

WISCONSIN STANDARDS FOR **Family and Consumer Sciences**



Wisconsin Department of Public Instruction
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Special thanks to LEAD FCS Education for allowing the use of its FCS National Standards, which appear in bold type font within the performance indicator sections of the *Wisconsin Standards for Family and Consumer Sciences*.

April 2024, Wisconsin Department of Public Instruction

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Foreword



In Spring 2024, I formally adopted the *Wisconsin Standards for Family and Consumer Sciences*. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in Family and Consumer Sciences.

The standards are a result of a concerted effort led by Wisconsin educators and partners who shared their expertise in Family and Consumer Sciences and teaching from kindergarten through higher education. The public and the Wisconsin Legislature provided feedback for the writing committee to consider throughout Wisconsin’s academic standards review and revision process.

Family and Consumer Sciences is an essential part of a comprehensive PK-12 education for all students and gives Wisconsin students a way to understand and empower themselves and their worlds. The knowledge, skills, and habits of mind gained through Family and Consumer Sciences in Wisconsin schools support the Wisconsin Department of Public Instruction’s vision of engaging learners and creating a better Wisconsin together. *Wisconsin’s Standards for Family and Consumer Sciences* also result in the following:

- Wisconsin students have the ability to develop deep understanding as confident and capable learners so that they may experience joy and confidence in themselves.
- Wisconsin students develop proven practices and content.
- Wisconsin’s students are flexible and use the standards to understand the world and question and critique the world productively.
- Wisconsin’s students will have expanded professional opportunities in a wide variety of careers.

The Wisconsin Department of Public Instruction will continue to build on this work to support the implementation of the standards with resources for the field. I am excited to share the *Wisconsin Standards for Family and Consumer Sciences*, which aims to build skills, knowledge, and engagement opportunities for all Wisconsin students.

Jill K. Underly, PhD, State Superintendent

Acknowledgments

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state’s academic standards for Family and Consumer Sciences. Thank you to the State Superintendent’s Academic Standards Review Council for their work and guidance through the standards process. A special thanks to the Family and Consumer Sciences Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comments and feedback to drafts of these standards.

Wisconsin Standards for Family and Consumer Sciences

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this document is to improve Family and Consumer Sciences education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and community members in understanding, developing, and implementing course offerings and curricula in school districts across Wisconsin.

This publication provides a vision for student success and follows [*The Guiding Principles for Teaching and Learning \(2011\)*](#). In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district, and community

What Are Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality educational programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade-level curricula. Implementing standards may require some school districts to upgrade school and district curricula. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference Between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time and, from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curricula specify the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Academic Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the legislature, with further review by the State Superintendent's Academic Standards Review Council. The state superintendent then determines the adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with caregivers, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for Family and Consumer Sciences* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of engaged learners creating a better Wisconsin together. Academic standards work together with other critical principles and efforts to educate every child to be an engaged learner capable of creating a better Wisconsin together. Here, the vision and Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Academic standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to students with individualized education plans (IEPs), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as a foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals for each student’s developmental progress and demonstration of proficiency. Students with IEPs must be provided with specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as an engaged learner guides our beliefs and approaches to education and to creating a better Wisconsin together.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) were drawn from research and provide the touchstone for practices that truly affect the vision of “Engaged learners creating a better Wisconsin together.” When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and, most importantly, remind us of our own beliefs and expectations for students.

Engaging Learners Through Career Readiness

When educators connect their students’ learning to future career opportunities, they begin to engage students in a very personal and powerful way. In addition to career readiness as a strategy to engage learners, it is also a conduit through which every student in Wisconsin, including students with an IEP, can graduate from high school with the knowledge, skills, and abilities needed to be successful in their chosen career pathway. Regardless of the postsecondary path that a graduate pursues immediately after their K-12 education, we believe in preparing all students to be lifelong learners and acknowledge that one’s education and career path are inextricably linked.

The Wisconsin Career Readiness Standards (WCRS) provide the framework for educators to integrate career-readiness skills across all disciplines and at every grade level from K through 12. Because people begin to develop interests and biases at an early age, it is important to start integrating WCRS in the elementary grades. By middle school, students may have already developed beliefs about their abilities related to careers. Or they may have formed stereotypes about which careers are appropriate for a particular gender, race, or socioeconomic background. Exposing students to careers and helping them develop skills related to careers when they are young is one way to keep students’ minds open to all possibilities.

