



FAMILY AND CONSUMER SCIENCES

CONSUMER AND FAMILY STUDIES (CFS) CONTENT AREA

COMPETENCY PROFILE: GRADES 7-8

Introduction

The “Consumer and Family Studies (CFS) Content Area Competency Profile: Grades 7-8” was developed to provide instructors with a tool for the assessment of a student’s progress and mastery level of the standards in exploratory Family and Consumer Sciences (FCS) 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 middle grade FCS courses within a CFS program.

Standards-based Competencies

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 Exploratory FCS I and II should be able to master the knowledge and skills needed to transition to CFS Comprehensive Core and Concentration Courses at the high school level. 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

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 *standard* 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. 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:

| | |
|-----------------------|---|
| A = Advanced | Demonstrates superior knowledge and skills; can work independently with no supervision. |
| P = Proficient | Demonstrates proficient knowledge and skills; can work with limited supervision. |
| B = Basic | Demonstrates minimal knowledge and skills; requires instruction and close supervision. |
| L = 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.

FAMILY AND CONSUMER SCIENCES

CONSUMER AND FAMILY STUDIES COMPETENCY PROFILE: GRADES 7-8



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.

____ Child Development and Guidance _____ (Initial) (Date) _____ Consumer Education _____ (Initial) (Date)

____ Family and Human Development _____ (Initial) (Date) _____ Fashion, Textiles, and Apparel _____ (Initial) (Date)

____ Food and Nutrition _____ (Initial) (Date) _____ Housing and Furnishings _____ (Initial) (Date)

____ Individual and Family Health _____ (Initial) (Date) _____ Transferable and Employability Skills _____ (Initial) (Date)

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)

STUDENT'S NAME _____



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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RATING SCALE

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 FCS 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 FCS 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 FCS 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 FCS Industry Sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. WS 11-12.7*

A P B L

☐ ☐ ☐ ☐

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 FCS 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 FCS 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 (California FCCLA). SLS 11-12. 1b

A P B L

☐ ☐ ☐ ☐

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

☐ ☐ ☐ ☐

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.

☐ ☐ ☐ ☐

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

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

CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-12

ANCHOR STANDARDS

DIRECTIONS

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RATING SCALE

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A P B L

- | | | |
|---|-----|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9.4 | Explain how professional associations and organizations (such as FCCLA) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9.5 | Understand that the modern world is an international community and requires an expanded global view. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9.6 | Respect individual and cultural differences and recognize the importance of diversity in the workplace. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 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 FCS Industry Sector's procedures when carrying out experiments and performing technical tasks.
WS 11-12.6.

A P B L

- | | | |
|---|------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10.1 | Interpret and explain terminology and practices specific to the FCS Industry Sectors. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10.2 | Comply with the rules, regulations, and expectations of all aspects of the FCS Industry Sectors. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10.3 | Construct projects and products specific to the FCS Industry Sector's requirements and expectations. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 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 (California FCCLA).**

A P B L

☐ ☐ ☐ ☐

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

STUDENT'S NAME _____



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

CHILD DEVELOPMENT AND GUIDANCE CONTENT AREA STANDARDS

DIRECTIONS

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ECDFS – A10.5

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

A P B L

- ☐ ☐ ☐ ☐ A10.5.1 Identify the parenting skills needed by those who care for children.
- ☐ ☐ ☐ ☐ A10.5.2 Describe the responsibilities of a conscientious babysitter.

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.

Not applicable at this level.

ECDFS – A10.7

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

A P B L

- ☐ ☐ ☐ ☐ A10.7.1 List the benefits of studying child growth and development.
- ☐ ☐ ☐ ☐ A10.7.2 Identify the stages, areas, and principles of child growth and development.
- ☐ ☐ ☐ ☐ A10.7.3 Discuss the factors that are important to the optimum development of young children.

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

- ☐ ☐ ☐ ☐ A10.8.1 Explain the differences among guidance, discipline, and punishment.
- ☐ ☐ ☐ ☐ A10.8.2 Discuss the importance of setting developmentally appropriate expectations.
- ☐ ☐ ☐ ☐ A10.8.3 Identify and use appropriate and positive child guidance and discipline techniques.

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

- ☐ ☐ ☐ ☐ A10.9.1 Explain how play and learning activities contribute to the growth and development of children.
- ☐ ☐ ☐ ☐ A10.9.2 Discuss the caregiver's role in play and learning activities.
- ☐ ☐ ☐ ☐ A10.9.3 Plan play and learning activities that are developmentally appropriate for children of various ages.

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 Describe family changes that may be experienced by children.
- ☐ ☐ ☐ ☐ A10.15.2 Discuss how changes may affect children and suggest strategies to help them adapt.

