <small>(Initial) (Date)</small></p>	<p>____ Consumer Education _____  <small>(Initial) (Date)</small></p> <p>____ Fashion, Textiles, and Apparel _____  <small>(Initial) (Date)</small></p> <p>____ Housing and Furnishings _____  <small>(Initial) (Date)</small></p> <p>____ Transferable and Employability Skills _____  <small>(Initial) (Date)</small></p>
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#### INSTRUCTOR (S) COMMENTS:

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 (Student Name)

*has successfully completed course work and competencies for Consumer and Family Studies.*

\_\_\_\_\_  
 (Student Signature and Date)

\_\_\_\_\_  
 (Instructor Signature and Date)

\_\_\_\_\_  
 (CFS Advisory Committee Member Signature and Date)



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-12

### ANCHOR STANDARDS

#### DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

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Demonstrates superior knowledge and skills; can work independently with no supervision.  
Demonstrates proficient knowledge and skills; can work with limited supervision.  
Demonstrates minimal knowledge and skills; requires instruction and close supervision.  
Shows little or no knowledge or skill in this area.

#### ANCHOR – 1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the specific HECT Industry Sector alignment matrix for identification of the Common Core standards.\*

A P B L

#### ANCHOR – 2.0 Communications

Acquire and accurately use the specific HECT Industry Sector's terminology and protocols at the career and college readiness level; for communicating effectively in oral, written, and multimedia formats. LS 9-10, 11-12.6\*

A P B L

#### ANCHOR – 3.0 Career Planning and Management

Integrate multiple sources of career information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, solve problems, and manage personal career paths.\*

A P B L

#### ANCHOR – 4.0 Technology

Use existing and emerging technology to investigate, research and produce products and services, including new information, as required in the specific HECT Industry Sector's workplace environment.\*

A P B L

#### ANCHOR – 5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the specific HECT Industry Sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. WS 11-12.7\*

A P B L

#### RATING SCALE

#### ANCHOR – 6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related the specific HECT Industry Sector's workplace environment.\*

A P B L

#### ANCHOR – 7.0 Responsibility and Flexibility

Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the specific HECT Industry Sector's workplace environment and community settings.\*

A P B L

#### ANCHOR – 8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.\*

A P B L

#### ANCHOR – 9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO: The California Affiliate of FCCLA). SLS 11-12. 1b

A P B L

- |   |     |  |
|---|-----|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9.1 | Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9.2 | Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9.3 | Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.  |

## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-12

### ANCHOR STANDARDS

#### DIRECTIONS

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#### A P B L

- 9.4 Explain how professional associations and organizations (such as FHA-HERO) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Education, Child Development, and Family Services sector issues and problems.

#### **ANCHOR – 10.0 Technical Knowledge and Skills**

*Apply essential technical knowledge and skills common to all pathways in the specific HECT Industry Sector's procedures when carrying out experiments and performing technical tasks.*  
**WS 11-12.6.**

#### A P B L

- 10.1 Interpret and explain terminology and practices specific to the HECT Industry Sectors.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the HECT Industry Sectors.
- 10.3 Construct projects and products specific to the HECT Industry Sector's requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

#### **ANCHOR – 11.0 Demonstration and Application**

*Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, Consumer and Family Studies standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization (FHA-HERO: The California Affiliate of FCCLA).\**

#### A P B L

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\*Refer to the Anchor Standards in the specific industry sector for all performance indicators.



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### CHILD DEVELOPMENT AND GUIDANCE CONTENT AREA STANDARDS

#### DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

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#### RATING SCALE

Standards detail statements in bold type should be addressed and assessed in the CFS Comprehensive Core.

#### **ECDFS – A10.5**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.1 | Analyze factors to consider when determining readiness for parenting and identify parenting responsibilities.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.2 | Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.3 | Analyze the major decisions, changes, and adjustments required of parents.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.4 | Describe and evaluate the responsibilities, styles, and strategies of parenting.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.5 | Describe cultural influences on parenting.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.6 | Evaluate caregiving options.  |

#### **ECDFS – A10.6**

**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.**

##### A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.1 | Summarize the stages of prenatal development and childbirth.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.2 | Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.3 | Discuss physical and emotional changes that occur during normal and at-risk pregnancies.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.4 | Analyze how individuals are genetically unique.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.5 | Examine the methods, costs, ethics, and risks of reproductive procedures.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.6 | Identify and evaluate community resources that provide information and assistance related to pregnancy.                                    |

#### **ECDFS – A10.7**

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

##### A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.1 | Explain the benefits of studying child development.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.2 | Identify the developmental areas, stages, and principles of child growth.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.3 | Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children. |

#### **ECDFS – A10.7** (continued)

##### A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.4 | List factors that contribute to the optimal development of children.          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.5 | Identify and compare various theories regarding human growth and development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.6 | Observe and study children's behavior and interpret findings.                 |

#### **ECDFS – A10.8**

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

##### A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.1 | Describe and compare various approaches to child guidance and their effect on self-worth.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.2 | Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.3 | Describe the relationship of a child's behavior to the commonly accepted principles of growth and development.                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.4 | Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.5 | Describe factors and possible causes that contribute to child abuse and identify the characteristics of the abused and the abuser. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.6 | Identify agencies and resources that help in reducing child abuse.   |

#### **ECDFS – A10.9**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.1 | Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents.    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.2 | Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.3 | Evaluate facilities, equipment, and materials for their contribution to a child's development.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.4 | Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept. |

## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### CHILD DEVELOPMENT AND GUIDANCE CONTENT AREA STANDARDS

#### DIRECTIONS

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#### **ECDFS – A10.9** (continued)

##### **A P B L**

- A10.9.5 Describe and analyze strategies, equipment, and techniques for helping children with special needs.
- A10.9.6 Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of children and adolescents.