Implementing the Wisconsin Career Readiness Standards may look different for every teacher, every program, every course, and potentially every unit or lesson. These standards were designed to be naturally and intentionally integrated into other content standards. [The Wisconsin Career Readiness Standards can be found here.](#)

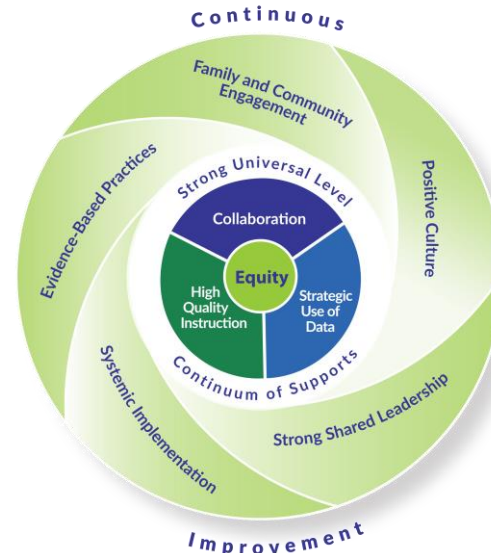
Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing [Wisconsin’s Framework for Equitable Multi-Level Systems of Supports](#) (2017) means providing equitable services, practices, and resources to every learner based on responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively

and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multilevel system of support, the standards can help to ensure that every child will graduate college and career ready.



Section II

Wisconsin Standards for Family and Consumer Sciences

Family and Consumer Sciences Is a Part of Career and Technical Education

The standards outlined in this document provide an important foundation to prepare individuals for a wide range of careers in Family and Consumer Sciences (FCS). FCS is part of a larger grouping referred to as career and technical education (CTE). CTE in Wisconsin is both a collection of educational programs or disciplines as well as a system of preparing students for college, career, community, and life. CTE programs are delivered primarily through six specific disciplines. These include:

- Agriculture, Food, and Natural Resources
- Business and Information Technology
- Family and Consumer Sciences
- Health Science
- Marketing, Management, and Entrepreneurship
- Technology and Engineering

A National Vision for CTE

The National Association of State Directors of Career and Technical Education has developed a bold vision for CTE titled [*“Without Limits: A Shared Vision for the Future of Career Technical Education”*](#) (CTE Without Limits). This vision lays out a cohesive, flexible, and responsive career preparation ecosystem designed to close equity gaps in educational outcomes and workforce readiness, and leverage CTE as a catalyst for ensuring each learner can reach success in the career of their choice. Wisconsin supports the five interconnected and equally critical principles:

- Each learner engages in a cohesive, flexible, and responsive career preparation ecosystem.
- Each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem.
- Each learner skillfully navigates their own career journey.
- Each learner’s skills are counted, valued, and portable.
- Each learner can access CTE without borders. In other words, as learners become increasingly mobile and not place-based, and as more learning and work happens remotely, geographic barriers that limit access and opportunities for learners, particularly those in rural communities, need to be removed.

Wisconsin’s Vision for Career and Technical Education

The Wisconsin vision for career and technical education (CTE) is shaped by Wisconsin practitioners, experts, and the business community and is informed by work at the national level and in other states. The overarching goal of Wisconsin’s vision for CTE is for students to see themselves as confident doers and learners in a career pathway, supporting the department’s vision to be engaged learners fully prepared to create a better Wisconsin together.

Building a Foundation of Career Readiness

As noted in Section I, the Wisconsin Career Readiness Standards (WCRS) capture the knowledge, skills, and abilities that students need to be successful in their chosen career pathway and will lead to workplace success. Because career and technical education (CTE) prepares all students for their future careers, education, and, ultimately, life success, the WCRS is a natural fit for any CTE course. Educators will find many of the WCRS embedded in the FCS standards. Here is an example of what WCRS looks like in FCS:

Wisconsin Career Readiness Standards	Wisconsin Family and Consumer Sciences Standards
<p>Career Ready (CAR)</p> <p>WCRS.CAR.3.C: Create and regularly update an academic and career plan for high school and for after high school, with trusted adults, that aligns with career area(s) of interest.</p>	<p>Culinary Arts and Food Services (CAFS)</p> <p>FCS.CAFS.1.A.a.3: Create an employment portfolio to communicate food production and services knowledge and skills for use with applying for internships and work-based learning opportunities.</p>
<p>Learning Ready (LRN)</p> <p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p>	<p>Textiles, Fashion, and Apparel (TFA)</p> <p>FCS.TFA.1.D.i.2: Practice traditional skills used in textiles, such as hand embroidery, knitting, crocheting, weaving, and quilting. Investigate innovative use of new and old technology used to create, repair, and upcycle textiles, including but not limited to machine embroidery, 3D printing, surface design, etc.</p>

<p>Life Ready (LIF)</p> <p>WCERS.LIF.2.B: Communicate and collaborate with others using various modes of communication across languages, cultures, and contexts.</p>	<p>Human Services (HS)</p> <p>FCS.HS.1.E.a.6: Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of challenging conditions.</p>
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CTE in the Elementary Grades

Another way to build the foundation for career readiness is to expose students to career and technical education in the elementary grades. We encourage elementary educators to intentionally weave appropriate CTE standards into subject areas such as math, science, social studies, and English. Educators will be able to learn more about how to implement the Wisconsin Career Readiness and other CTE standards in elementary grades in a future publication, “Wisconsin’s Guide to K-5 Career Readiness.”

