

# ***Family and Consumer Sciences Program of Study and Complementary Course Standards***



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**Vision**

*All Nevada students are equipped and feel empowered to attain their vision of success*

**Mission**

*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



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### Acknowledgements

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### Standards Development Members

Name	Occupation/Title	Stakeholder Affiliation	School/Organization
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### Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Family and Consumer Sciences standards were validated through active participation of business and industry representatives on the development team.

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## Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of a high school Family and Consumer Sciences program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives. The indicators are followed by designations that reflect the course sequence (e.g., 12 for the first-year course of a two-year program and 22 for the second-year course, C is to designate the indicators to be taught in the complementary course) as referenced in the Core Course Sequence table.

The crosswalks and alignments are located in the Program Supplemental Program Resources document. These will show where the performance indicators support the Nevada Academic Content Standards. For individual course descriptions, please reference the Supplemental Program Resource or the Nevada CTE Catalog.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Family and Consumer Sciences program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, FACS is the Standards Reference Code for Family and Consumer Sciences. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be FACS.2.3.4.

## Family and Consumer Sciences

### Program Information

**Program of Study:** Family and Consumer Sciences  
**Standards Reference Code:** FACS  
**Career Cluster:** Human Services  
**Career Pathway(s):** Personal Care Services  
**Program Length:** 2-year, completed sequentially  
**CTSO:** FCCLA

### Program Structure Required Program of Study Courses

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Family and Consumer Sciences II course.

**Core Course Sequence (R) with Lab Courses (C)**

Required/ Complementary	Course Title	Abbreviated Name
<b>R</b>	Family and Consumer Sciences I	FACS I
<b>R</b>	Family and Consumer Sciences II	FACS II
<b>C</b>	Family and Consumer Sciences II LAB	FACS II L

**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)****Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law (Level 1 (L1), Level 2 (L2), Complementary (C))
- 1.1.2 Research nationally recognized CTSOs (L1, L2, C)
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS]) (L1, L2, C)

**Performance Standard 1.2: Develop Leadership Skills**

- 1.2.1 Discuss the purpose of parliamentary procedure (L1, L2, C)
- 1.2.2 Demonstrate the proper use of parliamentary procedure (L1, L2, C)
- 1.2.3 Differentiate between an office and a committee (L1, L2, C)
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions (L1, L2, C)
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions (L1, L2, C)
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter (L1, L2, C)

**Performance Standard 1.3: Participate in Community Service**

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL) (L1, L2, C)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity (L1, L2, C)
- 1.3.3 Engage with business and industry partners for community service (L1, L2, C)

**Performance Standard 1.4: Develop Professional and Career Skills**

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills) (L1, L2, C)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance (L1, L2, C)
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™ (L1, L2, C)
- 1.4.4 Participate in authentic contextualized instructional activities (L1, L2, C)
- 1.4.5 Demonstrate technical skills in various student organization activities/events (L1, L2, C)

**Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)**

- 1.5.1 Make a connection between program standards to career pathway(s) (L1, L2, C)
- 1.5.2 Explain the importance of participation and completion of a program of study (L1, L2, C)
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs (L1, L2, C)

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## **CONTENT STANDARD 2.0: EXPLORE CAREERS AND EDUCATIONAL OPPORTUNITIES**

### **Performance Standard 2.1: Analyze Opportunities for Employment and Entrepreneurial Endeavors**

- 2.1.1 Explore career pathways (L1)
- 2.1.2 Analyze career paths in family and consumer sciences (L2)
- 2.1.3 Determine how interests, abilities, personal priorities, and family responsibilities affect career choices (L1)
- 2.1.4 Summarize Education and Training Requirements for Career Opportunities (L2)

### **Performance Standard 2.2: Explore Postsecondary Options**

- 2.2.1 Assess a variety of postsecondary options based on previous plans and performance (L2)
- 2.2.2 Develop a ten-year life plan (e.g., education, career, family) (L2)

**CONTENT STANDARD 3.0: EXAMINE FASHION, DESIGN, TEXTILES, CONSTRUCTION, AND CARE****Performance Standard 3.1: Utilize Elements and Principles of Design**

