



# **Indiana Content Standards for Educators**

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## **CAREER AND TECHNICAL EDUCATION—FAMILY AND CONSUMER SCIENCES**

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Family and consumer sciences teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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## **Career and Technical Education—Family and Consumer Sciences Educator Standards**

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

Family and consumer sciences teachers have a broad and comprehensive understanding of family, community, and work interrelationships; investigating career paths; examining family and consumer sciences careers; and applying career decision-making and transitioning processes.

### **Standard 2: Family and Interpersonal Relationships**

Family and consumer sciences teachers have a broad and comprehensive understanding of family and interpersonal relationships and the connections between individuals, families, and communities.

### **Standard 3: Human Development and Parenting**

Family and consumer sciences teachers have a broad and comprehensive understanding of human development across the life span in contexts such as parenting, caregiving, and the workplace.

### **Standard 4: Education and Early Childhood**

Family and consumer sciences teachers have a broad and comprehensive understanding of the skills and knowledge associated with education, early childhood, and other education- and child-related careers.

### **Standard 5: Resource Management and Consumer Economics**

Family and consumer sciences teachers have a broad and comprehensive understanding of resource management and consumer economics.

### **Standard 6: Personal and Family Financial Literacy**

Family and consumer sciences teachers have a broad and comprehensive understanding of personal and family financial literacy.

### **Standard 7: Food Science, Food Production, Food Safety, and Culinary Arts**

Family and consumer sciences teachers have a broad and comprehensive understanding of food science, food production, food safety, and culinary arts.

### **Standard 8: Wellness, Nutrition, and Nutrition Science**

Family and consumer sciences teachers have a broad and comprehensive understanding of wellness, nutrition, and nutrition science.

### **Standard 9: Fashion, Textiles, and Apparel**

Family and consumer sciences teachers have a broad and comprehensive understanding of fashion, textiles, and apparel.

### **Standard 10: Housing, Interiors, and Furnishings**

Family and consumer sciences teachers have a broad and comprehensive understanding of housing, interiors, and furnishings.

### **Standard 11: Foundations of Family and Consumer Sciences Education**

Family and consumer sciences teachers have a broad and comprehensive understanding of FACS process areas, practical reasoning, and core knowledge and skills for family and consumer sciences.

### **Standard 12: Family and Consumer Sciences Instruction and Assessment**

Family and consumer sciences teachers have a broad and comprehensive understanding of instruction and assessment in career and technical education and family and consumer sciences.

## **Career and Technical Education—Family and Consumer Sciences Educator Standards**

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

**Family and consumer sciences teachers have a broad and comprehensive understanding of family, community, and work interrelationships; investigating career paths; examining family and consumer sciences careers; and applying career decision-making and transitioning processes, including:**

- 1.1** the interrelatedness of roles and responsibilities within and among family, career, community, and global settings
- 1.2** the use of reasoning, problem-solving, and decision-making processes to accomplish individual and group tasks and to fulfill personal, family, school, career, and community responsibilities
- 1.3** the integration of the key process areas of thinking, communication, leadership, and management processes to address family, community, and workplace issues
- 1.4** strategies for promoting students' employability skills, transferable knowledge, personal characteristics, and abilities required for future success in the workplace and in family and consumer sciences careers
- 1.5** types and characteristics of career opportunities and sources of information about careers, education, experience, skills, and other requirements needed for various family and consumer sciences-related careers, including careers in adult and elder care; culinary arts; education; food and nutrition science; fashion and textiles; finance; consumer services; hotel, hospitality, tourism, and recreation; housing and interior design; human and family services; and residential and commercial facilities management
- 1.6** strategies and techniques for helping students define personal goals, create personal life plans, analyze career pathways, and carry out self-assessment and career planning and for encouraging students to be lifelong learners
- 1.7** strategies and techniques for locating open career positions, creating an effective résumé, and completing successful interviews

### **Standard 2: Family and Interpersonal Relationships**

**Family and consumer sciences teachers have a broad and comprehensive understanding of family and interpersonal relationships and the connections between individuals, families, and communities, including:**

