

In addition to the Arkansas Teaching Standards, the teacher of Family and Consumer Science, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Career, Community and Family Connections</p> <p>NASAFACS: 1.1, 1.2, 1.3</p>	<ul style="list-style-type: none"> 1.1 Ability to summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families 1.2 Ability to analyze the effects of social, economics, and technological change on work and family dynamics 1.3 Ability to analyze ways that individual career goals can affect the family’s capacity to meet goals for all family members 1.4 Ability to analyze potential effects of career paths decisions on balancing work and family 1.5 Ability to define goals for life-long learning and leisure opportunities for all family members 1.6 Ability to develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family and career goals 1.7 Ability to analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career 1.8 Ability to demonstrate job seeking and job keeping skills 1.9 Ability to apply communication skills in school, community and workplace settings 1.10 Ability to demonstrate teamwork skills in school, community and workplace settings 1.11 Ability to analyze strategies to manage the effects of changing technologies in workplace settings 1.12 Ability to demonstrate leadership skills and abilities in school, workplace and community settings 1.13 Ability to analyze factors that contribute to maintaining safe and healthy school, work and community environments 1.14 Ability to demonstrate skills that individuals and families can utilize to support civic engagement in community activities 1.15 Ability to analyze goals that support individuals and family members in carrying out community and civic responsibilities 1.16 Ability to demonstrate skills that individuals and families can utilize to support civic engagement in community activities 1.17 Ability to analyze personal and family assets and skills that provide service to the community 1.18 Ability to analyze community resources and systems of formal and informal support available to individuals and families 1.19 Ability to analyze the effects of public policies, agencies, and institutions on the family 1.20 Ability to identify ways individuals and families can
--	---

	influence change in policies, agencies, and institutions that affect individuals and families
<p>2. Consumer and Family Resources</p> <p>NASAFACS: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<p>2.1 Ability to apply management and planning skills and processes to organize tasks and responsibilities</p> <p>2.2 Ability to analyze how individuals and families make choices to satisfy needs and wants</p> <p>2.3 Ability to analyze decisions about providing safe and nutritious food for individuals and families</p> <p>2.4 Ability to apply consumer skills for providing and maintaining clothing</p> <p>2.5 Ability to apply consumer skills to decisions about housing, utilities, and furnishings</p> <p>2.6 Ability to summarize information about procuring and maintaining health care to meet the needs of individuals and family members</p> <p>2.7 Ability to apply consumer skills to decisions about recreation</p> <p>2.8 Ability to apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members</p> <p>2.9 Ability to analyze individual and family responsibility in relation to the environmental trends and issues</p> <p>2.10 Ability to summarize environmental trends and issues affecting families and future generations</p> <p>2.11 Ability to demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment</p> <p>2.12 Ability to explain government regulations for conserving natural resources</p> <p>2.13 Ability to analyze state and federal policies and laws providing consumer protection</p> <p>2.14 Ability to analyze how policies become laws relating to consumer rights</p> <p>2.15 Ability to analyze skills used in seeking information to consumer rights</p> <p>2.16 Ability to summarize types of technology that affect family and consumer decision-making</p> <p>2.17 Ability to analyze how media and technological advances affect family and consumer decisions</p> <p>2.18 Ability to assess the use of technology and its effect on quality of life</p> <p>2.19 Ability to analyze the use of resources in making choices that satisfy needs and wants of individuals and families</p> <p>2.20 Ability to analyze individual and family roles in the economic system</p> <p>2.21 Ability to analyze economic effects of laws and regulations that pertain to consumers and providers of services</p> <p>2.22 Ability to analyze practices that allow families to maintain economic self-sufficiency</p>