- 3.1.1 Apply the elements and principles of design (L1)
- 3.1.2 Examine ways in which elements and principles of design can affect appearance, theme, and mood (L1)
- 3.1.3 Analyze the effects of textile characteristics of design (L2)

**Performance Standard 3.2: Evaluate Performance Characteristics of Fibers, Fabrics, and Finishes**

- 3.2.1 Investigate fibers, yarns, and fabrics (L1)
- 3.2.2 Compare and contrast natural and synthetic fibers (L2)
- 3.2.3 Investigate sustainability concepts which conserve, repurpose, and recycle resources (L2)

**Performance Standard 3.3: Analyze the Effects of Textile Characteristics on the Care, Use, and Preservation of Products**

- 3.3.1 Investigate product care labels (L1)
- 3.3.2 Select appropriate fabric care products (L1)
- 3.3.3 Demonstrate appropriate fabric care procedures (i.e., stain removal, pressing, storage, and dry cleaning) (L1)
- 3.3.4 Demonstrate the safe use and care of a washing machine and dryer (L1)

**Performance Standard 3.4: Demonstrate Skills Using Equipment, Tools, Notions, and Supplies**

- 3.4.1 Demonstrate the safe use, care, and maintenance of a sewing machine (L2)
- 3.4.2 Demonstrate the safe use, care, and maintenance of cutting, marking, and measuring tools (L1)
- 3.4.3 Demonstrate the safe use, care, and maintenance of pressing, cleaning, and steaming equipment (L1)

**Performance Standard 3.5: Demonstrate the Skills Required for Pattern and Fabric Selection and Preparation**

- 3.5.1 Investigate fibers, yarns, and fabrics (L2)
- 3.5.2 Compare and contrast natural and synthetic fibers (L2)
- 3.5.3 Investigate sustainability concepts which conserve, repurpose, and recycle resources (L2)
- 3.5.4 Select appropriate fabrics and notions for a variety of projects (L2)
- 3.5.5 Prewash fabric, press, layout, pin, and cut a pattern, based on fabric characteristics (L2)
- 3.5.6 Demonstrate the ability to interpret and transfer pattern markings (L2)

## **Performance Standard 3.6: Demonstrate Skills for Constructing, Altering, and Repairing**

- 3.6.1 Demonstrate a variety of seams, seam finishes, notion usage, and hems (L2)
- 3.6.2 Demonstrate various hand-stitching techniques (L1)
- 3.6.3 Demonstrate various machine techniques (L2)
- 3.6.4 Demonstrate appropriate pressing techniques (L1)
- 3.6.5 Demonstrate altering and repairing techniques (L1)
- 3.6.6 Demonstrate appropriate fabric care procedures (L1)

**CONTENT STANDARD 4.0: EXPLORE MEAL MANAGEMENT AND PREPARATION****Performance Standard 4.1: Examine Influences on Food Choices**

- 4.1.1 Explain how culture, family, and social circles affect food choices (L1)
- 4.1.2 Identify how economics impact food choices (L1)
- 4.1.3 Recognize the effect of emotions on food choices (L1)
- 4.1.4 Analyze the effects of advertising media on food choices (L1)

**Performance Standard 4.2: The Effect of Nutrients on the Human Body**

- 4.2.1 Describe the relationship between calories, energy, and food (L1)
- 4.2.2 Outline the basic nutrient groups, the individual nutrients, their sources, and their roles (L1)
- 4.2.3 Explain food-packaging requirements (e.g., nutrition information, claims, ingredient list, etc.) (L1)

**Performance Standard 4.3: Assess the Explore Impact of Food Choices on Disease Prevention and Health Promotion**

- 4.3.1 Research dietary guidelines (e.g., MyPlate, USDA Dietary Guidelines, etc.) (L2)
- 4.3.2 Discuss the pros and cons of a variety of diets (L2)

**Performance Standard 4.4: Investigate Microorganisms Found in Food and Their Role in Food-Borne Illness**

- 4.4.1 Identify microbes that cause foodborne illnesses, sources, symptoms, and treatment (L1)
- 4.4.2 Identify potentially hazardous foods and processing methods (L1)

