

# **Home Economics Careers and Technology Education**

## **Consumer and Family Studies Standards Implementation Resource Guide Grades 7-12**



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**Home Economics Careers and Technology Education (HECT)**

# Consumer and Family Studies (CFS) Standards Implementation Resource Guide

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## Foreword

The *Home Economics Careers and Technology Education Standards Implementation Resource Guide* was developed to help teachers understand and implement the newly revised *California Career Technical Education (CTE) Model Curriculum Standards (2013)*. This guide was also designed to illustrate how Home Economics Careers and Technology (HECT) Education, including Consumer and Family Studies (CFS) and Home Economics Related Occupations (HERO) are an integral part of the vision for Career Technical Education (CTE) programs in California.

The newly revised HECT Standards are organized into three industry sectors: Education, Child Development and Family Services; Fashion and Interior Design; and Hospitality, Tourism and Recreation. Within each of the HECT related industry sectors there are anchor and pathway standards. The anchor standards include essential academic standards that are directly related to the HECT Career Pathways. This approach will enable instructors to address and reinforce academic as well as career specific and employability skills in the appropriate career pathway programs. The standards were revised and updated by teachers, administrators as well as business and industry representatives to reflect the technical knowledge and skills need in each industry.

This Guide includes only the standards for Consumer and Family Studies (CFS), grades 7-12. The document is organized into four sections:

- Section I provides an introduction to the document, an overview of how standards can be found in the document entitled, *California Career Technical Education Model Curriculum Standards*, and a description of how the standards are to be implemented.
- Section II includes CFS standards and standards details for implementation in grades 7-8.
- Section III includes CFS standards and standards details for implementation in grades 9-12. These standards are to be used for designing CFS Comprehensive Core or introductory-level courses as well as Concentration Courses to support Capstone Courses in HERO Career Pathways.
- Appendix which includes a list of the CCTE Anchor Standards and a glossary of terms.

These standards when taught through instruction will prepare students with the skills, knowledge and attitudes to transition into HERO Capstone Courses. The manner in which the standards are organized in this document will assist teachers to better understand how these standards can be used to develop standards-based instruction and assessment that can be implemented in a sequence that begins with CFS Exploratory Courses (grades 7-8) progressing to CFS Introductory and Concentration Courses (grades 9-12) and culminating in HERO Career Pathway Capstone Courses (grades 11-12). The Anchor Standards for CFS and HERO programs as well as the HERO Career Pathway standards are found in the document *California Career Technical Education Model Curriculum Standards*.

In addition through the information provided in this resource guide, teachers will understand the relationship between the newly revised and previous generation of standards. They will also learn how the newly revised standards for both the CFS and HERO programs are organized within the *California Career Technical Education Model Curriculum Standards* document. By implementing these standards, instructors and administrators will ensure that Home Economics Careers and Technology programs remain relevant and rigorous as well as an integral part of secondary education throughout California.

## Organization of the HECT Standards

The Home Economics Careers and Technology standards are organized into three (3) industry sectors and the related career pathways. Within each industry sector are anchor and career pathway standards. Consumer and Family Studies standards for the seven content areas are embedded in the anchor standards for the related industry sector under Anchor Standard 10: Technical Knowledge and Skills. The chart below reflects the structure of the newly revised standards for HECT.

<b>HECT Industry Sectors</b>	<b>Home Economics Related Occupations (HERO) Career Pathways</b>	<b>Consumer and Family Studies (CFS) Content Areas</b>
<b>Education, Child Development, and Family Services</b>	<b>Anchor Standards</b>	<b>Anchor Standard 10: Technical Knowledge and Skills</b>
	<b>Pathway Standards:</b> <ul style="list-style-type: none"> <li>▪ Child Development</li> <li>▪ Education</li> <li>▪ Consumer Services</li> <li>▪ Family and Human Services</li> </ul>	
<b>Fashion and Interior Design</b>	<b>Anchor Standards</b>	<b>Anchor Standard 10: Technical Knowledge and Skills</b>
	<b>Pathway Standards</b> <ul style="list-style-type: none"> <li>▪ Fashion Design and Merchandising</li> <li>▪ Interior Design</li> </ul>	
<b>Hospitality, Tourism, and Recreation</b>	<b>Anchor Standards</b>	<b>Anchor Standard 10: Technical Knowledge and Skills</b>
	<b>Pathway Standards</b> <ul style="list-style-type: none"> <li>▪ Food Science, Dietetics, and Nutrition</li> <li>▪ Food Service and Hospitality</li> <li>▪ Hospitality, Tourism, and Recreation</li> </ul>	

## **HECT Industry Sector Standards**

The Home Economics Careers and Technology (HECT) Model Curriculum Standards can be found in the *California Career Technical Education Model Curriculum Standards* document under the following HECT Industry Sectors:

### **1. Education, Child Development, and Family Services Industry Sector**

- Anchor Standards for the Industry Sector
- Pathway Standards for the following HERO Programs:
  - > Child Development
  - > Consumer Education
  - > Education
  - > Family and Human Services

### **2. Fashion and Interior Design Industry Sector**

- Anchor Standards for the Industry Sector
- Pathway Standards for the following HERO Programs:
  - > Fashion Design and Merchandising
  - > Interior Design

### **3. Hospitality, Tourism, and Recreation**

- Anchor Standards for the Industry Sector
- Pathway Standards for the following HERO Programs:
  - > Food Science, Dietetics, and Nutrition
  - > Food Service and Hospitality
  - > Hospitality, Tourism, and Recreation

The *California Career Technical Education Model Curriculum Standards* document can be obtained from:

- The CDE website at: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

## Implementation of the HECT Standards

The HECT Standards contained in the *California Career Technical Education Model Curriculum Standards* document include those for Consumer and Family Studies Programs (CFS) as well as Home Economics Related Occupations (HERO) Career Pathway Programs. The appropriate standards are to be used to develop curriculum for instructional programs designed to prepare students for advanced education and training as well as for careers.

The two types of newly redesigned standards included in the *California Career Technical Education Model Curriculum Standards* document are (1) Anchor and (2) Pathway. When developing standards-based course content, instructors need to consider grade and course level such as exploratory, introductory, concentration, or capstone as well as the type of program they teach as follows:

- A. Consumer and Family Studies (CFS) Programs offered at the middle, junior or high school level should address Anchor Standards numbered 1-11\*. Anchor Standard 10: “Technical Knowledge and Skills” reflects the basic knowledge and skills taught through Consumer and Family Studies. In the middle grades the standards would be addressed through exploratory courses. At the high school level these standards are intended for use in the comprehensive core and concentration courses that lead to capstone courses.
- B. Home Economics Related Occupations (HERO) Career Pathway Programs, offered either at the comprehensive high school or ROCPs, should address Anchor Standards numbered 1-9, 10.1-10.4, and 11\*, and the Pathway Standards for the appropriate career pathway course(s). The Pathway Standards are intended for instruction in career-focused capstone courses.

An example of how these standards might be configured in a coherent sequence of courses is provided below.

<b>Exploratory Course</b>	<b>Introductory Course</b>	<b>Concentration Course</b>	<b>Capstone Course</b>
Exploratory HECT 1	Comprehensive Core 1	Food and Nutrition	Careers in Food Service and Hospitality
Anchor Standards 1-11*	Anchor Standards 1-11*	Anchor Standards 1-11*	Anchor Standards 1-9, 10.1-10.4, and 11* Pathway Standards
Emphasis should be given to CFS Standards related to the career pathways at feeder high schools.	Emphasis should be given to CFS Standards directly related to the career pathway.	Addresses CFS Standards directly related to the career pathway at a more advanced level.	Focuses on the Anchor Standards in the Hospitality, Tourism, and Recreation Industry Sector and the Food Service and Hospitality Pathway Standards.

Completion of instruction offered through an identified sequence of courses will equip students with the preparation to excel in advanced education and training programs, enter and advance in a career field, and participate in civic and community activities as well as achieve a satisfying personal life.

\*Anchor Standards for the academic core areas inform, expand, or enhance the core subjects as indicated in the Academic Matrix at the end of each Industry Sector must be addressed at the grade level(s) indicated.

**Insert Section II Divider**





## **Implementation of the Consumer and Family Studies (CFS) Standards Grades 7-8**

The 2013 Consumer and Family Studies (CFS) standards included in this section have been updated and revised to reflect the current and corresponding industry sectors for Home Economics Careers and Technology Education. Using previous generations of standards as a basis, these new CFS standards continue to reflect seven content areas. Serving as a foundation anchor for the Home Economics Related Occupations (HERO) Career Pathway programs, the CFS standards were selected for their relevance to the industry sector under which they were included.

The standards identified for CFS content are listed in the *California Career Technical Education Model Curriculum Standards* document under Standard 10: “Technical Knowledge and Skills” of the corresponding industry sector. For example, standards for consumer education content would be found in the Education, Child Development and Family Services Industry Sector and the standards for food and nutrition content are located in the Hospitality, Tourism, and Recreation Industry Sector while the standards for fashion, textiles, and apparel content would be listed in the Fashion and Interior Design Industry Sector. Teachers and administrators will need to refer to the standards in each of the three HECT industry sectors to locate all of the CFS standards.

In this section a series of statements called standards detail is listed under each of the CFS standards taken from Standard 10: “Technical Knowledge and Skills” in the three HECT industry sectors. The standards and standards detail statements listed should be included in the Exploratory Home Economics Careers and Technology (HECT) I and II courses. Courses such as Parenting and Personal Relationships would contain the standards for the specific content areas included in the course.