	<p>2.23 Ability to evaluate the need for personal and family financial planning</p> <p>2.24 Ability to apply management principles to individual and family financial practices</p> <p>2.25 Ability to apply management principles to decisions about insurance for individuals and families</p> <p>2.26 Ability to evaluate personal and legal documents related to managing individual and family finances</p>
<p>3. Consumer Services</p> <p>NASAFACS: 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>3.1 Ability to explain roles and functions of individuals engaged in consumer service careers</p> <p>3.2 Ability to analyze opportunities for employment and entrepreneurial endeavors</p> <p>3.3 Ability to summarize education and training requirements and opportunities for career paths in consumer services</p> <p>3.4 Ability to analyze the effects of the consumer service industry on local, state, national, and global economies</p> <p>3.5 Ability to create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers</p> <p>3.6 Ability to analyze the role of professional organizations in consumer service professions</p> <p>3.7 Ability to analyze the role of advocacy groups at state and national levels</p> <p>3.8 Ability to analyze the contributions of policy makers to consumer advocacy</p> <p>3.9 Ability to demonstrate strategies that enable consumers to become advocates</p> <p>3.10 Ability to analyze the effects of consumer protection laws on advocacy</p> <p>3.11 Ability to apply strategies to reduce the risk of consumer fraud</p> <p>3.12 Ability to analyze the role of media in consumer advocacy</p> <p>3.13 Ability to analyze the effects of business and industry policies and procedures on advocacy</p> <p>3.14 Ability to analyze the use of educational and promotional materials in consumer advocacy</p> <p>3.15 Ability to explain the effects of the economy on personal income, individual and family security, and consumer decisions</p> <p>3.16 Ability to demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources</p> <p>3.17 Ability to analyze the effect of consumer credit in long-term financial planning</p> <p>3.18 Ability to compare investment and savings alternatives</p> <p>3.19 Ability to analyze the effects of risk management strategies on long-term financial planning</p> <p>3.20 Ability to analyze the effect of key life transitions on</p>

	<p>financial planning</p> <p>3.21 Ability to explain the role of estate planning in long-term financial planning</p> <p>3.22 Ability to analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance</p> <p>3.23 Ability to investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues</p> <p>3.24 Ability to evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources</p> <p>3.25 Ability to explore strategies and practices to conserve energy and reduce waste</p> <p>3.26 Ability to examine waste management issues</p> <p>3.27 Ability to conduct market research to determine consumer trends and product development needs</p> <p>3.28 Ability to design or analyze a consumer product</p> <p>3.29 Ability to analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components</p> <p>3.30 Ability to evaluate a product utilizing valid and reliable testing procedures</p> <p>3.31 Ability to apply statistical analysis processes to interpret, summarize, and report data from tests</p> <p>3.32 Ability to evaluate the labeling, packaging, and support materials of consumer goods</p> <p>3.33 Ability to demonstrate a product to educate an audience about a new product on the consumer market</p> <p>3.34 Ability to utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs</p>
<p>4. Education and Early Childhood</p> <p>NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5</p>	<p>4.1 Ability to explain the roles and functions of individuals engaged in early childhood, education, and services</p> <p>4.2 Ability to analyze opportunities for employment and entrepreneurial endeavors</p> <p>4.3 Ability to summarize education and training requirements and opportunities for career paths in early childhood, education, and services</p> <p>4.4 Ability to analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies</p> <p>4.5 Ability to create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood</p> <p>4.6 Ability to analyze the role of professional organizations in education and early childhood</p> <p>4.7 Ability to analyze child development theories and their</p>

