

FAMILY and CONSUMER SCIENCES

Child Development 1

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.1.1

Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

4. Analyze potential effects of career path decisions on balancing work and family.

HS.FCS.CD.1.2

Demonstrate transferable and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.

6. Demonstrate leadership skills and abilities in school, workplace and community settings.

7. Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

HS.FCS.CD.1.3

Evaluate the reciprocal effects of individual and family participation in community activities.

2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.2.1

Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply management and planning skills and processes to organize tasks and responsibilities.

- 0. Analyze how individuals and families make choices to satisfy needs and wants.
- 0. Analyze decisions about providing safe and nutritious food for individuals and families.
- 0. Apply consumer skills to providing and maintaining clothing.
- 0. Apply consumer skills to decisions about housing, utilities, and furnishings.

HS.FCS.CD.2.5

Analyze relationships between the economic system and consumer actions.

- 1. Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

HS.FCS.CD.2.6

Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

- 1. Evaluate the need for personal and family financial planning.
- 2. Apply management principles to individual and family financial practices.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.3.5

Demonstrate skills needed for product development, testing and presentation.

- 2. Design or analyze a consumer product.
- 3. Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.

STANDARD 4: Education and Early Childhood

Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.4.1

Analyze career paths within early childhood, education and related services.

1. Explain the roles and functions of individuals engaged in early childhood, education, and services.
2. Analyze opportunities for employment and entrepreneurial endeavors.
3. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
4. Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.

HS.FCS.CD.4.2

Analyze developmentally appropriate practices to plan for early childhood, education, and services.

1. Analyze child development theories and their implications for educational and childcare practices.
4. Analyze abilities and needs of children and their effects on children's growth and development.

HS.FCS.CD.4.3

Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4. Demonstrate a variety of teaching methods to meet individual needs of children.
5. Arrange learning centers that provide for children's exploration, discovery, and development.
6. Establish activities, routines, and transitions.

HS.FCS.CD.4.4

Demonstrate a safe and healthy learning environment for children.

1. Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
2. Apply safe and healthy practices that comply with state regulations.
3. Implement strategies to teach children health, safety, and sanitation habits.
4. Plan safe and healthy meals and snacks.

HS.FCS.CD.4.5

Demonstrate techniques for positive collaborative relationships with children.

2. Demonstrate problem-solving skills with children.
3. Demonstrate interpersonal skills that promote positive and productive relationships with children.
4. Implement strategies for constructive and supportive interactions between children and families.

HS.FCS.CD.4.6

Demonstrate professional practices and standards related to working with children.

4. Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

STANDARD 6: Family

Evaluate the significance of family and its effects on the well-being of individuals and society.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.6.1

Analyze the effects of family as a system on individuals and society

5. Analyze the role of family in developing independence, interdependence, and commitment of family members.

HS.FCS.CD.6.2

Evaluate the effects of diverse perspectives, needs and characteristics of individual and families.

1. Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
2. Analyze the effects of social and cultural diversity on individuals and families.
3. Analyze the effects of empathy for diversity on individuals in family, work, and community settings.

STANDARD 12: Human Development

Analyze factors that influence human growth and development.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.12.1

Analyze principles of human growth and development across the lifespan.

1. Analyze physical, emotional, social, moral, cognitive development.
2. Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
3. Analyze current and emerging research about human growth and development, including research on brain development.

HS.FCS.CD.12.2

Analyze conditions that influence human growth and development.

1. Analyze the effect of heredity and environment on human growth and development.

HS.FCS.CD.12.3

Analyze strategies that promote growth and development across the lifespan.

1. Analyze the role of nurturance on human growth and development.
2. Analyze the role of communication on human growth and development.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.13.5

Demonstrate teamwork and leadership skills in the family, workplace, and community.

1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
2. Demonstrate strategies to motivate, encourage, and build trust in group members.
7. Demonstrate processes for cooperating, compromising, and collaborating.

STANDARD 14: Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

STANDARDS HS.FCS.CD.14.1

GOALS and PERFORMANCE OBJECTIVES

Analyze factors that influence nutrition and wellness practices across the life span.

1. Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
0. Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

HS.FCS.CD.14.2

Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

1. Analyze the effect of nutrients on health, appearance, and peak performance.
2. Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
3. Analyze sources of food and nutrition information, including food labels, related to health and wellness.
4. Analyze the effect of nutrients on health, appearance, and peak performance.

HS.FCS.CD.14.3

Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

1. Apply various dietary guidelines in planning to meet nutrition and wellness needs.

STANDARD 15: Parenting

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.

STANDARDS HS.FCS.CD.15.1

GOALS and PERFORMANCE OBJECTIVES

Analyze roles and responsibilities of parenting.

1. Analyze parenting roles across the life span.
2. Analyze expectations and responsibilities of parenting.
5. Explain cultural differences in roles and responsibilities of parenting.

HS.FCS.CD.15.2

Evaluate parenting practices that maximize human growth and development.

1. Choose nurturing practices that support human growth and development.
0. Apply communication strategies that promote positive self-esteem in family members.
0. Assess common practices and emerging research about discipline on human growth and development.
0. Assess the effects of abuse and neglect on children and families and determine methods for prevention.

HS.FCS.CD.15.4

Analyze physical and emotional factors related to beginning the parenting process.

1. Analyze biological processes related to prenatal development, birth, and health of child and mother.
0. Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
0. Analyze implications of alternatives to biological parenthood.
0. Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

FAMILY and CONSUMER SCIENCES
Child Development 2
(Numbering of objectives matches national standard numbers)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.1.2

Demonstrate transferable and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.
7. Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

HS.FCS.CD.1.3

Evaluate the reciprocal effects of individual and family participation in community activities.

2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.