Family and Consumer Sciences (FCS) has a presence at the elementary grade level, especially related to enrichment opportunities in FCS content areas. FCS teachers have the knowledge and expertise to offer elementary-level summer school enrichment courses or provide community programming for elementary-grade students. FCS teachers in districts are excellent resources to assist in the development of curriculum and activities. Teachers can effectively use CTE concepts in instruction and activities to develop foundational skills and create a connection to the world of work. The leadership of an FCS-licensed teacher can support learning at all grade levels to create a continuum of learning from the elementary grades to high school. The collaborative relationship between elementary classroom teachers with FCS-licensed teachers ensures students are acquiring the fundamental skills to be successful in their future.

While there are no Family and Consumer Sciences standards specifically written for the elementary grade levels, there are [FCS National Standards for Middle School](#). In addition, an introduction to the *Wisconsin Standards for Family and Consumer Sciences* may be integrated, as appropriate, by referencing the FCS standards beginning level performance indicators.

Delivering CTE Through Career Pathways

Through CTE, learners not only gain awareness of various careers but also have opportunities to engage in deeper exploration and preparation through a career pathway. Each pathway—whether health science, agriculture, business, construction, or engineering, to name a few—includes elements of career and technical education that help students develop the knowledge and skills to be successful in the career of their choice.

Elements of CTE that create a career pathway include:

- A sequence of CTE courses that build from introductory to more advanced levels
- Work-based learning experiences
- Career and technical student organizations (CTSOs)
- Dual enrollment or college credit opportunities
- Industry-recognized credentials

Wisconsin schools use the above elements as a framework to engage with stakeholders to provide rich and authentic opportunities and experiences that help students gain knowledge and skills that go beyond the classroom experience.

While schools may independently build their own career pathways, Wisconsin’s regional career pathway (RCP) approach makes the process easier for individual school districts by vetting some of the career pathway components on a regional basis and tailoring pathways to address regional employment needs. Wisconsin’s regional career pathway network covers seven regions—each with its own advisory group of local employers, educational organizations, and economic and workforce development interests.

Partnerships that bring business and educational organizations together are an effective way to ensure that students are gaining practical and up-to-date knowledge and skills necessary to get a jump-start on a career in their regional industries. Leading employers share direct input on the latest tools, practices, and processes in an industry, while K-12 schools and other educational organizations offer the professional expertise to engage and teach young learners using standards within this document.



Career Pathway Elements

A sequence of CTE courses that build from introductory to more advanced levels

Academic standards define what students should know and be able to do in an area of study. In career and technical education, standards are integrated with technical skill development based on industry standards. A coordinated sequence of two or more academic courses incorporating challenging state standards builds student knowledge, technical skills, and employability skills. The FCS standards are designed to allow educators to build these courses from introductory-level content to advanced skills. In addition, the FCS standards were developed with direct reference to the [FCS National Standards](#). The national standards are broad and frame the essential knowledge common across all Family and Consumer Sciences strands.

The sequencing of courses in HS fits several different career clusters, most specifically related to:



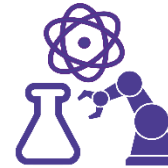
**Arts, Audio/Video
Technology, and
Communications**



Human Services



Hospitality & Tourism



**Science, Technology,
Engineering, and Math**



**Education and
Training**

Work-Based Learning

Work-based learning (WBL) opportunities are employer-connected experiences that allow K-12 students to participate in career awareness, career exploration, and career development. Academic standards serve as the foundation of WBL and allow students to apply knowledge and technical skills to real-world projects and problems alongside professionals. Having students participate in work-based learning is a priority in Wisconsin and is reflected on DPI's School Report Cards and federal (Perkins V) accountability reports. Participation in work-based learning is only calculated if the program meets the following criteria:

1. Involves sustained interactions, either paid or unpaid, with industry or community professionals.
 - Sustained = minimum of 90 hours, which can be rotated among employers or positions. The employer is engaged throughout the experience. It can take place in one semester, an entire year, the summer, or even a six-week period.

- Interactions must be more than just observing and include direct communication and involvement with industry or community professionals.
- 2. Takes place in real workplace settings (as practicable) or simulated environments at an educational institution.
- 3. Fosters in-depth, firsthand engagement with the tasks required in a given career.
- 4. Aligns with a course (generally speaking, should be a minimum of one semester). It is highly encouraged to provide credit for the work-based learning experience as well as credit for the school-based course.
- 5. Must include a training agreement between the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school.
- 6. Business and education partners work together to evaluate and supervise the experiences, which must be documented with training or learning plans and evaluation forms.

There are numerous work-based learning programs designed to support student mastery of competencies and also count towards accountability measures. These programs are all outlined in the [Wisconsin Guide to Implementing Career-Based Learning Experiences](#).

