

# **FAMILY AND CONSUMER SCIENCE FRAMEWORK**

**Ninth Draft**

**July 25, 2005**

**For Review and Comment**

**Connecticut State Department of Education  
Bureau of Early Childhood, Career  
and Adult Education**

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## **FAMILY AND CONSUMER SCIENCES EDUCATION PREFACE**

Family and Consumer Sciences is an educational discipline based on the family and on the relationship between work and the family. The mission of the family and consumer sciences education program is to empower people to effectively manage emerging life issues by applying skills, analyzing options, and strengthening interpersonal competencies through an interrelated curriculum. Participation in the program enables students to develop skills to manage their own personal, family, and careers lives, and develop insights into the interaction within families and the relationship of work and family. Family and consumer sciences education applies academic learning to hands-on application and should be an integral part of the education to adulthood.

Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well being of individuals and families across the life span;
- Becoming responsible citizens and leaders in family, community, and work settings;
- Promoting optimal nutrition and wellness across the life span;
- Managing resources to meet the material needs of individuals and families;
- Balancing personal, home, family, and work lives;
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments;
- Successful life management, employment, and career development;
- Functioning effectively as providers and consumers of goods and services; and
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

The K-12 framework addresses the following 12 content standards, which are based upon the Family and Consumer Sciences National Standards:

1. Career, Community, and Family Connections
2. Consumer Science and Family Resource Management
3. Interpersonal Relationships
4. Leadership
5. Individual and Family Development
6. Education and Family-Community Services
7. Nutrition and Wellness
8. Hospitality, Food Science, Dietetics, Food Production and Services
9. Child Development and Parenting Education
10. Early Childhood Education and Childcare Services
11. Textiles and Design Textile, Apparel, Housing, Interiors, and Related Careers
12. Family and Consumer Sciences is taught at the elementary, middle, and secondary level in Connecticut.

The framework is organized by grade levels: K-4, 5-8, and 9-12 and is intended to serve as a guideline for school districts in developing curriculum for family and consumer sciences programs.

## CONTENT STANDARDS

***By the end of the 12th grade, develop the skills to manage their personal lives and balance work and family***

Career, Community, and Family Connections	Understand the interaction of multiple life roles with the responsibilities of family, work, and community.
Consumer Science and Family Resource Management	Evaluate management practices related to human, economic, and environmental resources.
Interpersonal Relationships	Demonstrate respectful and caring relationships in the family, school, workplace, and community.
Leadership	Develop leadership skills, which impact individuals, families, communities, and organizations.
Individual and Family Development	Examine the impact of society on individuals and families across the life span.
Education and Family-Community Services	Demonstrate the integration of knowledge, skills, and practices required for careers in education and family-community services.
Nutrition and Wellness	Demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.
Hospitality, Food Science, Dietetics, Food Production and Services	Demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.
Child Development and Parenting Education	Analyze child growth and development and evaluate the impact of parenting roles and responsibilities on individuals and families.
Early Childhood Education and Childcare Services	Demonstrate the integration of knowledge, skills, and practices required for careers in early childhood, education, and services.
Textiles and Design	Analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.
Textile, Apparel, Housing, Interiors, and Related Careers	Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

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**Content Standard 1: Career, Community and Family Connections**

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**1.0 Understand the interaction of multiple life roles with the responsibilities of family, work, and community.**

How does the interaction of multiple life roles impact personal responsibilities toward family, work and community?

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**K-12 PERFORMANCE STANDARDS**

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 1.1 Describe the roles visiting community members have in families and the workplace; and</li> <li>• 1.2 Identify interests in a variety of future life roles.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3 Identify different roles individuals play in families, careers, and communities; and</li> <li>• 1.4 Engage in activities requiring teamwork;</li> <li>• 1.5 Identify employability skills;</li> <li>• 1.6 Apply skills through community outreach projects and activities; and</li> <li>• 1.7 Explore the impact technology has on careers, community and family.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.8 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities;</li> <li>• 1.9 Apply standard employability skills in community and workplace settings; and</li> <li>• 1.10 Evaluate the benefits of individual and family participation in community activities;</li> <li>• 1.11 Develop and apply content specific service learning projects and activities; and</li> <li>• 1.12 Utilize technological advances as it applies to family, work and community.</li> </ul>

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## Content Standard 2: Consumer Science and Family Resource Management

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

How do we effectively utilize human, economic and environmental resources in our daily lives?

