

North Dakota Family and Consumer Sciences

Content Standards

Approved & Adopted – January 2018



North Dakota Department of Career and Technical Education

Wayne Kutzer, State Director and Executive Officer

600 E Boulevard Avenue, Dept. 270

Bismarck, North Dakota 58505-0610

North Dakota Marketing Education Team and Standards Process

Janelle Wiedrich
State Supervisor, FACS
ND Department of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3167
jwiedrich@nd.gov

Michael Netzloff
Standards and Curriculum Specialist
ND Department of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3187
mnetzloff@nd.gov

This set of standards was approved and edited by the state FACS teachers through an online and web review process.

Adapted from the National Standards 3.0 for Family and Consumer Sciences Education ©2018 by the National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

Permission to reproduce this material is granted for home, classroom, and workshop use. For all other purposes, please request permission in writing from the North Dakota Department of Career and Technical Education.

It is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Career and Technical Education.

North Dakota State Board for Career and Technical Education

Board Members

Chair

Dr. Brian Duchscherer
Carrington Public Schools
Carrington, ND

Kirsten Baesler
Department of Public Instruction
Bismarck, ND

Dr. Jeff Lind
Mandan Public Schools
Mandan, ND

David Richter
Williston Public Schools
Williston, ND

Michelle Kommer
Job Service North Dakota
Bismarck, ND

Vice Chair

Debby Marshall
TGU–Towner and Granville Public Schools
Towner, ND

Dr. Mark Hagerott
North Dakota University System
Bismarck, ND

Sonia Meehl
Oakes Public Schools
Oakes, ND

Val Moritz
Valley City Public Schools
Valley City, ND

Career and Technical Education Standards Introduction

Mission

The mission of the State Board for Career and Technical Education (CTE) is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Vision

The State Board for Career and Technical Education (CTE) is committed to providing career awareness, work readiness skills, occupational preparation, and retraining of workers throughout the state. Career and technical education will span all educational levels, providing youth with exploration opportunities and the foundation skills needed to enter the world of work while providing adults with skills needed to enter, re-enter, or advance in the workforce.

Goal

North Dakota Career and Technical Education's goal is to create a competitive and knowledgeable work force. This is accomplished through a variety of educational program areas that are organized to prepare students for careers in their chosen fields, to take leadership roles, and balance their multiple roles in life. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

Standards Development Process

Standards development is a multi-phase process. Existing and/or industry standards are the basis for the North Dakota Program Standards. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards.

Course Frameworks are also developed by the writing team. A framework includes a brief overview of the course content, topical units of study, and identifies the standards recommended for inclusion within the course. The frameworks are tailored to prepare young people for the opportunities in North Dakota. School Districts will use the frameworks as a guide for developing curriculum that reflects local needs.

Key Principles of Career and Technical Education

We believe that Career Technical Education:

- 1. Draws its curricula, standards, and organizing principles from the workplace.**

The workplace provides the context, objectives, and organizing constructs for instruction and assessment. The workplace also defines the standards of performance necessary, including those required for academic, technical, and employability skills.
- 2. Is a critical and integral component of the total educational system, offering career-oriented benefits for all students.**

CTE classes offer educational benefits to students pursuing careers requiring specific technical skills as well as providing a strong foundation for those pursuing a traditional four-year (or more) degree.
- 3. Is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy.**

Preparation of a well-prepared, qualified workforce requires solid academics, good work ethics, and specific technical skills as well as the ability to communicate, work with others, solve problems, and use information. CTE contributes directly to this preparation by providing a curriculum tied to specific workplace requirements.
- 4. Maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success.**

Career Technical Education is committed to continuous improvement, attention to industry certification, and the development of highly qualified teachers.
- 5. Is robust and flexible enough to respond to the needs of the multiple educational environments, customers, and levels of specialization.**

CTE involves a large and complex delivery system that (1) integrates career exploration, (2) provides effective tools for organizing all curricula, (3) facilitates the teaching and use of technology, (4) is integrated into the total learning experience, (5) enhances the learning of academic subjects, (6) teaches broad occupational skills, (7) includes all aspects of the industry, (8) teaches how to balance family and work responsibilities, (9) provides job-specific training, (10) is offered at multiple levels of the educational continuum, and (11) is delivered through a variety of educational environments.

Standards Document Overview

The FACS State Standards components include Areas of Study/Standard, Standard Definition, Topics, and Competencies.

Standard Definition: Each Area of Study/Standard has a Standard definition that provides a broad description to assist individuals in understanding the content of the area. These definitions are not designed for measurement, but to provide a general description and overall direction.

Topics: Topics relate to what individuals need to know and be able to do, or what is expected of the learner. They are directly related to the body of knowledge, skills, and practices belonging to the FACS discipline. The verbs for topics are written in an action and performance mode and represent high levels of desired learning in the cognitive domain.

Competencies: Competencies further define the knowledge, skills and practices of topics and provide the basis for measurement criteria. They are composed of action verbs and the content to be acted upon. Similar to topics, competencies contain verbs related to higher order thinking skills and performance, and are structured at the same level as those for the topics.

Areas of Study/Standard

- 1.0 Career, Community, & Family Connections
- 2.0 Consumer and Family Resources
- 3.0 Consumer Services
- 4.0 Education and Early Childhood
- 5.0 Facilities and Property Management
- 6.0 Family
- 7.0 Family and Human Services
- 8.0 Food Production and Services
- 9.0 Food Science, Dietetics, and Nutrition
- 10.0 Hospitality, Tourism, and Recreation
- 11.0 Housing and Interior Design
- 12.0 Human Development
- 13.0 Interpersonal Relationships
- 14.0 Nutrition and Wellness
- 15.0 Parenting
- 16.0 Textiles, Fashion, and Apparel

Table of Contents

Publication Availability	1
State Board Members	2
Introduction to CTE Standards	3
Principles of Career and Technical Education	4
Table of Contents	5
Explanation of the Standards Documents and Competency Categories	6
Career, Community, and Family Connections	7
Consumer and Family Resources	9
Consumer Services	11
Education and Early Childhood	13
Facilities and Property Management	15
Family	17
Family and Human Services	18
Food Production and Services	20
Food Science, Dietetics, and Nutrition	23
Hospitality, Tourism, and Recreation	26
Housing and Interior Design	28
Human Development	31
Interpersonal Relationships	32
Nutrition and Wellness	34
Parenting	36
Textiles, Fashion, and Apparel	37
Career Ready Practices	39

