

***FAMILY AND CONSUMER  
SCIENCES  
CURRICULUM FRAMEWORK***



This document was prepared by:

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## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public 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.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE program teaches the foundational knowledge and skills needed for success in personal and family life. In addition, much of this knowledge and the acquired skills are transferrable to the workplace.
- The CTE program includes leadership and employability skills as an integral part of the curriculum.
- The CTE program is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Curriculum Frameworks
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

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.

The Family and Consumer Sciences is unique among Nevada CTE programs of study in that the first three courses, Fashion, Textiles & Design I, Foods & Nutrition I, and Human Development I, can be taken in any order with the completer course being the Family and Consumer Sciences course. The first three courses do not have prerequisites so do not have to be taking in any order and can be taken during the same year if so desired.

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
FAMILY AND CONSUMER SCIENCES**

<b>PROGRAM TITLE:</b>	<b>FAMILY AND CONSUMER SCIENCES</b>
<b>STATE SKILL STANDARDS:</b>	<b>FAMILY AND CONSUMER SCIENCES</b>
<b>STANDARDS REFERENCE CODE:</b>	<b>FCS</b>
<b>CAREER CLUSTER:</b>	<b>HUMAN SERVICES **</b>
<b>CAREER PATHWAY:</b>	<b>CONSUMER SERVICES AND FAMILY &amp; COMMUNITY SERVICES**</b>
<b>PROGRAM LENGTH:</b>	<b>4 LEVELS (L1, L2, L3, L4C)</b>
<b>PROGRAM ASSESSMENT</b>	<b>FAMILY AND CONSUMER SCIENCES</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>GRADE LEVEL:</b>	<b>9-12</b>
<b>AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:</b>	<b>PRE-PROFESSIONAL BROAD FIELD FAMILY AND CONSUMER SCIENCES</b>

### **PROGRAM PURPOSE**

The purpose of this program is to prepare students for personal life, postsecondary education, and employment in Family and Consumer Sciences related industries.

The program includes the following state standards:

- Nevada CTE Skill Standards: Family and Consumer Sciences (Including: Fashion, Textiles & Design I, Foods & Nutrition I and Human Development I)
- Employability Skills for Career Readiness
- Common Core State Standards (alignment shown in the Nevada CTE Skill Standards)
- Nevada State Science Standards (alignment shown in the Nevada CTE Skill Standards)
- 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.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

\*\*In relation to family and consumer sciences and its dual purpose to prepare students for success in their personal life as well as in careers, these standards don't fit exactly within one Career Pathway of one Career Cluster. The skills needed to perform work within the home and for individuals and families to find success in their personal, career and community lives relate to performance indicators from 39 pathways in 12 Career

Clusters: Architecture and Construction; Arts, A/V, Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Information Technology; Law, Public Safety, Corrections and Security; Transportation, Distribution, and Logistics; as well as Human Services. As students learn the skills towards success within their home, family and community they discuss how this knowledge and these skills can transfer into the world of work. The greatest foundational alignment between the family and consumer sciences program of study and the Career Clusters initiative may be with the Career Cluster Career Ready Practices.

### 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, employment in their chosen career path and to adult life roles. (NAC 389.803)

### PROGRAM STRUCTURE

The core course sequencing 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 and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>FAMILY AND CONSUMER SCIENCES</b>		
<b>Traditional Sequence</b>		
<b>COURSE NAME</b>		<b>LEVEL</b>
Fashion, Textiles, and Design I	These courses can be taken in any order and even at the same time.	L1
Foods and Nutrition I		L1
Human Development I		L1
Family and Consumer Sciences		L4C

### 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. (Paragraph (a) of Subsection 1 of NAC 389.800)

### EMPLOYABILITY SKILLS FOR CAREER READINESS

Employability skills, often referred to as “soft 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. (Paragraph (d) of Subsection 1 of NAC 389.800)

## **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 (CTSO)**

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. (Paragraph (a) of Subsection 3 of NAC 389.800)