#### **ECDFS – A10.15**

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

##### **A P B L**

- A10.15.1 Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change.
- A10.15.2 Analyze how changes and crises affect infants, children, and adolescents and recommend strategies that help them adapt.
- A10.15.3 Explain how role models influence infants', children's, and adolescents' ability to cope.
- A10.15.4 Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use.

#### **ECDFS – A10.17**

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

##### **A P B L**

- A10.17.1 Describe methods for maintaining the health and ensuring the safety of children.
- A10.17.2 Analyze and apply safety and sanitation practices that can be used to prevent and treat childhood illnesses and accidents.
- A10.17.3 Describe, plan, and evaluate a nutritionally balanced diet which promotes a child's optimum health.
- A10.17.4 Research and report on public laws that deal with the health and safety of children and the importance of mandated reporting.
- A10.17.5 Evaluate a child's environment for health and safety and recommend improvements.
- A10.17.6 Investigate and select community agencies and resources that provide child health care services and information.



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### CONSUMER EDUCATION CONTENT AREA STANDARDS

#### DIRECTIONS

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#### RATING SCALE

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#### **ECDFS – A10.10**

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

##### A P B L

##### A. Consumer Decisions

- A10.10.1 Define values, goals, needs, and wants.
- A10.10.2 Define and apply personal values, short- and long-term goals, needs, and wants as they relate to consumer decisions.
- A10.10.3 Identify the key steps in decision-making models and apply the process to a variety of consumer situations.
- A10.10.4 Describe factors that influence personal values, goals, and consumer choices (e.g. self-concept, family members, and peers; mass media; society; and cultural and economic backgrounds).
- A10.10.5 Identify ways to use individual, family, and community resources to extend opportunities for achieving goals.
- A10.10.6 Examine the interrelationship and effect of individual and family consumer decisions to business, consumers, the environment, and the economy.

##### B. Consumer Purchases

- A10.10.7 Evaluate sources of information about goods and services to determine their reliability.
- A10.10.8 Identify, compare, and evaluate retail and wholesale sources for consumer goods and services.
- A10.10.9 Evaluate warranties, guarantees, and labels for consumer purchases.
- A10.10.10 Differentiate between reliable and deceptive advertising terminology and sales techniques.
- A10.10.11 Identify factors that affect the availability, quality, and cost of products.

#### **ECDFS – A10.11**

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

##### A P B L

##### A. Financial Management

- A10.11.1 Define basic financial management terms.
- A10.11.2 Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyle.
- A10.11.3 Compare factors that influence the use of credit.
- A10.11.4 Demonstrate how to complete deposit slips, write checks, balance checkbook accounts, and reconcile bank statements.

#### **ECDFS – A10.11 (continued)**

##### A P B L

- A10.11.5 Interpret a wage statement and apply the information to develop a budget.
- A10.11.6 Examine changing patterns of earning, spending, saving, and investing during the life cycle.
- A10.11.7 Identify and evaluate different types of systems for keeping financial records.
- A10.11.8 Identify various types of income tax return forms and define tax related terminology.
- A10.11.9 Analyze the impact of technology on financial management.

##### B. Financial Services

- A10.11.10 Evaluate information about available financial services.
- A10.11.11 Compute the cost of credit and compare various sources of credit.
- A10.11.12 Relate the effective use of loans to the ability to achieve short- and long-term goals.
- A10.11.13 Determine a plan to achieve financial goals using financial services as appropriate.
- A10.11.14 Examine savings and investment plans to meet goals at various stages of the life cycle.
- A10.11.15 Identify and evaluate insurance needs at various stages of the life cycle.

#### **ECDFS – A10.12**

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

##### A P B L

##### A. Consumer Rights and Responsibilities

- A10.12.1 Explain consumer rights and responsibilities.
- A10.12.2 Analyze acceptable and ethical consumer practices and behaviors.
- A10.12.3 Identify and analyze consumer protection laws, agencies, services, and procedures for solving consumer problems.
- A10.12.4 Assess legal responsibilities and obligations when a credit contract has been signed.
- A10.12.5 Examine ways consumer advocates and volunteer groups affect consumer choices and laws.
- A10.12.6 Explain consumer laws that regulate individual, corporate, and business practices and behavior.

##### B. Role of Government

- A10.12.7 Identify the purposes for which taxes are collected at the local, state, and federal levels.

## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### CONSUMER EDUCATION CONTENT AREA STANDARDS

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#### RATING SCALE

#### **ECDFS – A10.12** (continued)

##### **A P B L**

- A10.12.8 **Analyze the consequences of consumer legislation on consumers, business, and the economy.**
- A10.12.9 Describe the impact of fiscal and monetary policy on individuals, families, and the community.
- A10.12.10 Assess key indicators of economic performance through the use of charts, graphs, and other tools of analysis.
- A10.12.11 Analyze government regulations and ways in which these affect local, state, and national economies.
- A10.12.12 Examine the impact of laws that regulate advertising.

#### C. Marketplace Functions

- A10.12.13 **Identify factors that determine supply and demand.**
- A10.12.14 Analyze the effects of increases and decreases in supply and demand on price and quantity.
- A10.12.15 Describe ways in which competition affects the quantities and prices of goods and services available to consumers.
- A10.12.16 Analyze economic relationships that exist between households and businesses in a market economy.
- A10.12.17 Recognize the characteristics of competitive and noncompetitive market structures and assess their impact on consumer choices.
- A10.12.18 Compare the effects of inflation, recession, and unemployment on businesses, individuals, families, and communities.

#### D. Economic Concepts

- A10.12.19 Define the basic concepts and components of the U.S. economic system and the consumer's role in the market economy.
- A10.12.20 Define economic terms and explain the relationships of scarcity, choice, opportunity cost, and resource allocation.
- A10.12.21 Compare market, command, mixed, and traditional economies.
- A10.12.22 Recognize the characteristics of different economic systems and assess their impact on consumer choices.
- A10.12.23 Determine the advantages and disadvantages of bartering and negotiating to achieve goals.
- A10.12.24 Analyze the role of the Federal Reserve System and its effect on the consumer.

#### E. Global Economy

- A10.12.25 Define the economic concepts of absolute and comparative advantage.
- A10.12.26 Compare work patterns in the U.S. with those in other countries.

#### **ECDFS – A10.12** (continued)

##### **A P B L**

- A10.12.27 Analyze the relationship between the specialization of labor and economic interdependency.
- A10.12.28 Debate the impact of free trade and protectionism and its effect on the consumer.
- A10.12.29 Identify how international trade and immigration affect the U.S. economy and the cost of various goods and services.
- A10.12.30 Determine the value of the dollar based on foreign exchange rates.
- A10.12.31 Explain how current technological changes affect the global economy.





## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### FAMILY AND HUMAN DEVELOPMENT CONTENT AREA STANDARDS

#### DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

**A** = Advanced  
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**L** = Limited

Demonstrates superior knowledge and skills; can work independently with no supervision.  
Demonstrates proficient knowledge and skills; can work with limited supervision.  
Demonstrates minimal knowledge and skills; requires instruction and close supervision.  
Shows little or no knowledge or skill in this area.

#### RATING SCALE

Standards detail statements in bold type should be addressed and assessed in the CFS Comprehensive Core.

#### ECDFS – A10.13

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

##### A P B L

- |   |          |   |
|---|----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.1 | Explain the function of the family in providing a nurturing environment for its members and its influence on self-esteem, values, and relationships.          |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.2 | Describe socioeconomic and cultural influences on the family.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.3 | Analyze the differences in family structures and their effect on society.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.4 | Describe roles and responsibilities assumed by family members and explain the consequences when individuals neglect these responsibilities.                   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.5 | Analyze traditional and nontraditional roles and responsibilities of family members by comparing the families of past generations with contemporary families. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.6 | Describe the importance of personal and family involvement in the community and ways for individuals to contribute to their community.                        |

#### ECDFS – A10.14

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

##### A P B L

##### A. Personal Development

- |   |          |   |
|---|----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.1 | Describe the factors that contribute to the development of character, personality, and self-worth.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.2 | Identify personal values and goals and their effect on decisions.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.3 | Analyze the characteristics and behaviors that contribute to the development of positive relationships.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.4 | Describe how common values and goals promote positive lasting relationships.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.5 | Demonstrate how effective verbal and nonverbal communication skills build positive relationships, enhance self-esteem, and increase respect for others. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.6 | Describe communication strategies and resources that help individuals manage conflicts and crisis in order to build successful relationships.           |

##### B. Responsible Relationships

- |   |          |   |
|---|----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.7 | Identify the purposes and qualities of friendships. |
|---|----------|---|

- |   |           |   |
|---|-----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.8  | Examine family, societal, and cultural factors that influence the development of relationships. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.9  | Describe the stages in the development of personal relationships.                               |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.10 | Describe responsible and irresponsible behaviors and their effect on relationships.             |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.11 | Analyze the influence of the media in shaping attitudes and behaviors.                          |
| <u>C. Relationships in Marriage</u>   |           |   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.12 | Assess personal qualities and expectations that lead to the selection of a marriage partner.    |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.13 | Examine family, legal, societal, financial, and cultural factors that affect marriage.          |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.14 | Analyze the meaning and responsibilities of commitment to one person in marriage.               |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.15 | Explain the areas of adjustment for a successful marriage.                                      |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.14.16 | Analyze the impact of parenthood on relationships.  |

