

Family and Consumer Sciences Curriculum Framework



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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



Introduction

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

**Nevada Department of Education
Curriculum Framework for
Family and Consumer Sciences**

Program Information

Program Title:	Family and Consumer Sciences
State Skill Standards:	Family and Consumer Sciences
Standards Reference Code:	FCS
Career Cluster:	Arts, A/V Technology and Communications
Career Pathway:	Human Services
Program Length:	2-year, completed sequentially
Program Assessments:	TBD
	Workplace Readiness Skills
CTSO:	FCCLA
Grade Level:	9-12
Industry Certifications:	See Nevada’s Approved Certification Listing

Program Purpose

The purpose of this program is to prepare students for postsecondary education and employment in the Family and Consumer Sciences industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Family and Consumer Sciences
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

Career Clusters

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. ^{1 and 2}

¹ Career Clusters | Advance CTE. (2022). Retrieved 31 August 2022, from <https://careertech.org/Career-Clusters>

² The National Career Clusters® Framework. (2022). American Institutes for Research. Retrieved 31 August 2022, from <https://www.air.org/sites/default/files/CTEClusters.pdf>

Program of Study

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path (NAC 389.803).

Program Structure

The core course sequencing, with the complementary courses provided in the following table, serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

Family and Consumer Sciences**Required Core Course Sequence (R) with Complementary Courses (C)**

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Family and Consumer Sciences I	FCS I	19.0101	19	251	G	1.00	12	19251G1.0012
R	Family and Consumer Sciences II	FCS II	19.0101	19	251	G	1.00	22	19251G1.0022
C	Family and Consumer Sciences Advanced Studies	FCS AS	19.0101	19	251	E	1.00	11	19251E1.0011
C	CTE Work Experience – Human Services	WORK EXPER HU SERV	19.0101	19	998	G	1.00	11	19998G1.0011
C	Industry Recognized Credential-Family and Consumer Science	IRC FAMILY CS	19.0101	19	999	E	1	11	19999E1.0011

State Skill Standards

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards (NAC 389.000 [1]).

Employability Skills for Career Readiness Standards

Employability skills have, for many years, been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills, (2) Professional Knowledge and Skills, and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program (NAC 389.800 [1]).

Curriculum Framework

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

Career and Technical Student Organizations (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course (NAC 389.800 [3]).

Workplace Readiness Skills Assessment

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

End-of-Program Technical Assessment

An end-of-program technical assessment may be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

Certificate of Skill Attainment

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment, if available (NAC 389.800 [4]).

CTE Endorsement on a High School Diploma

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area, (2) completion of academic requirements governing receipt of a standard diploma, and (3) meet all requirements for the issuance of the Certificate of Skill Attainment (NAC 389.815).

CTE College Credit

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher, (2) pass the state end-of-program technical assessment, if available, for the program of study, and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information (NAC 389.800 [3]).

Academic Credit for CTE Coursework

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information (NAC 389.672).

Core Courses

Recommended Student Performance Standards

Course Information

Course Title: Family and Consumer Sciences I
Abbreviated Name: FCS I
Credits: 1
Prerequisite: None
CTSO: FCCLA

Course Description

The Family and Consumer Sciences program provides instruction in topics which prepare students for adult roles and responsibilities, as well as workplace readiness. This course is designed to address a broad range of knowledge and skills related to personal development, promotion of strong interpersonal relationships, clothing selection and maintenance, nutrition and wellness, food selection and preparation, budgeting, and the management of multiple family, community, and wage-earner roles.

Technical Standards

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

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

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 2.0: EXPLORE CAREERS AND EDUCATIONAL OPPORTUNITIES

Performance Standard 2.1: Analyze Opportunities for Employment and Entrepreneurial Endeavors