When developing curriculum for CFS courses, the appropriate Anchor Standards numbered 1-9 and 11 would be included along with the appropriate CFS standards from one or more of the three industry sector Anchor Standard 10: “Technical Knowledge and Skills”. These standards are listed in this section along with the standards detail. Emphasis should be given to the CFS standards related to the career pathways at the feeder high schools. As in the standards from previous years, the transferable and employability skills standards are included here and are drawn from Anchor Standards 2, 3, and 10. The standards detail for each of these supports the CFS content areas.

Students who take Exploratory Home Economics Careers and Technology (HECT) I and II would be able to master all of the skills, knowledge and attitudes needed to transition to Comprehensive Core and concentration courses at the high school level. Middle grade CFS instructors should also use these standards when collaborating with high school instructors to articulate and sequence instruction. A one-year Exploratory HECT II course may be designed to meet the Comprehensive Core requirements, if all standards are addressed and a formal agreement exists specifying the articulation between the two middle and high school programs.

## Consumer and Family Studies Standards Grades 7-8

The Consumer and Family Studies (CFS) program at this level consists of exploratory courses that prepare students with personal life management skills and facilitates exploration of career skills related to the Home Economics Careers and Technology (HECT) career pathways that may be pursued during high school and postsecondary education. This program meets the unique developmental needs of middle grade students with a focus on each of the CFS content areas, introduces basic life management concepts, and facilitates exploration of personal skills and interests in relationship to careers associated with HECT. Students gain knowledge and skills through instruction in the following content areas: child development and guidance; consumer education; family and human development; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health.

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### Child Development and Guidance

*ECDFS – A10.5*      **Standard 1: Responsibilities of Parents**

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

- 1.1 Identify the parenting skills needed by those who care for children.  
(ECDFS – A10.5.1)
  - 1.2 Describe the responsibilities of a conscientious babysitter. (ECDFS – A10.5.2)
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*ECDFS – A10.6*      **Standard 2: Prenatal Development**

*Describe and identify the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.*

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

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*ECDFS – A10.7*      **Standard 3: Studying and Understanding Children**

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

- 3.1 List the benefits of studying child growth and development. (ECDFS – A10.7.1)
  - 3.2 Identify the stages, areas, and principles of child growth and development.  
(ECDFS – A10.7.2)
  - 3.3 Discuss the factors that are important to the optimum development of young children.  
(ECDFS – A10.7.3)
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ECDFS – A10.8      **Standard 4: Guidance and Discipline**

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

- 4.1 Explain the differences among guidance, discipline, and punishment. (ECDFS – A10.8.1)
  - 4.2 Discuss the importance of setting developmentally appropriate expectations. (ECDFS – A10.8.2)
  - 4.3 Identify and use appropriate and positive child guidance and discipline techniques. (ECDFS – A10.8.3)
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ECDFS – A10.9      **Standard 5: Play and Learning**

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

- 5.1 Explain how play and learning activities contribute to the growth and development of children. (ECDFS – A10.5.1)
  - 5.2 Discuss the caregiver's role in play and learning activities. (ECDFS – A10.5.2)
  - 5.3 Plan play and learning activities that are developmentally appropriate for children of various ages. (ECDFS – A10.5.3)
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ECDFS – A10.15      **Standard 6: Changes That Affect Children**

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

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.

- 6.1 Describe family changes that may be experienced by children. (ECDFS – A10.15.1)
  - 6.2 Discuss how changes may affect children and suggest strategies to help them adapt. (ECDFS – A10.15.2)
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ECDFS – A10.17      **Standard 7: Health and Safety**

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

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.

- 7.1 Describe the components of a safe and healthy environment for children. (ECDFS – A10.17.1)
- 7.2 Identify common childhood illnesses and accidents and describe ways to prevent them. (ECDFS – A10.17.2)
- 7.3 Explain procedures to follow in emergency situations with children. (ECDFS – A10.17.3)
- 7.4 Practice skills needed to safely help children with feeding, bathing, dressing, toileting, and bedtime routines. (ECDFS – A10.17.4)

<b>Consumer Education</b>
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*ECDFS – A10.10*     **Standard 8: Consumer Decisions and Purchases**

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

**A. Consumer Decisions**

- 8.1 Identify personal values, goals, needs, and wants and explain how these relate to consumer decisions. (ECDFS – A10.10.1)
- 8.2 List the key steps in decision-making models and practice this process in consumer situations. (ECDFS – A10.10.2)
- 8.3 Identify factors that may influence personal values, goals, and consumer choices. (ECDFS – A10.10.3)

**B. Consumer Purchases**

- 8.4 Explain ways advertising and other product information may influence consumer choices. (ECDFS – A10.10.4)
- 8.5 Identify resources that can assist with comparison shopping. (ECDFS – A10.10.5)
- 8.6 Compare the quality, features and costs of similar products or services. (ECDFS – A10.10.6)
- 8.7 Evaluate labels, warranties and guarantees for selected products (ECDFS-A10.10.7)

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*ECDFS – A10.11*     **Standard 9: Financial Management and Services**

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

### A. Financial Management

- 9.1 Assess spending habits, sources of income, and financial goals. (ECDFS – A10.11.1)
- 9.2 Identify steps to follow in developing a budget or spending plan. (ECDFS – A10.11.2)

### B. Financial Services

- 9.3 List various kinds of institutions that offer checking and/or savings accounts. (ECDFS – A10.11.3)
  - 9.4 Practice tasks related to using checking and savings accounts. (ECDFS – A10.11.4)
  - 9.5 Evaluate types of accounts and services of various financial institutions. (ECDFS – A10.11.5)
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## *ECDFS – A10.12*      **Standard 10: Consumer Rights and Responsibilities**

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

### A. Consumer Rights and Responsibilities

- 10.1 Identify rights, responsibilities, and resources that are available to assist consumers. (ECDFS – A10.12.1)
- 10.2 Describe how to communicate with a business to resolve a consumer problem. (ECDFS – A10.12.2)

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

<b>Family and Human Development</b>
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## *ECDFS – A10.13*      **Standard 11: Contributions of the Family**

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

- 11.1 Explain the meaning and importance of families. (ECDFS – A10.13.1)
- 11.2 Describe the differences in family structures. (ECDFS – A10.13.2)
- 11.3 Identify the functions of the family and how roles support family members. (ECDFS – A10.13.3)
- 11.4 Define family responsibilities and ways these can be shared. (ECDFS – A10.13.4)

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ECDFS – A10.14     **Standard 12: Personal Development and Positive Relationships**

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

**A. Personal Development**

- 12.1 Describe the ways in which self-concept, self-esteem, and character develop. (ECDFS – A10.14.1)
- 12.2 Explain the role of self-concept in the development of one’s personality and relationships with others. (ECDFS – A10.14. 2)
- 12.3 Explain the role of personal values in making decisions and achieving goals related to self-development. (ECDFS – A10.14.3)

**B. Responsible Relationships**

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

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

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ECDFS – A10.15     **Standard 13: Major Life Changes**

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

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Family and Human Development.

- 13.1 Describe and analyze the effects of changes in a family on its members. (ECDFS – A10.15.1)
- 13.2 Explain ways family members and community resources can provide support and facilitate adjustments during change. (ECDFS – A10.15.2)

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ECDFS – A10.16     **Standard 14: Conflicts and Crises**

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

- 14.1 Describe the sources and effects of conflicts and crises in personal and family situations. (ECDFS – A10.16.1)
- 14.2 Identify Strategies for coping with personal and family conflicts and crisis. (ECDFS – A10.16.2)

<b>Fashion, Textiles, and Apparel</b>
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*FID - A10.5*    **Standard 15: Apparel and Appearance**

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

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

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

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*FID - A10.6*    **Standard 16: Elements and Principles of Color and Design**

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

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

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

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*FID - A10.7*    **Standard 17: History of Fashion**

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

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

- 17.1 Explain the difference between fad and fashion. (*FID – A10.7.1*)
- 17.2 Discuss historical and cultural influences on clothing and accessories. (*FID – A10.7.2*)

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**FID - A10.8 Standard 18: Textiles**

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

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

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

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**FID - A10.9 Standard 19: Custom Apparel and Accessories**

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

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

**A. Custom Apparel and Accessories**

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

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

- 19.4 Use basic construction skills to repair an article of clothing. (FID – A10.9.4)

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

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**FID - A10.10 Standard 20: Wardrobe Planning, Budgeting, and Selection**

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

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



- 20.1 Discuss the reasons for planning one's wardrobe. (*FID – A10.10.1*)
- 20.2 Identify designs in clothing and accessories that are complimentary to one's personal coloring and body type. (*FID – A10.10.2*)
- 20.3 List types of clothing needed for the activities of an individual. (*FID – A10.10.3*)
- 20.4 Create a plan for future wardrobe additions based on a personal budget. (*FID – A 10.10.4*)

**B. Apparel Analysis**

- 20.5 Evaluate the factors to consider when purchasing clothing. (*FID – A10.10.5*)
- 20.6 Explain the characteristics of quality in clothing. (*FID – A10.10.6*)
- 20.7 Relate the cost of clothing to the quality of construction. (*FID – A10.10.7*)
- 20.8 Determine the advantages and disadvantages of purchasing clothing through various retail sources. (*FID – A10.10.8*)

<b>Food and Nutrition</b>
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*HTR – A10.5*

**Standard 21: Nutrition and Health**

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

\*Food and Nutrition and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in the standard only applies to Food and Nutrition.