#### ECDFS – A10.15

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

##### A P B L

- |   |          |  |
|---|----------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.15.1 | Describe the common major life changes, issues, and adjustments that individuals encounter during the life cycle.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.15.2 | Summarize adjustments required as family structures change and analyze factors that facilitate the adjustments.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.15.3 | Describe the changes that occur in the aging process, the special needs of the aged, and the ways those needs may be met by family members and community agencies. |

#### ECDFS – A10.16

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

##### A P B L

- |   |          |  |
|---|----------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.16.1 | Assess personal attributes and available resources for coping with conflicts and crises.                   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.16.2 | Apply strategies for coping with personal, social, and work-related conflicts and crises.                  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.16.3 | Explain the effects of positive and negative stress factors on psychological and physiological well-being. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.16.4 | Explain current laws relating to marriage, parenthood, death, and dissolution of marriage.                 |



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### FASHION, TEXTILES, AND APPAREL CONTENT AREA STANDARDS

#### DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

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--	--

#### RATING SCALE

Standards detail statements in bold type should be addressed and assessed in the CFS Comprehensive Core.

#### **FID – A10.5**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.1 | Explain how fashion, textiles, and apparel selection meet social, physical, and psychological needs.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.2 | <b>Differentiate between appropriate and inappropriate dress for a variety of social, casual, and workplace situations.</b> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.3 | Analyze how fads and fashion influence apparel and textile choices.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.4 | Explain how cultural values and ideals are expressed through fashion, textiles, and apparel.                                |

#### **FID – A10.6**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.1 | Explain the elements and principles of color and design and apply the fundamental concepts to fashion, textiles, and apparel. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.2 | <b>Apply the elements and principles of design and theories of color to enhance various body types.</b>                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.3 | Identify color terminology and use of color schemes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.4 | Explain how the selection and placement of accessories influences appearance.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.5 | Explain how the elements and principles of design and theories of color are used to select accessories.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.6 | Combine complementary apparel and accessory items to achieve a desired image.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.7 | Relate the elements and principles of design and theories of color to costume and textile design.                             |

#### **FID – A10.7**

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

##### A P B L

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.1 | <b>Investigate the influence of historical clothing on current fashions and fads.</b>        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.2 | Analyze the cultural and historical development of fashions, textiles, and apparel.          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.3 | Research the contributions of specific cultures to fashions, designs, textiles, and apparel. |

#### **FID – A10.8**

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

##### A P B L

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.1 | <b>Distinguish between natural and manufactured fibers.</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.2 | Examine the chemical and physical properties of fibers and fabrics.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.3 | Describe the characteristics of woven, nonwoven, and knitted processes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.4 | Describe the influence of fabric care on textile selection.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.5 | Select appropriate products and techniques for clothing and textile care.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.6 | Apply knowledge of textiles, fabrics, and finishes to the purchase or construction of apparel and accessories. |

#### **FID – A10.9**

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

##### A P B L

##### A. Custom Apparel and Accessories

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.1 | <b>Demonstrate the ability to take accurate body measurements.</b>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.2 | Select appropriate fabric, materials, tools, and equipment for the construction of apparel.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.3 | <b>Construct apparel and accessories through the use of appropriate custom construction techniques and equipment.</b>                            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.4 | Analyze the use of appropriate finishing techniques for garments constructed either by custom or manufactured methods.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.5 | Develop advanced custom construction skills through the use of various fabrics, techniques for fit and alterations, and complex garment designs. |

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

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.6 | Evaluate the appropriateness of altering, repairing, or remodeling apparel or accessory items.             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.7 | Identify necessary alterations.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.8 | Identify and evaluate resources needed, costs, and services available for altering and repairing clothing. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.9 | Evaluate the fit and appearance of altered apparel or accessory items.                                     |

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

## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### FASHION, TEXTILES, AND APPAREL CONTENT AREA STANDARDS

#### DIRECTIONS

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#### RATING SCALE

#### **FID – A10.9** (continued)

##### **A P B L**

#### C. Apparel for Individuals with Special Needs

- A10.9.10 Identify sources that provide or sell fashions, textiles, or apparel to individuals with special needs.
- A10.9.11 Analyze the information provided by public and private agencies regarding fashions, textiles, and apparel for individuals with special needs.
- A10.9.12 Select fiber and fabric construction methods that are best suited to individuals with special needs.
- A10.9.13 Design and construct or modify garments for individuals with special needs.
- A10.9.14 Identify notions, such as closures and accessories, appropriate for constructing or modifying apparel for individuals with special needs.

#### **FID – A10.10**

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

##### **A P B L**

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

- A10.10.1 Select fashion, textile, and apparel products that are appropriate for a variety of situations.
- A10.10.2 Plan and select apparel that is complementary to an individual's body type, coloring, and personality.
- A10.10.3 Evaluate apparel choices according to individual lifestyles and goals.
- A10.10.4 Analyze a family's clothing needs and wants during various stages of the life cycle.
- A10.10.5 Develop a plan for extending and expanding a wardrobe.
- A10.10.6 Examine ways to expand a wardrobe through recycling, resale, or purchase of items.
- A10.10.7 Evaluate the influence of workplace requirements for wardrobe planning and purchases.