Performance Indicators: 2.1.1, 2.1.3

CONTENT STANDARD 3.0: EXAMINE FASHION, DESIGN, TEXTILES, CONSTRUCTION, AND CARE

Performance Standard 3.1: Utilize Elements and Principles of Design

Performance Indicators: 3.1.1-3.1.2

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

Performance Indicators: 3.2.1

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

Performance Indicators: 3.3.1-3.3.4

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

Performance Indicators: 3.4.2-3.4.3

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

Performance Indicators: 3.6.2, 3.6.4-3.6.6

Performance Standard 3.7: Investigate factors that influence clothing decisions

Performance Indicators: 3.7.2-3.7.3

CONTENT STANDARD 4.0: EXPLORE MEAL MANAGEMENT AND PREPARATION

Performance Standard 4.1: Examine Influences on Food Choices

Performance Indicators: 4.1.1-4.1.4

Performance Standard 4.2: Explore the Effect of Nutrients on the Human Body

Performance Indicators: 4.2.1-4.2.2

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

Performance Indicators: 4.4.1-4.4.2

Performance Standard 4.5: Demonstrate Safe Food-Handling Principles

Performance Indicators: 4.5.1-4.5.3

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

Performance Indicators: 4.6.1-4.6.4

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

Performance Indicators: 4.7.1-4.7.4

Performance Standard 4.8: Examine Recipes and Cooking Methods

Performance Indicators: 4.8.1-4.8.6

Performance Standard 4.10: Prepare a variety of foods

Performance Indicators: 4.10.1-4.10.2

Performance Standard 4.11: Establish a Dining Atmosphere

Performance Indicators: 4.11.2-4.11.3, 4.11.5

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

Performance Indicators: 5.1.1, 5.1.4

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

Performance Indicators: 5.2.1-5.2.2

CONTENT STANDARD 6.0: INVESTIGATE INDIVIDUAL AND INTERPERSONAL RELATIONSHIPS

Performance Standard 6.1: Analyze Relationship Elements

Performance Indicators: 6.1.2-6.1.3, 6.1.5, 6.1.9

Performance Standard 6.2: Demonstrate Effective Decision Making

Performance Indicators: 6.2.1, 6.2.3

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

Performance Indicators: 6.3.1-6.3.2

CONTENT STANDARD 7.0: DEMONSTRATE LIFE MANAGEMENT SKILLS

Performance Standard 7.1: Investigate Financial Management

Performance Indicators: 7.1.4, 7.1.8

Performance Standard 7.2: Analyze Consumers' Rights and Responsibilities

Performance Indicators: 7.2.2

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

Performance Indicators: 7.3.2-7.3.3

CONTENT STANDARD 8.0: INVESTIGATE HOUSING OPTIONS

Performance Standard 8.1: Apply Consumer Skills to Housing Decisions and Maintenance

Performance Indicators: 8.1.3, 8.1.5-8.1.6

Performance Standard 8.2: Evaluate Living Space Design

Performance Indicators: 8.2.1, 8.2.3

CONTENT STANDARD 9.0: INVESTIGATE COMMUNITY AND CIVIC ENGAGEMENT

Performance Standard 9.1: Examine the Impact and Opportunities of Community Engagement

Performance Indicators: 9.1.1, 9.1.3

Employability Skills for Career Readiness Standards**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

Alignment to the Nevada Academic Content Standards*

English Language Arts: Language Standards
Reading Standards for Literacy in Science and Technical Subjects
Speaking and Listening Standards
Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices

Science: Science and Engineering Practices

*Refer to the Family and Consumer Sciences Standards for alignment by performance indicator.

Course Information

Course Title: Family and Consumer Sciences II
Abbreviated Name: FCS II
Credits: 1
Prerequisite: Family and Consumer Sciences I
Program Assessments: TBD
Workplace Readiness Skills
CTSO: FCCLA

Course Description

This course is a continuation of Family and Consumer Sciences I. It builds on concepts related to food, clothing, consumerism, relationships, and career preparation. This program also offers students a pathway into occupations related to human and social sciences: such as consumer or financial services, home care assistance, food related industries, counseling, social work, and family and consumer sciences professions. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will be prepared for additional education in these fields.