Standard 1	<i>CAREER, COMMUNITY, and FAMILY CONNECTIONS</i>	
	Integrate multiple life roles and responsibilities in family, work, and community settings.	
Topic 1.1	Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	
	Student Competencies	
	1.1.1	Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.
	1.1.2	Analyze the effects of social, economic, and technological changes on work and family dynamics.
	1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
	1.1.4	Analyze potential effects of career path decisions on balancing work and family.
	1.1.5	Determine goals for life-long learning and leisure opportunities for all family members.
	1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
Topic 1.2	Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.	
	Student Competencies	
	1.2.1	Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.
	1.2.2	Demonstrate job seeking and job keeping skills.
	1.2.3	Apply communication skills in school, community, and workplace settings and with diverse populations.
	1.2.4	Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations.
	1.2.5	Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies, in workplace settings.
	1.2.6	Demonstrate leadership skills and abilities in school, workplace, and community settings.
	1.2.7	Analyze factors that contribute to maintaining safe and healthy school, work, and community environments.
	1.2.8	Demonstrate employability skills, work ethics, and professionalism.
Topic 1.3	Evaluate the reciprocal effects of individual and family participation in community and civic activities.	
	Student Competencies	
	1.3.1	Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
	1.3.2	Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
	1.3.3	Analyze personal and family assets and skills that provide service to the community.
	1.3.4	Analyze community resources and systems of formal and informal support available to individuals and families.
	1.3.5	Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.

	1.3.6	Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
--	-------	---

Standard 2	<i>CONSUMER and FAMILY RESOURCES</i> Evaluate management practices related to the human, economic, and environmental resources in a global context.	
Topic 2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	
	Student Competencies	
	2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
	2.1.2	Analyze how individuals and families make choices to satisfy needs and wants.
	2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
	2.1.4	Apply consumer skills to providing and maintaining clothing.
	2.1.5	Apply consumer skills to decisions about housing, utilities, and furnishings.
	2.1.6	Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
	2.1.7	Apply consumer skills to decisions about recreation.
	2.1.8	Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.
Topic 2.2	Analyze the relationship between the global environment and family and consumer resources.	
	Student Competencies	
	2.2.1	Analyze individual and family responsibility in relation to the environmental trends and issues.
	2.2.2	Summarize environmental trends and issues affecting families and future generations.
	2.2.3	Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
	2.2.4	Explain government regulations for conserving natural resources.
Topic 2.3	Analyze policies that support consumer rights and responsibilities.	
	Student Competencies	
	2.3.1	Analyze state and federal policies and laws providing consumer protection.
	2.3.2	Analyze how policies become laws relating to consumer rights.
	2.3.3	Analyze skills used in seeking information regarding consumer rights.
Topic 2.4	Evaluate the effects of technology on individual and family resources in a global context.	
	Student Competencies	
	2.4.1	Analyze types of technology and software programs that affect family and consumer decision-making.
	2.4.2	Analyze how media and technological advances influence family and consumer decisions.
	2.4.3	Assess the use of technology and its effect on quality of life.
Topic 2.5	Analyze relationships between the economic system and consumer actions in a global context.	
	Student Competencies	
	2.5.1	Analyze the use of resources in making choices that satisfy needs and wants of individuals, Families, and communities.
	2.5.2	Analyze individual and family roles in the economic system.

	2.5.3	Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
	2.5.4	Analyze practices that allow families to maintain economic self-sufficiency.
Topic 2.6	Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	
	Student Competencies	
	2.6.1	Evaluate the need for personal and family financial planning.
	2.6.2	Apply financial management principles to individual and family financial practices.
	2.6.3	Apply management principles to decisions about insurance for individuals and families.
	2.6.4	Evaluate personal and legal documents related to effective management of individual and family finances.
Topic 2.7	Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.	
	Student Competencies	
	2.7.1	Demonstrate management of individual and family finances by applying reliable information and systematic decision making.
	2.7.2	Analyze how education, income, career, and life choices relate to achieving financial goals.
	2.7.3	Manage money effectively by developing financial goals and budgets.
	2.7.4	Manage credit and debt to remain both creditworthy and financially secure.
	2.7.5	Analyze the features of insurance, its role in balancing risk and benefits in financial planning.
	2.7.6	Analyze saving and investing to build long-term financial security and wealth.

Standard 3	<i>CONSUMER SERVICES</i> Integrate knowledge, skills, and practices needed for a career in consumer services.	
Topic 3.1	Analyze career paths within consumer service industries.	
	Student Competencies	
	3.1.1	Explain roles and functions of individuals engaged in consumer service careers.
	3.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
	3.1.3	Summarize education and training requirements and opportunities for career paths in consumer services.
	3.1.4	Analyze the effects of the consumer service industry on local, state, national, and global economies.
	3.1.5	Create an employment portfolio to communicate skills needed for careers in consumer services.
	3.1.6	Analyze the role of professional organizations in consumer service professions.
Topic 3.2	Analyze factors, including cultural, political, and geographical influences, that affect consumer advocacy.	
	Student Competencies	
	3.2.1	Analyze the role of advocacy groups at state, national, and international levels.
	3.2.2	Evaluate the contributions of policy makers to consumer advocacy.
	3.2.3	Demonstrate strategies that enable consumers to become advocates.
	3.2.4	Analyze the effects of consumer protection laws on advocacy.
	3.2.5	Apply strategies to reduce the risk of consumer fraud.
	3.2.6	Analyze the role of media in consumer advocacy.
	3.2.7	Examine the effects of business and industry policies and procedures on advocacy.
	3.2.8	Analyze the use of educational and promotional materials in consumer advocacy.
Topic 3.3	Analyze factors in guiding development of long-term financial management plans.	
	Student Competencies	
	3.3.1	Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
	3.3.2	Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.
	3.3.3	Analyze the effect of consumer credit on short and long-term financial planning.
	3.3.4	Compare investment and savings alternatives.
	3.3.5	Examine the effects of risk management strategies on long-term financial planning.
	3.3.6	Analyze the effect of key lifecycle transitions on financial planning.
	3.3.7	Explain the role of estate planning in long-term financial planning.
	3.3.8	Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.
Topic 3.4	Analyze resource consumption for conservation and waste management practices.	
	Student Competencies	
	3.4.1	Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.