In FCS, career-based learning can take many forms, including:

- Simulated worksite
- School-based enterprise (SBE)
- Student entrepreneurial experience (SEE)
- Internship or local co-op
- State-Certified Employability Skills Co-Op
- State-Certified Youth Apprenticeship

Career and Technical Student Organizations

Career and technical student organizations (CTSOs) develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies and a wholesome attitude about living and working.

Wisconsin has six state and nationally recognized CTSOs that are intracurricular. In other words, they connect directly to the classroom through curriculum, activities, and community resources. All CTSOs include leadership development and competitive events where students demonstrate technical and leadership skills. CTSOs prepare young people to become productive citizens and leaders in their communities and their careers. This is done through school activities along with regional, state, and national leadership conferences and competitions. Students grow and develop through these events and receive recognition for the work they have done and the skills they have developed. CTSOs provide an exceptional extension of CTE instruction. Wisconsin's CTSOs include:



Wisconsin Family, Career and Community Leaders of America (FCCLA) is the state association of the National FCCLA, which continues to be the only career and technical student organization (CTSO) focused on preparing youth for careers that support families. Since 1945, FCCLA members have been making a difference in families, careers, and communities by addressing important personal, work, and societal issues.

This dynamic organization supports leadership development for students in grades 6 through 12 who are interested in careers in education, human services, personal and family finance, housing and interior design, nutrition, wellness, textiles, apparel, and consumer issues. Participation in community service projects is a significant part of the organization. FCCLA operates within the school system as an integral part of the Family and Consumer Sciences (FCS) education curriculum. FCS offers an academic foundation for the many career pathways available. FCCLA and FCS offer work-based learning experiences and internships through business and industry.

FCCLA enables members to expand their leadership potential and develop skills for life, including planning, goal-setting, problem-solving, decision-making, and interpersonal communication, all of which are necessary within families, schools, workplaces, and communities. They also gain real-world skills such as productivity and accountability, flexibility and adaptability, initiative and self-direction, and confidence and responsibility. It strengthens members' employability skills by preparing students to be college- and career-ready.

FCCLA also engages students through its competitive events held at leadership conferences. Students Taking Action with Recognition (STAR) Events encourage members to compete at the regional, state, and national levels. Students are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.

FCCLA prepares students to be college-, career-, and life-ready. Through its many industry partnerships, FCCLA is able to offer scholarship opportunities to its members who choose to pursue postsecondary education.

Industry-Recognized Credentials

Industry-recognized credentials (IRCs) are certifications, credentials, or licenses that are vetted by employers and recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. Earning industry credentials while in high school helps students prove their competence and improve their employment prospects, sometimes immediately after graduation. CTE courses are designed to improve career-based learning, and many IRCs fit perfectly into the curriculum and can be added to the student’s resume following certification.

Dual Enrollment or College Credit Opportunities

Dual enrollment includes a variety of programs through which high school students are enrolled simultaneously in both high school and college to earn credit through each. A dual enrollment course can take place at the high school, at a college or university, or through an online or distance-learning course. Local school districts partner with higher education partners to provide training for instructors to offer these courses or avenues for students to participate in courses on campus or online. Successful completion of the coursework by a student will not only gain them a grade toward high school graduation but also transferable credits for their postsecondary education.

Discipline Standards Structure

The *Wisconsin Standards for Family and Consumer Sciences* follow a specific structure:

Standards Formatting

- **Discipline:** CTE program area
- **Strand:** Instructional topic within the discipline
- **Standard:** Broad statement that tells what students are expected to know or be able to do
- **Learning Priority:** Breaks down the broad statement into manageable learning pieces
- **Performance Indicator by Learning Progression:** Measurable degree to which a standard has been developed or met

Standards Coding

Strands for Family and Consumer Sciences in this code structure include:

- Culinary Arts and Food Services (CAFS)
- Food Science and Dietetics (FSD)
- Hospitality, Tourism, and Recreation (HTR)
- Nutrition and Wellness (NW)
- Education and Early Childhood (EEC)
- Human Services (HS)
- Housing, Interiors, and Furnishings (HIF)
- Textiles, Fashion, and Apparel (TFA)
- Career, Community, and Life Connection (CCLC)
- Family and Parenting (FP)
- Human Development (HD)
- Interpersonal Relationships (IR)
- Consumer and Family Resources (CFR)
- Consumer Sciences (CS)

Performance Indicator by Learning Progression

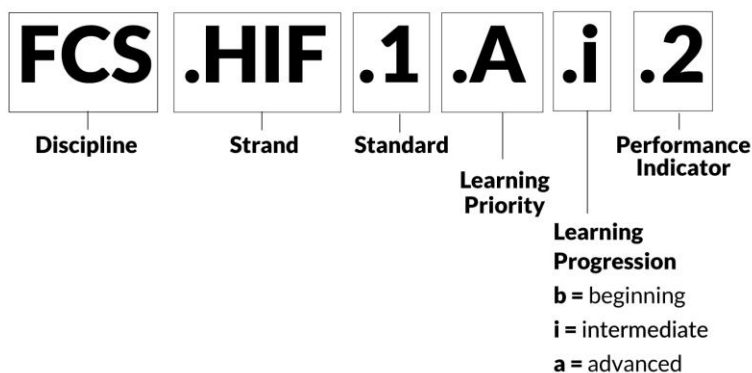
The 2024 Wisconsin Standards for Career and Technical Education (CTE) mark a shift in how progress is recognized in a CTE subject area. The new standards describe three levels of proficiency or mastery of industry expectations: beginning, intermediate, and advanced. This contrasts with the 2013 CTE standards, which focused on performance indicators by three grade bands: PK-5, 6-8, and 9-12.