STANDARD 4: Education and Early Childhood

Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.4.1

Analyze career paths within early childhood, education and related services.

1. Explain the roles and functions of individuals engaged in early childhood, education, and services.
2. Analyze opportunities for employment and entrepreneurial endeavors.

- HS.FCS.CD.4.2** **Analyze developmentally appropriate practices to plan for early childhood, education, and services.**
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.
 3. Analyze cultural and environmental influences when assessing development of children, youth and adults.
 4. Address specific abilities and developmental needs of children, youth and adults based on assessment of their abilities.
 5. Analyze strategies that promote children's growth and development.
- HS.FCS.CD.4.3** **Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.**
1. Analyze a variety of curriculum and instructional models.
 2. Implement learning activities in all curriculum areas that meet the developmental needs of children.
 3. Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
 4. Demonstrate a variety of teaching methods to meet individual needs of children.
 5. Arrange learning centers that provide for children's exploration, discovery, and development.
 6. Establish effective activities, routines, and transitions for various age groups.
- HS.FCS.CD.4.4** **Demonstrate a safe and healthy learning environment for children.**
1. Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
 3. Implement strategies to teach children health, safety, and sanitation habits.
- HS.FCS.CD.4.5** **Demonstrate techniques for positive collaborative relationships with children.**
1. Apply developmentally appropriate guidelines for behavior.
 2. Demonstrate problem-solving skills with children.
 4. Implement strategies for constructive and supportive interactions between children and families.

5. Analyze learners' developmental progress and summarize developmental issues and concerns.

HS.FCS.CD.4.6

Demonstrate professional practices and standards related to working with children.

4. Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

STANDARD 12: Human Development

Analyze factors that influence human growth and development.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.12.1

Analyze principles of human growth and development across the lifespan.

1. Analyze physical, emotional, social, moral, cognitive development.
2. Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
3. Analyze current and emerging research about human growth and development, including research on brain development.

HS.FCS.CD.12.2

Analyze conditions that influence human growth and development.

1. Analyze the effect of heredity and environment on human growth and development.
2. Analyze the influences of social, economic, and technological forces on individual growth and development.
3. Analyze the effects of gender, ethnicity, and culture on individual development.
4. Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development
5. Analyze geographic, political, and global influences on human growth and development.

HS.FCS.CD.12.3

Analyze strategies that promote growth and development across the lifespan.

1. Analyze the role of nurturance on human growth and development.

2. Analyze the role of communication on human growth and development.
3. Analyze the role of family and social services support systems in meeting human growth and development needs.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS	GOALS and PERFORMANCE OBJECTIVES
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| HS.FCS.CD.13.5 | Demonstrate teamwork and leadership skills in the family, workplace, and community. <ol style="list-style-type: none">1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.2. Demonstrate strategies to motivate, encourage, and build trust in group members. |
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STANDARD 14: Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

STANDARDS	GOALS and PERFORMANCE OBJECTIVES
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| HS.FCS.CD.14.2 | Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span <ol style="list-style-type: none">1. Analyze the effect of nutrients on health, appearance, and peak performance. |
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STANDARD 15: Parenting

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.15.1

Analyze roles and responsibilities of parenting.

1. Analyze parenting roles across the life span.
2. Analyze expectations and responsibilities of parenting.
3. Explain cultural differences in roles and responsibilities of parenting.

HS.FCS.CD.15.2

Evaluate parenting practices that maximize human growth and development.

1. Choose nurturing practices that support human growth and development.
0. Apply communication strategies that promote positive self-esteem in family members.
0. Assess common practices and emerging research about discipline on human growth and development.
0. Assess the effects of abuse and neglect on children and families and determine methods for prevention.

HS.FCS.CD.15.4

Analyze physical and emotional factors related to beginning the parenting process.

1. Analyze biological processes related to prenatal development, birth, and health of child and mother.

0. Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
0. Analyze implications of alternatives to biological parenthood.
0. Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

FAMILY and CONSUMER SCIENCES

Child Development 3

(Numbering of objectives matches national standard numbers, thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.1.2

Demonstrate transferable and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.
7. Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

HS.FCS.CD.1.3

Evaluate the reciprocal effects of individual and family participation in community activities.

2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.

STANDARD 4: Education and Early Childhood

Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.4.1

Analyze career paths within early childhood, education and related services.

1. Explain the roles and functions of individuals engaged in early childhood, education, and services.
3. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

4. Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.
5. Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
6. Analyze the role of professional organizations in education and early childhood.

HS.FCS.CD.4.2

Analyze developmentally appropriate practices to plan for early childhood, education, and services.

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.
3. Analyze cultural and environmental influences when assessing children's development.
4. Address abilities and specific developmental needs of children and their effects on children's growth and development.
5. Analyze strategies that promote children's growth and development.

HS.FCS.CD.4.3

Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

1. Analyze a variety of curriculum and instructional models.
2. Implement learning activities in all curriculum areas that meet the developmental needs of children.
3. Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
4. Demonstrate a variety of teaching methods to meet individual needs of children.
5. Arrange learning centers that provide for children's exploration, discovery, and development.
6. Establish activities, routines, and transitions.

HS.FCS.CD.4.4

Demonstrate a safe and healthy learning environment for children.

2. Apply safe and healthy practices that comply with state regulations.
3. Implement strategies to teach children health, safety, and sanitation habits.
4. Plan safe and healthy meals and snacks.
5. Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
6. Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

HS.FCS.CD.4.5

Demonstrate techniques for positive collaborative relationships with children.

1. Apply developmentally appropriate guidelines for behavior.
2. Demonstrate problem-solving skills with children.

4. Implement strategies for constructive and supportive interactions between children and families.
5. Analyze learners' developmental progress and summarize developmental issues and concerns.