	3.4.2	Evaluate local, state, and national consumer programs and services, both private and government, to recycle and conserve energy and environmental resources.
	3.4.3	Explore a variety of strategies and practices to conserve energy and reduce waste.
	3.4.4	Examine waste management issues and local, national, international, and global issues.
	3.4.5	Examine roles of government, culture, industry, and family in energy consumption.
Topic 3.5	Demonstrate skills needed for product development, testing, and presentation.	
Student Competencies		
	3.5.1	Conduct market research to determine consumer trends and product development needs for diverse populations.
	3.5.2	Design or analyze a consumer product.
	3.5.3	Analyze features, prices, product information, styles, and performance of consumer goods for potential global impact and trade-offs among the components.
	3.5.4	Evaluate a product utilizing valid and reliable testing procedures.
	3.5.5	Apply statistical analysis processes to interpret, summarize, and report data from tests.
	3.5.6	Evaluate the labeling, packaging, and support materials of consumer goods.
	3.5.7	Demonstrate a product to educate an audience about a new product on the consumer market.
	3.5.8	Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.

Standard 4	<i>EDUCATION and EARLY CHILDHOOD</i> Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Topic 4.1	Analyze career paths within early childhood, education, and related services.	
	Student Competencies	
	4.1.1	Explain the roles and functions of individuals engaged in early childhood, education, and services.
	4.1.2	Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
	4.1.3	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
	4.1.4	Analyze the effects of early childhood, education, and service occupations on individual/family, local, state, national, and global economies.
	4.1.5	Create an employment portfolio to communicate education and early childhood knowledge and skills.
	4.1.6	Analyze the role of professional organizations in education and early childhood.
Topic 4.2	Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.	
	Student Competencies	
	4.2.1	Analyze child development theories and their implications for educational and childcare practices.
	4.2.2	Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.
	4.2.3	Analyze cultural and environmental influences when assessing development of children, youth, and adults.
	4.2.4	Address specific development needs of children, youth, and adults based on assessment of their abilities.
	4.2.5	Analyze strategies that promote growth and development of children, youth, and adults.
Topic 4.3	Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences.	
	Student Competencies	
	4.3.1	Analyze a variety of curriculum and instructional models.
	4.3.2	Implement learning activities in all curriculum areas that meet the developmental needs of children.
	4.3.3	Implement an integrated curriculum that incorporates a learner’s language, learning styles, early experiences, and cultural values.
	4.3.4	Demonstrate a variety of teaching methods to meet individual needs of learners.
	4.3.5	Arrange the classroom environment to provide for learners’ exploration, discovery, development, and reflection through multiple methods including learning centers.
	4.3.6	Establish effective activities, routines, and transitions for various age groups.

Topic 4.4	Demonstrate a safe and healthy learning environment for children, youth, and adults.	
	Student Competencies	
	4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
	4.4.2	Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.
	4.4.3	Implement strategies to teach health, safety, and sanitation habits.
	4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
	4.4.5	Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
	4.4.6	Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma.
	4.4.7	Demonstrate security and emergency procedures.
Topic 4.5	Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.	
	Student Competencies	
	4.5.1	Apply developmentally appropriate and culturally responsive guidelines for behavior.
	4.5.2	Demonstrate problem-solving and decision making skills when working with children, youth, and adults.
	4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with learners.
	4.5.4	Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities.
	4.5.5	Analyze learners' developmental progress and summarize developmental issues and concerns.
Topic 4.6	Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations.	
	Student Competencies	
	4.6.1	Explore opportunities for continuing training and education.
	4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.
	4.6.3	Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth, and adults and their families.
	4.6.4	Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
	4.6.5	Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.
	4.6.6	Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth, and adults and their families.

Standard 5	<i>FACILITIES and PROPERTY MANAGEMENT</i> Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Topic 5.1	Analyze career paths within the facilities management and maintenance areas.	
	Student Competencies	
	5.1.1	Explain the roles and functions of individuals engaged in facilities management careers.
	5.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
	5.1.3	Summarize education and training requirements and opportunities for career paths in facilities management.
	5.1.4	Analyze the correlation between facilities management occupations and local, state, national, and global economies.
	5.1.5	Create an employment portfolio to communicate facilities management careers knowledge and skills.
	5.1.6	Analyze the role of professional organizations in facilities management professions.
Topic 5.2	Demonstrate planning, organizing, and maintaining an efficient operation of residential or commercial facilities.	
	Student Competencies	
	5.2.1	Apply environmental services standards and procedures in residential and commercial settings.
	5.2.2	Operate cleaning equipment and tools.
	5.2.3	Manage use of supplies.
	5.2.4	Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.
	5.2.5	Perform facilities maintenance based on established standards and procedures.
	5.2.6	Analyze energy efficient methods and practices in a variety of geographical and cultural settings.
Topic 5.3	Demonstrate sanitation procedures for a clean and safe environment.	
	Student Competencies	
	5.3.1	Analyze the various types of cleaning methods and their environmental effects.
	5.3.2	Summarize federal and state regulations regarding safe handling, usage, and storage of chemicals.
	5.3.3	Apply Occupational Safety and Health Administration (OSHA) regulations to safety procedures for bloodborne pathogens present in blood and body fluids.
	5.3.4	Select a pest control system appropriate for the facility and the type(s) of pests likely to be present.
	5.3.5	Utilize Centers for Disease Control (CDC) standards.
	5.3.6	Integrate Americans with Disabilities Act (ADA) regulations.
Topic 5.4	Apply hazardous materials and waste management procedures.	
	Student Competencies	
	5.4.1	Investigate local, federal, and state regulations and geographic and cultural influences regarding waste management.
	5.4.2	Demonstrate a waste minimization plan.
	5.4.3	Practice a recycling program for conservation of resources.
	5.4.4	Record presence of hazardous materials and occurrence of hazardous situations accurately and communicate to appropriate authorities.
	5.4.5	Describe procedures for safely handling and storing hazardous materials and waste products.