#### B. Apparel Analysis

- A10.10.8 Evaluate and compare manufactured and custom apparel and accessories in terms of quality, time, energy, and cost.
- A10.10.9 Compare similar garments at various retail sources for cost and quality.
- A10.10.10 Identify retail sources for various markets, including telemarketing and Internet sources.
- A10.10.11 Identify personal services offered by different sources of apparel.



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### FOOD AND NUTRITION CONTENT AREA STANDARDS

#### DIRECTIONS

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Demonstrates proficient knowledge and skills; can work with limited supervision.  
Demonstrates minimal knowledge and skills; requires instruction and close supervision.  
Shows little or no knowledge or skill in this area.

#### RATING SCALE

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#### **HTR – A10.5**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.1 | Explain the functions and sources of the major nutrients and their relationship to good health.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.2 | Compare an individual's daily diet with average needs for each food group in the USDA MyPyramid based on age, gender, and physical activity.        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.3 | Evaluate nutritional needs, food choices, and habits of individuals in different stages of the life cycle and design or modify their diets.         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.4 | Describe food related illnesses and examine strategies for their prevention and treatment.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.5 | Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.6 | Explain the process of digestion, absorption, and metabolism in the body's use of food and the effects of medications, alcohol, and drugs.          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.7 | Compare and evaluate dietary programs and information that deal with weight control and nutrition.  |

#### **HTR – A10.6**

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

##### A P B L

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.1 | Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.2 | Employ sanitary practices before, during, and after food preparation and service.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.3 | Demonstrate and compare the proper techniques for safe storage and preparation of food.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.4 | Identify and evaluate information provided by agencies and media regarding food safety regulations as well as nutrition and environmental issues.    |

#### **HTR – A10.7**

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

#### **HTR – A10.7** (continued)

##### A P B L

##### A. Food Purchasing

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.1 | Identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting, and preparing foods or meals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.2 | Compare information on food labels to analyze and determine serving size, number of servings, calories, ingredients, and nutritional value.    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.3 | Compare food quality, products, brands, number of servings, and unit prices as well as expiration dates.                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.4 | Apply consumer and decision-making skills when selecting and purchasing food.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.5 | Identify and compare commercially- and home-prepared food and meals based on cost, nutritional value, quality, time, and energy.               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.6 | Evaluate a food budget for an individual or a family based on income, nutritional needs, and stages of the life cycle.                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.7 | Identify and compare local food source outlets for cost, convenience, services, and variety of selections.                                     |

##### B. Food Preparation

- |                          |                          |                          |                          |          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.8  | Define food preparation terminology and interpret standardized recipes used in the preparation of food products.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.9  | Describe the properties and functions of ingredients and their substitutes used to prepare foods.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.10 | Use appropriate equipment and techniques for dry and liquid measurements.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.11 | Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.12 | Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.13 | Convert volume and weight measurements to increase and decrease yields of recipes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.14 | Investigate and describe current trends in food preparation.  |

#### **HTR – A10.8**

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

# CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

## FOOD AND NUTRITION CONTENT AREA STANDARDS

### DIRECTIONS

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### RATING SCALE

#### HTR – A10.8 (continued)

##### A P B L

- |   |         |  |
|---|---------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.1 | Demonstrate table manners and etiquette commonly accepted in the United States.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.2 | Describe and practice basic table setting techniques and a variety of meal service styles.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.3 | Identify regional differences in the United States affecting the preparation and service of food.                                    |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.4 | Identify cultural differences affecting the preparation and service of food.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.5 | Research and compare food preparation techniques, table settings, meal etiquette, food habits, and traditions of different cultures. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.6 | Describe the influence of such factors as culture, geographic region, and socioeconomic status on food choices and habits.           |

#### HTR – A10.9

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

##### A P B L

- |   |         |  |
|---|---------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.1 | Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.2 | Analyze and compare the nutrient content and density in a variety of foods.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.3 | Apply the scientific principles to food preparation (investigation, formulation of hypotheses, and experimentation).   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.4 | Describe the biochemical processes enabling the body to use nutrients from food.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.5 | Apply data from nutritional research studies to evaluate information on nutrition and diet.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.6 | Describe the relationships of acid and alkaline bases, states of matter, and the use of energy to food and food sensory evaluations.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.7 | Describe the functions and effects of chemicals and additives in food.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.8 | Apply the scientific method to test food science principles or develop new food products.  |

#### HTR – A10.10

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

##### A P B L

- |   |          |   |
|---|----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.10.1 | Describe and compare different methods of preserving foods. |
|---|----------|---|

#### HTR – A10.10 (continued)

##### A P B L

- |   |          |   |
|---|----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.10.2 | Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.10.3 | Analyze health, safety, and environmental issues related to current and emerging food technologies.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.10.4 | Describe quality assurance procedures used in food production and processing.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.10.5 | Compare food production and processing techniques, safety standards, and distribution methods in the world marketplace.                                     |

#### HTR – A10.11

*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.*

##### A P B L

- |   |          |  |
|---|----------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.11.1 | Identify safety hazards and emergency procedures for accidents related to facilities and equipment.                  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.11.2 | Define the work triangle concept and apply the principles to kitchen safety and efficiency.                          |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.11.3 | Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.11.4 | Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances.          |



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### HOUSING AND FURNISHINGS CONTENT AREA STANDARDS

#### DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

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#### RATING SCALE

Standards detail statements in bold type should be addressed and assessed in the CFS Comprehensive Core.