HS.FCS.CD.4.6

Demonstrate professional practices and standards related to working with children.

1. Explore opportunities for continuing training and education.
2. Apply professional ethical standards as accepted by the recognized professional organizations.
4. Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

STANDARD 12: Human Development

Analyze factors that influence human growth and development.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CD.12.1

Analyze principles of human growth and development across the lifespan.

1. Analyze physical, emotional, social, moral, cognitive development.
2. Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
3. Analyze current and emerging research about human growth and development, including research on brain development.

HS.FCS.CD.12.2

Analyze conditions that influence human growth and development.

1. Analyze the influences of heredity and environment on human growth and development.
2. Analyze the influences of social, economic, and technological forces on individual growth and development.
3. Analyze the effects of gender, ethnicity, and culture on individual development.
4. Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
5. Analyze geographic, political, and global influences on human growth and development.

- HS.FCS.CD.12.3** **Analyze strategies that promote growth and development across the lifespan.**
1. Analyze the role of nurturance on human growth and development.
 2. Analyze the role of communication on human growth and development.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.CD.13.5** **Demonstrate teamwork and leadership skills in the family, workplace, and community.**
1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
 2. Demonstrate strategies to motivate, encourage, and build trust in group members.
 7. Demonstrate processes for cooperating, compromising, and collaborating.

FAMILY and CONSUMER SCIENCES

Creative Living & Textiles II

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.1.2

Demonstrate transferable knowledge, attitudes, technical and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.
4. Demonstrate teamwork skills in school, community and workplace settings.
5. Analyze future-ready strategies to manage the effects of changing technologies in workplace settings.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.

HS.FCS.1.3

Evaluate the reciprocal effects of individual and family participation in community and civic activities.

1. Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
3. Analyze personal and family assets and skills that provide service to the community.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply time management, organizational and process skills to prioritize tasks and achieve goals.
2. Analyze how individuals and families make choices to satisfy needs and wants.
4. Apply consumer skills to providing and maintaining clothing.

HS.FCS.2.2 Analyze the relationship of the environment to family and consumer resources.

2. Summarize environmental trends and issues affecting families and future generations.
3. Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.3.5 Demonstrate skills needed for product development, testing and presentation.

2. Design or analyze a consumer product.
5. Apply statistical analysis processes to interpret, summarize, and report data from tests.
7. Demonstrate a plan to educate an audience about a new product on the consumer market.
8. Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.

STANDARD 16: Textiles, Fashion, and Apparel

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.16.1

Analyze career paths within textiles, fashion, and apparel industries.

1. Explain the roles and functions of individuals engaged in textiles and apparel careers.
2. Analyze opportunities for employment and entrepreneurial endeavors.
3. Summarize education and training requirements and opportunities for career paths in textile and apparel services.
4. Analyze the effects of textiles, fashion and apparel occupations on local, state, national, and global economies.

HS.FCS.16.2

Evaluate textiles, and apparel products and materials and their use in diverse settings.

1. Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabric.

HS.FCS.16.3

Demonstrate textiles and apparel design skills.

1. Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
2. Apply basic and complex color schemes and color theory to develop and enhance visual effects.
3. Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.
4. Demonstrate design concepts using fabric or technology/computer, applying draping and/or flat pattern making techniques.
5. Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
6. Apply elements and principles of design to assist consumers and businesses in making decisions.
7. Demonstrate ability to use technology for fashion, apparel, and textile design.

HS.FCS.16.4

Demonstrate skills needed to produce, alter, or repair textiles and apparel.

1. Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
3. Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
4. Analyze current technology and trends that facilitate design and production of textiles, apparel, and fashion.
5. Demonstrate basic skills for producing and altering textile products and apparel.

HS.FCS.16.6

Evaluate the components of customer service

1. Analyze factors that contribute to quality customer relations.
3. Demonstrate the skills necessary for quality customer service.

HS.FCS.16.7

Demonstrate general operational practices required for business and career success.

3. Analyze the effects of operational procedures such as security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.

FAMILY and CONSUMER SCIENCES

Creative Living & Textiles III

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.1.2

Demonstrate transferable knowledge, attitudes, technical and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.
4. Demonstrate teamwork skills in school, community and workplace settings.
5. Analyze future-ready strategies to manage the effects of changing technologies in workplace settings.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.
8. Demonstrate employability skills, work ethics and professionalism.

HS.FCS.1.3

Evaluate the reciprocal effects of individual and family participation in community and civic activities.

1. Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
3. Analyze personal and family assets and skills that provide service to the community.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply time management, organizational and process skills to organize tasks and responsibilities.
2. Analyze how individuals and families make choices to satisfy needs and wants.
4. Apply consumer skills to providing and maintaining clothing.

HS.FCS.2.2 Analyze the relationship of the environment to family and consumer resources.

2. Summarize environmental trends and issues affecting families and future generations.
3. Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.3.5 Demonstrate skills needed for product development, testing and presentation.

1. Conduct market research to determine consumer trends and product development needs.
2. Design or analyze a consumer product.
3. Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.
4. Evaluate a product utilizing valid and reliable testing procedures.
5. Apply statistical analysis processes to interpret, summarize, and report data from tests.
6. Evaluate the labeling, packaging, and support materials of consumer goods.
7. Demonstrate a plan to educate an audience about a new product on the consumer market.
8. Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.

STANDARD 16: Textiles, Fashion, and Apparel

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.16.1

Analyze career paths within textiles, fashion, and apparel industries.

2. Analyze opportunities for employment and entrepreneurial endeavors.
4. Analyze the effects of textiles, fashion and apparel occupations on local, state, national, and global economies.

HS.FCS.16.2

Evaluate textiles, and apparel products and materials and their use in diverse settings.

1. Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabric.
2. Evaluate performance characteristics of textile fiber and fabrics.