	5.4.6	Design energy efficient methods for waste management in diverse settings.
	5.4.7	Investigate safe storage and disposal of pesticides.
Topic 5.5	Demonstrate a work environment that provides safety and security.	
	Student Competencies	
	5.5.1	Design procedures for external and internal emergencies.
	5.5.2	Apply security procedures.
	5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
	5.5.4	Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administration (OSHA), and other agencies.
	5.5.5	Apply procedures for control of infection and infectious materials.
Topic 5.6	Demonstrate laundering processes aligned with industry standards and regulations.	
	Student Competencies	
	5.6.1	Summarize the functions of machines and equipment used in laundering operations.
	5.6.2	Demonstrate standard laundry procedures.
	5.6.3	Apply procedures for the selection of textiles, chemicals, and equipment in the laundering process.
	5.6.4	Apply industry regulations to laundry/linen systems.
Topic 5.7	Demonstrate facilities management functions.	
	Student Competencies	
	5.7.1	Demonstrate quality customer service which exceeds customer expectations in diverse settings.
	5.7.2	Demonstrate the elements involved in staff planning, recruiting, interviewing, selecting, hiring, and terminating of employees.
	5.7.3	Design staff schedules that meet industry needs and consider individual diversity.
	5.7.4	Conduct orientation, regular training and education, and on the job training/retraining, considering employee diversity.
	5.7.5	Demonstrate techniques and strategies to evaluate employee effectiveness.
	5.7.6	Apply principles of purchasing and receiving in facility management operations.
	5.7.7	Implement procedures to control inventory.
	5.7.8	Apply accounting principles in planning, forecasting, and recording profit and loss.
	5.7.9	Develop a marketing plan for a business or department.

Standard 6	<i>FAMILY</i> Evaluate the significance of family and its effects on the well-being of individuals and society.	
Topic 6.1	Analyze the effects of family as a system on individuals and society.	
	Student Competencies	
	6.1.1	Analyze family as the basic unit of society.
	6.1.2	Analyze the role of family in transmitting societal expectations.
	6.1.3	Analyze global influences on today's families.
	6.1.4	Analyze the role of family in teaching culture and traditions across the life span.
	6.1.5	Analyze the role of family in developing independence, interdependence, and commitment of family members.
	6.1.6	Analyze the effects of change and transitions over the life course.
	6.1.7	Analyze the ways family and consumer sciences careers assist the work of the family.
Topic 6.2	Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	
	Student Competencies	
	6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
	6.2.2	Analyze the effects of social and cultural diversity on individuals and families.
	6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
	6.2.5	Analyze the effects of globalization and increasing diversity on individuals, families, and society.

Standard 7	<i>FAMILY and HUMAN SERVICES</i> Synthesize knowledge, skills, and practices required for careers in family and human services.	
Topic 7.1	Analyze career paths within family and human services.	
	Student Competencies	
	7.1.1	Explain the roles and functions of individuals engaged in family and human services careers.
	7.1.2	Investigate opportunities for employment and entrepreneurial endeavors.
	7.1.3	Summarize education and training requirements and opportunities for career paths in family and human services.
	7.1.4	Analyze the effects of family and human service careers on local, state, national, and global economies.
	7.1.5	Create an employment portfolio to communicate family and human services knowledge and skills.
	7.1.6	Analyze the role of professional organizations in family and human services professions.
Topic 7.2	Analyze factors in providing family and human services.	
	Student Competencies	
	7.2.1	Describe local, state, and national agencies and informal support resources providing human services.
	7.2.2	Analyze professional, ethical, legal, and safety issues for human service employees.
	7.2.3	Summarize licensing laws and regulations that affect service providers and their participants.
	7.2.4	Analyze harmful, fraudulent, unethical, and deceptive human services practices.
	7.2.5	Summarize the rights and responsibilities of human service participants and their families.
	7.2.6	Analyze effective self-advocacy strategies for human services professionals.
	7.2.7	Investigate community-networking opportunities in family and human services.
Topic 7.3	Demonstrate professional behaviors, skills, and knowledge in providing family and human services.	
	Student Competencies	
	7.3.1	Evaluate rules, regulations, and legal and work site policies that affect employer, employee, personal, and family rights and responsibilities.
	7.3.2	Demonstrate professional and ethical behavior with peers in a variety of settings.
	7.3.3	Analyze procedures for maintaining accurate and confidential documentation submission practices.
	7.3.4	Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span.
	7.3.5	Demonstrate use of current and evolving technology in human services.
Topic 7.4	Analyze the impact of conditions that could influence the well-being of individuals and families.	
	Student Competencies	
	7.4.1	Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.
	7.4.2	Analyze management and living environment issues of individuals and family conditions that influence their well-being.
	7.4.3	Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family conditions that influence their well-being.

	7.4.4	Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.
	7.4.5	Analyze situations which require crisis intervention.
	7.4.6	Summarize the appropriate support needed to address selected human services issues.
Topic 7.5	Evaluate services for individuals and families with a variety of conditions that could impact their well-being.	
	Student Competencies	
	7.5.1	Describe needs and accommodations for people with a variety of conditions that could affect their well-being.
	7.5.2	Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.
	7.5.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	7.5.4	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
	7.5.5	Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.
	7.5.6	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
	7.5.7	Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.

Standard 8	<i>FOOD PRODUCTION and SERVICES</i> Integrate knowledge, skills, and practices required for careers in food production and services.	
Topic 8.1	Analyze career paths within the food production and food services industries.	
	Student Competencies	
	8.1.1	Explain the roles, duties, and functions of individuals engaged in food production and services careers.
	8.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
	8.1.3	Summarize education and training requirements and opportunities for career paths in food production and services.
	8.1.4	Analyze the correlation between food production and services occupations and local, state, national, and global economies.
	8.1.5	Create an employment portfolio to communicate food production and services knowledge and skills.
	8.1.6	Analyze the role of professional organizations in food production and services.
Topic 8.2	Demonstrate food safety and sanitation procedures.	
	Student Competencies	
	8.2.1	Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
	8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
	8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne illness.
	8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
	8.2.5	Practice standard personal hygiene and wellness procedures.
	8.2.6	Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
	8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
	8.2.8	Analyze current types of cleaning and sanitizing materials for proper uses.
	8.2.9	Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
	8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
	8.2.11	Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
Topic 8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	
	Student Competencies	
	8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
	8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
	8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
	8.3.4	Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.