#### **FID – A10.5**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.1 | Explain how selections in housing, furnishings, and accessories meet social, physical, and psychological needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.2 | Analyze how fads and trends influence choices in decorating.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.3 | Explain how cultural values and ideals are expressed through housing, furnishings, and accessories.             |

#### **FID – A10.6**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.1 | Identify and apply the elements and principles of design to evaluate and plan aesthetically pleasing living environments. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.2 | Use the elements and principles of design to select home furnishings and equipment.                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.3 | Identify color terminology and give examples of color schemes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.4 | Apply and evaluate color schemes to achieve aesthetically pleasing living environments.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.5 | Explain the science of color perception.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.6.6 | Analyze the use of color for psychological effect.  |

#### **FID – A10.7**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.1 | Identify factors that influence trends and cycles in housing and furniture styles.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.2 | Identify and describe the characteristics of recognized architectural styles and determine cultural influences. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.3 | Identify major periods of furniture styles and determine cultural influences.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.7.4 | Research and describe housing and furniture styles that have evolved as the result of technology.               |

#### **FID – A10.8**

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

##### A P B L

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.1 | Identify and compare the characteristics of textiles and materials used in living environments. |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|

#### **FID – A10.8** (continued)

##### A P B L

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.2 | Select textiles and materials appropriate for use in living environments for individuals and families throughout the life cycle.     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.3 | Explain the proper procedures for the maintenance of textiles and materials used in living environments.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.8.4 | Describe the influences of new and emerging science and technology on textiles, materials, and finishes used in living environments. |

#### **FID – A10.9**

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

##### A P B L

##### A. Custom Interior Items and Accessories

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.1 | Demonstrate ability to take accurate measurements.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.2 | Select appropriate fabric, materials, tools, and equipment for the construction of interior items and accessories.       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.3 | Construct interior items and accessories through the use of appropriate custom construction techniques and equipment.    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.4 | Analyze the use of appropriate finishing techniques for items constructed either by custom or manufactured methods.      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.5 | Develop advanced custom construction skills through the use of unusual fabrics, fitting techniques, and complex designs. |

##### B. Alter, Repair and Remodel Interior Items and Accessories

- |                          |                          |                          |                          |         |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.6 | Evaluate the appropriateness of altering, repairing, or remodeling interior items or accessories.                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.7 | Identify necessary alterations.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.8 | Identify and evaluate resources needed, costs, and services available for altering and repairing interior items or accessories. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.9 | Evaluate the fit and appearance of altered interior items or accessories.   |

##### C. Interior Items and Accessories for Individuals with Special Needs

- |                          |                          |                          |                          |          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.10 | Identify sources that provide or sell interior items and accessories to individuals with special needs.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.11 | Analyze the information provided by public and private agencies regarding interior items and accessories for individuals with special needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.9.12 | Select fiber and fabric construction methods that are best suited for individuals with special needs.  |

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

# CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

## HOUSING AND FURNISHINGS CONTENT AREA STANDARDS

### DIRECTIONS

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### RATING SCALE

#### FID – A10.9 (continued)

##### A P B L

- A10.9.13 Design and construct or modify interior items and accessories for individuals with special needs.

#### FID – A10.11

*Evaluate the factors that influence housing decisions.*

##### A P B L

- A10.11.1 Identify and evaluate housing alternatives and the factors that influence housing decisions.
- A10.11.2 Identify and compare housing requirements for individuals and families to ensure universal access.
- A10.11.3 Identify the factors and explain the process for determining the percentage of income appropriate for housing costs.
- A10.11.4 Compare the advantages and disadvantages of home ownership and home rental.
- A10.11.5 Investigate and compare the cost of home purchase contracts and financing options.
- A10.11.6 Research landlord and tenant rights and responsibilities and interpret the components of a lease agreement.
- A10.11.7 Evaluate the advantages and disadvantages of shared housing.
- A10.11.8 Compare the advantages and disadvantages of remodeling a home with relocation to another dwelling.
- A10.11.9 Research public and private resources available to help in planning the modification of living environments to ensure universal access.