<b>K-12 PERFORMANCE STANDARDS</b>		
Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 2.1 Identify individual, family, and community resources;</li> <li>• 2.2 Explore the relationship of the environment to family and consumer resources;</li> <li>• 2.3 Identify technology used by individuals and families;</li> <li>• 2.4 Identify saving and spending;</li> <li>• 2.5 List steps to become a responsible, satisfied consumer;</li> <li>• 2.6 Identify the use and reuse of materials within the family and school;</li> <li>• 2.7 List consumer products; and</li> <li>• 2.8 Identify jobs in consumer service industries.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.9 Evaluate individual, family, and community resources;</li> <li>• 2.10 Evaluate the relationship of the environment to family and consumer resources;</li> <li>• 2.11 Describe the impact of technology on individuals and families;</li> <li>• 2.12 Identify financial goals and the means to achieve individual and family financial goals through a financial management plan;</li> <li>• 2.13 Demonstrate principles of “Let the Buyer Beware” and redress of grievances;</li> <li>• 2.14 Identify the use and reuse of materials within the family, school, and community;</li> <li>• 2.15 Demonstrate skills needed for product testing and comparison; and</li> <li>• 2.16 Identify career paths in consumer service industries.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.17 Demonstrate an understanding of management processes of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation;</li> <li>• 2.18 Analyze the relationship of the environment to family and consumer resources;</li> <li>• 2.19 Identify policies that support consumer rights and responsibilities;</li> <li>• 2.20 Utilize technology for individual and family resources;</li> <li>• 2.21 Describe interrelationships between the economic system and consumer actions;</li> <li>• 2.22 Demonstrate management of financial resources to meet the goals of individuals and families across the life span;</li> <li>• 2.23 Identify factors that impact consumer advocacy;</li> <li>• 2.24 Analyze factors in developing a long-term financial management plan;</li> <li>• 2.25 Analyze consumer and institutional resource consumption for conservation and waste management practices;</li> <li>• 2.26 Demonstrate skills needed for product development, testing, and presentation; and</li> <li>• 2.27 Investigate career paths in consumer service industries.</li> </ul>



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## Content Standard 3: Interpersonal Relationships

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

What traits that contribute to positive and caring relationships are necessary to develop?

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#### K-12 PERFORMANCE STANDARDS

Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 3.1 Understand relationships in the family;</li> <li>• 3.2 Identify the characteristics of a friend;</li> <li>• 3.3 Discuss healthy ways to get along with family members;</li> <li>• 3.4 Identify consequences of behavior;</li> <li>• 3.5 Identify feelings, both positive and negative;</li> <li>• 3.6 Identify bullying behavior and practice methods to reduce hurtful behavior; and</li> <li>• 3.7 Demonstrate teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• 3.8 Describe their roles within their family, school, and community;</li> <li>• 3.9 Identify characteristics required to form positive relationships;</li> <li>• 3.10 Demonstrate positive methods of communicating with peers and adults;</li> <li>• 3.11 Identify safe methods of handling conflict within their school, family, and community; and</li> <li>• 3.12 Demonstrate teamwork and leadership skills in school and the community;</li> <li>• 3.13 Identify positive coping skills to deal with difficult situations;</li> <li>• 3.14 Practice methods to reduce abusive behavior; and</li> <li>• 3.15 Evaluate consequences of personal behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• 3.16 Differentiate functions and expectations of various types of relationships;</li> <li>• 3.17 Compare personal needs and characteristics and their impact on interpersonal relationships;</li> <li>• 3.18 Demonstrate communication skills that contribute to positive relationships;</li> <li>• 3.19 Choose positive coping strategies to deal with difficult situations;</li> <li>• 3.20 Choose effective conflict prevention and management techniques;</li> <li>• 3.21 Assess the consequences of personal behavior; and</li> <li>• 3.22 Apply teamwork and leadership skills in the family, workplace, and community.</li> </ul>

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**Content Standard 4: Leadership**

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**4.0 Develop leadership skills, which impact individuals, families, communities, and organizations.**

What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

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**K-12 PERFORMANCE STANDARDS**

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>● 4.1 Define leadership and leadership styles.</li> </ul>	<ul style="list-style-type: none"> <li>● 4.2 Describe the various kinds of leadership behaviors; and</li> <li>● 4.3 Demonstrate the understanding of concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).</li> </ul>	<ul style="list-style-type: none"> <li>● 4.4 Apply leadership skills as they affect individuals, organizations, and systems in relationship to individual, family, community, and career development; and</li> <li>● 4.5 Integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).</li> </ul>

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## Content Standard 5: Individual and Family Development

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### 5.0 Examine the impact of society on individuals and families across the life span.