	8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
	8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
Topic 8.4	Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	
	Student Competencies	
	8.4.1	Use computer based menu systems to develop and modify menus.
	8.4.2	Apply menu-planning principles to develop and modify menus.
	8.4.3	Analyze food, equipment, and supplies needed for menu production.
	8.4.4	Develop a variety of menu layouts, themes, and design styles.
	8.4.5	Prepare requisitions for food, equipment, and supplies to meet production requirements.
	8.4.6	Record performance of menu items to analyze sales and determine menu revisions.
	8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
Topic 8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	
	Student Competencies	
	8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
	8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
	8.5.3	Demonstrate knowledge of portion control and proper scaling and measurement techniques.
	8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
	8.5.5	Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
	8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
	8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
	8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
	8.5.9	Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.
	8.5.10	Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
	8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
	8.5.12	Demonstrate professional plating, garnishing, and food presentation techniques.
	8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
	8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

Topic 8.6	Demonstrate implementation of food service management and leadership functions.	
	Student Competencies	
	8.6.1	Apply principles of purchasing, receiving, issuing, and storing in food service operations.
	8.6.2	Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
	8.6.3	Apply accounting procedures in planning and forecasting profit and loss.
	8.6.4	Examine the areas of risk management and legal liability within the food service industry.
	8.6.5	Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
	8.6.6	Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.
	8.6.7	Conduct staff orientation, initial training and education, consistent reinforcement of training principles, and on the job training/retraining.
	8.6.8	Implement a marketing plan for food service operations.
	8.6.9	Design internal/external crisis management and disaster plans and response procedures.
	8.6.10	Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.
Topic 8.7	Demonstrate the concept of internal and external customer service.	
	Student Competencies	
	8.7.1	Analyze the role of quality service as a strategic component of exceptional performance.
	8.7.2	Demonstrate quality service techniques and procedures that meet industry standards in the food service industry.
	8.7.3	Analyze the relationship between employee attitude and skills and customer satisfaction.
	8.7.4	Apply procedures for addressing and resolving complaints.
	8.7.5	Demonstrate sensitivity to diversity and special needs.

Standard 9	<i>FOOD SCIENCE, DIETETICS, and NUTRITION</i> Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.	
Topic 9.1	Analyze career paths within food science, food technology, dietetics, and nutrition industries.	
	Student Competencies	
	9.1.1	Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
	9.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
	9.1.3	Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
	9.1.4	Analyze the correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.
	9.1.5	Create an employment portfolio to communicate food science, food technology, dietetics, and nutrition careers knowledge and skills.
	9.1.6	Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.
Topic 9.2	Apply risk management procedures to food safety, food testing, and sanitation.	
	Student Competencies	
	9.2.1	Analyze factors that contribute to food borne illness.
	9.2.2	Analyze food service management safety and sanitation programs.
	9.2.3	Implement industry standards for documenting, investigating, and reporting foodborne illness.
	9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
	9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
	9.2.6	Demonstrate standard procedures for receiving and storage of raw and prepared foods.
	9.2.7	Classify cleaning and sanitizing materials and their correct use.
	9.2.8	Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
	9.2.9	Demonstrate waste disposal and recycling methods.
Topic 9.3	Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.	
	Student Competencies	
	9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
	9.3.2	Analyze nutritional data.
	9.3.3	Apply principles of food production to maximize nutrient retention in menus.
	9.3.4	Assess the influence of cultural, socioeconomic, and psychological factors on food and nutrition and behavior.
	9.3.5	Analyze recipe/formula proportions and modifications for food production.

	9.3.6	Critique the selection of foods to promote a healthy lifestyle.
	9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
Topic 9.4	Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	
Student Competencies		
	9.4.1	Analyze nutritional needs of individuals.
	9.4.2	Use nutritional information to support care planning.
	9.4.3	Determine when to provide a selective menu approach in nutrition therapy settings.
	9.4.4	Construct a modified diet based on nutritional needs and health conditions.
	9.4.5	Design instruction on nutrition to promote wellness and disease prevention.
Topic 9.5	Demonstrate use of science and technology advancements in food product development and marketing.	
Student Competencies		
	9.5.1	Analyze various factors that affect food preferences in the marketing of food to a variety of populations.
	9.5.2	Analyze data in statistical analysis when making development and marketing decisions.
	9.5.3	Prepare food for presentation and assessment.
	9.5.4	Maintain test kitchen/laboratory and related equipment and supplies.
	9.5.5	Implement procedures that affect quality product performance and sustainability.
	9.5.6	Conduct sensory evaluations of food products.
	9.5.7	Conduct testing for safety of food products, utilizing available technology.
Topic 9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.	
Student Competencies		
	9.6.1	Build menus to customer/client preferences.
	9.6.2	Implement food preparation, production, and testing systems.
	9.6.3	Apply standards for food quality and sustainability.
	9.6.4	Create standardized recipes.
	9.6.5	Manage food production to meet needs and preferences of diverse customer populations.
	9.6.6	Analyze new products utilizing most current guidelines and innovations in technology.
	9.6.7	Implement procedures that provide cost effective products.
	9.6.8	Establish par levels for the purchase of supplies based on an organization's needs.
	9.6.9	Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
Topic 9.7	Demonstrate principles of food biology and chemistry.	
Student Competencies		
	9.7.1	Explain the properties of elements, compounds, and mixtures in foods and food products.
	9.7.2	Analyze the effects of thermodynamics on chemical reactions in foods and food products.
	9.7.3	Explain the process of ionization in the formation of acids and bases and effect on food and food products.

9.7.4	Explain the impact of molecular structure of simple and complex carbohydrates on digestion, nutrition, and food preparation procedures.
9.7.5	Relate the composition of lipids and proteins to their functions in foods and their impact on food preparation and nutrition.
9.7.6	Explain the value of molds and enzymes in food products.
9.7.7	Analyze the impact of food presentation methods and techniques on nutrient value, safety and sanitation, and consumer appeal of food and products.