- 2.1** historical and contemporary perspectives on the family and characteristics of various types of family structures
- 2.2** public policies and social, cultural, technological, and economic factors that affect families
- 2.3** resources, skills, and strategies to help families improve and maintain healthy relationships and manage and respond to change, conflict, and crisis
- 2.4** functions and expectations of interpersonal, family, community, workplace, and professional relationships and factors that affect these relationships
- 2.5** characteristics of healthy interpersonal, family, community, and professional relationships
- 2.6** characteristics and components of effective interpersonal communication, including verbal and nonverbal behaviors and attitudes, listening and feedback techniques, applications of technology, and conflict prevention and management strategies
- 2.7** the integration of the key process areas of thinking, communication, leadership, and management processes to address family and interpersonal relationships
- 2.8** the influence of diverse perspectives, needs, and characteristics on individuals, families, and relationships; and communication approaches that reflect ethical principles and sensitivity to the diverse perspectives and needs of others

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### Standard 3: Human Development and Parenting

**Family and consumer sciences teachers have a broad and comprehensive understanding of human development across the life span in contexts such as parenting, caregiving, and the workplace, including:**

- 3.1** the stages, characteristics, and interrelationships of physical, social, emotional, moral, and cognitive development from infancy through adulthood
- 3.2** developmental theories and ways of monitoring growth and development
- 3.3** physical, psychological, hereditary, and environmental factors that affect human growth and development
- 3.4** the influence of governmental, economic, technological, geographic, cultural, and social factors on human growth and development
- 3.5** the development of an individual's self-esteem, self-image, leadership skills, and personal responsibility and how they affect family, community, and workplace interactions
- 3.6** factors that affect decisions about becoming a parent and developmentally appropriate strategies and parenting practices for promoting human growth and development across the life span
- 3.7** physical, emotional, and environmental factors; biological processes; and disadvantaging conditions related to prenatal development, birth, and child development
- 3.8** the rights, roles, and responsibilities of parenting and caregiving across the life span
- 3.9** cultural, societal, and environmental factors and disadvantaging conditions that affect parenting
- 3.10** the integration of the key process areas of thinking, communication, leadership, and management processes to address human development and parenting issues and situations
- 3.11** laws, regulations, professional and ethical standards, and policies related to caregiving

## **Career and Technical Education—Family and Consumer Sciences Educator Standards**

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### **Standard 4: Education and Early Childhood**

**Family and consumer sciences teachers have a broad and comprehensive understanding of the skills and knowledge associated with education, early childhood, and other education- and child-related careers, including:**

- 4.1** existing and emerging research and theories related to child growth and development and their implications for educational and child-care practices
- 4.2** principles and strategies for planning, conducting, and assessing the effectiveness of developmentally appropriate learning experiences that enhance the growth and development of children from infancy to school age
- 4.3** the components and integration of a curriculum that address a child's language abilities, learning styles, home experiences, cultural values, and any special needs
- 4.4** approaches and techniques for helping children use nonviolent, proactive strategies to prevent and manage conflicts
- 4.5** principles and procedures for establishing and maintaining a safe and healthy learning environment for children
- 4.6** professional practices and standards related to working with children and their families and techniques for promoting positive collaborative relationships with children and their families
- 4.7** the integration of the key process areas of thinking, communication, leadership, and management processes to address educational and early childhood issues and situations
- 4.8** roles, functions, knowledge, skills, attitudes, educational preparation, and employment and entrepreneurial opportunities associated with early childhood education and other education- and child-related careers

### **Standard 5: Resource Management and Consumer Economics**

**Family and consumer sciences teachers have a broad and comprehensive understanding of resource management and consumer economics, including:**