#### FID – A10.12

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

##### A P B L

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

- A10.12.1 Describe factors that influence the selection of home furnishings.
- A10.12.2 Identify basic furnishings and equipment needs for individuals and families.
- A10.12.3 Identify factors that determine quality in home furnishings, accessories, and equipment.
- A10.12.4 Plan furnishings for living environments.
- A10.12.5 Compare a variety of sources for purchasing new and used home furnishings, accessories, and equipment.
- A10.12.6 Recommend appropriate care, repair, and maintenance of home furnishings, accessories, and equipment.
- A10.12.7 Identify emerging technology as it relates to housing, home furnishings, accessories, and equipment.
- A10.12.8 Compare the advantages and disadvantages of recycling, refinishing, or restoring home furnishings and accessories.

#### B. Safe and Healthy Living Environments

- A10.12.9 Describe reasons for having a safe, clean, and orderly environment.

#### FID – A10.12 (continued)

##### A P B L

- A10.12.10 Describe potential health and safety hazards and emergencies that occur in the home and identify practices that can prevent accidents and illnesses.
- A10.12.11 Analyze floor plans and elevations for safety, organization, efficiency, and ease of maintenance.
- A10.12.12 Describe and develop a plan for scheduling routine care and maintenance that is time, energy, and cost efficient.
- A10.12.13 Compare the costs and feasibility of alternatives for maintenance and improvement of living environments.
- A10.12.14 Describe ways in which special devices, equipment, and strategies can be used to make the home environment safer, more comfortable, and universally accessible for all individuals.

#### FID – A10.13

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

##### A P B L

- A10.13.1 Describe factors to consider in planning indoor and outdoor areas for living, work, and storage.
- A10.13.2 Evaluate and design a living environment to meet individual, family, and group needs and ensure universal access through the life cycle.
- A10.13.3 Define and apply the concept of traffic patterns in designing space for living, working, and storage.
- A10.13.4 Create a plan for remodeling or redecorating a living environment to meet the needs of an individual or a family.
- A10.13.5 Identify strategies and new technology available to improve space utilization.



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### INDIVIDUAL AND FAMILY HEALTH CONTENT AREA STANDARDS

#### DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

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#### RATING SCALE

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#### **HTR – A10.5**

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

##### A P B L

- |                          |                          |                          |                          |         |  |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.1 | Explain the functions of body systems and describe nutritional practices that promote optimum health.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.2 | Determine and compare appropriate caloric and energy needs to maintain, lose, or gain weight through the life cycle.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.3 | Evaluate and compare the advantages, disadvantages, and costs of dietary supplements, medications, procedures, and fad diets for weight control. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.4 | Analyze dietary patterns for short- and long-range health implications.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5.5 | Prepare a profile of symptoms to illustrate various eating disorders and relate that profile to self-abusive behavior.                           |

#### **ECDFS – A10.17**

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

##### A P B L

##### A. Personal Health

- |                          |                          |                          |                          |          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.1 | <b>Define health and identify the characteristics of a healthy person.</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.2 | <b>Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health.</b> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.3 | Identify symptoms of illness and infections.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.4 | Maintain accurate personal and family health histories.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.5 | Identify family health care options for maintaining optimal health.   |

##### B. Wellness

- |                          |                          |                          |                          |           |  |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.6  | <b>Analyze self-esteem and its relationship to mental wellness through the life cycle.</b>                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.7  | <b>Define emotions and explain the relationship of managing emotions to maintaining physical and mental health.</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.8  | Evaluate the need for and use strategies to build self-esteem through the life cycle.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.9  | Describe and compare how positive and negative attitudes and stress affect behavior and health.                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.10 | Describe stress, stress reduction techniques, and stress management and determine ways to minimize stressful situations. |

#### **ECDFS – A10.17 (continued)**

##### A P B L

##### C. Emergency Care and Preparedness

- |                          |                          |                          |                          |           |   |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.11 | Identify health hazards in the home, school, community, and workplace.                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.12 | Demonstrate basic first-aid techniques and explain emergency procedures.              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.13 | Explain preparedness strategies for emergencies and disasters.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.14 | Describe strategies to make the home, school, and community safe for all individuals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.15 | Prepare emergency plans for families to use in various emergency situations.          |

##### D. Responsible Health Related Behaviors

- |                          |                          |                          |                          |           |  |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.16 | <b>Use the decision-making process to make responsible health choices.</b>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.17 | <b>Identify high-risk health behaviors and their effects on individuals and society.</b>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.18 | <b>Explain types and symptoms of verbal, physical, and emotional abuse and their effects on physical and mental health.</b>                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.19 | Compare appropriate and inappropriate ways to express emotions.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.20 | Describe various types and consequences of substance abuse.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.21 | Identify resources that provide support systems for substance abusers or abused individuals.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.22 | Define and recognize types of manipulative behavior as well as pressures exerted by peers and media and describe strategies for prevention and management. |

##### E. Health and the Environment

- |                          |                          |                          |                          |           |  |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.23 | Describe health problems related to the environment that affects individuals and families.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.24 | Assess environmental health risks and their impact on the quality of life.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.25 | Recommend actions for the prevention or correction of environmental conditions that affect individuals and families. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.26 | Review and analyze the effects of current environmental laws and regulations.  |

##### F. Community Health Resources

- |                          |                          |                          |                          |           |  |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.27 | Compare and evaluate sources of information regarding health and well-being.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.17.28 | Identify and evaluate services and organizations that provide for emergency and health care needs. |



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### INDIVIDUAL AND FAMILY HEALTH CONTENT AREA STANDARDS

#### DIRECTIONS

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<b>L</b> = Limited	Shows little or no knowledge or skill in this area.