- 21.1 List the essential nutrients and describe the functions and sources of each. (*HTR – A10.5.1*)
- 21.2 Name the food groups in the USDA MyPlate.gov that are needed each day for good health. (*HTR – A10.5.2*)
- 21.3 Describe a healthy diet as recommended in the *Dietary Guidelines for Americans*. (*HTR – A10.5.3*)
- 21.4 Evaluate the effects of daily food choices on health and appearance. (*HTR – A10.5.4*)

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*HTR – A10.6* **Standard 22: Food Safety and Sanitation**

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

- 22.1 Name the major food-borne illnesses and identify sources of food contamination. (*HTR – A10.6.1*)

22.2 Practice sanitary procedures before, during, and after food preparation and service. (HTR – A10.6.2)

22.2.1 Describe ways to store food safely and retain optimum nutritional value. (HTR – A10.6.3)

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HTR – A10.7

**Standard 23: Food Preparation and Meal Management**

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

**A. Food Purchasing**

23.1 Describe ways to manage time, energy, and resources when planning, selecting, and preparing food or meals. (HTR – A10.7.1)

23.2 List the information found on food labels and describe its relationship to healthy food choices. (HTR – A10.7.2)

23.3 Identify consumer skills needed to select and purchase food products to maintain a healthy diet. (HTR – A10.7.3)

**B. Food Preparation**

23.4 Identify the parts of a standardized recipe and describe common food preparation terms. (HTR – A10.7.4)

23.5 Explain the functions of ingredients used to prepare foods. (HTR – A10.7.5)

23.6 Use appropriate equipment and techniques for dry and liquid measurements. (HTR – A10.7.6)

23.7 Plan and prepare simple, nutritious meals using basic food preparation techniques. (HTR – A10.7.7)

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HTR – A10.8

**Standard 24: Food Culture and Etiquette**

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

24.1 Describe table setting, meal service, and etiquette appropriate for a variety of occasions. (HTR – A10.8.1)

24.2 Discuss cultural differences that may influence etiquette and meal service. (HTR – A10.8.2)

24.3 Practice table setting, meal service, and etiquette that reflect commonly accepted food customs and practices in the United States. (HTR – A10.8.3)

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HTR – A10.9

**Standard 25: The Science of Food and Nutrition**

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

25.1 Discuss the effects of cooking methods on the nutritional value of food products. (HTR – A10.9.1)

25.2 Describe how the body processes and uses nutrients found in foods. (HTR – A10.9.2)

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HTR – A10.10

**Standard 26: Food Production and Technology**

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

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

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HTR – A10.11

**Standard 27: Facilities and Equipment**

*Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.*

27.1 Identify safety hazards and emergency procedures for accidents related to food preparation areas and equipment. (HTR – A10.11.1)

27.2 Describe proper use and care of basic food preparation equipment. (HTR – A10.11.2)

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<b>Housing and Furnishings</b>
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FID – A10.5

**Standard 28: Housing and Furnishing Selections**

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

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

28.1 Discuss the ways housing, furnishings, and accessories meet the needs of individuals and family members. (FID – A10.5.1)

28.2 Describe how personal living space can express one's personality and provide privacy. (FID – A10.5.2)

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FID – A10.6

**Standard 29: Elements and Principles of Color and Design**

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

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

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

*FID – A10.7*                      **Standard 30: Housing and Furniture Styles**

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

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

- 30.1 Identify historical influences on housing and furnishings. (FID – A10.7.1)
  - 30.2 Discuss cultural influences on housing and furnishings. (FID – A10.7.2)
- 

*FID – A10.8*                      **Standard 31: Textiles and Materials**

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

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

- 31.1 Interpret fabric care labels on home furnishings and accessories. (FID – A10.8.1)
  - 31.2 Discuss correct procedures to follow when caring for textiles and materials used in the home. (FID – A10.8.2)
- 

*FID – A10.9*                      **Standard 32: Custom Interior Items and Accessories**

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

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

**A. Custom Interior Items and Accessories**

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

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

- 32.4 Use basic construction skills to repair an interior item or accessory. (FID – A10.9.4)

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

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

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*FID – A10.11*                    **Standard 33: Housing Decisions**

*Evaluate the factors that influence housing decisions.*

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

*FID – A10.12*                    **Standard 34: Home Furnishings and Living Environments**

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

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

- 34.1 List the factors to consider when choosing decorative items for one's space. (FID – A10.12.1)
- 34.2 Identify home care tasks that need to be done on a daily, weekly, and monthly basis. (FID – A10.12.2)
- 34.3 Identify appropriate products and equipment used to clean and care for the home. (FID – A10.12.3)

**B. Safe and Healthy Living Environments**

- 34.4 Identify ways to create a safe and secure home environment. (FID – A10.12.4)

- 34.5 Describe appropriate responses to home emergencies. (FID – A10.12.5)
  - 34.6 Explain the best procedures to follow for ensuring personal safety in the home. (FID – A10.12.6)
- 

*FID – A10.13* **Standard 35: Space Planning**

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

- 35.1 Identify personal, family, and multiple-use space within a home. (FID – A10.13.1)
- 35.2 Identify factors to consider when arranging space. (FID – A10.13.2)
- 35.3 Plan the arrangement of one’s personal space in the home. (FID – A10.13.3)

<b>Individual and Family Health</b>
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*HTR – A10.5* **Standard 36: Health and Nutrition**

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

\*Food and Nutrition and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in the standard only applies Individual and Family Health.

- 36.1 Identify nutritional practices that promote optimum health. (HTR– A10.5.1)
  - 36.2 Calculate personal caloric needs to maintain a healthy weight. (HTR– A10.5.2)
  - 36.3 Evaluate various methods of managing weight. (HTR – A10.5.3)
- 

*ECDFS – A10.17* **Standard 37: Personal Health**

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

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard only applies to Individual and Family Health.

**A. Personal Health**

- 37.1 Describe the characteristics of a healthy person. (ECDFS – A10.17.1)
- 37.2 Relate regular exercise, rest, and good nutrition to physical fitness, school performance, and optimum health. (ECDFS – A10.17.2)

## B. Wellness

- 37.3 Describe the importance of self-esteem and its relationship to mental wellness. (ECDFS – A10.17.3)
- 37.4 Discuss ways to manage emotional changes that promote physical and mental health. (ECDFS – A 10.17.4)

## C. Emergency Care and Preparedness

- 37.5 Identify health hazards in the home, school, and community. (ECDFS – A10.17.5)
- 37.6 Describe basic first-aid techniques and emergency procedures. (ECDFS – A10.17.6)
- 37.7 Explain the best procedures to follow for ensuring personal safety. (ECDFS – A10.17.7)

## D. Responsible Health Related Behaviors

- 37.8 Practice the decision-making process to make responsible health choices. (ECDFS – A10.17.8)
- 37.9 Identify high-risk health behaviors and their effects on individuals and society. (ECDFS – A1017.9)
- 37.10 Describe the signs and symptoms of verbal, physical, and emotional abuse and their effects on health and well-being. (ECDFS – A10.17.10)

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

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## **ECDFS – A10.18      Standard 38: Communicable and Noncommunicable Infections and Diseases**

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

- 38.1 Describe the difference between communicable and noncommunicable infections and diseases. (ECDFS – A10.18.1)
- 38.2 Explain ways to care for individuals with infections and diseases. (ECDFS – A10.18.2)

<b>Transferable and Employability Skills</b>
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## **ECDFS – A2.0, FID – A2.0, HTR – A2.0      Standard 39: Personal Communication**

*Acquire, and use accurately, industry sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written and multimedia formats. (Direct alignment to LS 9-10, 11-12.6)*

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

ECDFS – A3.0, FID – A3.0, HTR – A3.0      **Standard 40: Career Planning and Management**

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

**A. Career Awareness**

- 40.1 Relate the content areas for consumer and family studies to the home economics related career pathways. (ECDFS, FID, HTR – A3.0.1)
- 40.2 Identify careers related to home economics careers and technology and explain the training and education needed. (ECDFS, FID, HTR – A3.0.2)
- 40.3 Complete a plan to assist in achieving career goals related to home economics careers and technology. (ECDFS, FID, HTR – A3.0.3)

**B. Employability**

- 40.4 Identify the steps in finding and keeping a volunteer or part-time job. (ECDFS, FID, HTR – A3.0.4)
  - 40.5 Practice completing job applications and resumes and interviewing skills. (ECDFS, FID, HTR – A3.0.5)
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ECDFS – A10.19, FID – A10.14, HTR – A10.13      **Standard 41: Management of Personal, Family and Work Responsibilities**

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

- 41.1 Describe the multiple roles and responsibilities of family members. (ECDFS – A10.19.1, FID – A10.14.1, HTR – A10.13.1)



- 41.2 Explain the basic steps in the management process. Describe the multiple roles and responsibilities of family members.  
(ECDFS – A10.19.2, FID – A10.14.2, HTR – A10.13.2)
- 41.3 Identify the management skills needed to effectively manage multiple roles.  
(ECDFS – A10.19.3, FID – A10.14.3, HTR – A10.13.3)
- 41.4 Apply management strategies that assist in balancing personal, family, and school responsibilities and improve quality of life.  
(ECDFS – A10.19.4, FID – A10.14.4, HTR – A10.13.4)
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ECDFS – A10.20, FID – A10.15, HTR – A10.12

**Standard 42: Influences on Individual, Family, and Workplace Decisions**

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

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

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

**Standard 43: Transferability of Consumer and Family Studies Knowledge, Skills, and Attitudes to Careers**

*Demonstrate an understand of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced training and education or careers.*

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



**Insert Section III Divider**



## **Implementation of the Consumer and Family Studies (CFS) Standards Grades 9-12**

The 2013 Consumer and Family Studies (CFS) standards included in this section have been updated and revised to reflect the current and corresponding industry sectors for Home Economics Careers and Technology Education. Using previous generations of standards as a basis, these CFS standards continue to reflect seven content areas. Serving as a foundation anchor for the Home Economics Related Occupations (HERO) Career Pathway programs, the CFS standards were selected for their relevance to the industry sector under which they were included.

