

St. John-Endicott Cooperative Schools Family Consumer Science Standards

**with
Performance Indicators**

Program Standards

- Possess effective interpersonal communication skills: interpersonal relations, group process skills, listening skills, and assertiveness skills.
- Be able to manage money and resources effectively.
- Be able to live a healthy lifestyle showing practical nutrition and food preparation skills, adult values, and appropriate choices.
- Understand family dynamics, including parenting, child development, safety, and self-esteem.
- Understand clothing design and choices.
- Understand housing and interior design.
- Be personally accountable in decision-making, responsibility, and risk-taking.
- Be familiar with careers in the family consumer sciences.

Family Consumer Science Standards

Seventh Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in family consumer science.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply family consumer science knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

3. Be employable.

- A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
- B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
- C. Be able to present yourself in an employable manner (written communication, verbal skills, portfolio skills).
- D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. Be able to work safely and cooperatively in the lab and home.

- A. Be able to follow basic safety and sanitation practices, including safe attire.
- B. Be able to use all equipment and supplies in a proper manner (conservation, maintenance, storage techniques).
- C. Be able to clean up after self and return everything properly to its place.

5. Understand and be able to use basic skills of food preparation.

- A. Be able to set the table.
- B. Be able to use basic measurements and equivalents.
- C. Be able to prepare a nutritional breakfast and basic nutritional foods (sandwiches, snacks, quick breads).
- D. Be able to follow a simple recipe.

6. Understand and be able to use recommended U.S. guidelines to examine nutritional needs.

- A. Know the six basic nutrients and their functions and sources.
- B. Know the food pyramid and the food requirements from each group.
- C. Be able to analyze eating habits and relate them to nutritional needs.

7. Understand the benefits and responsibilities of being a group member.

- A. Be able to divide household assignments fairly among group members and manage conflicts between members.
- B. Be able to schedule work so it is completed in the allotted time.
- C. Know satisfaction of accomplishing tasks and doing one's share.
- D. Know your responsibilities for protecting the environment.

8. Understand and be able to use basic skills to establish and maintain relationships.

- A. Be able to communicate effectively.
- B. Know the effects of peer pressure and the role of self-esteem in decisions and choices.
- C. Know how the family is the basic unit for fulfilling the needs of its members.
- D. Know the basics of child care.
- E. Know crisis situations and sources of help.

9. Be able to use basic textile skills.

- A. Be able to follow a basic pattern to make a hand-stitched project and follow a pattern by cutting with a scissors.
- B. Be able to identify different fabrics.
- C. Know strategies for care of clothing.

Family Consumer Science Standards

Eighth Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in family consumer science.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply family consumer science knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

3. Be employable.

- A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
- B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
- C. Be able to present yourself in an employable manner (written communication, verbal skills, portfolio skills).
- D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. Be able to work safely and cooperatively in the lab and the home.

- A. Be able to follow basic safety and sanitation practices, including safe attire.
- B. Be able to use all equipment and supplies in a proper manner (conservation, maintenance, storage techniques).
- C. Be able to clean up after self and return everything properly to its place.
- D. Be able to follow oral and written directions.

5. Understand basic principles of meal preparation.

- A. Be able to develop a food plan which includes all food groups and courses.
- B. Be able to prepare a variety of simple main courses (broiled hamburger, spaghetti).
- C. Be able to prepare a variety of simple vegetables (frozen, fresh, stir fry).
- D. Be able to prepare a variety of simple desserts (graham cracker pies, pudding).
- E. Be able to prepare entire meal in safe and sanitary manner, including end-of-meal cleanup.
- F. Be able to apply basic rules of etiquette when serving meals.

6. Understand nutritional needs of society.

- A. Know the functions of foods within the body.
- B. Know the sources of six major nutrients.
- C. Know about current nutritional problems of society.
- D. Be able to read food labels.
- E. Be able to apply knowledge of nutrition to recognize value in food selections.

7. Understand resource management.

- A. Know basic consumer rights and responsibilities.
- B. Understand the impact of advertisement on consumer choices.
- C. Be able to analyze personal use of time and money as a consumer.
- D. Be able to write a consumer letter (complaint, request for information).
- E. Know about the effects of shoplifting on the consumer.

8. Possess basic textile construction techniques.

- A. Be able to operate a sewing machine.
- B. Be able to read and follow directions.
- C. Be able to organize and complete a plan for finishing a basic sewing project.