**Performance Standard 4.5: Demonstrate Safe Food-Handling Principles**

- 4.5.1 Recognize the impact of food temperature and time on food-borne illnesses (L1)
- 4.5.2 Practice proper temperature control and use of thermometers (L1)
- 4.5.3 Explain preventative measures when shopping, storing, preparing, cooling, and reheating food to minimize food contamination (L1)

**Performance Standard 4.6: Utilize the Proper Techniques for Cleaning, Sanitation, and Resource Management**

- 4.6.1 Demonstrate the proper use of cleaning products, and equipment (L1)
- 4.6.2 Demonstrate proper hand-washing procedures (L1)
- 4.6.3 Demonstrate effective cleaning and sanitizing techniques (L1)
- 4.6.4 Practice appropriate waste disposal procedures (L1)

**Performance Standard 4.7: Describe Procedures to Prevent Accidents and Treat Injuries**

- 4.7.1 Discuss skills to prevent cuts, burns, falls, etc. (L1)
- 4.7.2 Apply proper electrical safety procedures (L1)
- 4.7.3 Wear proper personal protective equipment (PPE) (L1)
- 4.7.4 Describe proper procedures for mixing, using, and storing cleaning supplies (L1)

**Performance Standard 4.8: Examine Recipes and Cooking Methods**

- 4.8.1 Identify the basic components of a recipe (L1)
- 4.8.2 Define food preparation terminology and techniques (L1)
- 4.8.3 Apply cooking terminology and techniques (L1)
- 4.8.4 Compose a food preparation plan (L1)
- 4.8.5 Demonstrate appropriate measuring techniques (L1)
- 4.8.6 Utilize measuring equivalents and abbreviations appropriately (L1)

**Performance Standard 4.9: Select a Variety of Foods**

- 4.9.1 Evaluate the nutrient content and intended uses (L2)
- 4.9.2 Select appropriate food for intended uses (L2)
- 4.9.3 Describe purchasing and storage methods (L2)
- 4.9.4 Compare and contrast fresh, frozen, canned, and dried produce for nutrient quality, availability, cost, and intended use (L2)

**Performance Standard 4.10: Prepare a variety of foods**

- 4.10.1 Prepare a variety of nutritious meals and snacks (L1)
- 4.10.2 Apply preparation, cooking methods, and preservation techniques for a variety of foods (L1)

**Performance Standard 4.11: Establish a Dining Atmosphere**

- 4.11.1 Analyze food costs and develop a food budget (L2)
- 4.11.2 Demonstrate basic methods for serving a meal (L1)
- 4.11.3 Arrange tableware for a complete meal (L1)
- 4.11.4 Discuss the benefits of dining with others (e.g., family, friends, celebrations) (L2)
- 4.11.5 Demonstrate table manners, including the use of personal electronic devices (L1)

**CONTENT STANDARD 5.0: DESCRIBE THE SIGNIFICANCE OF FAMILY AND HUMAN DEVELOPMENT  
AND THEIR EFFECTS ON THE WELL-BEING OF INDIVIDUALS AND SOCIETY****Performance Standard 5.1: Analyze Families in Societal Contexts**

- 5.1.1 Analyze family as the basic unit of society (L1)
- 5.1.2 Analyze global influences on today's families (L2)
- 5.1.3 Analyze the role of family in teaching culture and traditions across the lifespan (L2)
- 5.1.4 Identify different types of families (L1)
- 5.1.5 Analyze parenting styles and their effects on family dynamics (L2)

**Performance Standard 5.2: Identify the factors that Affect Human Growth and Development**

- 5.2.1 Explain how nurturing promotes human growth and development (L1)
- 5.2.2 Determine how heredity and environment affect growth and development (L1)
- 5.2.3 Analyze the impact of social, economic, and technological forces on individual growth and development (L2)

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**CONTENT STANDARD 6.0: INVESTIGATE INDIVIDUAL AND INTERPERSONAL RELATIONSHIPS****Performance Standard 6.1: Analyze Relationship Elements**