The standards identified for CFS content are listed in the *California Career Technical Education Model Curriculum Standards* document under Anchor Standard 10: “Technical Knowledge and Skills” of the corresponding industry sector. For example, standards for consumer education content would be found in the Education, Child Development and Family Services Industry Sector and the standards for food and nutrition content are located in the Hospitality, Tourism, and Recreation Industry Sector while the standards for fashion, textiles, and apparel content would be listed in the Fashion and Interior Design Industry Sector. Teachers and administrators will need to refer to the standards in each of the three HECT industry sectors to locate all of the CFS standards.

In this section a series of statements called standards detail is listed under each of the CFS standards taken from Anchor Standard 10: “Technical Knowledge and Skills” in the three HECT industry sectors. Key or essential standards detail statements that should be included in the comprehensive core or introductory CFS courses are in bold print. The remaining standards detail statements that are not in bold should be included in concentration courses.

When developing curriculum for CFS courses, the appropriate Anchor Standards numbered 1-9 and 11 would be included along with the appropriate CFS standards from one or more of the three industry sector Anchor Standard 10: “Technical Knowledge and Skills”. These standards are listed in this section along with the standards detail. As in the standards from previous years, the transferable and employability skills standards are included here and are drawn from Anchor Standards 2, 3, and 10. The standards detail for each of these supports the CFS content areas.

Students who take both the core and concentration course(s) would be able to master all of the skills, knowledge and attitudes needed to transition to capstone courses or post-secondary education and training. CFS courses based upon these standards can be articulated directly with community college Family and Consumer Sciences courses or in some instances meet the UC a-g designation with college or university courses.

## Consumer and Family Studies Standards Grades 9-12

The Consumer and Family Studies (CFS) program prepares students with the aptitudes for assuming personal, family, and community roles; strengthening employability skills; and transitioning to postsecondary training and education as well as entering and advancing in related career fields. CFS serves as the foundation instruction for nine career pathways through the following content areas: child development and guidance; consumer education; family and human services; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health. CFS provides a basis for sequenced and articulated instruction that culminates in capstone courses in one of the related career pathways. In CFS emphasis is also given to equipping students with the knowledge and skills to balance and manage personal, family and work responsibilities so that they will be more productive in the workplace as well as achieve a satisfying quality of life.

### Child Development and Guidance

#### *ECDFS – A10.5*      **Standard 1: Responsibilities of Parents**

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

- 1.1 Analyze factors to consider when determining readiness for parenting and identify parenting responsibilities. (ECDFS – A10.5.1)**
- 1.2 Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs. (ECDFS – A10.5.2)**
- 1.3 Analyze the major decisions, changes, and adjustments required of parents. (ECDFS – A10.5.3)**
- 1.4 Describe and evaluate the responsibilities, styles, and strategies of parenting. (ECDFS – A10.5.4)
- 1.5 Describe cultural influences on parenting. (ECDFS – A10.5.5)
- 1.6 Evaluate care giving options. (ECDFS – A10.5.6)

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#### *ECDFS – A10.6*      **Standard 2: Prenatal Development**

*Describe and identify the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.*

- 2.1 Summarize the stages of prenatal development and childbirth. (ECDFS – A10.6.1)**
- 2.2 Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development. (ECDFS – A10.6.2)**

- 2.3 Discuss physical and emotional changes that occur during normal and at-risk pregnancies. (ECDFS – A10.6.3)
  - 2.4 Analyze how individuals are genetically unique. (ECDFS – A10.6.4)
  - 2.5 Examine the methods, costs, ethics, and risks of reproductive procedures. (ECDFS – A10.6.5)
  - 2.6 Identify and evaluate community resources that provide information and assistance related to pregnancy. (ECDFS – A10.6.6)
- 

ECDFS – A10.7      **Standard 3: Studying and Understanding Children**

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

- 3.1 Explain the benefits of studying child development.** (ECDFS – A10.7.1)
  - 3.2 Identify the developmental areas, stages, and principles of child growth.** (ECDFS – A10.7.2)
  - 3.3 Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children. (ECDFS – A10.7.3)
  - 3.4 List factors that contribute to the optimal development of children. (ECDFS – A10.7.4)
  - 3.5 Identify and compare various theories regarding human growth and development. (ECDFS – A10.7.5)
  - 3.6 Observe and study children’s behavior and interpret findings. (ECDFS – A10.7.6)
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ECDFS – A10.8      **Standard 4: Guidance and Discipline**

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

- 4.1 Describe and compare various approaches to child guidance and their effect on self-worth.** (ECDFS – A10.8.1)
- 4.2 Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.** (ECDFS – A10.8.2)
- 4.3 Describe the relationship of a child’s behavior to the commonly accepted principles of growth and development.** (ECDFS – A10.8.3)
- 4.4 Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline. (ECDFS – A10.8.4)

- 4.5 Describe factors and possible causes that contribute to child abuse and identify the characteristics of the abused and the abuser. (ECDFS – A10.8.5)
  - 4.6 Identify agencies and resources that help in reducing child abuse. (ECDFS – A10.8.6)
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ECDFS – A10.9      **Standard 5: Play and Learning**

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

- 5.1 Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents.** (ECDFS – A10.9.1)
  - 5.2 Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.** (ECDFS – A10.9.2)
  - 5.3 Evaluate facilities, equipment, and materials for their contribution to a child’s development. (ECDFS – A10.9.3)
  - 5.4 Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child’s learning and self-concept. (ECDFS – A10.9.4)
  - 5.5 Describe and analyze strategies, equipment, and techniques for helping children with special needs. (ECDFS – A10.9.5)
  - 5.6 Describe and demonstrate the caregiver’s role in planning, conducting, and evaluating play and learning activities that enhance the development of children and adolescents. (ECDFS – A10.9.6)
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ECDFS – A10.15      **Standard 6: Changes That Affect Children**

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

*\*Child Development and Guidance and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.*

- 6.1 Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change.** (ECDFS – A10.15.1)
- 6.2 Analyze how changes and crises affect infants, children, and adolescents and recommend strategies that help them adapt.** (ECDFS – A10.15.2)



- 6.3 Explain how role models influence infants', children's, and adolescents' ability to cope. (ECDFS – A10.15.3)
- 6.4 Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use. (ECDFS – A10.15.4)
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ECDFS – A10.17     **Standard 7: Health and Safety**

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

*\*Child Development and Guidance and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.*

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

<b>Consumer Education</b>
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ECDFS – A10.10     **Standard 8: Consumer Decisions and Purchases**

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

A. Consumer Decisions

- 8.1 Define values, goals, needs, and wants.** (ECDFS – A10.10.1)
- 8.2 Define and apply personal values, short- and long-term goals, needs, and wants as they relate to consumer decisions.** (ECDFS – A10.10.2)
- 8.3 Identify the key steps in decision-making models and apply the process to a variety of consumer situations.** (ECDFS – A10.10.3)

- 8.4 **Describe factors that influence personal values, goals, and consumer choices (e.g. self-concept, family members, and peers; mass media; society; and cultural and economic backgrounds).** (ECDFS – A10.10.4)
- 8.5 Identify ways to use individual, family, and community resources to extend opportunities for achieving goals. (ECDFS – A10.10.5)
- 8.6 Examine the interrelationship and effect of individual and family consumer decisions to business, consumers, the environment, and the economy. (ECDFS – A10.10.6)

#### B. Consumer Purchases

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

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### ECDFS – A10.11     **Standard 9: Financial Management and Services**

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

#### A. Financial Management

- 9.1 **Define basic financial management terms.** (ECDFS – A10.11.1)
- 9.2 **Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyle.** (ECDFS – A10.11.2)
- 9.3 **Compare factors that influence the use of credit.** (ECDFS – A10.11.3)
- 9.4 **Demonstrate how to complete deposit slips, write checks, balance checkbook accounts, and reconcile bank statements.** (ECDFS – A10.11.4)
- 9.5 Interpret a wage statement and apply the information to develop a budget. (ECDFS – A10.11.5)
- 9.6 Examine changing patterns of earning, spending, saving, and investing during the life cycle. (ECDFS – A10.11.6)

- 9.7 Identify and evaluate different types of systems for keeping financial records. (ECDFS – A10.11.7)
- 9.8 Identify various types of income tax return forms and define tax related terminology. (ECDFS – A10.11.8)
- 9.9 Analyze the impact of technology on financial management. (ECDFS – A10.11.9)

#### B. Financial Services

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

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### ECDFS – A10.12     **Standard 10: Consumer Rights and Responsibilities**