## **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 by the letter "C". (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

## **END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed 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 by the letter "C". (e.g., Level = L4C) (Paragraph (e) of Subsection 1 of NAC 389.800)

## **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. (Subsection 4 of NAC 389.800)

## **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) successful completion of a CTE course of study in a program area, 2) successful 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 for the program; 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. (Paragraph (b) of Subsection 3 of NAC 389.800)

**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 COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Fashion, Design, and Construction I</b>
<b>ABBR. NAME:</b>	<b>FASHION CONST I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>50.0407</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FCCLA</b>

**COURSE DESCRIPTION**

This course is designed to provide students with an understanding of the psychological and social aspects of clothing, and fundamental concepts of fashion design and construction. Areas of emphasis include fashion, textiles, clothing construction, merchandising, the use and care of sewing equipment and exploration of careers in the fashion industry.

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0 : CAREER EXPLORATION**

Performance Standard 1.1 : Analyze The Role of Professional Organizations in Fashion, Textile, and Apparel Industries

*Performance Indicators :* 1.1.2-1.1.3

Performance Standard 1.2 : Analyze Opportunities for Employment and Entrepreneurial Endeavors

*Performance Indicators :* 1.2.1-1.2.2, 1.2.7

Performance Standard 1.3 : Summarize Education and Training Requirements for Career Opportunities

*Performance Indicators :* 1.3.1-1.3.2

Performance Standard 1.4 : Analyze the Effects of Textile and Apparel Occupations on Local, State, National, and Global Economies

*Performance Indicators :* 1.4.1, 1.4.3

Performance Standard 1.5 : Create a Professional Portfolio

*Performance Indicators :* 1.5.1

**CONTENT STANDARD 2.0 : DESIGN – DEMONSTRATE FASHION AND COSTUME DESIGN SKILLS**

Performance Standard 2.1 : Utilize Elements and Principles of Designing, Constructing, and/or Altering End Products

*Performance Indicators :* 2.1.1-2.1.3

Performance Standard 2.2 : Use Proper Illustration Techniques

*Performance Indicators :* 2.2.2-2.2.3

Performance Standard 2.3 : Develop Design Inspiration

*Performance Indicators :* 2.3.4

Performance Standard 2.4 : Demonstrate Knowledge of Design Skills

*Performance Indicators :* 2.4.1-2.4.2

Performance Standard 2.5 : Demonstrate Design Presentation Skills

*Performance Indicators :* 2.5.4

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**CONTENT STANDARD 3.0 : TEXTILES – ANALYZE FIBER AND FABRIC PRODUCTS AND MATERIALS**

Performance Standard 3.1 : Evaluate Performance Characteristics of Fibers, Fabrics, and Finishes

*Performance Indicators* : 3.1.1-3.1.3

Performance Standard 3.2 : Examine Processes for Creating Fibers, Yarns, and Fabrics

*Performance Indicators* : 3.2.1-3.2.2, 3.2.4

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

*Performance Indicators* : 3.3.1-3.3.5

Performance Standard 3.4 : Summarize Textile Legislation, Standards, and Labeling

*Performance Indicators* : 3.4.1

**CONTENT STANDARD 4.0 : CONSTRUCTION – DEMONSTRATE THE SKILLS NEEDED TO PRODUCE, ALTER, AND REPAIR FASHION, TEXTILE, APPAREL, AND COSTUME PRODUCTS**

Performance Standard 4.1 : Demonstrate Skills Using Industry-Standard Equipment, Tools, Notions, and Supplies

*Performance Indicators* : 4.1.1-4.1.3, 4.1.6

Performance Standard 4.2 : Demonstrate the Skills Required for Pattern and Fabric Selection and Preparation

*Performance Indicators* : 4.2.1-4.2.6

Performance Standard 4.3 : Demonstrate Skills for Constructing, Altering, and Repairing