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 the components of a safe and healthy environment for children.
- ☐ ☐ ☐ ☐ A10.17.2 Identify common childhood illnesses and accidents and describe ways to prevent them.
- ☐ ☐ ☐ ☐ A10.17.3 Explain procedures to follow in emergency situations with children.
- ☐ ☐ ☐ ☐ A10.17.4 Practice skills needed to safely help children with feeding, bathing, dressing, toileting, and bedtime routines.

STUDENT'S NAME _____



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

CONSUMER EDUCATION CONTENT AREA STANDARDS

DIRECTIONS

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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 Identify personal values, goals, needs, and wants and explain how these relate to consumer decisions.
- ☐ ☐ ☐ ☐ A10.10.2 List the key steps in decision-making models and practice this process in consumer situations.
- ☐ ☐ ☐ ☐ A10.10.3 Identify factors that may influence personal values, goals, and consumer choices.

B. Consumer Purchases

- ☐ ☐ ☐ ☐ A10.10.4 Explain ways advertising and other product information may influence consumer choices.
- ☐ ☐ ☐ ☐ A10.10.5 Identify resources that can assist with comparison shopping.
- ☐ ☐ ☐ ☐ A10.10.6 Compare the quality, features, and costs of similar products or services.
- ☐ ☐ ☐ ☐ A10.10.7 Evaluate labels, warranties, and guarantees for selected 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 Assess spending habits, sources of income, and financial goals.
- ☐ ☐ ☐ ☐ A10.11.2 Identify steps to follow in developing a budget or spending plan.

B. Financial Services

- ☐ ☐ ☐ ☐ A10.11.3 List various kinds of institutions that offer checking and/or savings accounts.
- ☐ ☐ ☐ ☐ A10.11.4 Practice tasks related to using checking and savings accounts.
- ☐ ☐ ☐ ☐ A10.11.5 Evaluate types of accounts and services of various financial institutions.

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 Identify rights, responsibilities, and resources that are available to assist consumers.

ECDFS – A10.12 (continued)

A P B L

- ☐ ☐ ☐ ☐ A10.12.2 Describe how to communicate with a business to resolve a consumer problem.

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

STUDENT'S NAME _____



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

FAMILY AND HUMAN DEVELOPMENT CONTENT AREA STANDARDS

DIRECTIONS

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RATING SCALE

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

- ☐ ☐ ☐ ☐ A10.13.1 Explain the meaning and importance of families.
- ☐ ☐ ☐ ☐ A10.13.2 Describe the differences in family structures.
- ☐ ☐ ☐ ☐ A10.13.3 Identify the functions of the family and how roles support family members.
- ☐ ☐ ☐ ☐ A10.13.4 Define family responsibilities and ways these can be shared.

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

- ☐ ☐ ☐ ☐ A10.14.1 Describe the ways in which self-concept, self-esteem, and character develop.
- ☐ ☐ ☐ ☐ A10.14.2 Explain the role of self-concept in the development of one's personality and relationships with others.
- ☐ ☐ ☐ ☐ A10.14.3 Explain the role of personal values in making decisions and achieving goals related to self-development.

B. Responsible Relationships

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

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

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 Describe and analyze the effects of changes in a family on its members.
- ☐ ☐ ☐ ☐ A10.15.2 Explain ways family members and community resources can provide support and facilitate adjustments during change.

ECDFS – A10.16

Apply strategies and resources for managing conflicts and crises.

A P B L

- ☐ ☐ ☐ ☐ A10.16.1 Describe the sources and effects of conflicts and crises in personal and family situations.
- ☐ ☐ ☐ ☐ A10.16.2 Identify strategies for coping with personal and family conflicts and crises.



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

FASHION, TEXTILES, AND APPAREL CONTENT AREA STANDARDS

DIRECTIONS

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RATING SCALE

FID – A10.5

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

A P B L

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

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

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

FID – A10.7

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

A P B L

- ☐ ☐ ☐ ☐ A10.7.1 Explain the difference between fad and fashion.
- ☐ ☐ ☐ ☐ A10.7.2 Discuss historical and cultural influences on clothing and accessories.

FID – A10.8

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

A P B L

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

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.*

FID – A10.9 (continued)

A P B L

A. Custom Apparel and Accessories

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

B. Alter, Repair, and Remodel Apparel

- ☐ ☐ ☐ ☐ A10.9.4 Use basic construction skills to repair an article of clothing.

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

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 Discuss the reasons for planning one's wardrobe.
- ☐ ☐ ☐ ☐ A10.10.2 Identify designs in clothing and accessories that are complimentary to one's personal coloring and body type.
- ☐ ☐ ☐ ☐ A10.10.3 List types of clothing needed for the activities of an individual.
- ☐ ☐ ☐ ☐ A10.10.4 Create a plan for future wardrobe additions based on a personal budget.