How does society impact the well being of individuals over time?

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#### K-12 PERFORMANCE STANDARDS

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 5.1 Determine the differences between themselves and other members of their family at different stages of the lifespan;</li> <li>• 5.2 Describe a family; and</li> <li>• 5.3 Describe similarities and differences between individuals, families and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• 5.4 Identify the stages of the individual and family life span;</li> <li>• 5.5 Identify conditions that influence human growth and development;</li> <li>• 5.6 Identify strategies that promote growth and development across the life span;</li> <li>• 5.7 Describe the relationship between individuals and families and families and communities; and</li> <li>• 5.8 Illustrate knowledge of differences among individuals, families and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• 5.9 Analyze principles of human growth and development across the life span;</li> <li>• 5.10 Evaluate conditions that influence human growth and development;</li> <li>• 5.11 Assess strategies that promote growth and development across the life span;</li> <li>• 5.12 Analyze the impact of family as a system on individuals and society; and</li> <li>• 5.13 Illustrate knowledge of diverse perspectives, needs, and characteristics of individuals, families and cultures.</li> </ul>

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**Content Standard 6: Education and Family and Community Services**

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**6.0 Demonstrate the integration of knowledge, skills, and practices required for careers in education and family-community services.**

What components are essential for careers in education and family-community services?

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**K-12 PERFORMANCE STANDARDS**

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 6.1 Identify career paths within education and family and community services.</li> </ul>	<ul style="list-style-type: none"> <li>• 6.2 Identify careers that relate to individuals and families and the educational requirements to achieve them; and</li> <li>• 6.3 Identify conditions affecting individuals and families with a variety of disadvantaged conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• 6.4 Investigate career paths within education and family and community services;</li> <li>• 6.5 Analyze factors related to obtaining education and family and community services;</li> <li>• 6.6 Demonstrate professional behaviors, skills, and knowledge in providing education, family and community services;</li> <li>• 6.7 Evaluate conditions affecting individuals and families with a variety of disadvantaged conditions; and</li> <li>• 6.8 Identify services and education for individuals and families with a variety of disadvantaging conditions.</li> </ul>

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**Content Standard 7: Nutrition and Wellness**

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**7.0 Demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.**

How does nutrition and wellness influence the quality of life?

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**K-12 PERFORMANCE STANDARDS**

Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 7.1 Discuss how U.S. dietary guidelines influence nutrition and wellness;</li> <li>• 7.2 Identify nutritious food choices;</li> <li>• 7.3 Name nutritionally linked diseases and disorders;</li> <li>• 7.4 Plan, select, and prepare simple snacks based on U.S. dietary guidelines;</li> <li>• 7.5 Identify safety and sanitation practices in food preparation; and</li> <li>• 7.6 List correct methods to prepare foods.</li> </ul>	<ul style="list-style-type: none"> <li>• 7.7 Examine factors that influence nutrition and wellness practices for adolescents;</li> <li>• 7.8 Determine individual nutritional needs based on U.S. dietary guidelines;</li> <li>• 7.9 Investigate nutritionally linked diseases and disorders;</li> <li>• 7.10 Plan and prepare food based on U.S. dietary guidelines;</li> <li>• 7.11 Practice safe and sanitary methods to prepare foods;</li> <li>• 7.12 Explore the relationship between food and culture;</li> <li>• 7.13 Utilize technology in nutritional food preparation and nutrition analysis; and</li> <li>• 7.14 Examine today's science and technology influences on the food industry.</li> </ul>	<ul style="list-style-type: none"> <li>• 7.15 Analyze factors that influence nutrition and wellness practices across the lifespan;</li> <li>• 7.16 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span;</li> <li>• 7.17 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span;</li> <li>• 7.18 Evaluate factors that influence nutritionally linked diseases and disorders;</li> <li>• 7.19 Evaluate factors that affect food safety, from production through consumption;</li> <li>• 7.20 Demonstrate safety and sanitation practices in food preparation;</li> <li>• 7.21 Prepare a variety of food products that meet the needs of individual lifestyles and cultures;</li> <li>• 7.22 Demonstrate the use of technology in food preparation and nutrition analysis; and</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• 7.23 Evaluate the impact of science and technology on food composition, safety, and other issues.</li></ul> |
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**Content Standard 8: Hospitality, Food Science, Dietetics, Food Production and Services**

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**8.0 Demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.**

What knowledge, skills and practices are required to achieve career success in the hospitality industry?