HS.FCS.16.3

Demonstrate textiles and apparel design skills.

2. Apply basic and complex color schemes and color theory to develop and enhance visual effects.
3. Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.
4. Demonstrate design concepts using fabric or technology/computer, applying draping and/or flat pattern making techniques.
5. Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
6. Apply elements and principles of design to assist consumers and businesses in making decisions.
7. Demonstrate ability to use technology for fashion, apparel, and textile design.

HS.FCS.16.4

Demonstrate skills needed to produce, alter, or repair textiles and apparel.

1. Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
3. Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
4. Analyze current technology and trends that facilitate design and production of textiles, apparel, and fashion.
5. Demonstrate basic skills for producing and altering textile products and apparel.

HS.FCS.16.6**Evaluate the components of customer service**

1. Analyze factors that contribute to quality customer relations.
3. Demonstrate the skills necessary for quality customer service.
4. Create solutions to address customer concerns.

HS.FCS.16.7**Demonstrate general operational practices required for business profitability and career success.**

2. Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
3. Analyze the effects of operational procedures such as security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.
4. Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
5. Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

FAMILY and CONSUMER SCIENCES

Creative Living & Textiles

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.1.2

Demonstrate transferable knowledge, attitudes, technical and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.
4. Demonstrate teamwork skills in school, community and workplace settings.
5. Analyze future-ready strategies to manage the effects of changing technologies in workplace settings.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.

HS.FCS.1.3

Evaluate the reciprocal effects of individual and family participation in community and civic activities.

1. Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
3. Analyze personal and family assets and skills that provide service to the community.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply time management, organizational and process skills to prioritize tasks and achieve goals.
2. Analyze how individuals and families make choices to satisfy needs and wants.
4. Apply consumer skills to providing and maintaining clothing.

HS.FCS.2.2 Analyze the relationship of the environment to family and consumer resources.

3. Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.3.5 Demonstrate skills needed for product development, testing and presentation.

2. Design or analyze a consumer product.

STANDARD 16: Textiles, Fashion, and Apparel

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.16.1

Analyze career paths within textiles, fashion, and apparel industries.

1. Explain the roles and functions of individuals engaged in textiles and apparel careers.
2. Analyze opportunities for employment and entrepreneurial endeavors.
4. Analyze the effects of textiles, fashion and apparel occupations on local, state, national, and global economies.

HS.FCS.16.2

Evaluate textiles, and apparel products and materials and their use in diverse settings.

1. Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabric.
2. Evaluate performance characteristics of textile fiber and fabrics.
4. Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.
5. Demonstrate appropriate procedures for care and disposal or recycling of textile products.

HS.FCS.16.3

Demonstrate textiles and apparel design skills.

1. Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
2. Apply basic and complex color schemes and color theory to develop and enhance visual effects.
3. Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.
4. Demonstrate design concepts using fabric or technology/computer, applying draping and/or flat pattern making techniques.
5. Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
6. Apply elements and principles of design to assist consumers and businesses in making decisions.
7. Demonstrate ability to use technology for fashion, apparel, and textile design.

HS.FCS.16.4

Demonstrate skills needed to produce, alter, or repair textiles and apparel.

1. Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
2. Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.
4. Analyze current technology and trends that facilitate design and production of textiles, apparel, and fashion.
5. Demonstrate basic skills for producing and altering textile products and apparel.

FAMILY and CONSUMER SCIENCES

Culinary Essentials 2

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.1.2

Demonstrate transferable and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.
4. Demonstrate teamwork skills in school, community and workplace settings.
5. Analyze future ready strategies to shape, manage and utilize change in workplace settings, including changing technologies.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.
8. Demonstrate employability skills, work ethics, and professionalism.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.2.1

Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply time management, organizational and process skills to prioritize tasks and achieve goals.
2. Analyze how individuals and families make choices to satisfy needs and wants.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.3.2

Analyze factors that affect consumer advocacy.

3. Demonstrate strategies that enable consumers to become advocates.
4. Analyze the effects of consumer protection laws on advocacy
5. Apply strategies to reduce the risk of consumer fraud.
6. Analyze the role of media in consumer advocacy.

HS.FCS.CE.3.5

Demonstrate skills needed for product development, testing and presentation.

2. Design or analyze a consumer product.
3. Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.
6. Evaluate the labeling, packaging, and support materials of consumer goods.
7. Demonstrate a product to educate an audience about a new product on the consumer market.

STANDARD 8: Food Production & Services

Integrate knowledge, skills, and practices required for careers in food production and services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.8.1

Analyze career paths within the food production and food services industries

1. Explain the roles, duties, and functions of individuals engaged in food production and services careers.
2. Analyze opportunities for employment and entrepreneurial endeavors.
3. Summarize education and training requirements and opportunities for career paths in food production and services.

4. Analyze the effects of food production and services occupations on local, state, national, and global economies.

HS.FCS.CE.8.2

Demonstrate food safety and sanitation procedures

1. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
2. Employ food service management safety/sanitation program procedures, including CPR and first aid.
5. Practice standard personal hygiene and wellness procedures.
7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

HS.FCS.CE.8.4

Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs

2. Apply menu-planning principles to develop and modify menus.
3. Analyze food, equipment, and supplies needed for menus.
5. Prepare requisitions for food equipment and supplies to meet production requirements.

HS.FCS.CE.8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

1. Demonstrate professional skills in safe handling of knives, tools, and equipment.
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.
3. Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
4. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
5. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
6. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
7. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
8. Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
9. Prepare sandwiches, canapé's and appetizers using safe handling and professional preparation techniques.
10. Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.

11. Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
12. Demonstrate professional plating, garnishing, and food presentation techniques.
13. Examine the applicability of convenience food items.