#### ***ECDFS – A10.18***

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

#### **A P B L**

- |   |          |   |
|---|----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.18.1 | Define communicable and noncommunicable infections and diseases.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.18.2 | Identify basic procedures to care for individuals with infections and diseases.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.18.3 | Describe universal health precautions and responsible behaviors for the prevention and control of common infections and diseases. |



## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### TRANSFERABLE AND EMPLOYABILITY SKILLS CONTENT AREA STANDARDS

#### DIRECTIONS

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#### RATING SCALE

Standards detail statements in bold type should be addressed and assessed in the CFS Comprehensive Core.

#### **ECDFS – A2.0, FID – A2.0, HTR – A2.0**

**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. LS 9-10, 11-12.6**

##### **A P B L**

- |   |  |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A2.0.1</b> Explain how personal and interpersonal skills and group dynamics affect personal, family, and work life.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A2.0.2</b> Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A2.0.3</b> Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A2.0.4</b> Describe effective working relationships across age, gender, and cultural groups.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A2.0.5</b> Assess and practice effective nonverbal, oral, and written communication skills appropriate for various relationships and situations.                  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A2.0.6</b> Design and evaluate a plan to strengthen personal and interpersonal skills, including understanding the distinguishing qualities of effective leaders. |

#### **ECDFS – A3.0, FID – A3.0, HTR – A3.0**

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

##### **A P B L**

##### A. Career Awareness

- |   |  |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.1</b> Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.2</b> Describe career pathways and strategies for obtaining employment and advancing in various pathways.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.3</b> Research the benefits, educational requirements, work requirements, and costs of preparing for employment in a home economics careers and technology related field including teaching in California. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.4</b> Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios.  |

##### B. Employability

- |   |  |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.5</b> Define and describe employability skills and professionalism.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.6</b> Describe the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior. |

#### **ECDFS – A3.0, FID – A3.0, HTR – A3.0 (continued)**

##### **A P B L**

- |   |  |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.7</b> Evaluate dress, grooming, and personal hygiene appropriate for various job situations.                   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.8</b> Analyze skills needed to work effectively and efficiently as a supervisor or employee.                   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.9</b> Describe and practice behaviors and attitudes that contribute to success in job retention and promotion. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A3.0.10</b> Define ways in which employees may have to adapt to changes in the workplace.                           |

#### **ECDFS – A10.19, FID – A10.14, HTR – A10.13**

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

##### **A P B L**

- |   |  |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A10.19.1, A10.14.1, A10.13.1</b><br>Describe and relate the management process to a balanced personal, family, and work life.   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A10.19.2, A10.14.2, A10.13.2</b><br>Apply management skills, including negotiation, to home and work life.  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A10.19.3, A10.14.3, A10.13.3</b><br>Examine various roles and expectations that influence the ability to balance personal, family, and work life.                             |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A10.19.4, A10.14.4, A10.13.4</b><br>Explain ways in which technology affects personal, family, and work life and evaluate its use in managing and balancing responsibilities. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A10.19.5, A10.14.5, A10.13.5</b><br>Apply and use the decision-making process to resolve situations with a potential for conflict and stress.                                 |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A10.19.6, A10.14.6, A10.13.6</b><br>Analyze ways to integrate personal and family needs, values, and goals.   |

#### **ECDFS – A10.20, FID – A10.15, HTR – A10.12**

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

##### **A P B L**

- |   |  |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>A10.20.1, A10.15.1, A10.12.1</b><br>Explain how individual decisions may be affected by the different stages of the human life cycle. |
|---|--|

## CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 9-12

### TRANSFERABLE AND EMPLOYABILITY SKILLS CONTENT AREA STANDARDS

#### DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

#### RATING SCALE

<b>A</b> = Advanced	Demonstrates superior knowledge and skills; can work independently with no supervision.
<b>P</b> = Proficient	Demonstrates proficient knowledge and skills; can work with limited supervision.
<b>B</b> = Basic	Demonstrates minimal knowledge and skills; requires instruction and close supervision.
<b>L</b> = Limited	Shows little or no knowledge or skill in this area.

#### ***ECDFS – A10.20, FID – A10.15, HTR – A10.12 (continued)***

##### **A P B L**

A10.20.2, A10.15.2, A10.12.2

- Explain how family decisions are affected and may change in each stage of the human life cycle.

A10.20.3, A10.15.3, A10.12.3

- Describe how work-related factors influence decisions at each stage of the life cycle.

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

***Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers.***

##### **A P B L**

A10.21.1, A10.16.1, A10.14.1

- Explain how consumer and family studies knowledge and skills can be transferred to advanced education and careers, including entrepreneurship.

A10.21.2, A10.16.2, A10.14.2

- Describe the need and capacity for lifelong learning.