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

#### A. Consumer Rights and Responsibilities

- 10.1 Explain consumer rights and responsibilities.** (ECDFS – A10.12.1)
- 10.2 Analyze acceptable and ethical consumer practices and behaviors.** (ECDFS – A10.12.2)
- 10.3 Identify and analyze consumer protection laws, agencies, services, and procedures for solving consumer problems. (ECDFS – A10.12.3)
- 10.4 Assess legal responsibilities and obligations when a credit contract has been signed. (ECDFS – A10.12.4)
- 10.5 Examine ways consumer advocates and volunteer groups affect consumer choices and laws. (ECDFS – A10.12.5)

- 10.6 Explain consumer laws that regulate individual, corporate, and business practices and behavior. (*ECDFS – A10.12.6*)

#### B. Role of Government

- 10.7 Identify the purposes for which taxes are collected at the local, state, and federal levels.** (*ECDFS – A10.12.7*)
- 10.8 Analyze the consequences of consumer legislation on consumers, business, and the economy.** (*ECDFS – A10.12.8*)
- 10.9 Describe the impact of fiscal and monetary policy on individuals, families, and the community. (*ECDFS – A10.12.9*)
- 10.10 Assess key indicators of economic performance through the use of charts, graphs, and other tools of analysis. (*ECDFS – A10.12.10*)
- 10.11 Analyze government regulations and ways in which these affect local, state, and national economies. (*ECDFS – A10.12.11*)
- 10.12 Examine the impact of laws that regulate advertising. (*ECDFS – A10.12.12*)

#### C. Marketplace Functions

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

#### D. Economic Concepts

- 10.19 Define the basic concepts and components of the U.S. economic system and the consumer's role in the market economy. (*ECDFS – A10.12.19*)
- 10.20 Define economic terms and explain the relationships of scarcity, choice, opportunity cost, and resource allocation. (*ECDFS – A10.12.20*)
- 10.21 Compare market, command, mixed, and traditional economies. (*ECDFS – A10.12.21*)

- 10.22 Recognize the characteristics of different economic systems and assess their impact on consumer choices. (ECDFS – A10.12.22)
- 10.23 Determine the advantages and disadvantages of bartering and negotiating to achieve goals. (ECDFS – A10.12.23)
- 10.24 Analyze the role of the Federal Reserve System and its effect on the consumer. (ECDFS – A10.12.24)

E. Global Economy

- 10.25 Define the economic concepts of absolute and comparative advantage. (ECDFS – A10.12.25)
- 10.26 Compare work patterns in the U.S. with those in other countries. (ECDFS – A10.12.26)
- 10.27 Analyze the relationship between the specialization of labor and economic interdependency. (ECDFS – A10.12.27)
- 10.28 Debate the impact of free trade and protectionism and its effect on the consumer. (ECDFS – A10.12.28)
- 10.29 Identify how international trade and immigration affect the U.S. economy and the cost of various goods and services. (ECDFS – A10.12.29)
- 10.30 Determine the value of the dollar based on foreign exchange rates. (ECDFS – A10.12.30)
- 10.31 Explain how current technological changes affect the global economy. (ECDFS – A10.12.31)

<b>Family and Human Development</b>
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ECDFS – A10.13     **Standard 11: Contributions of the Family**

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

- 11.1 Explain the function of the family in providing a nurturing environment for its members and its influence on self-esteem, values, and relationships.**  
(ECDFS – A10.13.1)
- 11.2 Describe socioeconomic and cultural influences on the family.**  
(ECDFS – A10.13.2)
- 11.3 Analyze the differences in family structures and their effect on society.**  
(ECDFS – A10.13.3)

- 11.4 Describe roles and responsibilities assumed by family members and explain the consequences when individuals neglect these responsibilities. (ECDFS – A10.13.4)
  - 11.5 Analyze traditional and nontraditional roles and responsibilities of family members by comparing the families of past generations with contemporary families. (ECDFS – A10.13.5)
  - 11.6 Describe the importance of personal and family involvement in the community and ways for individuals to contribute to their community. (ECDFS – A10.13.6)
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ECDFS – A10.14     **Standard 12: Personal Development and Positive Relationships**

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

A. Personal Development

- 12.1 Describe the factors that contribute to the development of character, personality, and self-worth.** (ECDFS – A10.14.1)
- 12.2 Identify personal values and goals and their effect on decisions.** (ECDFS – A10.14.2)
- 12.3 Analyze the characteristics and behaviors that contribute to the development of positive relationships.** (ECDFS – A10.14.3)
- 12.4 Describe how common values and goals promote positive lasting relationships. (ECDFS – A10.14.4)
- 12.5 Demonstrate how effective verbal and nonverbal communication skills build positive relationships, enhance self-esteem, and increase respect for others. (ECDFS – A10.14.5)
- 12.6 Describe communication strategies and resources that help individuals manage conflicts and crises in order to build successful relationships. (ECDFS – A10.14.6)

B. Responsible Relationships

- 12.7 Identify the purposes and qualities of friendships.** (ECDFS – A10.14.7)
- 12.8 Examine family, societal, and cultural factors that influence the development of relationships.** (ECDFS – A10.14.8)
- 12.9 Describe the stages in the development of personal relationships. (ECDFS – A10.14.9)

- 12.10 Describe responsible and irresponsible behaviors and their effect on relationships. (ECDFS – A10.14.10)
- 12.11 Analyze the influence of the media in shaping attitudes and behaviors. (ECDFS – A10.14.11)

C. Relationships in Marriage

- 12.12 Assess personal qualities and expectations that lead to the selection of a marriage partner. (ECDFS – A10.14.12)
- 12.13 Examine family, legal, societal, financial, and cultural factors that affect marriage. (ECDFS – A10.14.13)
- 12.14 Analyze the meaning and responsibilities of commitment to one person in marriage. (ECDFS – A10.14.14)
- 12.15 Explain the areas of adjustment for a successful marriage. (ECDFS – A10.14.15)
- 12.16 Analyze the impact of parenthood on relationships. (ECDFS – A10.14.16)

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ECDFS – A10.15     **Standard 13: Major Life Changes**

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

\*Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard applies only to Family and Human Development.

- 13.1 Describe the common major life changes, issues, and adjustments that individuals encounter during the life cycle.** (ECDFS – A10.15.1)
- 13.1 Summarize adjustments required as family structures change and analyze factors that facilitate the adjustments. (ECDFS – A10.15.2)
- 13.2 Describe the changes that occur in the aging process, the special needs of the aged, and the ways those needs may be met by family members and community agencies. (ECDFS – A10.15.3)

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ECDFS – A10.16     **Standard 14: Conflicts and Crises**

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

- 14.1 Assess personal attributes and available resources for coping with conflicts and crises.** (ECDFS – A10.16.1)

- 14.1 Apply strategies for coping with personal, social, and work-related conflicts and crises. (ECDFS – A10.16.2)
- 14.2 Explain the effects of positive and negative stress factors on psychological and physiological well-being. (ECDFS – A10.16.3)
- 14.3 Explain current laws relating to marriage, parenthood, death, and dissolution of marriage. (ECDFS – A10.16.4)

<b>Fashion, Textiles, and Apparel</b>
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*FID – A10.5*    **Standard 15: Apparel and Appearance**

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

- 15.1 Explain how fashion, textiles, and apparel selection meet social, physical, and psychological needs.** (FID – A10.5.1)
- 15.2 Differentiate between appropriate and inappropriate dress for a variety of social, casual, and workplace situations.** (FID – A10.5.2)
- 15.3 Analyze how fads and fashion influence apparel and textile choices. (FID – A10.5.3)
- 15.4 Explain how cultural values and ideals are expressed through fashion, textiles, and apparel. (FID – A10.5.4)

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*FID – A10.6*    **Standard 16: Elements and Principles of Color and Design**

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

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

- 16.1 Explain the elements and principles of color and design and apply the fundamental concepts to fashion, textiles, and apparel.** (FID – A10.6.1)
- 16.2 Apply the elements and principles of design and theories of color to enhance various body types.** (FID – A10.6.2)
- 16.3 Identify color terminology and use of color schemes. (FID – A10.6.3)
- 16.4 Explain how the selection and placement of accessories influences appearance. (FID – A10.6.4)



- 16.5 Explain how the elements and principles of design and theories of color are used to select accessories. (FID – A10.6.5)
  - 16.6 Combine complementary apparel and accessory items to achieve a desired image. (FID – A10.6.6)
  - 16.7 Relate the elements and principles of design and theories of color to costume and textile design. (FID – A10.6.7)
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**FID – A10.7 Standard 17: History of Fashion**

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

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

- 17.1 Investigate the influence of historical clothing on current fashions and fads. (FID – A10.7.1)**
  - 17.2 Analyze the cultural and historical development of fashions, textiles, and apparel. (FID – A10.7.2)
  - 17.3 Research the contributions of specific cultures to fashions, designs, textiles, and apparel. (FID – A10.7.3)
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**FID – A10.8 Standard 18: Textiles**

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

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

- 18.1 Distinguish between natural and manufactured fibers. (FID – A10.8.1)**
- 18.2 Examine the chemical and physical properties of fibers and fabrics. (FID – A10.8.2)
- 18.3 Describe the characteristics of woven, nonwoven, and knitted processes. (FID – A10.8.3)
- 18.4 Describe the influence of fabric care on textile selection. (FID – A10.8.4)
- 18.5 Select appropriate products and techniques for clothing and textile care. (FID – A10.8.5)
- 18.6 Apply knowledge of textiles, fabrics, and finishes to the purchase or construction of apparel and accessories. (FID – A10.8.6)

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*FID – A10.9*    **Standard 19: Custom Apparel and Accessories**