STANDARD 9: Food Science, Dietetics, and Nutrition

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.9.2 Apply risk management procedures to food safety, food testing, and sanitation.

1. Analyze factors that contribute to food borne illness.
5. Demonstrate practices and procedures that assure personal and workplace health and hygiene.

HS.FCS.CE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

1. Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
2. Analyze nutritional data.
3. Apply principles of food production to maximize nutrient retention in prepared foods.
4. Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
5. Analyze recipe/formula proportions and modifications for food production.
6. Critique the selection of foods to promote a healthy lifestyle.
8. Analyze nutritional needs of individuals.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.13.3 Demonstrate communication skills that contribute to positive relationships.

2. Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
3. Demonstrate effective listening and feedback strategies.

HS.FCS.CE.13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
4. Demonstrate techniques that develop team and community spirit.
5. Demonstrate ways to organize and delegate responsibilities.
6. Create strategies to integrate new members into the team.

STANDARD 14: Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

1. Analyze the effect of nutrients on health, appearance, and peak performance.
2. Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
3. Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
4. Analyze sources of food and nutrition information, including food labels, related to health and wellness.

HS.FCS.CE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

3. Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

HS.FCS.CE.14.4 Evaluate factors that affect food safety from production through consumption.

1. Analyze conditions and practices that promote safe food handling.
2. Analyze safety and sanitation practices throughout the food chain.
5. Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
6. Analyze public dialogue about food safety and sanitation.

FAMILY and CONSUMER SCIENCES

Culinary Essentials 3

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.CE.1.2 Demonstrate transferable and employability skills in school, community and workplace settings.**
4. Demonstrate teamwork skills in school, community and workplace settings.
 5. Analyze future ready strategies to shape, manage and utilize change in workplace settings, including changing technologies.
 6. Demonstrate leadership skills and abilities in school, workplace and community settings.
 8. Demonstrate employability skills, work ethics, and professionalism.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.CE.2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.**
1. Apply time management, organizational and process skills to prioritize tasks and achieve goals.
 2. Analyze how individuals and families make choices to satisfy needs and wants.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.3.2

Analyze factors that affect consumer advocacy.

3. Demonstrate strategies that enable consumers to become advocates.
4. Analyze the effects of consumer protection laws on advocacy.
5. Apply strategies to reduce the risk of consumer fraud.
6. Analyze the role of media in consumer advocacy.

HS.FCS.CE.3.5

Demonstrate skills needed for product development, testing and presentation.

2. Design or analyze a consumer product.
3. Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.
6. Evaluate the labeling, packaging, and support materials of consumer goods.
7. Demonstrate a product to educate an audience about a new product on the consumer market.

STANDARD 8: Food Production & Services

Integrate knowledge, skills, and practices required for careers in food production and services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.8.1

Analyze career paths within the food production and food services industries

1. Explain the roles, duties, and functions of individuals engaged in food production and services careers.
2. Analyze opportunities for employment and entrepreneurial endeavors.
3. Summarize education and training requirements and opportunities for career paths in food production and services.
4. Analyze the effects of food production and services occupations on local, state, national, and global economies.
5. Create an employment portfolio to communicate food production and services knowledge and skills for use with applying for jobs.

HS.FCS.CE.8.2

Demonstrate food safety and sanitation procedures

1. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
2. Employ food service management safety/sanitation program procedures, including CPR and first aid.
3. Use knowledge of systems for documenting, investigating, reporting and preventing foodborne illness.
5. Practice standard personal hygiene and wellness procedures.

7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
10. Demonstrate safe and environmentally responsible waste disposal and recycling methods.

HS.FCS.CE.8.4

Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs

1. Use computer-based menu systems to develop and modify menus.
2. Apply menu-planning principles to develop and modify menus.
3. Analyze food, equipment, and supplies needed for menus.
5. Prepare requisitions for food, equipment, and supplies to meet production requirements.

HS.FCS.CE.8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

1. Demonstrate professional skills in safe handling of knives, tools, and equipment.
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.
3. Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
4. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
5. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
6. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
7. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
8. Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
9. Prepare sandwiches, canapé's and appetizers using safe handling and professional preparation techniques.
10. Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
11. Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
12. Demonstrate professional plating, garnishing, and food presentation techniques.
14. Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

STANDARD 9: Food Science, Dietetics, and Nutrition

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.9.1

Analyze career paths within food science, food technology dietetics and nutrition industries.

1. Explain the roles and functions of individuals engaged in food science, food technology, dietetics and nutrition careers.
2. Analyze opportunities for employment and entrepreneurial endeavors.

HS.FCS.CE.9.2

Apply risk management procedures to food safety, food testing, and sanitation.

1. Analyze factors that contribute to food borne illness.
5. Demonstrate practices and procedures that assure personal and workplace health and hygiene.

HS.FCS.CE.9.3

Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

1. Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
2. Analyze nutritional data.
3. Apply principles of food production to maximize nutrient retention in prepared foods.
4. Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
5. Analyze recipe/formula proportions and modifications for food production.
6. Critique the selection of foods to promote a healthy lifestyle.
8. Analyze nutritional needs of individuals.

HS.FCS.CE.9.4

Apply basic concepts of nutrition and nutrition therapy in a variety of settings.

1. Analyze nutritional needs of individuals.
4. Construct a modified diet based on nutritional needs and health conditions.
5. Design instruction on nutrition to promote wellness and disease prevention.

HS.FCS.CE.9.5 **Demonstrate use of science and current technology in food product development and marketing.**
5. Implement procedures that affect quality product performance and sustainability.

HS.FCS.CE.9.6 **Demonstrate food sciences, dietetics, and nutrition management principles and practices.**
1. Build menus to customer/client preferences.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS **HS.FCS.CE.13.3**

GOALS and PERFORMANCE OBJECTIVES

Demonstrate communication skills that contribute to positive relationships.