	<p>implications for educational and childcare practices</p> <p>4.8 Ability to apply a variety of assessment methods to observe and interpret children's growth and development</p> <p>4.9 Ability to analyze cultural and environmental influences when assessing children's development</p> <p>4.10 Ability to analyze abilities and needs of children and their effects on children's growth and development</p> <p>4.11 Ability to analyze strategies that promote children's growth and development</p> <p>4.12 Ability to analyze a variety of curriculum and instructional models</p> <p>4.13 Ability to implement learning activities in all curriculum areas that meet the developmental needs of children</p> <p>4.14 Ability to implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values</p> <p>4.15 Ability to demonstrate a variety of teaching methods to meet individual needs of children</p> <p>4.16 Ability to arrange learning centers that provide for children's exploration, discovery, and development</p> <p>4.17 Ability to establish activities, routines, and transitions</p> <p>4.18 Ability to manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity</p> <p>4.19 Ability to apply safe and healthy practices that comply with state regulations</p> <p>4.20 Ability to implement strategies to teach children health, safety, and sanitation habits</p> <p>4.21 Ability to plan safe and healthy meals and snacks</p> <p>4.22 Ability to document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities</p> <p>4.23 Ability to implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases</p> <p>4.24 Ability to demonstrate security and emergency procedures</p> <p>4.25 Ability to apply developmentally appropriate guidelines for behavior</p> <p>4.26 Ability to demonstrate problem-solving skills with children</p> <p>4.27 Ability to demonstrate interpersonal skills that promote positive and productive relationships with children</p> <p>4.28 Ability to implement strategies for constructive and supportive interactions between children and families</p> <p>4.29 Ability to analyze children's developmental progress and summarize developmental issues and concerns</p> <p>4.30 Ability to utilize opportunities for continuing training and education</p> <p>4.31 Ability to apply professional ethical standards as accepted</p>
--	---

	<p>by the recognized professional organizations</p> <p>4.32 Ability to implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs</p> <p>4.33 Ability to demonstrate enthusiasm, initiative, and commitment to program goals and improvements</p> <p>4.34 Ability to apply business management skills to planning businesses in early childhood, education, and services</p>
<p>5. Family</p> <p>NASAFACS: 6.1, 6.2</p>	<p>5.1 Ability to analyze family as the basic unit of society</p> <p>5.2 Ability to analyze the role of family in transmitting societal expectations</p> <p>5.3 Ability to analyze global influences on today's families</p> <p>5.4 Ability to analyze the role of family in teaching culture and traditions across the life span</p> <p>5.5 Ability to analyze the role of family in developing independence, interdependence, and commitment of family members</p> <p>5.6 Ability to analyze the effects of change and transitions over the life course</p> <p>5.7 Ability to analyze the ways family and consumer sciences careers assist the work of the family</p> <p>5.8 Ability to demonstrate awareness of multiple diversities and their effects on individuals, families, and society</p> <p>5.9 Ability to analyze the effects of social and cultural diversity on individual and families</p> <p>5.10 Ability to analyze the effects of empathy for diversity on individuals in family, work, and community settings</p> <p>5.11 Ability to demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity</p> <p>5.12 Ability to analyze the effects of globalization and increasing diversity on individuals, families, and society</p>
<p>6. Housing and Design</p> <p>NASAFACS: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8</p>	<p>6.1 Ability to explain the roles and functions of individuals engaged in housing and interior design careers</p> <p>6.2 Ability to analyze career paths and opportunities for employment and entrepreneurial endeavors</p> <p>6.3 Ability to summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design</p> <p>6.4 Ability to analyze the impact of housing and interior design careers on local, state, national, and global economies</p> <p>6.5 Ability to create an employment portfolio for use with applying for internships and work-based learning opportunities in housing and interior design careers</p> <p>6.6 Ability to analyze the role of professional organizations in housing and interior design professions</p> <p>6.7 Ability to analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design</p>

	<p>6.8 Ability to evaluate the use of elements and principles of design in housing and commercial and residential interiors</p> <p>6.9 Ability to analyze the psychological impact that the principles and elements of design have on the individual</p> <p>6.10 Ability to analyze the effects that the principles and elements of design have on aesthetics and function</p> <p>6.11 Ability to apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings</p> <p>6.12 Ability to analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment</p> <p>6.13 Ability to evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues</p> <p>6.14 Ability to demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills</p> <p>6.15 Ability to appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients</p> <p>6.16 Ability to examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public</p> <p>6.17 Ability to demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development</p> <p>6.18 Ability to interpret information provided on construction documents</p> <p>6.19 Ability to evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems</p> <p>6.20 Ability to draft an interior space to scale using architecture symbols</p> <p>6.21 Ability to arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features</p> <p>6.22 Ability to apply building codes, universal guidelines, and regulations in space planning and furniture arrangement</p> <p>6.23 Ability to demonstrate graphic communication skills (CAD, PowerPoint, sketching)</p> <p>6.24 Ability to describe features of furnishings that are characteristic of various historical periods</p> <p>6.25 Ability to explain societal and technological trends on periods of architecture and interior design through the ages</p> <p>6.26 Ability to illustrate the development of architectural styles throughout history</p> <p>6.27 Ability to compare and contrast historical architectural details</p>
--	--