Standard 10	<i>HOSPITALITY, TOURISM, and RECREATION</i> Synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.	
Topic 10.1	Analyze career paths within the hospitality, tourism, and recreation industries.	
	Student Competencies	
	10.1.1	Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
	10.1.2	Analyze opportunities for employment in hospitality, tourism, and recreation careers.
	10.1.3	Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.
	10.1.4	Analyze the correlation between the hospitality industry and local, state, national, and global economies.
	10.1.5	Create an employment portfolio to communicate hospitality, tourism, and recreation knowledge and skills.
	10.1.6	Analyze the role of professional organizations in the hospitality, tourism, and recreation professions.
Topic 10.2	Demonstrate procedures applied to safety, security, and environmental issues.	
	Student Competencies	
	10.2.1	Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
	10.2.2	Demonstrate procedures for assuring guest or customer safety.
	10.2.3	Evaluate evacuation plans and emergency procedures.
	10.2.4	Demonstrate management and conservation of resources for energy efficiency and protection of the environment.
	10.2.5	Design a system for documenting, investigating, and taking action on safety, security, and environmental issues.
Topic 10.3	Apply concepts of quality service to ensure customer satisfaction.	
	Student Competencies	
	10.3.1	Apply industry standards for service methods that meets cultural and geographic expectations of guests or customers.
	10.3.2	Analyze how employee dispositions can impact customer satisfaction.
	10.3.3	Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
	10.3.4	Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.
	10.3.5	Demonstrate effective cultural awareness and customer relations to meet the hospitality, tourism, and recreation needs of special populations.
Topic 10.4	Demonstrate practices and skills involved in hospitality and lodging occupations.	
	Student Competencies	
	10.4.1	Demonstrate front desk, office, and customer service skills.
	10.4.2	Demonstrate accounting practices and financial transactions.
	10.4.3	Manage convention, meeting, and banquet support functions.
	10.4.4	Apply basic food preparation and service skills in catering operations.
	10.4.5	Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
	10.4.6	Apply facility management, maintenance, and service skills to hospitality and lodging operations.

	10.4.7	Apply time and work management skills to facility service tasks.
	10.4.8	Analyze sales and marketing functions in hospitality and lodging operations.
Topic 10.5	Demonstrate practices and skills for travel related services.	
	Student Competencies	
	10.5.1	Investigate geography, climate, sites, time zones, and political and global influences of various regions and countries.
	10.5.2	Investigate hospitality, lodging, tourism, and recreation customs of various regions and countries.
	10.5.3	Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about hospitality, lodging, tourism, and recreation.
	10.5.4	Research regulations and cultural expectations to determine information needed for diverse clientele for domestic and international travel.
	10.5.5	Create travel documents and itineraries, utilizing current technology.
	10.5.6	Analyze travel arrangements using computerized systems.
Topic 10.6	Demonstrate management of recreation, leisure, and other programs and events.	
	Student Competencies	
	10.6.1	Coordinate client inquiries and requests.
	10.6.2	Design themes, timelines, budgets, agendas, and itineraries for specific programs and events.
	10.6.3	Organize resources and information about locations, facilities, suppliers, and vendors for specific services.
	10.6.4	Prepare event materials for distribution.
	10.6.5	Demonstrate skills related to promoting and publicizing events.
	10.6.6	Manage programs and events for specific age groups or diverse populations.
	10.6.7	Promote wellness initiatives through recreation and leisure programs and events.
	10.6.8	Evaluate overall effectiveness of specific events.
	10.6.9	Describe tourism related organizations and agencies and their impact on hospitality, lodging, travel, and recreation operations.

Standard 11	<i>HOUSING and INTERIOR DESIGN</i> Integrate knowledge, skills, and practices required for careers in housing and interior design.	
Topic 11.1	Analyze career paths within the housing, interior design, and furnishings industries.	
	Student Competencies	
	11.1.1	Explain the roles and functions of individuals engaged in housing and interior design careers.
	11.1.2	Analyze career paths and opportunities for employment and entrepreneurial endeavors.
	11.1.3	Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.
	11.1.4	Analyze the value of interior design to individuals, families, and society including the financial benefits and the impact of housing and interior design careers on individual/family, local, state, national, and global economies.
	11.1.5	Create an employment portfolio to communicate housing and interior design careers knowledge and skills.
	11.1.6	Analyze the role of professional organizations in housing and interior design professions.
	11.1.7	Analyze the attitudes, traits, and values of professional responsibility, accountability, and effectiveness required for careers in housing and interior design.
Topic 11.2	Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.	
	Student Competencies	
	11.2.1	Evaluate the use of elements and principles of design in housing for commercial and residential interiors.
	11.2.2	Analyze the psychological impact that the principles and elements of design have on the individual.
	11.2.3	Analyze the effects that the principles and elements of design have on aesthetics and function.
	11.2.4	Apply principles of human behavior, ergonomics, and anthropometrics to design of housing, interiors, and furnishings.
Topic 11.3	Apply residential and commercial interior design knowledge, skills, and processes to meet specific design needs.	
	Student Competencies	
	11.3.1	Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
	11.3.2	Evaluate manufacturers, products, and materials considering building codes and regulations, environmental protection, care and maintenance, and safety issues.
	11.3.3	Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.
	11.3.4	Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.
	11.3.5	Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.
	11.3.6	Demonstrate design processes such as determining the scope of the project, programming, research, concept development, schematic design, design drawing, and design development and presentation.

Topic 11.4	Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.	
	Student Competencies	
	11.4.1	Interpret information provided on design, construction, and other industry-related interior design documents.
	11.4.2	Evaluate floor plans for efficiency and safety in areas including but not limited to zones; traffic patterns; storage; and electrical, plumbing, ventilation, and thermal systems.
	11.4.3	Draft an interior space to scale using architecture symbols.
	11.4.4	Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
	11.4.5	Apply building codes, universal design guidelines, and regulations in space planning and arrangement of furniture and furnishings.
	11.4.6	Demonstrate graphic communication skills (CAD, PowerPoint, sketching).
Topic 11.5	Analyze design and development of architecture, interiors, and furnishings through the ages.	
	Student Competencies	
	11.5.1	Describe features of furnishings that are characteristic of various historical periods.
	11.5.2	Explain societal and technological trends on periods of architecture and interior design through the ages.
	11.5.3	Illustrate the development of architectural styles throughout history.
	11.5.4	Compare and contrast historical architectural details to current housing and interior design trends.
	11.5.5	Predict future design and development trends in architecture, interiors, and furnishings.
Topic 11.6	Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	
	Student Competencies	
	11.6.1	Assess financial resources needed to improve interior space.
	11.6.2	Assess client's community, family, and financial resources needed to achieve housing and interior design goals.
	11.6.3	Assess a variety of available resources for housing and interior design, such as evidence based design that accounts for human factors and issues of human behavior.
	11.6.4	Critique design plans to address client's needs, goals, and resources.
	11.6.5	Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.
Topic 11.7	Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.	
	Student Competencies	
	11.7.1	Select appropriate studio tools.
	11.7.2	Prepare sketches, elevations, perspectives, and renderings using appropriate media.
	11.7.3	Prepare visual presentations including legends, keys, and schedules.
	11.7.4	Utilize a variety of presentation media including drawings, photography, video, computer, and software for client presentations.
	11.7.5	Utilize applicable building codes universal design regulations and guidelines in space planning.