- 6.1.1 Analyze roles and expectations of various types of relationships (L2)
- 6.1.2 Analyze personal needs and characteristics and their impact on interpersonal relationships (L1)
- 6.1.3 Utilize communication skills that contribute to positive relationships (L1)
- 6.1.4 Discuss conflict prevention and management techniques (L2)
- 6.1.5 Investigate personal needs, wants, and characteristics and their effects on interpersonal relationships (e.g., self-esteem, self-image, standards, and life events, etc.) (L1)
- 6.1.6 Explain how changes and crises affect individual and interpersonal relationships (L2)
- 6.1.7 Identify the strategies to help cope with change (L2)
- 6.1.8 Assess the short- and long-term consequences of high-risk behaviors (L2)
- 6.1.9 Model self-care techniques (e.g., visualization, meditation, nutrition, exercise, socialization, engage support systems, etc.) (L1)

**Performance Standard 6.2: Demonstrate Effective Decision Making**

- 6.2.1 Explain how needs, wants, values, goals, and standards affect personal behaviors and outcomes (L1)
- 6.2.2 Apply management planning skills as well as processes to organize tasks and responsibilities (L2)
- 6.2.3 Develop short- and long-term goals using a planning process (L1)
- 6.2.4 Demonstrate strategies for effective time-management (L2)

**Performance Standard 6.3: Demonstrate Financial Management of Individual and Family Resources**

- 6.3.1 Examine the components of financial planning and management (L1)
- 6.3.2 Examine financial services (L1)

**CONTENT STANDARD 7.0: DEMONSTRATE LIFE MANAGEMENT SKILLS****Performance Standard 7.1: Investigate Financial Management**

- 7.1.1 Demonstrate the skills necessary to manage finances (e.g., budgeting, record keeping, personal financial planning, etc.) (L2)
- 7.1.2 Assess the advantages, disadvantages, and impact of consumer debt/credit (L2)
- 7.1.3 Discuss consumer protection and risk-management strategies related to investments, fraud, identity theft, etc. (L2)
- 7.1.4 Explore banking, saving, and investing (L1)
- 7.1.5 Interpret financial and legal documents (e.g., banking reports, pay stubs, taxes, contracts, credit reports, etc.) (L2)
- 7.1.6 Examine types and costs of insurance (L2)
- 7.1.7 Research information about obtaining and maintaining healthcare (L2)
- 7.1.8 Analyze the options, costs, and responsibilities of various forms of transportation (L1)

**Performance Standard 7.2: Analyze Consumers' Rights and Responsibilities**

- 7.2.1 Investigate state and federal policies and laws that provide consumer protection (L2)
- 7.2.2 Investigate state and federal policies and laws that provide consumer protection (L1)
- 7.2.3 Research civic responsibility related to resource consumption, conservation, and waste management (L2)

**Performance Standard 7.3: Evaluate the Impact of Technology on Individuals and Families**

- 7.3.1 Explore ways to optimize the use of media and technology (L2)
- 7.3.2 Assess how media and technology impact quality of life for individuals and their relationships (L1)
- 7.3.3 Explain cyber responsibility related to maintaining personal privacy and practicing legal behaviors, ethical behaviors, digital etiquette, etc. (L1)

**CONTENT STANDARD 8.0: INVESTIGATE HOUSING OPTIONS****Performance Standard 8.1: Apply Consumer Skills to Housing Decisions and Maintenance**

- 8.1.1 Evaluate the influence of needs and wants on housing choices (L2)
- 8.1.2 Analyze the impact of other factors on housing choices (e.g., lifestyle, culture, values, status, efficiency, safety, etc.) (L2)
- 8.1.3 Investigate housing alternatives (L1)
- 8.1.4 Evaluate the process for securing housing (e.g., contracts, finances, insurance, utilities, etc.) (L2)
- 8.1.5 Examine housekeeping standards and procedures (L1)
- 8.1.6 Discuss a home safety/emergency plan (L1)

**Performance Standard 8.2: Evaluate Living Space Design**

- 8.2.1 Utilize elements and principles of design (L1)
- 8.2.2 Evaluate furnishings, appliances, and lighting (L2)
- 8.2.3 Evaluate home organization management (e.g., efficiency, clutter control, etc.) (L1)

**CONTENT STANDARD 9.0: INVESTIGATE COMMUNITY AND CIVIC ENGAGEMENT****Performance Standard 9.1: Examine the Impact and Opportunities of Community Engagement**