Family Consumer Science Standards

Ninth Grade

Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in family consumer science.**
 - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
 - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).
2. **Be able to apply family consumer science knowledge and skills to a variety of purposes.**
 - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
 - B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production
3. **Be employable.**
 - A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
 - B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
 - C. Be able to present yourself in an employable manner (written communication, verbal skills, portfolio skills).
 - D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. **Be able to work safely and cooperatively in the lab and the home.**
 - A. Be able to follow basic safety and sanitation practices, including safe attire.
 - B. Be able to use all equipment and supplies in a proper manner (conservation, maintenance, storage techniques).
 - C. Be able to clean up after self and return everything properly to its place.
 - D. Be able to follow oral and written directions.
5. **Understand your own value system and how it impacts the setting and reaching of goals.**
 - A. Know the responsibilities and expectations of a relationship, including sexuality and the effects of abuse.
 - B. Know about the process of selecting and building relationships.
 - C. Be able to define, set, prioritize, and reach goals.
6. **Understand and be able to prepare nutritious and appealing foods.**
 - A. Be able to prepare foods which are nutrient dense, high in complex carbohydrates, low in fats.
 - B. Be able to plan and prepare a nutritious and appealing menu.
7. **Possess intermediate textile construction techniques.**
 - A. Be able to follow sewing instructions, sew zigzags, sew turn and stitch, and sew button holes.
 - B. Know factors which influence textile and clothing choices.
 - C. Be able to organize and complete a plan for finishing an intermediate sewing project.
8. **Understand the world of work.**
 - A. Know about the world of work (expectations, skills needed, demands on time).
 - B. Know skills and behaviors which contribute to employability and job success.
 - C. Know current career trends and be able to predict future career trends.

Family Consumer Science Standards

Family Living

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in family consumer science.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply family consumer science knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

3. Be employable.

- A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
- B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
- C. Be able to present yourself in an employable manner:
 - written communications (resume, letter of application, filling out forms)
 - verbal skills (appearance, interviewing skills)
 - portfolio (projects, products, skills, abilities, technology, experiences, accomplishments, awards)
- D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. Understand the role of the family in fulfilling individual needs.

- A. Know physical, psychological, and social needs of individuals and family members throughout the life cycle.
- B. Know how a family relates to individuals, the community, and society.
- C. Know communication patterns and how they affect family relationships.
- D. Be able to examine role and gender expectations for family relationships in our culture.
- E. Know factors affecting family relationships (time, money, roles, healthy responsibilities).
- F. Be able to apply the process of selecting, building, and maintaining relationships.
- G. Be able to practice inter-personal skills through community services.

5. Understand how values, goals, decision-making, and resources are interrelated.

- A. Be able to analyze personal and family values, standards, and goals.
- B. Be able to apply values, goals, and standards to decisions.
- C. Be able to develop short- and long-term plans to achieve goals.
- D. Be able to develop actions to achieve short- and long-term goals.
- E. Be able to relate present actions to long-term success.

6. Understand causes and effects of family dynamics.

- A. Know about major crises which can occur (separation, divorce, death, changing jobs, etc.).
- B. Know about domestic violence, especially how it affects the family.
- C. Be able to apply processes and strategies for dealing with family crises.

7. Understand the reciprocal relationship between work and family.

- A. Be able to compare and contrast various kinds of jobs and their effects on the family.
- B. Know the multiple roles and responsibilities of men and women in today's society.
- C. Know choices for planning adult work and family life.

Family Consumer Science Standards

Foods and Nutrition

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in family consumer science.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply family consumer science knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

3. Be employable.

- A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
- B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
- C. Be able to present yourself in an employable manner:
 - written communications (resume, letter of application, filling out forms)
 - verbal skills (appearance, interviewing skills)
 - portfolio (projects, products, skills, abilities, technology, experiences, accomplishments, awards)
- D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. Understand ways to meet personal and family nutritional needs.

- A. Know the relationship between nutrition and wellness.
- B. Know the effects of vitamins and minerals (quantity, food content, effect on body, situational needs).
- C. Understand how food preparation affects nutritional value of foods.
- D. Understand that nutritional needs vary throughout the life span and by gender, activity level, and situation.
- E. Be able to select and prepare meals which contain a proper nutritional balance.
- F. Know how to read and analyze food labels.

5. Understand proper storage and handling techniques.

- A. Be able to store food and food equipment in a safe, orderly, and sanitary manner.
- B. Be able to prepare food using safe and sanitary procedures.
- C. Be able to keep food preparation areas clean and sanitary.
- D. Be able to clean up food preparation areas and equipment in an efficient, orderly, and sanitary manner.

6. Be able to plan, prepare, and serve food and meals using various techniques.

- A. Be able to prepare a variety of foods for breakfast, lunch, dinner, and special occasions.
- B. Be able to plan, prepare, and serve multi-course meals.
- C. Be able to use a variety of appliances related to food preparation.
- D. Be able to apply strategies and techniques for adding creativity to meal preparation.
- E. Possess skills and strategies for making efficient and effective use of resources.