*Performance Indicators* : 4.3.1-4.3.4, 4.3.6-4.3.8

**CONTENT STANDARD 5.0 : FASHION MERCHANDISING**

Performance Standard 5.1 : Apply Marketing Strategies for Fashion, Textile, and Apparel Products

*Performance Indicators* : 5.1.3-5.1.4

Performance Standard 5.5 : Implement Research Methods, including Forecasting Techniques, for Marketing Textile and Apparel Products

*Performance Indicators* : 5.5.2-5.5.6

**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:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Nature of Science

\* Refer to the Fashion, Textiles, and Design Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Foods and Nutrition I</b>
<b>ABBR. NAME:</b>	<b>Foods I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>19.0501</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FCCLA</b>

**COURSE DESCRIPTION**

This course provides an introduction to the study of foods and nutrition. Emphasis is placed on the exploration of foods and meal planning in relation to nutrition science, fitness, the lifecycle, customs and preparation techniques. Kitchen safety and sanitation, resources management and employability skills are integral parts of this course.

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

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

*Performance Indicators :* 1.2.1

**CONTENT STANDARD 2.0 : FOOD CHOICES**

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

*Performance Indicators :* 2.1.1-2.1.4, 2.1.9

**CONTENT STANDARD 3.0 : NUTRITION**

Performance Standard 3.1 : Explore the Effect of Nutrients on the Human Body

*Performance Indicators :* 3.1.1-3.1.2

Performance Standard 3.2 : [performance standard]

*Performance Indicators :* 3.2.1-3.2.7

Performance Standard 3.3 : Assess the Impact of Individual Food Choices in Relation to Health Promotion and Disease Prevention

*Performance Indicators :* 3.3.1, 3.3.3

**CONTENT STANDARD 4.0 : SANITATION AND SAFETY**

Performance Standard 4.1 : Investigate Microorganisms Found in Food and Their Role in Food-Borne Illness

*Performance Indicators :* 4.1.2-4.1.3

Performance Standard 4.2 : Demonstrate Safe Food-Handling Principles

*Performance Indicators :* 4.2.1-4.2.3

Performance Standard 4.3 : Utilize the Proper Techniques for Cleaning, Sanitation, and Resource Management

*Performance Indicators :* 4.3.1-4.3.4, 4.3.6

Performance Standard 4.4 : Describe Procedures to Prevent Accidents and Treat Injuries

*Performance Indicators :* 4.4.1-4.4.6

**CONTENT STANDARD 5.0 : KITCHEN RESOURCE MANAGEMENT**

Performance Standard 5.1 : Explain Design, Organization, and Management of Kitchens and Equipment

*Performance Indicators :* 5.1.1-5.1.3

Performance Standard 5.2 : Examine Recipes and Cooking Methods

*Performance Indicators* : 5.2.1-5.2.3, 5.2.5, 5.2.7-5.2.8, 5.2.10-5.2.11

**CONTENT STANDARD 6.0 : FOOD SELECTION AND PREPARATION**

Performance Standard 6.1 : Select and Prepare Grain Products

*Performance Indicators* : 6.1.1-6.1.4

Performance Standard 6.2 : Select and Prepare Fruits and Vegetables

*Performance Indicators* : 6.2.1-6.2.6

Performance Standard 6.3 : Select and Prepare Protein-Based Foods

*Performance Indicators* : 6.3.2

Performance Standard 6.4 : Select and Prepare Dairy Products

*Performance Indicators* : 6.4.1-6.4.5

**CONTENT STANDARD 7.0 : MEAL MANAGEMENT**

Performance Standard 7.2 : Establish a Dining Atmosphere

*Performance Indicators* : 7.2.1-7.2.2, 7.2.4

Performance Standard 7.3 : Incorporate Etiquette for Entertaining and Social Occasions