1. Analyze communication styles and their effects on relationships.
2. Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
3. Demonstrate effective listening and feedback techniques.
4. Analyze strategies to overcome communication barriers in family, community and work settings.
5. Apply ethical principles of communication in family, community and work settings.
6. Analyze the effects of technology on communications in family, work, and community settings.
7. Analyze the roles and functions of communications.

HS.FCS.CE.13.5

Demonstrate teamwork and leadership skills in the family, workplace, and community.

1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
4. Demonstrate techniques that develop team and community spirit.
5. Demonstrate ways to organize and delegate responsibilities.

STANDARD 14: Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.CE.14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.**
1. Analyze the effect of nutrients on health, appearance, and peak performance.
 2. Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
 3. Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
 4. Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- HS.FCS.CE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.**
3. Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- HS.FCS.CE.14.4 Evaluate factors that affect food safety from production through consumption.**
1. Analyze conditions and practices that promote safe food handling.
 2. Analyze safety and sanitation practices throughout the food chain.
 5. Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
 6. Analyze public dialogue about food safety and sanitation.
 7. Analyze current consumer information about food safety and sanitation.

FAMILY and CONSUMER SCIENCES

Culinary Essentials

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS

HS.FCS.CE.1.2

GOALS and PERFORMANCE OBJECTIVES

Demonstrate transferable and employability skills in school, community and workplace settings.

3. Apply communication skills in school, community and workplace settings.
4. Demonstrate teamwork skills in school, community and workplace settings.
5. Analyze future ready strategies to shape, manage and utilize change in workplace settings, including changing technologies.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.
8. Demonstrate employability skills, work ethics, and professionalism.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS

HS.FCS.CE.2.1

GOALS and PERFORMANCE OBJECTIVES

Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply time management, organizational and process skills to prioritize tasks and achieve goals.
0. Analyze how individuals and families make choices to satisfy needs and wants.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.3.2

Analyze factors that affect consumer advocacy.

6. Analyze the role of media in consumer advocacy.

HS.FCS.CE.3.5

Demonstrate skills needed for product development, testing and presentation.

2. Design or analyze a consumer product.

3. Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.

STANDARD 8: Food Production & Services

Integrate knowledge, skills, and practices required for careers in food production and services.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.8.1

Analyze career paths within the food production and food services industries

1. Explain the roles, duties, and functions of individuals engaged in food production and services careers.

HS.FCS.CE.8.2

Demonstrate food safety and sanitation procedures

1. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

5. Practice standard personal hygiene and wellness procedures.

7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal

and fish sources and other food products.

HS.FCS.CE.8.4

Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs

2. Apply menu-planning principles to develop and modify menus
3. Analyze food, equipment, and supplies needed for menus.

HS.FCS.CE.8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

1. Demonstrate professional skills in safe handling of knives, tools, and equipment.
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.
3. Demonstrate knowledge of portion control and proper scaling and measurement techniques
4. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
5. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
6. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
7. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
8. Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
9. Prepare sandwiches, canapé's and appetizers using safe handling and professional preparation techniques.
10. Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
11. Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
12. Demonstrate professional plating, garnishing, and food presentation techniques.
14. Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

STANDARD 9: Food Science, Dietetics, and Nutrition

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.9.2 Apply risk management procedures to food safety, food testing, and sanitation.

1. Analyze factors that contribute to food borne illness
5. Demonstrate practices and procedures that assure personal and workplace health and hygiene.

HS.FCS.CE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

1. Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
3. Apply principles of food production to maximize nutrient retention in prepared foods.
4. Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
6. Critique the selection of foods to promote a healthy lifestyle.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.13.3 Demonstrate communication skills that contribute to positive relationships.

2. Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
3. Demonstrate effective listening and feedback techniques.

HS.FCS.CE.13.5

Demonstrate teamwork and leadership skills in the family, workplace, and community.

1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
4. Demonstrate techniques that develop team and community spirit.
5. Demonstrate ways to organize and delegate responsibilities.
6. Create strategies to integrate new members into the team.

STANDARD 14: Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

HS.FCS.CE.14.1

Analyze factors that influence nutrition and wellness practices across the life span.

1. Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
0. Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

HS.FCS.CE.14.2

Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

1. Analyze the effect of nutrients on health, appearance, and peak performance.
2. Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
4. Analyze sources of food and nutrition information, including food labels, related to health and wellness.

HS.FCS.CE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

3. Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

HS.FCS.CE.14.4 Evaluate factors that affect food safety from production through consumption.

1. Analyze conditions and practices that promote safe food handling.

5. Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.

JUNIOR HIGH
INTRODUCTORY FAMILY and CONSUMER SCIENCES
(One Semester)

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

JH.FCS.1.1

Analyze strategies to manage multiple roles and responsibilities.

4. Analyze potential effects of career path decisions on balancing work and family.
5. Define goals for life-long learning and leisure opportunities for all family members.
6. Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family and career goals.

JH.FCS.1.2

Demonstrate transferable and employability skills in school, community and workplace settings.

2. Demonstrate job seeking and job keeping skills.
3. Apply communication skills in school, community and workplace settings.
7. Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

JH.FCS.2.1

Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply time management and planning skills and processes to prioritize and organize tasks and responsibilities.
3. Analyze decisions about providing safe and nutritious food for individuals and families.
4. Apply consumer skills to providing and maintaining clothing.

JH.FCS.2.5**Analyze relationships between the economic system and consumer actions.**

1. Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

JH.FCS.2.6**Demonstrate management of financial resources to meet the goals of individuals and families across the life span.**

1. Evaluate the need for personal and family financial planning.
2. Apply financial management principles to individual and family financial practices.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES**JH.FCS.3.5****Demonstrate skills needed for product development, testing and presentation.**

3. Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.