Given the wide range of delivery models used, CTE does not lend itself to grade bands. In other words, CTE programming may be either nonexistent or robust at the elementary or middle school levels. A beginning course, for example, may be offered in any grade. The 2024 CTE standards, more appropriately, shift from looking at knowledge and skills acquired by the end of certain grade levels to the increasing mastery a student acquires as they pursue their desired career pathway, regardless of the grade the student begins on that path. Here, then, are the three levels in more detail:

- Beginning: Developing awareness
- Intermediate: Building foundational knowledge and skills
- Advanced: Implementing specific knowledge and skills

The standards were designed to be flexible based on the unique needs of each Family and Consumer Sciences program. Courses are meant to be aligned to the standards through the scaffolding of student learning and the level of mastery desired. Each learning priority has one or more performance indicators by learning progression, reflecting a sequential flow of learning and a continuum from beginning to advanced. Course design may consist of the full continuum or may begin and end with any learning progression level. Furthermore, the performance indicator descriptors may cross over or overlap each other from one level to the next. For example, the beginning level may include some foundational knowledge and skill-building connected to the intermediate level versus solely focusing on developing awareness.

Key to Standards Coding



Sample of Standards Table

Standard: FCS.HIF.1
 Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.A: Analyze career paths within the housing, interiors, and furnishings industries.	FCS.HIF.1.A.b.1: Introduce careers in housing, interiors, and furnishings.	FCS.HIF.1.A.i.1: Explain the roles and functions of individuals engaged in housing, interiors, and furnishings careers.	FCS.HIF.1.A.a.1: Analyze career paths and opportunities for employment and entrepreneurial endeavors.
	FCS.HIF.1.A.b.2: Introduce career paths in housing, interiors, and furnishings.	FCS.HIF.1.A.i.2: Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.	FCS.HIF.1.A.a.2: Create an employment portfolio to communicate knowledge and skills needed housing and interior design careers.

The *Wisconsin Standards for Family and Consumer Sciences* were intentionally written to include the [Family and Consumer Sciences National Standards](#). The FCS National Standards appear in **bold type** font within the performance indicator sections. The national standards were placed at the appropriate level of proficiency and mastery based on industry expectations. In addition, the *National Standards for Family and Consumer Sciences* includes an overarching, process-oriented standard called Reasoning for Action. This standard delineates knowledge and skills for high-quality reasoning. The Reasoning for Action standard is outlined in Appendix A of the *Wisconsin Standards for Family and Consumer Sciences*.

The 2024 CTE standards are more aligned to postsecondary curriculum than past standards. They provide programs an opportunity to help students build content knowledge, explore career pathways, and plan for postsecondary options. They also align with industry requirements, ensuring they meet current needs yet are flexible enough to absorb inevitable changes in industry processes and the economy as a whole.

In conclusion, these standards provide a foundation for a variety of applications in each of Wisconsin’s districts.

Section III

Discipline: Family and Consumer Sciences

Content Area: Culinary Arts and Food Services (CAFS)