	11.7.6	Create floor plans using architectural drafting skills and computer aided design software.
Topic 11.8	Analyze professional practices and procedures for business profitability and career success, and the role of ethics in the housing, interiors, and furnishings industries.	
	Student Competencies	
	11.8.1	Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries.
	11.8.2	Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.
	11.8.3	Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.
	11.8.4	Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
	11.8.5	Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
	11.8.6	Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
	11.8.7	Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.
	11.8.8	Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice.
Topic 11.9	Develop a global view to weigh design decisions with the parameters of sustainability and socioeconomic and cultural contexts within the housing interior design, and furnishings industries.	
	Student Competencies	
	11.9.1	Demonstrate knowledge and skills to incorporate recycle and redesign principles.

Standard 12	<i>HUMAN DEVELOPMENT</i> Analyze factors that influence human growth and development.	
Topic 12.1	Analyze principles of human growth and development across the life span.	
	Student Competencies	
	12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
	12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
	12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
Topic 12.2	Analyze conditions that influence human growth and development.	
	Student Competencies	
	12.2.1	Analyze the influences of heredity and environment on human growth and development.
	12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
	12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
	12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development.
	12.2.5	Analyze geographic, political, and global influences on human growth and development.
Topic 12.3	Analyze strategies that promote growth and development across the life span.	
	Student Competencies	
	12.3.1	Analyze the role of nurturance on human growth and development.
	12.3.2	Analyze the role of communication on human growth and development.
	12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

Standard 13	<i>INTERPERSONAL RELATIONSHIPS</i> Demonstrate respectful and caring relationships in the family, workplace, and community.	
Topic 13.1	Analyze functions and expectations of various types of relationships.	
	Student Competencies	
	13.1.1	Analyze processes for building and maintaining interpersonal relationships.
	13.1.2	Predict the effects of various stages of the family life cycle on interpersonal relationships.
	13.1.3	Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.
	13.1.4	Analyze factors that contribute to healthy and unhealthy relationships.
	13.1.5	Analyze processes for handling unhealthy relationships.
	13.1.6	Demonstrate stress management strategies for family, work, and community settings.
Topic 13.2	Analyze personal needs and characteristics and their effects on interpersonal relationships.	
	Student Competencies	
	13.2.1	Analyze the effects of personal characteristics on relationships.
	13.2.2	Analyze the effect of personal need on relationships.
	13.2.3	Analyze the effects of self-esteem and self-image on relationships.
	13.2.4	Analyze the effects of life span events and conditions on relationships.
	13.2.5	Explain the effects of personal standards and behaviors on interpersonal relationships.
Topic 13.3	Demonstrate communication skills that contribute to positive relationships.	
	Student Competencies	
	13.3.1	Analyze communication styles and their effects on relationships.
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	13.3.3	Demonstrate effective listening and feedback techniques.
	13.3.4	Analyze strategies to overcome communication barriers in family, community, and work settings.
	13.3.5	Apply ethical principles of communication in family, community, and work settings.
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.
	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.
Topic 13.4	Evaluate effective conflict prevention and management techniques.	
	Student Competencies	
	13.4.1	Analyze the origin and development of attitudes and behaviors regarding conflict.
	13.4.2	Explain how similarities and differences among people affect conflict prevention and management.
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Demonstrate nonviolent strategies that address conflict.
	13.4.5	Demonstrate effective responses to harassment.
	13.4.6	Assess community resources that support conflict prevention and management.

Topic 13.5	Demonstrate teamwork and leadership skills in the family, workplace, and community.	
	Student Competencies	
	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
Topic 13.6	Demonstrate standards that guide behavior in interpersonal relationships.	
	Student Competencies	
	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
	13.6.2	Apply ethical guidelines when assessing interpersonal issues and situations.
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.

Standard 14	<i>NUTRITION and WELLNESS</i> Demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Topic 14.1	Analyze factors that influence nutrition and wellness practices across the life span.	
	Student Competencies	
	14.1.1	Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.
	14.1.2	Investigate the effects of psychological, cultural, and social influences on food choices and other nutritional practices.
	14.1.3	Investigate the governmental, economic, and technological influences on food choices and practices.
	14.1.4	Analyze the effects of global, regional, and local events and conditions on food choices and practices.
	14.1.5	Analyze legislation and regulations related to nutrition and wellness.
Topic 14.2	Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.	
	Student Competencies	
	14.2.1	Evaluate the effect of nutrients on health, wellness, and performance.
	14.2.2	Analyze the relationships of nutrition and wellness to individual and family health throughout the life span.
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
Topic 14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	
	Student Competencies	
	14.3.1	Apply current dietary guidelines in planning to meet nutrition and wellness needs.
	14.3.2	Design strategies that address the health and nutrition recommendations for individuals and families, including those with needs.
	14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food and food product.
	14.3.4	Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.
Topic 14.4	Evaluate factors that affect food safety from production through consumption.	
	Student Competencies	
	14.4.1	Analyze conditions and practices that promote safe food handling.
	14.4.2	Analyze safety and sanitation practices.
	14.4.3	Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production, and the impact of genetically modified foods.
	14.4.4	Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
	14.4.5	Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.
	14.4.6	Analyze current consumer information about food safety and sanitation.

Topic 14.5	Evaluate the influence of science and technology on food, nutrition, and wellness.	
	Student Competencies	
	14.5.1	Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.
	14.5.2	Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
	14.5.3	Analyze the effects of technological advances on selection, preparation, and home storage of food.
	14.5.4	Analyze the effects of food science and technology on meeting nutritional needs.