B. Apparel Analysis

- ☐ ☐ ☐ ☐ A10.10.5 Evaluate the factors to consider when purchasing clothing.
- ☐ ☐ ☐ ☐ A10.10.6 Explain the characteristics of quality in clothing.
- ☐ ☐ ☐ ☐ A10.10.7 Relate the cost of clothing to the quality of construction.
- ☐ ☐ ☐ ☐ A10.10.8 Determine the advantages and disadvantages of purchasing clothing through various retail sources.

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

STUDENT'S NAME _____



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

FOOD AND NUTRITION CONTENT AREA STANDARDS

DIRECTIONS

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RATING SCALE

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 | List the essential nutrients and describe the functions and sources of each. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.5.2 | Name the food groups in the USDA MyPyramid that are needed each day for good health. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.5.3 | Describe a healthy diet as recommended in the <i>Dietary Guidelines for Americans</i> . |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.5.4 | Evaluate the effects of daily food choices on health and appearance. |

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 | Name the major food-borne illnesses and identify sources of food contamination. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.6.2 | Practice sanitary procedures before, during, and after food preparation and service. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.6.3 | Describe ways to store food safely and retain optimum nutritional value. |

HTR – A10.7

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

A P B L

A. Food Purchasing

- | | | |
|---|---------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.7.1 | Describe ways to manage time, energy, and resources when planning, selecting, and preparing food or meals. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.7.2 | List the information found on food labels and describe its relationship to healthy food choices. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.7.3 | Identify consumer skills needed to select and purchase food products to maintain a healthy diet. |

B. Food Preparation

- | | | |
|---|---------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.7.4 | Identify the parts of a standardized recipe and describe common food preparation terms. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.7.5 | Explain the functions of ingredients used to prepare foods. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.7.6 | Use appropriate equipment and techniques for dry and liquid measurements. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.7.7 | Plan and prepare simple, nutritious meals using basic food preparation techniques. |

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.

A P B L

- | | | |
|---|---------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.1 | Describe table setting, meal service, and etiquette appropriate for a variety of occasions. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.2 | Discuss cultural differences that may influence etiquette and meal service. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.8.3 | Practice table setting, meal service, and etiquette that reflect commonly accepted food customs and practices in the United States. |

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 | Discuss the effects of cooking methods on the nutritional value of food products. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.9.2 | Describe how the body processes and uses nutrients found in foods. |

HTR – A10.10

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

Not applicable at this level.

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 food preparation areas and equipment. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.11.2 | Describe proper use and care of basic food preparation equipment. |



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

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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Demonstrates minimal knowledge and skills; requires instruction and close supervision.
Shows little or no knowledge or skill in this area.

RATING SCALE

FID – A10.5

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

A P B L

- ☐ ☐ ☐ ☐ A10.5.1 Discuss the ways housing, furnishings, and accessories meet the needs of individuals and family members.
- ☐ ☐ ☐ ☐ A10.5.2 Describe how personal living space can express one's personality and provide privacy.

FID – A10.6

Demonstrate the 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

- ☐ ☐ ☐ ☐ A10.6.1 Identify the elements and principles of design and color theory as they apply to housing and furnishings.
- ☐ ☐ ☐ ☐ A10.6.2 Use the elements and principles of design to decorate a room or construct a decorative accessory.

FID – A10.7

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

A P B L

- ☐ ☐ ☐ ☐ A10.7.1 Identify historical influences on housing and furnishings.
- ☐ ☐ ☐ ☐ A10.7.2 Discuss cultural influences on housing and furnishings.

FID – A10.8

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

A P B L

- ☐ ☐ ☐ ☐ A10.8.1 Interpret fabric care labels on home furnishings and accessories.
- ☐ ☐ ☐ ☐ A10.8.2 Discuss correct procedures to follow when caring for textiles and materials used in the home.

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.*

FID – A10.9 (continued)

A P B L

A. Custom Interior Items and Accessories

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

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

- ☐ ☐ ☐ ☐ A10.9.4 Use basic construction skills to repair an interior item or accessory.

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

FID – A10.11

Evaluate the factors that influence housing decisions.

A P B L

- ☐ ☐ ☐ ☐ A10.11.1 List the factors that influence decisions related to housing for individuals and families.
- ☐ ☐ ☐ ☐ A10.11.2 Describe the different types of housing options and ways these meet the needs of individuals and family members.

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

B. Safe and Healthy Living Environments

- ☐ ☐ ☐ ☐ A10.12.4 Identify ways to create a safe and secure home environment.