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

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

**A. Custom Apparel and Accessories**

- 19.1 Demonstrate the ability to take accurate body measurements.**  
(*FID – A10.9.1*)
- 19.2 Select appropriate fabric, materials, tools, and equipment for the construction of apparel.** (*FID – A10.9.2*)
- 19.3 Construct apparel and accessories through the use of appropriate custom construction techniques and equipment.** (*FID – A10.9.3*)
- 19.4 Analyze the use of appropriate finishing techniques for garments constructed either by custom or manufactured methods. (*FID – A10.9.4*)
- 19.5 Develop advanced custom construction skills through the use of various fabrics, techniques for fit and alterations, and complex garment designs. (*FID – A10.9.5*)

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

- 19.6 Evaluate the appropriateness of altering, repairing, or remodeling apparel or accessory items. (*FID – A10.9.6*)
- 19.7 Identify necessary alterations. (*FID – A10.9.7*)
- 19.8 Identify and evaluate resources needed, costs, and services available for altering and repairing clothing. (*FID – A10.9.8*)
- 19.9 Evaluate the fit and appearance of altered apparel or accessory items.  
(*FID – A10.9.9*)

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

- 19.10 Identify sources that provide or sell fashions, textiles, or apparel to individuals with special needs. (*FID – A10.9.10*)
- 19.11 Analyze the information provided by public and private agencies regarding fashions, textiles, and apparel for individuals with special needs.  
(*FID – A10.9.11*)
- 19.12 Select fiber and fabric construction methods that are best suited to individuals with special needs. (*FID – A10.9.12*)

- 19.13 Design and construct or modify garments for individuals with special needs. (FID – A10.9.13)
- 19.14 Identify notions, such as closures and accessories, appropriate for constructing or modifying apparel for individuals with special needs. (FID – A10.9.14)
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**FID – A10.10 Standard 20: Wardrobe Planning, Budgeting, and Selection**

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

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

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

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

**B. Apparel Analysis**

- 20.8 Evaluate and compare manufactured and custom apparel and accessories in terms of quality, time, energy, and cost. (FID – A10.10.8)
- 20.9 Compare similar garments at various retail sources for cost and quality. (FID – A10.10.9)
- 20.10 Identify retail sources for various markets, including telemarketing and Internet sources. (FID – A10.10.10)

- 20.11 Identify personal services offered by different sources of apparel.  
(FID – A10.10.11)

<b>Food and Nutrition</b>
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*HTR – A10.5* **Standard 21: Nutrition and Health**

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

Food and Nutrition and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Food and Nutrition.

- 21.1 Explain the functions and sources of the major nutrients and their relationship to good health.** (HTR – A10.5.1)
- 21.2 Compare an individual’s daily diet with average needs for each food group in the USDA MyPlate based on age, gender, and physical activity.**  
(HTR – A10.5.2)
- 21.3 Evaluate nutritional needs, food choices, and habits of individuals in different stages of the life cycle and design or modify their diets. (HTR – A10.5.3)
- 21.4 Describe food related illnesses and examine strategies for their prevention and treatment. (HTR – A10.5.4)
- 21.5 Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media.  
(HTR – A10.5.5)
- 21.6 Explain the process of digestion, absorption, and metabolism in the body’s use of food and the effects of medications, alcohol, and drugs. (HTR – A10.5.6)
- 21.7 Compare and evaluate dietary programs and information that deal with weight control and nutrition. (HTR – A10.5.7)

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*HTR – A10.6* **Standard 22: Food Safety and Sanitation**

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

- 22.1 Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms.** (HTR – A10.6.1)
- 22.2 Employ sanitary practices before, during, and after food preparation and service.** (HTR – A10.6.2)

- 22.3 Demonstrate and compare the proper techniques for safe storage and preparation of food.** (HTR – A10.6.3)
- 22.4 Identify and evaluate information provided by agencies and media regarding food safety regulations as well as nutrition and environmental issues. (HTR – A10.6.4)
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*HTR – A10.7* **Standards 23: Food Preparation and Meal Management**

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

**A. Food Purchasing**

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

**B. Food Preparation**

- 23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products.** (HTR – A10.7.8)
- 23.9 Describe the properties and functions of ingredients and their substitutes used to prepare foods.** (HTR – A10.7.9)
- 23.10 Use appropriate equipment and techniques for dry and liquid measurements.** (HTR – A10.7.10)

- 23.11 Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food.** (HTR – A10.7.11)
- 23.12 Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious.** (HTR – A10.7.12)
- 23.13 Convert volume and weight measurements to increase and decrease yields of recipes.** (HTR – A10.7.13)
- 23.14 Investigate and describe current trends in food preparation. (HTR – A10.7.14)
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HTR – A10.8 **Standard 24: Food Culture and Etiquette**

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

- 24.1 Demonstrate table manners and etiquette commonly accepted in the United States.** (HTR – A10.8.1)
- 24.2 Describe and practice basic table setting techniques and a variety of meal service styles.** (HTR – A10.8.2)
- 24.3 Identify regional differences in the United States affecting the preparation and service of food. (HTR – A10.8.3)
- 24.4 Identify cultural differences affecting the preparation and service of food. (HTR – A10.8.4)
- 24.5 Research and compare food preparation techniques, table settings, meal etiquette, food habits, and traditions of different cultures. (HTR – A10.8.5)
- 24.6 Describe the influence of such factors as culture, geographic region, and socioeconomic status on food choices and habits. (HTR – A10.8.6)
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HTR – A10.9 **Standard 25: The Science of Food and Nutrition**

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

- 25.1 Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value.** (HTR – A10.9.1)
- 25.2 Analyze and compare the nutrient content and density in a variety of foods. (HTR – A10.9.2)

- 25.3 Apply the scientific principles to food preparation (investigation, formulation of hypotheses, and experimentation). (HTR – A10.9.3)
  - 25.4 Describe the biochemical processes enabling the body to use nutrients from food. (HTR – A10.9.4)
  - 25.5 Apply data from nutritional research studies to evaluate information on nutrition and diet. (HTR – A10.9.5)
  - 25.6 Describe the relationships of acid and alkaline bases, states of matter, and the use of energy to food and food sensory evaluations. (HTR – A10.9.6)
  - 25.7 Describe the functions and effects of chemicals and additives in food. (HTR – A10.9.7)
  - 25.8 Apply the scientific method to test food science principles or develop new food products. (HTR – A10.9.8)
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***HTR – A10.10 Standard 26: Food Production and Technology***

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

- 26.1 Describe and compare different methods of preserving foods.** (HTR – A10.10.1)
  - 26.2 Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost.** (HTR – A10.10.2)
  - 26.3 Analyze health, safety, and environmental issues related to current and emerging food technologies. (HTR – A10.10.3)
  - 26.4 Describe quality assurance procedures used in food production and processing. (HTR – A10.10.4)
  - 26.5 Compare food production and processing techniques, safety standards, and distribution methods in the world marketplace. (HTR – A10.10.5)
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***HTR – A10.11 Standard 27: Facilities and Equipment***

*Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism and recreation.*

- 27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment.** (HTR – A10.11.1)

- 27.2 Define the work triangle concept and apply the principles to kitchen safety and efficiency.** (HTR – A10.11.2)
- 27.3 Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost. (HTR – A10.11.3)
- 27.4 Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances. (HTR – A10.11.4)

## Housing and Furnishings

*FID – A10.5*    **Standard 28: Housing and Furnishing Selections**

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

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

- 28.1 Explain how selections in housing, furnishings, and accessories meet social, physical, and psychological needs.** (FID – A10.5.1)
- 28.2 Analyze how fads and trends influence choices in decorating. (FID – A10.5.2)
- 28.3 Explain how cultural values and ideals are expressed through housing, furnishings and accessories. (FID – A10.5.3)

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*FID – A10.6*    **Standard 29: Elements and Principles of Color and Design**

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

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

- 29.1 Identify and apply the elements and principles of design to evaluate and plan aesthetic and pleasing living environments.** (FID – A10.6.1)
- 29.2 Use the elements and principles of design to select home furnishings and equipment.** (FID – A10.6.2)
- 29.3 Identify color terminology and give examples of color schemes. (FID – A10.6.3)
- 29.4 Apply and evaluate color schemes to achieve aesthetically pleasing living environments. (FID – A10.6.4)
- 29.5 Explain the science of color perception. (FID – A10.6.5)
- 29.6 Analyze the use of color for psychological effect. (FID – A10.6.6)



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*FID – A10.7*    **Standard 30: Housing and Furniture Styles**

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

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

- 30.1 Identify factors that influence trends and cycles in housing and furniture styles.** (FID – A10.7.1)
- 30.2 Identify and describe the characteristics of recognized architectural styles and determine cultural influences.** (FID – A10.7.2)
- 30.3 Identify major periods of furniture styles and determine cultural influences.** (FID – A10.7.3)
- 30.4 Research and describe housing and furniture styles that have evolved as the result of technology. (FID – A10.7.4)

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*FID – A10.8*    **Standard 31: Textiles and Materials**

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

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

- 31.1 Identify and compare the characteristics of textiles and materials used in living environments.** (FID – A10.8.1)
- 31.2 Select textiles and materials appropriate for use in living environments for individuals and families throughout the life cycle. (FID – A10.8.2)
- 31.3 Explain the proper procedures for the maintenance of textiles and materials used in living environments. (FID – A10.8.3)
- 31.4 Describe the influences of new and emerging science and technology on textiles, materials, and finishes used in living environments. (FID – A10.8.4)