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**K-12 PERFORMANCE STANDARDS**

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 8.1 Discuss food related careers;</li> <li>• 8.2 Identify safety, sanitary and environment concerns that effect food preparation;</li> <li>• 8.3 Practice correct safety and sanitary methods used to prepare food;</li> <li>• 8.4 Practice correct selection and use of equipment;</li> <li>• 8.5 Discuss the importance of a menu;</li> <li>• 8.6 Discuss how an effective team achieves success; and</li> <li>• 8.7 Discuss reasons for food selection.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.8 Identify employment opportunities in food related careers;</li> <li>• 8.9 Practice correct safety, sanitary and environmental practices used in food preparation;</li> <li>• 8.10 Select and use equipment correctly in food preparation;</li> <li>• 8.11 Discuss menu planning to meet individual and family needs;</li> <li>• 8.12 Identify successful team strategies to achieve success in the kitchen;</li> <li>• 8.13 Evaluate current marketing techniques for food products;</li> <li>• 8.14 Demonstrate techniques for marketing a food product or food related concept using current technology; and</li> <li>• 8.15 Identify career opportunities in the fields of hospitality, travel, and tourism.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.16 Analyze career paths within the hospitality, food production and services, food science, dietetics, and nutrition industries;</li> <li>• 8.17 Demonstrate facility procedures applied to safety, security, and environmental issues;</li> <li>• 8.18 Apply customer service strategies to meet client expectations;</li> <li>• 8.19 Integrate knowledge, skills, and practices required for careers in food production and services;</li> <li>• 8.20 Demonstrate food safety and sanitation procedures;</li> <li>• 8.21 Demonstrate selecting, using, and maintaining food production equipment;</li> <li>• 8.22 Demonstrate menu planning based on standardized recipes to meet customer needs;</li> <li>• 8.23 Demonstrate commercial preparation for all menu categories to produce a variety of food products;</li> <li>• 8.24 Demonstrate implementation of food service management functions utilizing management principles and practices;</li> </ul>

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**K-12 PERFORMANCE STANDARDS, continued**

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
		<ul style="list-style-type: none"><li>• 8.25 Apply team strategies to achieve success in the kitchen;</li><li>• 8.26 Demonstrate the concept of internal and external customer service;</li><li>• 8.27 Use technologically advanced equipment.</li><li>• 8.28 Demonstrate techniques for marketing a food product or food related concept using current technology; and</li><li>• 8.29 Assess career opportunities in the fields of hospitality, travel, and tourism.</li></ul>



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**Content Standard 9: Child Development and Parenting Education**

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**9.0 Analyze child growth and development and evaluate the impact of parenting roles and responsibilities on individuals and families.**

What factors impact and enhance the developmental needs and interests of children?

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**K-12 PERFORMANCE STANDARDS**

Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 9.1 List roles of parents and caregivers;</li> <li>• 9.2 List the responsibilities of parenting; and</li> <li>• 9.3 Identify helpers in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• 9.4 Identify stages of child development;</li> <li>• 9.5 Discuss the impact of heredity and environment on human development;</li> <li>• 9.6 Identify responsibilities of parents and caregivers through the use of designated medium; and</li> <li>• 9.7 Identify resources of community support agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• 9.8 Analyze principles of human growth and development during childhood;</li> <li>• 9.9 Assess conditions that influence human growth and development during childhood;</li> <li>• 9.10 Identify strengths that promote growth and development during childhood;</li> <li>• 9.11 Investigate the roles and responsibilities of parents and caregivers;</li> <li>• 9.12 Evaluate parenting practices that promote human growth and development;</li> <li>• 9.13 Identify external support systems that provide services for parents and caregivers; and</li> <li>• 9.14 Analyze physical and emotional factors related to the parenting process.</li> </ul>

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**Content Standard 10: Early Childhood, Education, and Child Care Service**

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**10.0 Demonstrate the integration of knowledge, skills, and practices required for careers in early childhood, education, and services.**

What are the employability skills necessary for a child oriented career?