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.A: Analyze career paths within the food production and food services industries.	FCS.CAFS.1.A.b.1: Identify careers for individuals engaged in food production and food services.	FCS.CAFS.1.A.i.1: Explain the roles, duties, and functions of individuals engaged in food production and services careers.	FCS.CAFS.1.A.a.1: Summarize education and training requirements and opportunities for career paths in food production and services.
	FCS.CAFS.1.A.b.2: Define labor market information and its impact on employment opportunities.	FCS.CAFS.1.A.i.2: Analyze opportunities for employment across local, state, and national levels.	FCS.CAFS.1.A.a.2: Analyze the correlation between food production and services occupations and local, state, national, and global economies.
	FCS.CAFS.1.A.b.3: Identify employability skills.	FCS.CAFS.1.A.i.3: Demonstrate skills needed to be successful in food production and the food services industry.	FCS.CAFS.1.A.a.3: Create an employment portfolio to communicate food production and services knowledge and skills for use with applying for internships and work-based learning opportunities.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.A: Analyze career paths within the food production and food services industries.	FCS.CAFS.1.A.b.4: Identify professional organizations in food production and services.	FCS.CAFS.1.A.i.4: Explore the role of professional organizations in food production and services.	FCS.CAFS.1.A.a.4: Analyze the role of professional organizations in food production and services.
FCS.CAFS.1.B: Demonstrate food safety and sanitation procedures.	FCS.CAFS.1.B.b.1: Demonstrate proper handwashing procedures.	FCS.CAFS.1.B.i.1: Describe how proper hygiene prevents the spread of pathogens.	FCS.CAFS.1.B.a.1: Identify characteristics of major foodborne pathogens, their role in causing illnesses, foods involved in outbreaks, and methods of prevention.
	FCS.CAFS.1.B.b.2: Simulate a call for help if someone is hurt.	FCS.CAFS.1.B.i.2: Demonstrate basic first aid techniques	FCS.CAFS.1.B.a.2: Employ food service management safety/sanitation program procedures, including CPR and first aid.
	FCS.CAFS.1.B.b.3: Identify the causes and prevention of foodborne illnesses.	FCS.CAFS.1.B.i.3: Analyze the role that food, acidity, time, temperature, oxygen, and moisture (FATTOM) play in a foodborne illness.	FCS.CAFS.1.B.a.3: Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne illnesses.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.B: Demonstrate food safety and sanitation procedures.	FCS.CAFS.1.B.b.4: Define and identify common food allergens.	FCS.CAFS.1.B.i.4: Identify signs and symptoms associated with a food allergy reaction.	FCS.CAFS.1.B.a.4: Use food allergy knowledge for investigating, researching, and preparing allergen-free food.
	FCS.CAFS.1.B.b.5: Identify the proper way to store various food products.	FCS.CAFS.1.B.i.5: Identify the types of equipment needed to properly store refrigerated, frozen, and room-temperature foods.	FCS.CAFS.1.B.a.5: Use the Hazard analysis critical control point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illnesses.
	FCS.CAFS.1.B.b.6: Identify signs of illnesses that would result in staying home from school or work.	FCS.CAFS.1.B.i.6: Practice standard personal hygiene and wellness procedures required for jobs in food service.	FCS.CAFS.1.B.a.6: Evaluate systems utilized in food service establishments for reporting employee illness.
	FCS.CAFS.1.B.b.7: Explore proper handling of both raw and prepared foods.	FCS.CAFS.1.B.i.7: Verify proper purchasing, receiving, storage, and handling of both raw and prepared foods through case studies.	FCS.CAFS.1.B.a.7: Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.B: Demonstrate food safety and sanitation procedures.	FCS.CAFS.1.B.b.8: Identify safe food handling procedures.	FCS.CAFS.1.B.i.8: Explain how to prevent cross contamination and cross contact when preparing raw and ready-to-eat foods.	FCS.CAFS.1.B.a.8: Demonstrate safe food handling and preparation techniques that prevent cross contamination and cross contact from potentially hazardous foods.
	FCS.CAFS.1.B.b.9: Recognize the dangers of chemicals.	FCS.CAFS.1.B.i.9: Analyze current types of various cleaning materials and sanitizers for proper use and safety hazards.	FCS.CAFS.1.B.a.9: Use Occupational Safety and Health Administration (OSHA)'s Right to Know Law and Material Safety Data Sheets (MSDS), and explain their requirements in safe handling and storage of hazardous materials.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.B: Demonstrate food safety and sanitation procedures.	FCS.CAFS.1.B.b.10: Categorize items that are and are not recyclable.	FCS.CAFS.1.B.i.10: Demonstrate safe and environmentally responsible waste disposal and recycling methods.	FCS.CAFS.1.B.a.10: Demonstrate the ability to maintain necessary records to document time and temperature control, hazard analysis critical control point (HACCP), employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