	<p>to current housing and interior design trends</p> <p>6.28 Ability to analyze future design and development trends in architecture, interiors, and furnishings</p> <p>6.29 Ability to assess financial resources needed to improve interior space</p> <p>6.30 Ability to assess client's community, family, and financial resources needed to achieve housing and interior design goals</p> <p>6.31 Ability to assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data</p> <p>6.32 Ability to critique design plans to address client's needs, goals and resources. Ability to justify design solutions relative to client needs, including diversity and cultural needs, and the design process</p> <p>6.33 Ability to utilize applicable building codes, universal guidelines, and regulations in space planning</p> <p>6.34 Ability to create floor plans using architectural drafting skills and computer aided design software</p> <p>6.35 Ability to examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries</p> <p>6.36 Ability to analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors</p> <p>6.37 Ability to describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit</p> <p>6.38 Ability to demonstrate procedures for reporting and handling accidents, safety, and security incidents</p> <p>6.39 Ability to apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions</p> <p>6.40 Ability to analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit</p> <p>6.41 Ability to demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries</p> <p>6.42 Ability to demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice</p>
<p>7. Interpersonal Relationships</p> <p>NASAFACS: 13.1, 13.2, 13.3, 13.4, 13.5, 13.6</p>	<p>7.1 Ability to analyze processes for building and maintaining interpersonal relationships</p> <p>7.2 Ability to predict the effects of various stages of the family life cycle on interpersonal relationships</p> <p>7.3 Ability to compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships</p> <p>7.4 Ability to analyze factors that contribute to healthy and unhealthy relationships</p> <p>7.5 Ability to analyze processes for handling unhealthy relationships</p> <p>7.6 Ability to demonstrate stress management strategies for</p>

	<p>family, work, and community settings</p> <p>7.7 Ability to analyze the effects of personal characteristics on relationships</p> <p>7.8 Ability to analyze the effect of personal need on relationships</p> <p>7.9 Ability to analyze the effects of self-esteem and self-image on relationships</p> <p>7.10 Ability to analyze the effects of life span events and conditions on relationships</p> <p>7.11 Ability to explain the effects of personal standards and behaviors on interpersonal relationships</p> <p>7.12 Ability to analyze communication styles and their effects on relationships</p> <p>7.13 Ability to demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication</p> <p>7.14 Ability to demonstrate effective listening and feedback techniques</p> <p>7.15 Ability to analyze strategies to overcome communication barriers in family, community and work settings</p> <p>7.16 Ability to apply ethical principles of communication in family, community and work settings</p> <p>7.17 Ability to analyze the effects of communication technology in family, work, and community settings</p> <p>7.18 Ability to analyze the origin and development of attitudes and behaviors regarding conflict</p> <p>7.19 Ability to explain how similarities and differences among people affect conflict prevention and management</p> <p>7.20 Ability to apply the roles of decision making and problem solving in reducing and managing conflict</p> <p>7.21 Ability to demonstrate nonviolent strategies that address conflict</p> <p>7.22 Ability to demonstrate effective responses to harassment</p> <p>7.23 Ability to assess community resources that support conflict prevention and management</p> <p>7.24 Ability to create an environment that encourages and respects the ideas, perspectives, and contributions of all group members</p> <p>7.25 Ability to demonstrate strategies to motivate, encourage, and build trust in group members</p> <p>7.26 Ability to demonstrate strategies that utilize the strengths and minimize the limitations of team members</p> <p>7.27 Ability to demonstrate techniques that develop team and community spirit</p> <p>7.28 Ability to demonstrate ways to organize and delegate responsibilities</p> <p>7.29 Ability to create strategies to integrate new members into the team</p> <p>7.30 Ability to demonstrate processes for cooperating,</p>
--	--