*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 7-8

HOUSING AND FURNISHINGS CONTENT AREA STANDARDS

DIRECTIONS

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RATING SCALE

| | |
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FID – A10.12 (continued)

A P B L

- | | | |
|---|----------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.12.5 | Describe appropriate responses to home emergencies. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.12.6 | Explain the best procedures to follow for ensuring personal safety in the home. |

FID – A10.13

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

A P B L

- | | | |
|---|----------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.1 | Identify personal, family, and multiple-use space within a home. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.2 | Identify factors to consider when arranging space. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A10.13.3 | Plan the arrangement of one's personal space in the home. |

STUDENT'S NAME _____



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

INDIVIDUAL AND FAMILY HEALTH CONTENT AREA STANDARDS

DIRECTIONS

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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

- ☐ ☐ ☐ ☐ A10.5.1 Identify nutritional practices that promote optimum health.
- ☐ ☐ ☐ ☐ A10.5.2 Calculate personal caloric needs to maintain a healthy weight.
- ☐ ☐ ☐ ☐ A10.5.3 Evaluate various methods of managing weight.

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

- ☐ ☐ ☐ ☐ A10.17.1 Describe the characteristics of a healthy person.
- ☐ ☐ ☐ ☐ A10.17.2 Relate regular exercise, rest, and good nutrition to physical fitness, school performance, and optimum health.

B. Wellness

- ☐ ☐ ☐ ☐ A10.17.3 Describe the importance of self-esteem and its relationship to mental wellness.
- ☐ ☐ ☐ ☐ A10.17.4 Discuss ways to manage emotional changes that promote physical and mental health.

C. Emergency Care and Preparedness

- ☐ ☐ ☐ ☐ A10.17.5 Identify health hazards in the home, school, and community.
- ☐ ☐ ☐ ☐ A10.17.6 Describe basic first-aid techniques and emergency procedures.
- ☐ ☐ ☐ ☐ A10.17.7 Explain the best procedures to follow for ensuring personal safety.

D. Responsible Health Related Behaviors

- ☐ ☐ ☐ ☐ A10.17.8 Practice the decision-making process to make responsible health choices.
- ☐ ☐ ☐ ☐ A10.17.9 Identify high-risk health behaviors and their effects on individuals and society.
- ☐ ☐ ☐ ☐ A10.17.10 Describe the signs and symptoms of verbal, physical, and emotional abuse and their effects on health and well-being.

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

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

- ☐ ☐ ☐ ☐ A10.18.1 Describe the difference between communicable and noncommunicable infections and diseases.
- ☐ ☐ ☐ ☐ A10.18.2 Explain ways to care for individuals with infections and diseases.

STUDENT'S NAME _____



CONSUMER AND FAMILY STUDIES STANDARDS: GRADES 7-8

TRANSFERABLE AND EMPLOYABILITY SKILLS CONTENT AREA STANDARDS

DIRECTIONS

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Shows little or no knowledge or skill in this area.

RATING SCALE

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

- ☐ ☐ ☐ ☐ A2.0.1 Describe the ways in which the development of personal and interpersonal skills affects personal, family, and school life.
- ☐ ☐ ☐ ☐ A2.0.2 Explain the importance of positive attitudes such as self-confidence, honesty, respect, perseverance, initiative, and self-discipline.
- ☐ ☐ ☐ ☐ A2.0.3 Practice oral, written, and multimedia communication skills in a variety of settings.

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

- ☐ ☐ ☐ ☐ A3.0.1 Relate the content areas for consumer and family studies to the home economics related career pathways.
- ☐ ☐ ☐ ☐ A3.0.2 Identify careers related to home economics careers and technology and explain the training and education needed.
- ☐ ☐ ☐ ☐ A3.0.3 Complete a plan to assist in achieving career goals related to home economics careers and technology.

B. Employability

- ☐ ☐ ☐ ☐ A3.0.4 Identify the steps in finding and keeping a volunteer or part-time job.
- ☐ ☐ ☐ ☐ A3.0.5 Practice completing job applications and resumes and interviewing skills.

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

Explain how individuals apply 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

- A10.19.1, F10.14.1, F10.13.1
- ☐ ☐ ☐ ☐ Describe the multiple roles and responsibilities of family members.
- A10.19.2, F10.14.2, F10.13.2
- ☐ ☐ ☐ ☐ Explain the basic steps in the management process.

ECDFS – A10.19, FID – A10.14, HTR – A10.13 (continued)

A P B L

- A10.19.3, F10.14.3, F10.13.3
- ☐ ☐ ☐ ☐ Identify the management skills needed to effectively manage multiple roles.
- A10.19.4, A10.14.4, A10.13.4
- ☐ ☐ ☐ ☐ Apply management strategies that assist in balancing personal, family, and school responsibilities and improve quality of life.

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.

Not applicable at this level.

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.

Not applicable at this level.