STANDARD 6: Family

Evaluate the significance of family and its effects on the well-being of individuals and society.

STANDARDS GOALS and PERFORMANCE OBJECTIVES**JH.FCS.6.1****Analyze the effects of family as a system on individuals and society.**

1. Analyze family as the basic unit of society and identify strategies to advocate for stronger family systems.
8. Analyze the impact of education and policy on family systems.

JH.FCS.6.2**Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.**

1. Demonstrate awareness of multiple perspectives and/or diversities and their impact on individuals, families, and society.
4. Demonstrate respect for the dignity of all human beings with sensitivity to diversity including culture and ethnicity.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

JH.FCS.13.1

Analyze functions and expectation of various types of relationships.

6. Demonstrate stress management strategies for family work and community settings.

JH.FCS.13.2

Analyze personal needs and characteristics and their effects on interpersonal relationships.

3. Analyze the effects of self-esteem and self-image on relationships.
5. Explain the effects of personal standards and behaviors on interpersonal relationships.

JH.FCS.13.5

Demonstrate teamwork and leadership skills in the family, workplace, and community

1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
7. Demonstrate processes for cooperating, compromising, and collaborating.

STANDARD 14: Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

JH.FCS.14.2

Examine the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

1. Evaluate the effect of nutrients on health, appearance, and peak performance.
4. Analyze sources of food and nutrition information, including food labels, related to health and wellness.

JH.FCS.14.3

Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

1. Apply various dietary guidelines in planning to meet nutrition and wellness needs.

STANDARD 16: Textiles, Fashion, and Apparel

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

JH.FCS.16.2

Evaluate textiles, and apparel products and materials and their use in diverse settings.

4. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
5. Demonstrate appropriate procedures for care of textile products.

JH.FCS.16.4

Demonstrate skills needed to produce, alter, or repair fashion, apparel and textiles products.

5. Demonstrate basic skills for producing and altering textile products and apparel.

FAMILY and CONSUMER SCIENCES

Leadership (FCCLA Officers)

(Numbering of objectives matches national standard numbers – thus not in 1, 2, 3 order.)

STANDARD 1: Career Community and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.1.1

Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global).

6. Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

HS.FCS.1.2

Demonstrate transferable knowledge, attitudes, technical and employability skills in school, community and workplace settings.

2. Demonstrate job seeking and job keeping skills.
3. Apply communication skills in school, community and workplace settings.
4. Demonstrate teamwork skills in school, community and workplace settings.
6. Demonstrate leadership skills and abilities in school, workplace and community settings.
7. Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
8. Demonstrate employability skills, work ethics, and professionalism.

HS.FCS.1.3

Evaluate the reciprocal effects of individual and family participation in community and civic activities.

2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
6. Identify ways individuals and families can influence change in policies, agencies and institutions that affect individuals and families.

STANDARD 2: Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

1. Apply time management, organizational and process skills to prioritize tasks and achieve goals.
3. Analyze decisions and provide safe and nutritious food for individuals and families.

HS.FCS.2.7 Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.

3. Manage money effectively by developing financial goals and budgets.

STANDARD 6: Family

Evaluate the significance of family and its effects on the well-being of individuals and society.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.6.1 Analyze the effects of family as a system on individuals and society.

1. Analyze family as the basic unit of society and advocate for stronger family systems.
3. Analyze global influences on today's families.

HS.FCS.6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

1. Demonstrate awareness of multiple perspectives and their effects on individuals, families and society.
4. Demonstrate respect for the dignity of all human beings with sensitivity to diversity.

STANDARD 7: Family & Human Services

Synthesize knowledge, skills, and practices required for careers in family & human services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and human services.

2. Demonstrate professional and ethical behavior with peers in a variety of settings.

HS.FCS.7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.

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.
5. Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.
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 12: Human Development

Analyze factors that influence human growth and development.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.12.3 Analyze strategies that promote growth and development across the lifespan.

2. Analyze the role of communication on human growth and development.
3. Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.13.3

Demonstrate communication skills that contribute to positive relationships.

1. Analyze communication styles and their effects on relationships.
2. Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
3. Demonstrate effective listening and feedback techniques.
4. Analyze strategies to overcome communication barriers in family, community and work settings.

HS.FCS.13.5

Demonstrate teamwork and leadership skills in the family, workplace, and community.

1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
2. Demonstrate strategies to motivate, encourage, and build trust in group members.
3. Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
4. Demonstrate techniques that develop team and community spirit.
5. Demonstrate ways to organize and delegate responsibilities.
6. Create strategies to integrate new members into the team.
7. Demonstrate processes for cooperating, compromising, and collaborating.

HS.FCS.13.6

Demonstrate standards that guide behavior in interpersonal relationships.

1. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.

FAMILY and CONSUMER SCIENCES

ADULT LIVING

(Numbering of objectives follows those of the national curriculum, this is not an error in numbering.)

STANDARD 1: Career Community and Family Connection

Integrate multiple life roles and responsibilities in family, work, and community settings.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.AL.1.1 Analyze strategies to manage multiple roles and responsibilities.**
4. Analyze potential effects of career path decisions on balancing work and family.
 5. Define goals for life-long learning and leisure opportunities for all family members.
 6. Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- HS.FCS.AL.1.2 Demonstrate transferable and employability skills in school, community and workplace settings.**
2. Demonstrate job seeking and job keeping skills
 3. Apply communication skills in school, community and workplace settings.
- HS.FCS.AL.1.3 Evaluate the reciprocal effects of individual and family participation in community activities.**
4. Analyze community resources and systems of formal and informal support available to individuals and families.