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*FID – A10.9*    **Standard 32: Custom Interior Items and Accessories**

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

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

#### A. Custom Interior Items and Accessories

- 32.1 **Demonstrate ability to take accurate measurements.** (FID – A10.9.1)
- 32.2 **Select appropriate fabric, materials, tools, and equipment for the construction of interior items and accessories.** (FID – A10.9.2)
- 32.3 **Construct interior items and accessories through the use of appropriate custom construction techniques and equipment.** (FID – A10.9.3)
- 32.4 Analyze the use of appropriate finishing techniques for items constructed either by custom or manufactured methods. (FID – A10.9.4)
- 32.5 Develop advanced custom construction skills through the use of unusual fabrics, fitting techniques, and complex designs. (FID – A10.9.5)

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

- 32.6 Evaluate the appropriateness of altering, repairing, or remodeling interior items or accessories. (FID – A10.9.6)
- 32.7 Identify necessary alterations. (FID – A10.9.7)
- 32.8 Identify and evaluate resources needed, costs, and services available for altering and repairing interior items or accessories. (FID – A10.9.8)
- 32.9 Evaluate the fit and appearance of altered interior items or accessories. (FID – A10.9.9)

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

- 32.10 Identify sources that provide or sell interior items and accessories to individuals with special needs. (FID – A10.9.10)
- 32.11 Analyze the information provided by public and private agencies regarding interior items and accessories for individuals with special needs. (FID – A10.9.11)
- 32.12 Select fiber and fabric construction methods that are best suited for individuals with special needs. (FID – A10.9.12)
- 32.13 Design and construct or modify interior items and accessories for individuals with special needs. (FID – A10.9.13)

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#### *FID – A10.11* **Standard 33: Housing Decisions**

*Evaluate the factors that influence housing decisions.*

- 33.1 **Identify and evaluate housing alternatives and the factors that influence housing decisions.** (FID – A10.11.1)

- 33.2 Identify and compare housing requirements for individuals and families to ensure universal access.** (FID – A10.11.2)
- 33.3 Identify the factors and explain the process for determining the percentage of income appropriate for housing costs. (FID – A10.11.3)
- 33.4 Compare the advantages and disadvantages of home ownership and home rental. (FID – A10.11.4)
- 33.5 Investigate and compare the cost of home purchase contracts and financing options. (FID – A10.11.5)
- 33.6 Research landlord and tenant rights and responsibilities and interpret the components of a lease agreement. (FID – A10.11.6)
- 33.7 Evaluate the advantages and disadvantages of shared housing. (FID – A10.11.7)
- 33.8 Compare the advantages and disadvantages of remodeling a home with relocation to another dwelling. (FID – A10.11.8)
- 33.9 Research public and private resources available to help in planning the modification of living environments to ensure universal access. (FID – A10.11.9)
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FID – A10.12 **Standard 34: Home Furnishings and Living Environments**

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

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

- 34.1 Describe factors that influence the selection of home furnishings.** (FID – A10.12.1)
- 34.2 Identify basic furnishings and equipment needs for individuals and families. (FID – A10.12.2)
- 34.3 Identify factors that determine quality in home furnishings, accessories, and equipment. (FID – A10.12.3)
- 34.4 Plan furnishings for living environments. (FID – A10.12.4)
- 34.5 Compare a variety of sources for purchasing new and used home furnishings, accessories, and equipment. (FID – A10.12.5)
- 34.6 Recommend appropriate care, repair, and maintenance of home furnishings, accessories, and equipment. (FID – A10.12.6)
- 34.7 Identify emerging technology as it relates to housing, home furnishings, accessories, and equipment. (FID – A10.12.7)

- 34.8 Compare the advantages and disadvantages of recycling, refinishing, or restoring home furnishings and accessories. (FID – A10.12.8)

### B. Safe and Healthy Living Environments

- 34.9 Describe reasons for having a safe, clean, and orderly environment.** (FID – A10.12.9)
- 34.10 Describe potential health and safety hazards and emergencies that occur in the home and identify practices that can prevent accidents and illnesses.** (FID – A10.12.10)
- 34.11 Analyze floor plans and elevations for safety, organization, efficiency, and ease of maintenance. (FID – A10.12.11)
- 34.12 Describe and develop a plan for scheduling routine care and maintenance that is time, energy, and cost efficient. (FID – A10.12.12)
- 34.13 Compare the costs and feasibility of alternatives for maintenance and improvement of living environments. (FID – A10.12.13)
- 34.14 Describe ways in which special devices, equipment, and strategies can be used to make the home environment safer, more comfortable, and universally accessible for all individuals. (FID – A10.12.14)
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### *FID – A10.13* **Standard 35: Space Planning**

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

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

## Individual and Family Health

### *HTR – A10.5*    **Standard 36: Health and Nutrition**

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

- 36.1 Explain the functions of body systems and describe nutritional practices that promote optimum health.** (HTR – A10.5.1)
  - 36.2 Determine and compare appropriate caloric and energy needs to maintain, lose, or gain weight through the life cycle.** (HTR – A10.5.2)
  - 36.3 Evaluate and compare the advantages, disadvantages, and costs of dietary supplements, medications, procedures, and fad diets for weight control.** (HTR – A10.5.3)
  - 36.4 Analyze dietary patterns for short- and long-range health implications. (HTR – A10.5.4)
  - 36.5 Prepare a profile of symptoms to illustrate various eating disorders and relate that profile to self-abusive behavior. (HTR – A10.5.5)
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### *ECDFS – A10.17*    **Standard 37: Personal Health**

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

#### A. Personal Health

- 37.1 Define health and identify the characteristics of a healthy person.** (ECDFS – A10.17.1)
- 37.2 Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health.** (ECDFS – A 10.17.2)
- 37.3 Identify symptoms of illness and infections. (ECDFS – A10.17.3)
- 37.4 Maintain accurate personal and family health histories. (ECDFS – A10.17.4)
- 37.5 Identify family health care options for maintaining optimal health. (ECDFS – A10.17.5)

#### B. Wellness

- 37.6 Analyze self-esteem and its relationship to mental wellness through the life cycle.** (ECDFS – A10.17.6)

- 37.7 Define emotions and explain the relationship of managing emotions to maintaining physical and mental health.** (ECDFS – A10.17.7)
- 37.8 Evaluate the need for and use strategies to build self-esteem through the life cycle. (ECDFS – A10.17.8)
- 37.9 Describe and compare how positive and negative attitudes and stress affect behavior and health. (ECDFS – A10.17.9)
- 37.10 Describe stress, stress reduction techniques, and stress management and determine ways to minimize stressful situations. (ECDFS – A10.17.10)

#### C. Emergency Care and Preparedness

- 37.11 Identify health hazards in the home, school, community, and workplace.** (ECDFS – A10.17.11)
- 37.12 Demonstrate basic first-aid techniques and explain emergency procedures.** (ECDFS – A10.17.12)
- 37.13 Explain preparedness strategies for emergencies and disasters.** (ECDFS – A10.17.13)
- 37.14 Describe strategies to make the home, school and community safe for individuals. (ECDFS – A10.17.14)
- 37.15 Prepare emergency plans for families to use in various emergency situations. (ECDFS – A10.17.15)

#### D. Responsible Health Related Behaviors

- 37.16 Use the decision-making process to make responsible health choices.** (ECDFS – A10.17.16)
- 37.17 Identify high risk health behaviors and their effects on individuals and society.** (ECDFS – A10.17.17)
- 37.18 Explain types and symptoms of verbal, physical, and emotional abuse and their effects on physical and mental health.** (ECDFS – A10.17.18)
- 37.19 Compare appropriate and inappropriate ways to express emotions. (ECDFS – A10.17.19)
- 37.20 Describe various types and consequences of substance abuse. (ECDFS – A10.17.20)
- 37.21 Identify resources that provide support systems for substance abusers and abused individuals. (ECDFS – A10.17.21)

- 37.22 Define and recognize types of manipulative behavior as well as pressures exerted by peers and media and describe strategies for prevention and management. (ECDFS – A10.17.22)

#### E. Health and the Environment

- 37.23 Describe health problems related to the environment that affects individuals and families. (ECDFS – A10.17.23)
- 37.24 Assess environmental health risks and their impact on the quality of life. (ECDFS – A10.27.24)
- 37.25 Recommend actions for the prevention or correction of environmental conditions that affect individuals and families. (ECDFS – A10.27.25)
- 37.26 Review and analyze the effects of current environmental laws and regulations. (ECDFS – A10.27.26)

#### F. Community Health Resources

- 37.27 Compare and evaluate sources of information regarding health and well-being. (ECDFS – A10.17.27)
- 37.28 Identify and evaluate services and organizations that provide for emergency and health care needs. (ECDFS – A10.17.28)

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ECDFS – A10.18     **Standard 38: Communicable and Noncommunicable Infections and Diseases.**

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

- 38.1 Define communicable and noncommunicable infections and diseases.** (ECDFS – A10.18.1)
- 38.2 Identify basic procedures to care for individuals with infections and diseases.** (ECDFS – A10.18.2)
- 38.3 Describe universal health precautions and responsible behaviors for the prevention and control of common infections and diseases. (ECDFS – A10.18.3)

<b>Transferable and Employability Skills</b>
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ECDFS – A2.0, FID – A2.0, HTR – A2.0     **Standard 39: Communication**

*Acquire and use accurately industry sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment to LS 9-10, 11-12.6)*