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**K-12 PERFORMANCE STANDARDS**

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 10.1 Develop awareness of community members who help children;</li> <li>• 10.2 List toys and games of interest to children; and</li> <li>• 10.3 Discuss toy safety and proper use.</li> </ul>	<ul style="list-style-type: none"> <li>• 10.4 List careers related to working with children;</li> <li>• 10.5 Create developmentally appropriate games and activities for young children;</li> <li>• 10.6 Identify safety rules when working with children; and</li> <li>• 10.7 List techniques for positive relationships with children.</li> </ul>	<ul style="list-style-type: none"> <li>• 10.8 Analyze career paths within early childhood, education, and childcare services;</li> <li>• 10.9 Analyze developmentally appropriate practices to plan for early childhood, education, and child-care services;</li> <li>• 10.10 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests;</li> <li>• 10.11 Implement a safe and healthy learning environment for children;</li> <li>• 10.12 Demonstrate techniques for positive interactions with children; and</li> <li>• 10.13 Apply professional practices and standards related to working with children.</li> </ul>

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## Content Standard 11: Textiles and Design

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### 11.0 Analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.

How do consumers utilize the principles of design to make informed textile decisions?

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#### K-12 PERFORMANCE STANDARDS

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Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 11.1 Identify colors, lines, shapes, forms, and textures; and</li> <li>• 11.2 Develop fine motor skills necessary for manipulating and creating design objects.</li> </ul>	<ul style="list-style-type: none"> <li>• 11.3 Evaluate fiber and textiles materials;</li> <li>• 11.4 Demonstrate apparel and textiles design skills;</li> <li>• 11.5 Demonstrate skills needed to produce or repair textile products and apparel;</li> <li>• 11.6 Investigate technological advanced equipment;</li> <li>• 11.7 Use technology in apparel and textile design; and</li> <li>• 11.8 Analyze career paths within textile and design industries.</li> </ul>	<ul style="list-style-type: none"> <li>• 11.9 Evaluate fiber and textiles materials;</li> <li>• 11.10 Become exposed to fashion history and elements of design;</li> <li>• 11.11 Demonstrate apparel and textiles design skills;</li> <li>• 11.12 Evaluate design decision in relation to available resources and options;</li> <li>• 11.13 Demonstrate skills needed to produce, alter, or repair textiles products and apparel;</li> <li>• 11.14 Demonstrate design ideas through visual presentation;</li> <li>• 11.15 Use technologically advanced equipment; and</li> <li>• 11.16 Analyze career paths within textile and design industries.</li> </ul>

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## Content Standard 12: Textiles, Apparel, Housing, Interiors and Related Careers

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### 12.0 Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

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#### K-12 PERFORMANCE STANDARDS

Educational experiences in <b>Grade K-4</b> will assure that students:	Educational experiences in <b>Grade 5-8</b> will assure that students:	Educational experiences in <b>Grade 9-12</b> will assure that students:
<ul style="list-style-type: none"> <li>• 12.1 Evaluate the components of customer service</li> <li>• 12.2 Identify living, working and community environments;</li> <li>• 12.3 Name a variety of living and working environments and interior furnishings; and</li> <li>• 12.4 Draw a living environment for their family.</li> </ul>	<ul style="list-style-type: none"> <li>• 12.5 Evaluate the components of customer service;</li> <li>• 12.6 Demonstrate general operational procedures required for business profitability and career success;</li> <li>• 12.7 Be able to identify room modifications for individuals requiring specific design needs;</li> <li>• 12.8 Demonstrate an ability to draw/design basic floor plan;</li> <li>• 12.9 Identify changes in furniture and architecture over time;</li> <li>• 12.10 Describe the needs, goals, and resources in creating interior and furnishings design plans for their family; and</li> <li>• 12.11 Demonstrate basic procedures for business profitability and career success.</li> </ul>	<ul style="list-style-type: none"> <li>• 12.12 Evaluate elements of textiles and apparel merchandising;</li> <li>• 12.13 Evaluate the components of customer service;</li> <li>• 12.14 Become exposed to technology used to produce textile, apparel, and furnishings;</li> <li>• 12.15 Demonstrate general operational procedures required for business profitability and career success;</li> <li>• 12.16 Evaluate the use of housing and interior furnishings and products in meeting specific design needs;</li> <li>• 12.17 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry;</li> <li>• 12.18 Analyze influences on architectural and furniture design and development;</li> <li>• 12.19 Evaluate client's needs, goals, and resources in creating design plans for housing, commercial and residential interiors, and furnishings; and</li> <li>• 12.20 Demonstrate general procedures for business profitability and career success.</li> </ul>