	<p>compromising, and collaborating</p> <p>7.31 Ability to apply critical thinking and ethical criteria to evaluate interpersonal relationships</p> <p>7.32 Ability to apply guidelines for assessing the nature of issues and situations</p> <p>7.33 Ability to apply critical thinking and ethical standards when making judgment action</p> <p>7.34 Ability to demonstrate ethical behavior in family, workplace, and community</p> <p>7.35 Ability to compare the relative merits of opposing points of view regarding current ethical issues</p>
<p>8. Food, Nutrition, and Dietetics</p> <p>NASAFACS: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6</p>	<p>8.1 Ability to explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers</p> <p>8.2 Ability to analyze opportunities for employment and entrepreneurial endeavors</p> <p>8.3 Ability to summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition</p> <p>8.4 Ability to analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies</p> <p>8.5 Ability to create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers</p> <p>8.6 Ability to analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers</p> <p>8.7 Ability to analyze factors that contribute to food borne illness</p> <p>8.8 Ability to analyze food service management safety and sanitation programs</p> <p>8.9 Ability to implement industry standards for documenting, investigating, and reporting food borne illnesses</p> <p>8.10 Ability to use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness</p> <p>8.11 Ability to demonstrate practices and procedures that assure personal and workplace health and hygiene</p> <p>8.12 Ability to demonstrate standard procedures for receiving and storage of raw and prepared foods</p> <p>8.13 Ability to classify current types of cleaning materials and sanitizers and their proper use</p> <p>8.14 Ability to use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials</p>

	<p>8.15 Ability to demonstrate waste disposal and recycling methods</p> <p>8.16 Ability to analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions</p> <p>8.17 Ability to analyze nutritional data</p> <p>8.18 Ability to apply principles of food production to maximize nutrient retention in prepared foods</p> <p>8.19 Ability to assess the influence of socioeconomic and psychological factors on food and nutrition and behavior</p> <p>8.20 Ability to analyze recipe/formula proportions and modifications for food production</p> <p>8.21 Ability to critique the selection of foods to promote a healthy lifestyle</p> <p>8.22 Ability to categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs</p> <p>8.23 Ability to analyze nutritional needs of individuals</p> <p>8.24 Ability to use nutritional information to support care planning</p> <p>8.25 Ability to utilize a selective menu</p> <p>8.26 Ability to construct a modified diet based on nutritional needs and health conditions</p> <p>8.27 Ability to design instruction on nutrition for health maintenance and disease prevention</p> <p>8.28 Ability to analyze various factors that affect food preferences in the marketing of food</p> <p>8.29 Ability to analyze data in statistical analysis in making development and marketing decisions</p> <p>8.30 Ability to prepare food for presentation and assessment</p> <p>8.31 Ability to maintain test kitchen/ laboratory and related equipment and supplies</p> <p>8.32 Ability to implement procedures that affect quality product performance</p> <p>8.33 Ability to conduct sensory evaluations of food products</p> <p>8.34 Ability to conduct testing for safety of food products, utilizing available technology</p> <p>8.35 Ability to build menus to customer/ client preferences</p> <p>8.36 Ability to implement food preparation, production, and testing systems</p> <p>8.37 Ability to apply standards for food quality</p> <p>8.38 Ability to create standardized recipes</p> <p>8.39 Ability to manage amounts of food to meet needs of customers, clients</p> <p>8.40 Ability to analyze new products</p> <p>8.41 Ability to implement procedures that provide cost effective products</p> <p>8.42 Ability to establish par levels for the purchase of supplies based on an organization's needs</p>
--	--