	FCS.CAFS.1.C: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	FCS.CAFS.1.C.b.1: Identify common cooking tools and equipment. FCS.CAFS.1.C.b.2: Describe how to wash and dry dishes.	FCS.CAFS.1.C.i.1: Demonstrate proper usage and storage of common cooking tools and equipment. FCS.CAFS.1.C.i.2: Demonstrate how to properly wash and sanitize dishes and cooking surfaces.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.C: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	FCS.CAFS.1.C.b.3: Identify industry-relevant tools and equipment.	FCS.CAFS.1.C.i.3: Prioritize equipment needs based on long-term business planning.	FCS.CAFS.1.C.a.3: Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
FCS.CAFS.1.D: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	FCS.CAFS.1.D.b.1: Define menu planning.	FCS.CAFS.1.D.i.1: Analyze and modify restaurant menus according to principles of menu planning.	FCS.CAFS.1.D.a.1: Apply menu-planning principles to develop and modify menus.
	FCS.CAFS.1.D.b.2: Identify required documents for purchasing food and supplies.	FCS.CAFS.1.D.i.2: Prepare requisitions for food and supplies to meet production requirements.	FCS.CAFS.1.D.a.2: Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
	FCS.CAFS.1.D.b.3: Describe factors that influence the success of a menu item.	FCS.CAFS.1.D.i.3: Develop a variety of menu layouts, themes, and design styles.	FCS.CAFS.1.D.a.3: Record performance of menu items to analyze sales and determine menu revisions.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.E: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	FCS.CAFS.1.E.b.1: Identify knife safety and other safety steps around sharp objects in the food service industry.	FCS.CAFS.1.E.i.1: Demonstrate basic skills in handling knives, tools, and equipment safely.	FCS.CAFS.1.E.a.1: Demonstrate professional skills in safe handling of knives, tools, and equipment.
	FCS.CAFS.1.E.b.2: Define a variety of cooking methods, including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking.	FCS.CAFS.1.E.i.2: Compare and contrast a variety of cooking methods, including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking.	FCS.CAFS.1.E.a.2: Demonstrate professional skills for a variety of cooking methods, including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
	FCS.CAFS.1.E.b.3: Demonstrate proper measurement techniques.	FCS.CAFS.1.E.i.3: Demonstrate knowledge of portion control and proper scaling and measurement techniques.	FCS.CAFS.1.E.a.3: Assess the impact of portion control, proper scaling, and measurement techniques on the production cost of a variety of menu items.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.E: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	FCS.CAFS.1.E.b.4: Calibrate and demonstrate how to use a food thermometer.	FCS.CAFS.1.E.i.4: Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.	FCS.CAFS.1.E.a.4: Evaluate the impacts of time, temperature, and cooking methods on a variety of foods.
		FCS.CAFS.1.E.i.5: Prepare various meats, seafood, and poultry using safe handling techniques.	FCS.CAFS.1.E.a.5: Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
		FCS.CAFS.1.E.i.6: Prepare various stocks, soups, and sauces using safe handling techniques.	FCS.CAFS.1.E.a.6: Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
		FCS.CAFS.1.E.i.7: Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling techniques.	FCS.CAFS.1.E.a.7: Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.E: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.		FCS.CAFS.1.E.i.8: Prepare various salads, dressings, marinades, and spices using safe handling techniques.	FCS.CAFS.1.E.a.8: Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
		FCS.CAFS.1.E.i.9: Prepare sandwiches, canapés, and appetizers using safe handling techniques.	FCS.CAFS.1.E.a.9: Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.
		FCS.CAFS.1.E.i.10: Prepare breads, baked goods, and desserts using safe handling techniques.	FCS.CAFS.1.E.a.10: Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
		FCS.CAFS.1.E.i.11: Prepare breakfast meats, eggs, cereals, and batter products using safe handling techniques.	FCS.CAFS.1.E.a.11: Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CAFS.1.E: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	FCS.CAFS.1.E.b.12: Identify garnishes on photos of food.	FCS.CAFS.1.E.i.12: Apply plating, garnishing, or food presentation techniques.	FCS.CAFS.1.E.a.12: Demonstrate professional plating, garnishing, and food presentation techniques.
	FCS.CAFS.1.E.b.13: Identify items that are compostable.	FCS.CAFS.1.E.i.13: Examine ways to avoid waste of purchased food items, such as using chicken bones to make stock.	FCS.CAFS.1.E.a.13: Integrate sustainability in food production and services, including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCS.CAFS.1.F: Demonstrate implementation of food service management.	FCS.CAFS.1.F.b.1: Recognize the differences in date markings on foods, such as expiration, sell by, and best by.	FCS.CAFS.1.F.i.1: Practice inventory procedures, including “first in/first out” concept, date marking, and specific recordkeeping.	FCS.CAFS.1.F.a.1: Apply principles of purchasing, receiving, issuing, and storing in food service operations.
	FCS.CAFS.1.F.b.2: Compare a cost serving of foods in a variety of menus.	FCS.CAFS.1.F.i.2: Perform culinary math skills, such as food cost percentage, costing, and yield percentage.	FCS.CAFS.1.F.a.2: Apply accounting procedures in planning and forecasting profit and loss.