STANDARD 2: Career and Family Resources

Evaluate management practices related to the human, economic, and environmental resources.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.AL.2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.**
1. Apply management and planning skills and processes to organize tasks and responsibilities.
 2. Analyze how individuals and families make choices to satisfy needs and wants.
 3. Analyze decisions about providing safe and nutritious food for individuals and families.
 4. Apply consumer skills to providing and maintaining clothing.
 5. Apply consumer skills to decisions about housing, utilities, and furnishings.
 6. Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
 7. Apply consumer skills to decisions about recreation.
 8. Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.
- HS.FCS.AL.2.5 Analyze the relationships between the economic system and consumer actions**
1. Analyze the use of resources in making choices that satisfy needs and wants of individuals and families
 2. Analyze individual and family roles in the economic system.
 3. Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
 4. Analyze practices that allow families to maintain economic self-sufficiency.
- HS.FCS.AL.2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.**

1. Evaluate the need for personal and family financial planning.
2. Apply management principles to individual and family financial practices.
3. Apply management principles to decisions about insurance for individuals and families.
4. Evaluate personal and legal documents related to managing individual and family finances.

STANDARD 3: Consumer Services

Integrate knowledge, skills, and practices needed for a career in consumer services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.AL.3.1 Analyze career paths within consumer service industries.

1. Explain roles and functions of individuals engaged in consumer service careers.
2. Analyze opportunities for employment and entrepreneurial endeavors.
3. Summarize education and training requirements and opportunities for career paths in consumer services.
4. Analyze the effects of the consumer service industry on local, state, national, and global economies.
5. Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.

HS.FCS.AL.3.3 Analyze factors in developing a long-term financial management plan

1. Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
2. Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.
3. Analyze the effect of consumer credit in long-term financial planning.
4. Compare investment and savings alternatives.
5. Analyze the effects of risk management strategies on long-term financial planning.
6. Analyze the effect of key life transitions on financial planning.
7. Explain the role of estate planning in long-term financial planning.

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.

STANDARD 6: Family

Evaluate the significance of family and its effects on the well-being of individuals and society.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.AL.6.1 Analyze the effects of family as a system on individuals and society

5. Analyze the role of family in developing independence, interdependence, and commitment of family members.
6. Analyze the effects of change and transitions over the life course.
7. Analyze the ways family and consumer sciences careers assist the work of the family.

HS.FCS.AL.6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.

4. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
5. Analyze the effects of globalization and increasing diversity on individuals, families, and society.

STANDARD 7: Family and Community Services

Synthesize knowledge, skills, and practices required for careers in family and community services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.AL.7.2 Analyze factors relating to providing family and community services.

1. Describe local, state, and national agencies and informal support resources providing human services.

HS.FCS.AL.7.4 Evaluate conditions affecting individuals and families with a variety of disadvantageous conditions.

2. Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.

STANDARD 8: Food Production and Services

Integrate knowledge, skills, and practices required for careers in food production and services.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.AL.8.2 Demonstrate food safety and sanitation procedures.

1. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

STANDARD 9: Food Science, Dietetics and Nutrition

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.AL.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.**
1. Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
 2. Analyze nutritional data.
 6. Critique the selection of foods to promote a healthy lifestyle.

STANDARD 11: Housing and interior Design

Integrate knowledge, skills, and practices required for careers in housing and interior design.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.AL.11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.**
1. Interpret information provided on construction documents.

2. Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical; and mechanical systems.
3. Draft an interior space to scale using architecture symbols.
4. Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.

STANDARD 12: Human Development

Analyze factors that influence human growth and development.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.AL.12.1 Analyze principles of human growth and development across the lifespan.

1. Analyze physical, emotional, social, moral, and intellectual development.

STANDARD 13: Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.AL.13.1 Analyze functions and expectations of various types of relationships.

1. Analyze processes for building and maintaining interpersonal relationships.
6. Demonstrate stress management strategies for family, work, and community settings.

HS.FCS.AL.13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

1. Analyze the effects of personal characteristics on relationships.
2. Analyze the effect of personal need on relationships.
3. Analyze the effects of self-esteem and self-image on relationships.
4. Analyze the effects of life span events and conditions on relationships.
5. Explain the effects of personal standards and behaviors on interpersonal relationships.

HS.FCS.AL.13.3 Demonstrate communication skills that contribute to positive relationships.

7. Analyze the roles and functions of communication in family, work, and community settings.

HS.FCS.AL.13.4 Evaluate effective conflict prevention and management techniques.

1. Analyze the origin and development of attitudes and behaviors regarding conflict.
2. Explain how similarities and differences among people affect conflict prevention and management.

HS.FCS.AL.13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

1. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

STANDARD 14: Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- HS.FCS.AL.14.1 Analyze factors that influence nutrition and wellness practices across the life span.**
1. Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
 2. Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- HS.FCS.AL.14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.**
1. Analyze the effect of nutrients on health, appearance, and peak performance.
 2. Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
 3. Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
 4. Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- HS.FCS.AL.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.**
1. Apply current dietary guidelines in planning to meet nutrition and wellness needs.
 3. Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- HS.FCS.AL.14.4 Evaluate factors that affect food safety from production through consumption.**
1. Analyze conditions and practices that promote safe food handling.
 2. Analyze safety and sanitation practices throughout the food chain.
 5. Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.

STANDARD 16: Textiles, Fashion, and Apparel

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

STANDARDS GOALS and PERFORMANCE OBJECTIVES

HS.FCS.AL.16.2 Evaluate fiber and textile products and materials.

1. Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.
4. Analyze effects of textile characteristics on design, construction, care, use, and maintenance and disposal or recycling of products.

HS.FCS.AL.16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel and textiles products

5. Demonstrate basic skills for producing and altering textile products and apparel.