- 5.1** processes and strategies for selecting, adjusting, adapting, and managing individual and family resources, including time, money, energy, and other human resources, to meet wants, needs, and goals
- 5.2** influences of advertising, marketing, technology, public policies, economic conditions, and other factors on purchasing and resource management decisions
- 5.3** the role of federal and state agencies and legislation in protecting consumers
- 5.4** basic concepts of consumer economics such as supply and demand, scarcity, labor productivity, market structure, trade, and economic stabilization
- 5.5** principles and practices for responsible resource consumption and for conserving, reusing, and recycling natural resources
- 5.6** the integration of the key process areas of thinking, communication, leadership, and management processes to address resource management and consumer economics issues
- 5.7** environmental issues and trends and the relationship between individual and family resource management decisions and the environment

## Career and Technical Education—Family and Consumer Sciences Educator Standards

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### Standard 6: Personal and Family Financial Literacy

**Family and consumer sciences teachers have a broad and comprehensive understanding of personal and family financial literacy, including:**

- 6.1** strategies for collecting and analyzing financial information and applying this information in systematic decision making about individual and family finances
- 6.2** the integration of the key process areas of thinking, communication, leadership, and management processes to address personal and family financial literacy
- 6.3** effects of education, income, skills, life and career choices, and economic factors on personal income and the achievement of personal and family financial goals
- 6.4** strategies and skills for personal and family financial planning, money management, budgeting, and creating and maintaining financial records across the life span
- 6.5** rights and responsibilities of consumers and the use of rational decision-making skills when purchasing goods and services
- 6.6** types of financial services offered by banks and other financial institutions; characteristics, advantages, and disadvantages of various types of credit; and strategies for managing credit and debt
- 6.7** strategies for assessing, analyzing, and managing risk and for controlling personal information; and characteristics, advantages, and disadvantages of various types of insurance through the life cycle
- 6.8** strategies for estate planning, saving, and investing; and characteristics, advantages, and disadvantages of various investment and retirement options
- 6.9** tax terminology, types of taxes, and skills for calculating taxes and completing tax forms in the United States
- 6.10** roles, functions, knowledge, skills, attitudes, educational preparation, and employment and entrepreneurial opportunities associated with careers in personal and family finance

## Career and Technical Education—Family and Consumer Sciences Educator Standards

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### **Standard 7: Food Science, Food Production, Food Safety, and Culinary Arts**

**Family and consumer sciences teachers have a broad and comprehensive understanding of food science, food production, food safety, and culinary arts, including:**

- 7.1** processes involved in food production, developments in food packaging and product development, and applications and advances in food production technology
- 7.2** potential safety hazards in food service and culinary arts settings, principles of injury and accident prevention, and procedures for basic first aid
- 7.3** procedures and criteria for food selection and storage; food safety regulations and systems; and the role of local, state, and federal agencies in maintaining food safety
- 7.4** the selection, care, and use of food preparation equipment and technology, including commercial equipment
- 7.5** principles, techniques, terminology, and processes used in food preparation, food handling and distribution, and food preservation
- 7.6** sources of food contamination and methods and procedures for preventing food contamination and food-borne illness and disease
- 7.7** general principles and concepts of food chemistry, biology, and physics, such as the chemical properties of foods, effects of heat and temperature, water content in food, and the role of pH in food preparation and preservation
- 7.8** types of information required on food labels and packaging
- 7.9** principles, techniques, and processes associated with quantity meal planning and cooking
- 7.10** concepts, principles, practices, and standards associated with customer service, customer and employee relations, and business management in the food service industry
- 7.11** roles, functions, knowledge, skills, attitudes, educational preparation, and employment and entrepreneurial opportunities associated with careers in the food service and culinary arts industries
- 7.12** the integration of the key process areas of thinking, communication, leadership, and management processes to address food science, food production, food safety, and culinary arts

## Career and Technical Education—Family and Consumer Sciences Educator Standards

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### Standard 8: Wellness, Nutrition, and Nutrition Science

**Family and consumer sciences teachers have a broad and comprehensive understanding of wellness, nutrition, and nutrition science, including:**