*Performance Indicators* : 7.3.1

**CONTENT STANDARD 8.0 : CONSUMERISM**

Performance Standard 8.1 : Evaluate Food Product Packaging and Labels

*Performance Indicators* : 8.1.1

**CONTENT STANDARD 9.0 : ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES**

Performance Standard 9.3 : Demonstrate an Awareness of Professional Organizations in the Food and Nutrition Industries

*Performance Indicators* : 9.3.1-9.3.2

**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:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

\* Refer to the Foods and Nutrition Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Human Development I</b>
<b>ABBR. NAME:</b>	<b>Human Develop I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>19.0701</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
This course introduces the topic of Human Development. Areas of study include the stages of human growth and development throughout the lifespan with a focus on conception through childhood. Topics include developmental stages and influences on physical, intellectual, social and emotional growth.	

### TECHNICAL STANDARDS

**CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAY OPPORTUNITIES IN FAMILY AND HUMAN SERVICES PROFESSIONS**

Performance Standard 1.1 : Describe the History and Current Trends in Family and Human Services Professions

*Performance Indicators :* 1.1.2

Performance Standard 1.2 : Explore Career Paths and Opportunities in Family and Human Services Professions

*Performance Indicators :* 1.2.5, 1.2.10

Performance Standard 1.4 : Adhere to Ethical Standards and Professional Guidelines

*Performance Indicators :* 1.4.3-1.4.4

Performance Standard 1.5 : Understand the Methodologies Used by Family Life Education Professionals and Other Human Services Providers

*Performance Indicators :* 1.5.1

**CONTENT STANDARD 2.0 : EVALUATE THE SIGNIFICANCE OF FAMILY AND ITS EFFECTS ON THE WELLBEING OF INDIVIDUALS AND SOCIETY**

Performance Standard 2.1 : Analyze Families and Individuals in Societal Contexts

*Performance Indicators :* 2.1.1-2.1.5

Performance Standard 2.2 : Analyze Internal Dynamics of Families

*Performance Indicators :* 2.2.1-2.2.3, 2.2.5

**CONTENT STANDARD 3.0 : ANALYZE HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN**

Performance Standard 3.1 : Analyze Principles of Human Growth and Development

*Performance Indicators :* 3.1.1-3.1.6

Performance Standard 3.2 : Examine Reproductive Health

*Performance Indicators :* 3.2.1-3.2.4

Performance Standard 3.3 : Examine the Stages of Pregnancy, Prenatal Development, and Birth

*Performance Indicators :* 3.3.1-3.3.9

Performance Standard 3.4 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development of the Newborn to Age 1

*Performance Indicators :* 3.4.1-3.4.24

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Performance Standard 3.5 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development of the Toddler: Ages 1 and 2

*Performance Indicators* : 3.5.1-3.5.17

## **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:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

\* Refer to the Human Development Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Family and Consumer Sciences</b>
<b>ABBR. NAME:</b>	<b>FACS</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L4C</b>
<b>CIP CODE:</b>	<b>19.0101</b>
<b>PREREQUISITES:</b>	<b>Fashion, Textiles and Design I, Foods and Nutrition I and Human Development I</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is the capstone course for the Family and Consumer Sciences program of study. This course provides advanced studies in family and consumer sciences topics to prepare students for adult roles and responsibilities. The major focus is on developing skills for balancing home, work, and life by studying how to be successful with life management, wealth management, family development, home management, health and fitness, and leadership and community participation. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

### TECHNICAL STANDARDS

#### CONTENT STANDARD 1.0 : CAREER AND COMMUNITY ENGAGEMENT

Performance Standard 1.1 : Explore Postsecondary Options

*Performance Indicators :* 1.1.1-1.1.3

Performance Standard 1.2 : Examine the Impact and Opportunities of Community Engagement

*Performance Indicators :* 1.2.1-1.2.7

Performance Standard 1.3 : Demonstrate Awareness of Professional Organizations Related to Family and Consumer Sciences Fields