Standard 15	<i>PARENTING</i> Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.	
Topic 15.1	Analyze roles and responsibilities of parenting.	
	Student Competencies	
	15.1.1	Analyze parenting roles across the life span.
	15.1.2	Analyze expectations and responsibilities of parenting.
	15.1.3	Analyze influences of parenting practices to the individuals, families, and society.
	15.1.4	Analyze societal conditions that influence parenting across the life span.
	15.1.5	Explain cultural differences and similarities in roles and responsibilities of parenting.
Topic 15.2	Evaluate parenting practices that maximize human growth and development.	
	Student Competencies	
	15.2.1	Analyze nurturing practices that support human growth and development.
	15.2.2	Apply communication strategies that promote emotional well-being in family members.
	15.2.3	Assess common practices and emerging research about influences of discipline on human growth and development.
	15.2.4	Analyze the effects of abuse and neglect on children and families and determine methods for prevention.
	15.2.5	Apply criteria for selecting care and services for children and youth.
Topic 15.3	Evaluate external support systems that provide services for parents.	
	Student Competencies	
	15.3.1	Analyze community resources and services available to families.
	15.3.2	Analyze community resources that provide opportunities related to parenting.
	15.3.3	Analyze current laws and policies related to parenting.
	15.3.4	Analyze impacts of advocacy on laws and policies related to parenting.
Topic 15.4	Analyze physical and emotional factors related to beginning the parenting process.	
	Student Competencies	
	15.4.1	Analyze biological processes related to prenatal development, birth, and health of child and mother.
	15.4.2	Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.
	15.4.3	Analyze alternatives to biological parenthood.
	15.4.4	Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

Standard 16	<i>TEXTILES, FASHION, and APPAREL</i> Integrate knowledge, skills, and practices required for careers in textiles and apparels.	
Topic 16.1	Analyze career paths within textile apparel and design industries.	
	Student Competencies	
	16.1.1	Explain the roles and functions of individuals engaged in textiles, fashion, and apparel careers.
	16.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
	16.1.3	Summarize education and training requirements and opportunities for career paths in textile, fashion, and apparel industries.
	16.1.4	Analyze the effects of textiles, fashion, and apparel industries on local, state, national, and global economies.
	16.1.5	Create an employment portfolio to communicate textiles, fashion, and apparel knowledge and skills.
	16.1.6	Analyze the role of professional organizations in textiles, fashion, and apparel industries.
Topic 16.2	Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.	
	Student Competencies	
	16.2.1	Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.
	16.2.2	Evaluate performance characteristics of textile fiber and fabrics.
	16.2.3	Analyze textile legislation, standards, and labeling in the global economy.
	16.2.4	Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.
	16.2.5	Demonstrate appropriate procedures for care and disposal or recycling of textile products, considering diverse needs locally and globally.
	16.2.6	Evaluate fibers and fabrics for sustainability factors.
	16.2.7	Evaluate quality of textiles, fashion, and apparel construction and fit.
Topic 16.3	Demonstrate textiles, fashion, and apparel design skills.	
	Student Competencies	
	16.3.1	Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
	16.3.2	Apply basic and complex color schemes and color theory to develop and enhance visual effects.
	16.3.3	Utilize elements and principles of design in designing, construction, and/or altering textiles, fashion, and apparel.
	16.3.4	Demonstrate design concepts using fiber, fabric, or digital means, employing draping and/or flat pattern making technique.
	16.3.5	Generate design that demonstrates consideration for ecological, environmental, ethnic, sociological, psychological, technical, and economic trends and issues.
	16.3.6	Apply elements and principles of design to assist consumers and businesses in making decisions.
	16.3.7	Demonstrate ability to use technology for fashion, apparel, and textile design.
	16.3.8	Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel.

Topic 16.4	Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.	
	Student Competencies	
	16.4.1	Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.
	16.4.2	Explain production processes for creating fibers, yarns, woven and knit fabrics, and non-woven textile products.
	16.4.3	Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.
	16.4.4	Analyze current technology, trends, and innovations that facilitate design and production of textile, fashion, and apparel.
	16.4.5	Demonstrate basic skills for production, alteration, repair, and recycling of textiles, fashion, and apparel.
Topic 16.5	Evaluate elements of textiles, fashion, and apparel merchandising.	
	Student Competencies	
	16.5.1	Apply marketing strategies for textiles, fashion, and apparel in the global marketplace.
	16.5.2	Analyze the cost of constructing, manufacturing, distributing, altering, repairing, or recycling textiles, fashion, and apparel.
	16.5.3	Analyze ethical considerations for merchandising textiles, fashion, and apparel.
	16.5.4	Apply external factors that influence merchandising.
	16.5.5	Critique varied methods for promoting textiles, fashion, and apparel to diverse populations.
	16.5.6	Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel.
Topic 16.6	Evaluate the components of customer service.	
	Student Competencies	
	16.6.1	Analyze factors that contribute to quality customer relations.
	16.6.2	Analyze the influences of cultural expectations as a factor in customer relations.
	16.6.3	Demonstrate the skills necessary for quality customer service.
	16.6.4	Create solutions to address customer concerns.
Topic 16.7	Demonstrate professional operational procedures required for business profitability and career success.	
	Student Competencies	
	16.7.1	Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.
	16.7.2	Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, sustainability, and environmental factors.
	16.7.3	Analyze the effects of operational procedures such as security and inventory control strategies, cash and credit transaction methods and worksite policies on loss prevention and store profit.
	16.7.4	Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
	16.7.5	Analyze wholesale and retail operational processes and other factors affecting profit.
	16.7.6	Demonstrate knowledge of the impact of external factors upon the textile, apparel, and fashion industries.

Career Ready Practices

1. Act as a Responsible and Contributing Citizen and Employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them, think about the near-term and long-term consequences of their actions, and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply Appropriate Academic and Technical Skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to Personal Health and Financial Well-Being

Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice health diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate Clearly, Effectively, and with Reason

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social, and economic impacts of decisions

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information and evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur, quickly take action to address the problem, thoughtfully investigate the root cause of the problem prior to introducing solutions, and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership, and effective management

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

10. Plan education and career path aligned to personal goals

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology, being proficient with ubiquitous technology applications. They understand the inherent risks, personal and organizational, of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.