7. Understand and appreciate the cuisine of many cultures.

- A. Know about the cuisine of various cultures (different foods, customs, preparation techniques).
- B. Be able to prepare foods of different cultures.

Family Consumer Science Standards

Textiles and Clothing

Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in family consumer science.**
 - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
 - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).
2. **Be able to apply family consumer science knowledge and skills to a variety of purposes.**
 - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
 - B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production
3. **Be employable.**
 - A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
 - B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
 - C. Be able to present yourself in an employable manner:
 - written communications (resume, letter of application, filling out forms)
 - verbal skills (appearance, interviewing skills)
 - portfolio (projects, products, skills, abilities, technology, experiences, accomplishments, awards)
 - D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. **Understand factors influencing textiles and clothing choices.**
 - A. Know historical influences on textiles and clothing.
 - B. Be able to distinguish between fads and fashion.
 - C. Be able to identify psychological impact and global influences on clothing.
5. **Understand principles and elements of design.**
 - A. Know/be able to apply line.
 - B. Know/be able to apply texture.
 - C. Know/be able to apply balance.
 - D. Know/be able to apply emphasis.
 - E. Know/be able to apply color.
 - F. Know/be able to apply proportion and scale.
 - G. Know/be able to apply rhythm.
6. **Be able to assess, purchase, and maintain a wardrobe based on needs and preferences.**
 - A. Be able to assess clothing needs and preferences (lifestyle, body shape, coloring).
 - B. Be able to identify quality and value in clothing.
 - C. Know potential, time limitations, and skill limitations in producing own clothing.
 - D. Be able to purchase (budget, selection, durability) clothing based on assessment.
 - E. Be able to operate sewing equipment for maintenance of clothing.
 - F. Be able to maintain (store, care, repair) wardrobe for long-term success.
7. **Be able to apply advanced construction techniques.**
 - A. Be able to select appropriate patterns, fabric, and notions.
 - B. Be able to follow sewing pattern instructions.
 - C. Be able to apply advanced sewing techniques (seam finishes, zipper application, etc.).

Family Consumer Science Standards

Child Development and Parenting

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in family consumer science.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply family consumer science knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

3. Be employable.

- A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
- B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
- C. Be able to present yourself in an employable manner:
 - written communications (resume, letter of application, filling out forms)
 - verbal skills (appearance, interviewing skills)
 - portfolio (projects, products, skills, abilities, technology, experiences, accomplishments, awards)
- D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. Understand that parenting is a choice and a lifelong commitment.

- A. Know the options for parenting (biological, adoption, foster, step, etc.).
- B. Know the responsibilities (time, financial, emotional) of parenting.

5. Understand pregnancy, childbirth, and postnatal care.

- A. Know what is involved with prenatal care.
- B. Know how prenatal care affects birth outcomes.
- C. Know the options of childbirth.
- D. Know what is involved with postnatal care.

6. Understand that children are complex and diverse.

- A. Know the developmental stages of children.
- B. Know the effects of birth order theory on a child's development.
- C. Know the special needs of some children.
- D. Know the effects of gender on a child's development.

7. Understand the impact of parental guidance on a child's development.

- A. Know parents are role models (values, beliefs, attitudes).
- B. Know the role of a nurturing environment in fostering self-esteem and identity.
- C. Be able to develop strategies for teaching children positive and productive behavior.
- D. Be able to develop strategies for teaching children self-guidance.

8. Understand factors which influence a child's wellness.

- A. Know child safety, nutrition, medical care.
- B. Be able to relate child wellness with child's physical, social, and emotional state.

Family Consumer Science Standards

Consumer Education

Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in family consumer science.**
 - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
 - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).
2. **Be able to apply family consumer science knowledge and skills to a variety of purposes.**
 - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
 - B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production
3. **Be employable.**
 - A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
 - B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
 - C. Be able to present yourself in an employable manner:
 - written communications (resume, letter of application, filling out forms)
 - verbal skills (appearance, interviewing skills)
 - portfolio (projects, products, skills, abilities, technology, experiences, accomplishments, awards)
 - D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. **Be able to develop a realistic budget using available resources.**
 - A. Know monetary and personal resources that contribute to financial management.
 - B. Be able to distinguish between needs and wants.
 - C. Be able to set goals for spending and saving.
 - D. Be able to balance expenses with income.
5. **Understand standards, procedures, and strategies for consumer purchasing.**
 - A. Know grading standards and labeling requirements for various products and services.
 - B. Be able to read labels.
 - C. Be able to access and use consumer education.
 - D. Be able to apply strategies for comparison shopping.
6. **Understand the impact of advertising on consumer choices.**
 - A. Be able to analyze motives for buying.
 - B. Know the value of making nonbiased informed purchases.
 - C. Know the impact of advertising, packaging, promotions, and sales persons on your buying decisions.
 - D. Possess strategies for making buying decisions based on sound criteria.
7. **Understand the rights and responsibilities of a consumer.**
 - A. Know the rights and responsibilities of a consumer.
 - B. Be able to properly register a complaint.
 - C. Know the risks and legal ramifications of giving verbal or written consent as a consumer.
8. **Understand types of financial services.**
 - A. Know the uses, benefits, procedures, and drawbacks of credit, banking, insurance, investments.
 - B. Possess strategies for managing use of credit, banking, insurance, investments.