- 9.1.1 Explore the value of strong communities (L1)
- 9.1.2 Discuss the importance of civic/community engagement (L2)
- 9.1.3 Examine volunteer opportunities in the community (L1)

## Complementary Courses

### State Complementary Skill Standards

State complementary skill standards are designed to clearly state what the student should know and be able to do upon completion of a **one-year** complementary course related to their career and technical education (CTE) program of study. The standards are designed for the student to complete all standards through their completion of the **one-year** complementary course(s). **Completion of the qualifying Program of Study is required prior to enrollment in a complementary course.**

### Employability Skills for Career Readiness Standards

Students have completed all program content standards and will pursue advanced study through investigation and in-depth research.

### Complementary Course Standards Contributing Members

Course Contribution(s)	Name	Occupation/Title	Stakeholder Affiliation	School/Organization
Nutrition	Lucy Peters	Instructor	Secondary Educator	Elko High School, Elko County School District
Nutrition	Sara Antony	Instructor	Secondary Educator	Carlin High School, Elko County School District
Nutrition	Karyn Lanham	Instructor	Secondary Educator	Legacy High School, Clark County School District, Las Vegas
Nutrition	Pepper Thiede	Food and Nutrition Program – CTE Department Chair	Secondary Educator	Damonte Ranch High School Washoe County School District

### Business and Industry Validation

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The Nutrition complementary standards for Family and Consumer Sciences were validated through active participation of business and industry representatives on the development team.

## Complementary Course Information for Family and Consumer Sciences

### Program Information

**Qualifying Program of Study:** Family and Consumer Sciences

**Career Cluster:** Human Services

**Career Pathway(s):** Personal Care Services, Food Products and Processing Systems,  
and Manufacturing Production Process Development

**CTSO:** SkillsUSA

**Grade Level:** 11-12

### Program Structure for Complementary Courses

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary courses** (except labs that are done concurrently with the second-year course). A program does not have to utilize the complementary courses for students to complete their program of study.

#### Complementary Courses

Required/ Complementary	Course Title	Abbreviated Name
C	Nutrition for FACS	NUTRITION FACS
C	Family and Consumer Sciences Advanced Studies	FACS AS
C	Industry-Recognized Credential – Family and Consumer Sciences	IRC FACS
C	CTE Work Experience – Family and Consumer Sciences	WORK EXPER FACS

## Complementary Course Standards

### Nutrition

#### CONTENT STANDARD 1.0: ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS

##### Performance Standard 1.1: Describe the Professional Food and Nutrition-Related Industries, History, and Current Trends

- 1.1.1 Explore the history and economics of food and nutrition-related industries
- 1.1.2 Compare and contrast current trends in food and nutrition-related industries

##### Performance Standard 1.2: Analyze Career Paths and Opportunities in Food and Nutrition Related Industries

- 1.2.1 Explore career, entrepreneurial, and educational opportunities in related food and nutrition industries
- 1.2.2 Explore how food and nutrition-related businesses, agencies, organizations, etc., are funded

#### CONTENT STANDARD 2.0: FOOD CHOICES

##### Performance Standard 2.1: Examine Physiological, Psychological, and Socioeconomic Influences in Food Choices

- 2.1.1 Explain how culture, family, economics, and social circles affect food choices
- 2.1.2 Recognize the effect of emotions and senses on food choices
- 2.1.3 Analyze the effects of advertising media on food choices
- 2.1.4 Distinguish between the physiological cues of hunger, appetite, and satiety

##### Performance Standard 2.2: Investigate the Impact of Global/Local Conditions and Technology on Food Supply

- 2.2.1 List factors that affect the food supply (e.g., sustainability, transportation, labor, climate, etc.)
- 2.2.2 Analyze how the influences of agricultural practices, technology, enrichment and fortification, economics, and government affect production and availability
- 2.2.3 Investigate procedures for repurposing and recycling food and non-food products

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**CONTENT STANDARD 3.0: NUTRITION****Performance Standard 3.1: Explore the Effect of Nutrients on the Human Body**