	8.43 Ability to utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation
<p>9. Human Development/Child Development</p> <p>NASAFACS: 12.1, 12.2, 12.3</p>	<p>9.1 Ability to analyze physical, emotional, social, spiritual, and intellectual development of all ages</p> <p>9.2 Ability to analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development</p> <p>9.3 Ability to analyze current and emerging research about human growth and development, including research on brain development</p> <p>9.4 Ability to analyze the effect of heredity and environment on human growth and development</p> <p>9.5 Ability to analyze the impact of social, economic, and technological forces on individual growth and development</p> <p>9.6 Ability to analyze the effects of gender, ethnicity, and culture on individual development</p> <p>9.7 Ability to analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development</p> <p>9.8 Ability to analyze geographic, political, and global influences on human growth and development</p> <p>9.9 Ability to analyze the role of nurturance on human growth and development</p> <p>9.10 Ability to analyze the role of communication on human growth and development</p> <p>9.11 Ability to analyze the role of family and social services support systems in meeting human growth and development needs</p>
<p>10. Nutrition and Wellness</p> <p>NASAFACS: 14.1, 14.2, 14.3, 14.4, 14.5</p>	<p>10.1 Ability to explain physical, emotional, social, psychological, and spiritual components of individual and family wellness</p> <p>10.2 Ability to analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices</p> <p>10.3 Ability to analyze the governmental, economic, and technological influences on food choices and practices</p> <p>10.4 Ability to analyze the effects of global and local events and conditions on food choices and practices</p> <p>10.5 Ability to analyze legislation and regulations related to nutrition and wellness</p> <p>10.6 Ability to analyze the effect of nutrients on health, appearance, and peak performance</p> <p>10.7 Ability to analyze the relationship of nutrition and wellness to individual and family health throughout the life span</p> <p>10.8 Ability to analyze the effects of food and diet fads, food addictions, and eating disorders on wellness</p> <p>10.9 Ability to analyze sources of food and nutrition</p>

	<p>information, including food labels, related to health and wellness</p> <p>10.10 Ability to apply various dietary guidelines in planning to meet nutrition and wellness needs</p> <p>10.11 Ability to design strategies that meet the health and nutrition requirements of individuals and families with special needs</p> <p>10.12 Ability to demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods</p> <p>10.13 Ability to analyze conditions and practices that promote safe food handling</p> <p>10.14 Ability to analyze safety and sanitation practices throughout the food chain</p> <p>10.15 Ability to analyze how changes in national and international food production and distribution systems influence the food supply</p> <p>10.16 Ability to analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public</p> <p>10.17 Ability to analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families</p> <p>10.18 Ability to analyze public dialogue about food safety and sanitation</p> <p>10.19 Ability to analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods</p> <p>10.20 Ability to analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness</p> <p>10.21 Ability to analyze the effects of technological advances on selection, preparation and home storage of food</p> <p>10.22 Ability to analyze the effects of food science and technology on meeting nutritional needs</p>
<p>11. Parenting</p> <p>NASAFACS: 15.1, 15.2, 15.3, 15.4</p>	<p>11.1 Ability to analyze parenting roles across the life span</p> <p>11.2 Ability to analyze expectations and responsibilities of parenting</p> <p>11.3 Ability to analyze consequences of parenting practices styles to the individual, family, and society</p> <p>11.4 Ability to analyze societal conditions that influence parenting across the life span</p> <p>11.5 Ability to explain cultural differences in roles and responsibilities of parenting</p> <p>11.6 Ability to choose nurturing practices that support human growth and development</p> <p>11.7 Ability to apply communication strategies that promote positive self-esteem in family members</p>