- 8.1** functions, sources, and roles of nutrients and microcomponents, including simple and complex carbohydrates, lipids, proteins, enzymes, vitamins, minerals, phytochemicals, food analogs, and food additives; and the role of energy in metabolism and digestion
- 8.2** physical, psychological, social, cultural, and environmental influences on food preferences and ways in which health, fitness, and performance are influenced by nutrition and dietary practices
- 8.3** menu planning and nutritional information resources such as the U.S. Department of Agriculture's MyPyramid and dietary guidelines
- 8.4** analysis and interpretation of nutritional information presented in a variety of formats, including food labels, diet plans, and nutrition science data
- 8.5** nutritional needs, concerns, and requirements for various age and fitness levels, lifestyles, health conditions, purposes, and special needs
- 8.6** the role of physical activity and fitness in maintaining individual and family wellness; and principles and techniques for preventing and managing stress, illness, and disease
- 8.7** the use of nutrition science and nutrition principles, research, and data to achieve, improve, and maintain individual and family health and wellness
- 8.8** roles, functions, knowledge, skills, attitudes, educational preparation, and employment and entrepreneurial opportunities associated with careers related to wellness, nutrition, nutrition science, and dietetics
- 8.9** the integration of the key process areas of thinking, communication, leadership, and management processes to address wellness, nutrition, and nutrition science

## Career and Technical Education—Family and Consumer Sciences Educator Standards

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### Standard 9: Fashion, Textiles, and Apparel

**Family and consumer sciences teachers have a broad and comprehensive understanding of fashion, textiles, and apparel, including:**

- 9.1** laws, regulations, public policies, and safety and industry standards related to fashion, textiles, and apparel
- 9.2** characteristics of textile fibers, fabrics, and finishes and their application for a variety of purposes
- 9.3** concepts and principles of textile science and technology and their application to the creation and selection of textile and apparel products
- 9.4** internal and external factors that influence fashion, textile, and apparel choices; and the use of sound decision-making skills in selecting, purchasing, creating, and maintaining textiles and apparel
- 9.5** elements and principles of color theory and design as applied to fashion, textiles, and wardrobe planning and selection
- 9.6** techniques, equipment, tools, supplies, cost-analysis principles, and basic processes for construction, manufacturing, alteration, repair, and maintenance of textile products and apparel
- 9.7** factors affecting the quality of apparel and methods of evaluating the properties of textiles and fashion products to determine performance for a variety of end uses
- 9.8** factors that influence the merchandising of textiles and fashion products, methods of needs research and forecasting, and marketing techniques for fashion products and textiles
- 9.9** the integration of the key processes of thinking, communication, leadership, and management to address the textile and fashion needs of individuals, families, customers, and clients
- 9.10** roles, functions, knowledge, skills, attitudes, educational preparation, and employment and entrepreneurial opportunities associated with careers in the fashion and textile industries

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### **Standard 10: Housing, Interiors, and Furnishings**

**Family and consumer sciences teachers have a broad and comprehensive understanding of housing, interiors, and furnishings, including:**

- 10.1** the history of housing, interior, and furnishing design and its influence on today's design
- 10.2** aesthetic, functional, and psychological factors that affect the consideration, selection, construction, and maintenance of housing and interiors
- 10.3** principles, skills, and considerations related to space planning and the analysis of floor plans in terms of safety and efficiency for activity zones, traffic patterns, and storage systems
- 10.4** elements and principles of color theory and design as applied to housing, interiors, and furnishings; and the role of design in meeting individual, family, and group housing needs throughout the life span
- 10.5** the evaluation of comfort, conservation, and safety in relation to housing, interiors, and furnishings; and the application of environmental and energy conservation practices
- 10.6** laws, regulations, public policies, and safety and industry standards related to housing, interiors, and furnishings
- 10.7** considerations and criteria involved in making and evaluating housing decisions in relation to available resources and options
- 10.8** characteristics, advantages, and disadvantages of various building materials and interior furnishings such as floor and wall coverings, window treatments, furniture, lighting, and kitchen and bath equipment
- 10.9** the integration of the key processes of thinking, communication, leadership, and management to address housing, interior design, and furnishing issues
- 10.10** roles, functions, knowledge, skills, attitudes, educational preparation, and employment and entrepreneurial opportunities associated with careers in the housing, interior, and furnishing industries