*Performance Indicators :* 1.3.1-1.3.2

#### CONTENT STANDARD 2.0 : PERSONAL AND FAMILY CONSUMER MANAGEMENT

Performance Standard 2.1 : Demonstrate Individual Interpersonal Relationship Skills

*Performance Indicators :* 2.1.1-2.1.6

Performance Standard 2.2 : Demonstrate Effective Personal Behaviors and Skills

*Performance Indicators :* 2.2.1-2.2.7

Performance Standard 2.3 : Demonstrate Management of Individual and Family Resources

*Performance Indicators :* 2.3.1-2.3.13

Performance Standard 2.4: Analyze Consumers' Rights and Responsibilities

*Performance Indicators :* 2.4.1-2.4.3

Performance Standard 2.5 : Evaluate the Impact of Technology on Individuals and Families

*Performance Indicators :* 2.5.1-2.5.3

#### CONTENT STANDARD 3.0 : HUMAN DEVELOPMENT AND FAMILY STUDIES

Performance Standard 3.1 : Evaluate the Significance of Family and its Effects on the Well-Being of Individuals and Society

*Performance Indicators :* 3.1.1-3.1.6

Performance Standard 3.2 : Analyze Factors Affecting the Decision to Parent

*Performance Indicators :* 3.2.1-3.2.8

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Performance Standard 3.3 : Explore Stages of Development from Conception Through Late Adulthood

*Performance Indicators* : 3.3.1-3.3.8

Performance Standard 3.4 : Explore the Roles and Responsibilities of Parenting that Maximize Human Growth and Development

*Performance Indicators* : 3.4.1-3.4.6

Performance Standard 3.5 : Utilize Developmentally Appropriate Activities for Young Children, Adolescents, and Adults

*Performance Indicators* : 3.5.1-3.5.3

#### **CONTENT STANDARD 4.0 : NUTRITION AND WELLNESS**

Performance Standard 4.1 : Evaluate Nutrition and Wellness Principles Across the Lifespan

*Performance Indicators* : 4.1.1-4.1.5

Performance Standard 4.2 : Demonstrate Food Safety and Sanitation Practices

*Performance Indicators* : 4.2.1-4.2.4

Performance Standard 4.3 : Demonstrate Skills and Procedures in Food Preparation and Service

*Performance Indicators* : 4.3.1-4.3.9

#### **CONTENT STANDARD 5.0 : FASHION, TEXTILES, AND DESIGN**

Performance Standard 5.1 : Apply Consumer Skills of Decision-Making, Problem-Solving, and Management when Purchasing and Selecting a Wardrobe

*Performance Indicators* : 5.1.1-5.1.6

Performance Standard 5.2 : Demonstrate Skills Needed to Produce and Care for Textile Products and Apparel

*Performance Indicators* : 5.2.1-5.2.6

#### **CONTENT STANDARD 6.0 : HOUSING AND HOME FURNISHINGS**

Performance Standard 6.1 : Apply Consumer Skills to Housing Decisions

*Performance Indicators* : 6.1.1-6.1.5

Performance Standard 6.2 : Explore Home Care and Safety

*Performance Indicators* : 6.2.1-6.2.4

Performance Standard 6.3 : Evaluate Living Space Design

*Performance Indicators* : 6.3.1-6.3.4

### **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 COMMON CORE AND STATE SCIENCE STANDARDS\***

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

**Mathematics:** Mathematical Practices

**Science:** Nature of Science  
Life Science

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

**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

<b>COURSE TITLE:</b>	<b>Family and Consumer Sciences Advanced Studies</b>
<b>ABBR. NAME:</b>	<b>FACS</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L4C</b>
<b>CIP CODE:</b>	<b>19.0101</b>
<b>PREREQUISITES:</b>	<b>Fashion, Textiles and Design I, Foods and Nutrition I and Human Development I</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is offered to students who have achieved all content standards in a program whose desire is 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.</p>	

**TECHNICAL STANDARDS**

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

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Students have achieved 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 Project