	<p>11.8 Ability to assess common practices and emerging research about discipline on human growth and development</p> <p>11.9 Ability to assess the effects of abuse and neglect on children and families and determine methods for prevention</p> <p>11.10 Ability to apply criteria for selecting care and services for children</p> <p>11.11 Ability to assess community resources and services available to families</p> <p>11.12 Ability to appraise community resources that provide opportunities related to parenting</p> <p>11.13 Ability to summarize current laws and policies related to parenting</p> <p>11.14 Ability to analyze biological processes related to prenatal development, birth, and health of child and mother</p> <p>11.15 Ability to analyze the emotional factors of prenatal development and birth in relation to the health of parents and child</p> <p>11.16 Ability to analyze implications of alternatives to biological parenthood</p> <p>11.17 Ability to analyze legal and ethical impacts of current and emerging technology on fertility and family planning</p>
<p>12. Textiles, Fashion, and Apparel</p> <p>NASAFACS:16.1, 16.2, 16.3, 16.4,16.5, 16.6, 16.7</p>	<p>12.1 Ability to explain the roles and functions of individuals engaged in textiles and apparel careers</p> <p>12.2 Ability to analyze opportunities for employment and entrepreneurial endeavors</p> <p>12.3 Ability to summarize education and training requirements and opportunities for career paths in textile and apparel services</p> <p>12.4 Ability to analyze the effects of textiles and apparel occupations on local, state, national, and global economies</p> <p>12.5 Ability to create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel</p> <p>12.6 Ability to analyze the role of professional organizations in textiles, fashion, and apparel industries</p> <p>12.7 Ability to apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers</p> <p>12.8 Ability to evaluate performance characteristics of textile fiber and fabrics</p> <p>12.9 Ability to summarize textile legislation, standards, and labeling in the global economy</p> <p>12.10 Ability to analyze effects of textile characteristics on design, construction, care, use, and maintenance of products</p> <p>12.11 Ability to apply appropriate procedures for care of textile products</p> <p>12.12 Ability to explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance</p> <p>12.13 Ability to apply basic and complex color schemes and color</p>

	<p>theory to develop and enhance visual effects</p> <p>12.14 Ability to utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products</p> <p>12.15 Ability to demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique</p> <p>12.16 Ability to generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues</p> <p>12.17 Ability to apply elements and principles of design to assist consumers and businesses in making decisions</p> <p>12.18 Ability to demonstrate ability to use technology for fashion, apparel, and textile design</p> <p>12.19 Ability to demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair</p> <p>12.20 Ability to explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products</p> <p>12.21 Ability to use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products</p> <p>12.22 Ability to analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products</p> <p>12.23 Ability to demonstrate basic skills for producing and altering textile products and apparel</p> <p>12.24 Ability to apply marketing strategies for textile, apparel, and fashion products</p> <p>12.25 Ability to analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products</p> <p>12.26 Ability to Analyze ethical considerations for merchandising apparel and textile products</p> <p>12.27 Ability to apply external factors that influence merchandising</p> <p>12.28 Ability to critique varied methods for promoting apparel and textile products</p> <p>12.29 Ability to apply research methods, including forecasting techniques, for marketing apparel and textile products</p>
<p>13. Disciplinary Literacy</p> <p>CCSS - English/Language Arts: English Language Arts & Literacy in Science, and Technical Subjects, grades 7-12</p>	<p><u>Reading in Science and Technical Subjects, Grades 7-12</u></p> <p>Reading competencies for literacy in science and technical subjects for grades 7-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>13.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the</p>

	<p>author makes and to any gaps or inconsistencies in the account</p> <p>13.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>13.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text</p> <p>13.4 Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7-12 text and topics Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>13.5 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>13.6 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>13.7 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>13.8 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>13.9 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 7-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by</p> <p>13.10 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> a. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s),distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence b. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate
--	---

	<p>form that anticipates the audience’s knowledge level, concerns, values, and possible biases</p> <p>c. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>e. Providing a concluding statement or section that follows from or supports the argument presented</p> <p>13.11 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by</p> <p>a. Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>b. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p> <p>c. Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts</p> <p>d. Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers</p> <p>e. Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)</p> <p>13.12 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>13.13 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>13.14 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>13.15 Conducting short as well as more sustained research projects</p>
--	---

	<p>to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>13.16 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>13.17 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>13.18 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
--	---