## Career and Technical Education—Family and Consumer Sciences Educator Standards

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### Standard 11: Foundations of Family and Consumer Sciences Education

**Family and consumer sciences teachers have a broad and comprehensive understanding of FACS process areas, practical reasoning, and core knowledge and skills for family and consumer sciences, including:**

- 11.1** strategies that integrate processes of thinking, communication, leadership, and management in school, family, career, and community settings; and the application of critical- and creative-thinking processes to generate, analyze, gather, evaluate, and select ideas, information, resources, and potential solutions related to family and consumer sciences issues
- 11.2** ethical professional practice, professional development, and outreach in family and consumer sciences education, including civic engagement, advocacy, and strategies for working with local advisory committees
- 11.3** the structure and delivery of career and technical education in the United States and Indiana, state and federal laws and regulations pertaining to career and technical education, and important events and developments in the history of career and technical education and family and consumer sciences education
- 11.4** application of the Common Core Standards for English Language Arts and Mathematics in family and consumer sciences settings
- 11.5** social, political, legal, and ethical issues in family and consumer sciences education
- 11.6** principles and practices for ensuring safety in all family and consumer sciences classrooms, laboratories, and work-based learning experiences
- 11.7** principles and strategies for developing students' capabilities to select and use reliable, research-based sources of information in family and consumer sciences educational settings, workplaces, and careers
- 11.8** creating a learning environment that demonstrates an awareness and consideration of diverse societal, cultural, and personal values and perspectives; and the importance of respect for multiple diversities with sensitivity to antibias and equity in gender, age, race, culture, ethnicity, socioeconomic status, and exceptionalities
- 11.9** strategies and procedures for coordinating and supervising students' work-based learning experiences
- 11.10** the mission, goals, and organizational structure of the Family, Career and Community Leaders of America (FCCLA) career and technical student organization; roles and responsibilities of faculty advisors to the organization; and strategies for fostering leadership skills in students

## Career and Technical Education—Family and Consumer Sciences Educator Standards

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### Standard 12: Family and Consumer Sciences Instruction and Assessment

**Family and consumer sciences teachers have a broad and comprehensive understanding of instruction and assessment in career and technical education and family and consumer sciences, including:**

- 12.1** the Indiana Academic Standards for Family and Consumer Sciences
- 12.2** the Indiana Academic Standards for Financial Literacy, the National Standards for Family and Consumer Sciences Education, the National Standards for Teachers of Family and Consumer Sciences, and the ISTE National Educational Technology Standards
- 12.3** instructional strategies and resources to integrate instruction that promotes student achievement of the Common Core Standards for English Language Arts and Mathematics
- 12.4** application of cognitive, affective, and psychomotor knowledge and skills to enable student learning about family and consumer sciences concepts and skills
- 12.5** instructional strategies and resources for promoting students' understanding of concepts and skills related to family and consumer sciences and for creating authentic, student-centered learning and laboratory experiences related to family, workplace, and community issues and in which students work with a variety of materials, ideas, people, and processes
- 12.6** strategies and skills for curriculum development; planning and designing instruction that meets the needs of diverse learners; and evaluating programs in family and consumer sciences education, including the use of appropriate criteria, standards, and processes
- 12.7** instructional strategies to promote intellectual, social, and physical development and student learning and to foster the development of students' critical-thinking, problem-solving, decision-making, leadership, and management skills
- 12.8** strategies and skills for creating a safe, supportive, and productive learning environment using research-based knowledge of student behavior, organizational skills, and classroom management skills
- 12.9** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the family and consumer sciences classroom
- 12.10** strategies and skills for selecting, adapting, and using technological resources to enhance teaching, learning, and assessment
- 12.11** strategies and skills for effectively assessing students' understanding and mastery of essential concepts and cognitive, affective, and psychomotor skills, performances, and product in family and consumer sciences education

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