Family Consumer Science Standards

Housing and Interior Design

Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in family consumer science.**
 - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
 - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).
2. **Be able to apply family consumer science knowledge and skills to a variety of purposes.**
 - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
 - B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production
3. **Be employable.**
 - A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
 - B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
 - C. Be able to present yourself in an employable manner:
 - written communications (resume, letter of application, filling out forms)
 - verbal skills (appearance, interviewing skills)
 - portfolio (projects, products, skills, abilities, technology, experiences, accomplishments, awards)
 - D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. **Understand changing housing needs at various stages of the life cycle.**
 - A. Know various stages in the life cycle.
 - B. Be able to recognize personal and family values related to housing needs.
 - C. Know how individual/societal changes affect housing choices (mobility, women working, single parents, elderly).
5. **Understand different types of housing structures, furnishings, and equipment.**
 - A. Know how housing has changed through history.
 - B. Know global influences on housing.
 - C. Know about different housing structures.
 - D. Know about different housing furnishings and equipment.
 - E. Know about possible changes in housing in the future.
6. **Be able to compare quality in housing and home furnishing (material, durability, cost, design, construction, suitability to purpose, energy use, safety, convenience).**
 - A. Be able to recognize quality features in housing and home furnishings.
 - B. Be able to apply strategies for selecting housing structures, furnishings, and equipment.
7. **Possess knowledge and strategies for making effective use of living space (comfort, convenience, beauty, health, safety).**
 - A. Know elements and principals of design.
 - B. Know ways to arrange home and home furnishings to meet needs (privacy, socialization, work areas, etc.).
8. **Possess strategies for making effective use of resources (money, goods, time, and talent).**
 - A. Know do-it-yourself skills that contribute to good resource management.
 - B. Be able to apply strategies for shopping for the best buys.
 - C. Be able to choose easy-care products.

Family Consumer Science Standards

Career and Work Readiness

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in family consumer science.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply family consumer science knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Possess technical skills:
 - read/write/present: instructions, table, chart, progress report, specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, bid, tech analysis, summary
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

3. Be employable.

- A. Be able to use equipment appropriately (safely, effectively, efficiently, accurately).
- B. Possess employability skills:
 - work well with others (contribute to group success, allow others to contribute, resolve own conflicts)
 - productive thinker/worker (short and long-term goals, comfortable with technology, use higher thinking)
 - responsible (follow directions, use time wisely, meet deadlines, responsible without supervision)
 - produce quality work (plan major projects, use quality process, benefit from criticism, persist)
- C. Be able to present yourself in an employable manner:
 - written communications (resume, letter of application, filling out forms)
 - verbal skills (appearance, interviewing skills)
 - portfolio (projects, products, skills, abilities, technology, experiences, accomplishments, awards)
- D. Possess career knowledge (types of jobs, job opportunities, benefits, requirements, prerequisite skills).

Course Content

4. Understand the reciprocal relationship between work and family.

- A. Know the time requirements of a career and of a family.
- B. Know the importance of a successful career to a family.
- C. Know the importance of a successful family to a career.

5. Be able to compare and contrast various kinds of jobs.

- A. Know the vital information about various types of jobs.
- B. Be able to compare and contrast vital information about various types of jobs.
- C. Be able to analyze your personal priorities for career choices (apply problem-solving and decision-making skills).
- D. Know types of jobs which would appeal to you.
- E. Be able to assess the types of skills needed for your choices.

6. Understand the multiple roles and responsibilities of men and women in today's society.

- A. Know the responsibilities of balancing a career and a family.
- B. Know the expanding career roles of men and women in today's world.

7. Possess job-acquiring skills.

- A. Be able to write a letter of application.
- B. Be able to develop an effective resume.
- C. Be able to develop a portfolio of your skills.
- D. Be able to do a job search.
- E. Be able to make a positive impression in an interview.