- 39.1 **Explain how personal and interpersonal skills and group dynamics affect personal, family, and work life.** (ECDFS, FID, HTR – A2.0.1)
  - 39.2 **Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline.** (ECDFS, FID, HTR – A2.0.2)
  - 39.3 Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles. (ECDFS, FID, HTR – A2.0.3)
  - 39.4 Describe effective working relationships across age, gender, and cultural groups. (ECDFS, FID, HTR – A2.0.4)
  - 39.5 Assess and practice effective nonverbal, oral, and written communication skills appropriate for various relationships and situations. (ECDFS, FID, HTR – A2.0.5)
  - 39.6 Design and evaluate a plan to strengthen personal and interpersonal skills, including understanding the distinguishing qualities of effective leaders. (ECDFS, FID, HTR – A2.0.6)
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ECDFS – A3.0, FID – A3.0, HTR – A3.0      **Standard 40: Career Planning and Management**

*Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment to SLS 11-12.2)*

**A. Career Awareness**

- 40.1 **Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways.** (ECDFS, FID, HTR – A3.0.1)
- 40.2 Describe career pathways and strategies for obtaining employment and advancing in various pathways. (ECDFS, FID, HTR – A3.0.2)
- 40.3 Research the benefits, educational requirements, work requirements, and costs of preparing for employment in a home economics careers and technology related field including teaching in California. (ECDFS, FID, HTR – A3.0.3)
- 40.4 Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios. (ECDFS, FID, HTR – A3.0.4)

**B. Employability**

- 40.5 Define and describe employability skills and professionalism. (ECDFS, FID, HTR – A3.0.5)
- 40.6 Describe the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior. (ECDFS, FID, HTR – A3.0.6)



- 40.7 Evaluate dress, grooming, and personal hygiene appropriate for various job situations. (ECDFS, FID, HTR – A3.0.7)
  - 40.8 Analyze skills needed to work effectively and efficiently as a supervisor or employee. (ECDFS, FID, HTR – A3.0.8)
  - 40.9 Describe and practice behaviors and attitudes that contribute to success in job retention and promotion. (ECDFS, FID, HTR – A3.0.9)
  - 40.10 Define ways in which employees may have to adapt to changes in the workplace. (ECDFS, FID, HTR – A3.0.10)
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*ECDFS – A10.19, FID – A10.14, HTR – A10.13*      **Standard 41: Management of Personal, Family, and Work Responsibilities**

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

- 41.1 Describe and relate the management process to a balanced personal, family, and work life.** (ECDFS – A10.19.1, FID – A10.14.1, HTR – A10.13.1)
  - 41.2 Apply management skills, including negotiation, to home and work life.** (ECDFS – A10.19.2, FID – A10.14.2, HTR – A10.13.2)
  - 41.3 Examine various roles and expectations that influence the ability to balance personal, family, and work life.** (ECDFS – A10.19.3, FID – A10.14.3, HTR – A10.13.3)
  - 41.4 Explain ways in which technology affects personal, family, and work life and evaluate its use in managing and balancing responsibilities. (ECDFS – A10.19.4, FID – A10.14.4, HTR – A10.13.4)
  - 41.5 Apply and use the decision-making process to resolve situations with a potential for conflict and stress. (ECDFS – A10.19.5, FID – A10.14.5, HTR – A10.13.5)
  - 41.6 Analyze ways to integrate personal and family needs, values, and goals. (ECDFS – A10.19.6, FID – A10.24.6, HTR – A10.13.6)
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*ECDFS – A10.20, FID – A10.15, HTR – A10.12*      **Standard 42: Influences on Individual, Family, and Workplace Decisions**

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

- 42.1 **Explain how individual decisions may be affected by the different stages of the human life cycle.** (ECDFS – A10.20.1, FID – A10.15.1, HTR – A10.12.1)
- 42.2 **Explain how family decisions are affected and may change in each stage of the human life cycle.** (ECDFS – A10.20.2, FID – A10.15.2, HTR – A10.12.2)
- 42.3 Describe how work-related factors influence decisions at each stage of the life cycle. (ECDFS – A10.20.3, FID – A10.15.3, HTR – A10.12.3)
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ECDFS – A10.21, FID – A10.16, HTR – A10.14

**Standard 43: Transferability of  
Consumer and Family Studies  
Knowledge, Skills, and Attitudes  
to Careers**

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

- 43.1 **Explain how Consumer and Family Studies knowledge and skills can be transferred to advanced education and careers, including entrepreneurship.** (ECDFS – A10.21.1, FID – A10.16.1, HTR – A10.14.1)
- 43.2 **Describe the need and capacity for lifelong learning.** (ECDFS – A10.21.2, FID – A10.16.2, HTR – A10.14.2)

**Insert Appendix Divider**



# CCTE Anchor Standards

The eleven (11) CCTE Anchor Standards are listed below. All students need to master these to be successful in the career technical education/home economics careers and technology curriculum and in the workplace. These standards are uniform in all sectors, although the subcomponents will differ. Refer to the three (3) HECT Industry Sectors in the *California Career Technical Education Model Curriculum Standards* document for the applicable subcomponents. Anchor Standard 10 in all three (3) HECT Industry Sectors contains the standards for Consumer and Family Studies.

## **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for standard identification.

## **2.0 Communications**

Acquire, and use accurately, industry sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

## **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment to SLS 11-12.2)

## **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the industry sector workplace environment. (Direct alignment to WS 11-12.6)

## **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the industry sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment to WS 11-12.7)

## **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the industry sector workplace environment. (Direct alignment to RSTS 9-11, 11-12.4)

## **7.0 Responsibility and Flexibility**

Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the industry sector workplace environment and community settings. (Direct alignment to SLS 9-10, 11-12.1)

## **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment to SLS 11-12.1d)

## **9.0 Leadership and Teamwork**

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

**10.0 Technical Knowledge and Skills (Consumer and Family Studies)**

Apply essential technical knowledge and skills common to all pathways in the industry sector following procedures when carrying out experiments or performing technical tasks (Direct alignment to WS 11-12.6)

**11.0 Demonstration and Application**

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

## GLOSSARY OF TERMS

Listed below are terms that are commonly used in Home Economics Careers and Technology Education in California.

Comprehensive Core	This is the title for the Consumer and Family Studies (CFS) introductory course that is the first in a coherent sequence of courses. The course includes instruction in all seven of the CFS content areas. Instruction should emphasize the content area directly related to the career pathway(s) offered at the site.
CFS	This is the acronym for Consumer and Family Studies.
capstone course	This is the last course in a coherent sequence of courses. For Home Economics Careers and Technology Education (HECT), this would be a Home Economics Related Occupations (HERO) Career Pathway course in an occupational or career field.
career pathway	A coherent sequence of courses that allows students to apply academics and develop technical knowledge and skills in a specific curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.
concentration course	This is the second of a coherent sequence of courses. For HECT, this would be a Consumer and Family Studies course. The course provides advanced instruction in a specific content area that would lead to a capstone course.
content area(s)	This is a term used to identify the one or more of the seven instructional areas within Consumer and Family Studies (CFS). The seven content areas include: child development and guidance; consumer education; family and human development; fashion, textiles and apparel; food and nutrition; individual and family health; and housing and furnishings.
anchor standards	The standards all students need to achieve in order to master workplace competencies both in the career technical education/ home economics careers and technology curriculum and in the workplace.
FHA-HERO	The career technical student organization (CTSO) for students enrolled in Home Economics Careers and Technology Education programs. The purpose of this organization is to assist students in developing leadership, citizenship and career skills for personal and work life.

HECT	This is the acronym for Home Economics Careers and Technology Education. HECT is the umbrella term used in California and includes both Consumer and Family Studies and Home Economics Related Occupations. This name is based upon California state legislation.
HERO	This is the acronym for Home Economics Related Occupations.
industry sector	A grouping of interrelated occupations and broad industries based on commonalities.
Introductory course	This is the first of in a coherent sequence of courses, and would be an introduction to Home Economics Careers and Technology Education (HECT). For HECT, this would be a Consumer and Family Studies course and referred to as the Comprehensive Core.
pathway standards	Concise statements that reflect the essential knowledge, skills, and attitudes students are expected to master. Each career pathway includes three to twelve standards, with two to six subcomponents per standard.
secondary level	A term that describes students' second level of education; elementary is the first level. Although the secondary level of education is commonly associated with high school, it may cover grades seven through twelve.
sequence of courses	In Home Economics Careers and Technology Education there are four levels of courses that may comprise a sequence: exploratory (grades 6-8); introductory (grades 9-10); concentration (grades 10-12) and capstone (grades 11-12 and ROCP). At the high school level, a sequence would be comprised of an introductory, concentration and capstone course.
standards	General expectations of what students should know, understand, and be able to do.
standards detail	The specific knowledge and skills encompassed by the Consumer and Family Studies standards. These statements are listed below each CFS standard and describe the knowledge and skills expected of the students as they move toward the mastery of the CFS standard. The standards details for each CFS standard are shown either in bold face or regular font. The standards detail shown in bold face should be addressed in the Comprehensive Core courses. Instruction in the CFS Comprehensive Core must address all of the standards details that are shown in bold face font. Instruction in the concentration courses address all of the



standards detail in regular font type, and may also include some of the standards detail in bold face type for review and reinforcement.

subcomponents

The specific knowledge and skills encompassed by the foundation and career pathway standards in each industry sector. These statements are listed below the standard and describe the knowledge and skills expected of students as they move toward mastery of the career technical education standard.