Technical Standards**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

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

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 2.0: EXPLORE CAREERS AND EDUCATIONAL OPPORTUNITIES

Performance Standard 2.1: Analyze Opportunities for Employment and Entrepreneurial Endeavors

Performance Indicators: 2.1.2, 2.1.4

CONTENT STANDARD 3.0: EXAMINE FASHION, DESIGN, TEXTILES, CONSTRUCTION, AND CARE

Performance Standard 3.1: Utilize Elements and Principles of Design

Performance Indicators: 3.1.3

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

Performance Indicators: 3.2.2-3.2.3

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

Performance Indicators: 3.4.1

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

Performance Indicators: 3.5.1-3.5.6

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

Performance Indicators: 3.6.1, 3.6.3

Performance Standard 3.7: Investigate factors that influence clothing decisions

Performance Indicators: 3.7.1, 3.7.4-3.7.5

CONTENT STANDARD 4.0: EXPLORE MEAL MANAGEMENT AND PREPARATION

Performance Standard 4.3: Explore the Effect of Nutrients on the Human Body

Performance Indicators: 4.3.1-4.3.2

Performance Standard 4.9: Select a variety of foods

Performance Indicators: 4.9.1-4.9.4

Performance Standard 4.11: Establish a Dining Atmosphere

Performance Indicators: 4.11.1, 4.11.4

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

Performance Indicators: 5.1.2-5.1.3, 5.1.5

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

Performance Indicators: 5.2.3

CONTENT STANDARD 6.0: INVESTIGATE INDIVIDUAL AND INTERPERSONAL RELATIONSHIPS

Performance Standard 6.1: Analyze Relationship Elements

Performance Indicators: 6.1.1, 6.1.4, 6.1.6

Performance Standard 6.2: Demonstrate Effective Decision Making

Performance Indicators: 6.2.2, 6.2.4

CONTENT STANDARD 7.0: DEMONSTRATE LIFE MANAGEMENT SKILLS

Performance Standard 7.1: Investigate Financial Management

Performance Indicators: 7.1.1-7.1.3, 7.1.5-7.1.7

Performance Standard 7.2: Analyze Consumers' Rights and Responsibilities

Performance Indicators: 7.2.1, 7.2.3

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

Performance Indicators: 7.3.1

CONTENT STANDARD 8.0: INVESTIGATE HOUSING OPTIONS

Performance Standard 8.1: Apply Consumer Skills to Housing Decisions and Maintenance

Performance Indicators: 8.1.1-8.1.2, 8.1.4

Performance Standard 8.2: Evaluate Living Space Design

Performance Indicators: 8.2.2

CONTENT STANDARD 9.0: INVESTIGATE COMMUNITY AND CIVIC ENGAGEMENT

Performance Standard 9.1: Examine the Impact and Opportunities of Community Engagement

Performance Indicators: 9.1.2

Employability Skills for Career Readiness Standards**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4**Alignment to the Nevada Academic Content Standards***

English Language Arts: Language Standards
Reading Standards for Literacy in Science and Technical Subjects
Speaking and Listening Standards
Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices

Science: Science and Engineering Practices

*Refer to the Family and Consumer Sciences Standards for alignment by performance indicator.

Complementary Courses

Programs that utilize the complementary courses can include the following:

- Advanced Studies course
- Lab course(s)
- CTE Work Experience course
- Industry-Recognized Credential course

Course Information

Course Title: Family and Consumer Sciences Advanced Studies

Abbreviated Name: FCS AS

Credits: 1

Prerequisite: Completion of Family and Consumer Sciences Program of Study

CTSO: FCCLA

Course Description

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Technical Standards

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

Employability Skills for Career Readiness Standards

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

Sample Topics:

- Portfolio Development
- Internship, Job Shadowing, Work Experience
- Independent Study Project
- Entrepreneurship – create a Family and Consumer Sciences related business plan
- Implement a Business Plan
- Manage a Family and Consumer Sciences Enterprise
- Service Learning

Course Information**Course Title:** CTE Work Experience – Human Services**Abbreviated Name:** WORK EXPER HU SERV**Credits:** 1**Prerequisite:** Completion of Level 2 course in the qualifying program of study**CTSO:** FCCLA**Course Description**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Course Information**Course Title:** Industry-Recognized Credential – Family and Consumer Sciences**Abbreviated Name:** IRC FAMILY CS**Credits:** 1**Prerequisite:** Completion of Family and Consumer Sciences Program of Study**CTSO:** FCCLA**Course Description**

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Family and Consumer Sciences Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.