- 3.1.1 Identify sources and functions of carbohydrates and apply appropriate food preparation techniques
- 3.1.2 Identify sources and functions of proteins and apply appropriate food preparation techniques
- 3.1.3 Identify sources and functions of lipids: fats and oils and apply appropriate food preparation techniques
- 3.1.4 Identify sources and functions of vitamins, minerals and water and apply appropriate food preparation techniques
- 3.1.5 Recognize how nutrients are absorbed, transported, and stored through the digestive system
- 3.1.6 Explore common food related health conditions. (e.g., food sensitivities, chronic diseases, autoimmune diseases, etc.)
- 3.1.7 Analyze the health effects of nutrient toxicities and deficiencies

**Performance Standard 3.2: Assess the Impact of Individual Food Choices in Relation to Health Promotion and Disease Prevention**

- 3.2.1 Research the role of food as outlined in the USDA dietary guidelines
- 3.2.2 Research the risks regarding body dissatisfaction, weight concerns and eating pathologies

**Performance Standard 3.3: Understand Nutritional Management Procedures Related to Health Conditions**

- 3.3.1 Research the role of food as outlined in the USDA dietary guidelines
- 3.3.2 Research the risks regarding body dissatisfaction, weight concerns and eating pathologies

**CONTENT STANDARD 4.0: SANITATION AND SAFETY****Performance Standard 4.1: Investigate Microorganisms Found in Food and Their Role in Food-Borne Illness**

- 4.1.1 Demonstrate sanitation and safety procedures
- 4.1.2 Demonstrate HACCP concepts in food preparation

**Performance Standard 4.2: Describe Procedures to Prevent Accidents and Treat Injuries**

- 4.2.1 Practice skills to prevent accidents and injuries
- 4.2.2 Practice skills to treat injuries
- 4.2.3 Wear proper personal protective equipment (PPE)

**CONTENT STANDARD 5.0: KITCHEN RESOURCE MANAGEMENT****Performance Standard 5.1: Assess Fuel, Air Induction, and Exhaust Systems Service and Repair**

- 5.1.1 Evaluate kitchen design for work, efficiency, storage, and safety
- 5.1.2 Identify large and small kitchen equipment and appliances for their intended use
- 5.1.3 Interpret equipment warranties, service contracts and consumer safeguards information

**CONTENT STANDARD 6.0: FOOD SELECTION AND PREPARATION****Performance Standard 6.1: Select and Prepare Globally and Regionally Diverse Foods**

- 6.1.1 Explain how climate, geography, and culture influence food choices
- 6.1.2 Explore ingredients indigenous to regions of the world
- 6.1.3 Explore flavors and tastes representative of different regions of the world
- 6.1.4 Prepare foods from various regions of the world

**CONTENT STANDARD 7.0: MEAL MANAGEMENT****Performance Standard 7.1: Demonstrate Skills Involved in Meal Planning**

- 7.1.1 Plan menus to include a variety of flavors, colors, textures, shapes, sizes, and temperatures
- 7.1.2 Adapt a recipe to create a make-ahead dish
- 7.1.3 Explain how to create and manage a food budget

**Performance Standard 7.2: Establish a Dining Atmosphere**

- 7.2.1 Demonstrate basic methods for serving a meal
- 7.2.2 Recognize correct tableware for a complete meal
- 7.2.3 Describe how the dining atmosphere affects the eating experience
- 7.2.4 Research the value of the family meal experience

**Performance Standard 7.3: Incorporate Etiquette for Entertaining and Social Occasions**

- 7.3.1 Demonstrate table manners, including the use of technology
- 7.3.2 Calculate gratuities for a variety of dining experiences
- 7.3.3 Utilize proper communication techniques for expressing dining complaints and compliments

**CONTENT STANDARD 8.0: CONSUMERISM****Performance Standard 8.1: Evaluate Food Product Packaging and Labels**

- 8.1.1 Explain food-packaging requirements (e.g., nutrition information, claims, ingredient list, etc.)
- 8.1.2 Translate the meaning of product dates and codes
- 8.1.3 Investigate the advantages and potential risks of additives

**Performance Standard 8.2: Informed Food Procurement**

- 8.2.1 Identify factors that affect shopping decisions (e.g., location, store atmosphere, budget, etc.)
- 8.2.2 Utilize comparison shopping techniques to determine what to buy, where to buy, and the unit price
- 8.2.3 Identify food assistance programs