Standard: FCS.CAFS.1

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
	FCS.CAFS.1.F.b.3: List a variety of legal responsibilities and liabilities in the food service industry.	FCS.CAFS.1.F.i.3: Examine the areas of risk management and legal liability within the food service industry.	FCS.CAFS.1.F.a.3: Assess efforts to continuously monitor and evaluate risk management practices.

Content Area: Food Science and Dietetics (FSD)

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.A: Analyze career paths within food science, food technology, dietetics, and nutrition industries.	FCS.FSD.1.A.b.1: Identify careers in food science, technology, dietetics, and nutrition.	FCS.FSD.1.A.i.1: Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.	FCS.FSD.1.A.a.1: Analyze education, training requirements, and employment or entrepreneurial opportunities for career paths in food science, food technology, dietetics, and nutrition.
	FCS.FSD.1.A.b.2: Define labor market information and its impact on employment opportunities within food science and dietetics.	FCS.FSD.1.A.i.2: Analyze opportunities for employment across local, state, and national levels within food science and dietetics.	FCS.FSD.1.A.a.2: Analyze the correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.
	FCS.FSD.1.A.b.3: Identify job skills in completing tasks at work.	FCS.FSD.1.A.i.3: Identify skills, knowledge, and dispositions that are necessary to work in the food service, dietetics, and nutrition industries.	FCS.FSD.1.A.a.3: Create an employment portfolio to communicate knowledge and skills in food science, food technology, dietetics, and nutrition careers.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.A: Analyze career paths within food science, food technology, dietetics, and nutrition industries.	FCS.FSD.1.A.b.4: List professional organizations related to food science, food technology, dietetics, and nutrition.	FCS.FSD.1.A.i.4: Summarize professional organizations and the purpose(s) these serve.	FCS.FSD.1.A.a.4: Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.
FCS.FSD.1.B: Apply risk management procedures to food safety, food testing, and sanitation.	FCS.FSD.1.B.b.1: Describe factors that contribute to foodborne illness.	FCS.FSD.1.B.i.1: Analyze food service management safety and sanitation programs.	FCS.FSD.1.B.a.1: Implement industry standards for documenting, investigating, and reporting foodborne illness.
	FCS.FSD.1.B.b.2: Identify potential sources of food contamination.	FCS.FSD.1.B.i.2: Explain the process of controlling potential contamination in the flow of food.	FCS.FSD.1.B.a.2: Utilize the hazard analysis critical control point (HACCP) during all food handling processes (the flow of food) to minimize the risks of foodborne illness.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.B: Apply risk management procedures to food safety, food testing, and sanitation.	FCS.FSD.1.B.b.3: Recognize principles of personal and workplace health and hygiene.	FCS.FSD.1.B.i.3: Explain the importance of practices and procedures to ensure personal and workplace health and hygiene.	FCS.FSD.1.B.a.3: Demonstrate practices and procedures that assure personal and workplace health and hygiene.
	FCS.FSD.1.B.b.4: Identify proper procedures for receiving, storing, and preparation of raw and prepared foods.	FCS.FSD.1.B.i.4: Practice proper storage of food.	FCS.FSD.1.B.a.4: Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.
	FCS.FSD.1.B.b.5: Discuss safely handling hazardous materials.	FCS.FSD.1.B.i.5: Classify cleaning materials and sanitizers and their correct use.	FCS.FSD.1.B.a.5: Implement current Occupational Safety and Health Administration (OSHA) and state requirements in handling hazardous materials.
	FCS.FSD.1.B.b.6: Identify recyclable materials.	FCS.FSD.1.B.i.6: Demonstrate waste disposal and recycling methods.	FCS.FSD.1.B.a.6: Analyze waste disposal methods, including recycling and composting.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.C: Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.	FCS.FSD.1.C.b.1: Identify nutrients.	FCS.FSD.1.C.i.1: Describe the functions of nutrients to meet dietary needs.	FCS.FSD.1.C.a.1: Assess nutrient requirements across the lifespan, addressing the diversity of people, cultures, and religions.
	FCS.FSD.1.C.b.2: Identify ways to preserve nutrients in food preparation.	FCS.FSD.1.C.i.2: Practice food production techniques used to prepare food.	FCS.FSD.1.C.a.2: Apply principles of food production to maximize nutrient retention in prepared foods.
FCS.FSD.1.C: Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.	FCS.FSD.1.C.b.3: Identify factors that influence personal food and nutrition choices.	FCS.FSD.1.C.i.3: Demonstrate decision-making for food choices.	FCS.FSD.1.C.a.3: Assess the influence of cultural, socioeconomic, and psychological factors on food, nutrition, and behavior.
	FCS.FSD.1.C.b.4: Identify unit measurements.	FCS.FSD.1.C.i.4: Convert a recipe.	FCS.FSD.1.C.a.4: Analyze recipe or formula proportions and modifications for food production.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.C: Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.	FCS.FSD.1.C.b.5: Discuss the health benefits of foods.	FCS.FSD.1.C.i.5: Compare food options for health benefits.	FCS.FSD.1.C.a.5: Critique the selection of foods to promote a healthy lifestyle.
	FCS.FSD.1.C.b.6: Describe food exchange groups.	FCS.FSD.1.C.i.6: Categorize foods into exchange groups.	FCS.FSD.1.C.a.6: Plan menus, applying the exchange system to meet various nutrient needs.
FCS.FSD.1.D: Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	FCS.FSD.1.D.b.1: Summarize nutritional information to support planning for caregiving.	FCS.FSD.1.D.i.1: Determine when to provide a selective menu approach in nutritional therapy settings.	FCS.FSD.1.D.a.1: Construct a modified diet based on nutritional needs and health conditions.
	FCS.FSD.1.D.b.2: Identify ways to maintain health and prevent disease.	FCS.FSD.1.D.i.2: Propose a nutritional plan for health maintenance and disease prevention.	FCS.FSD.1.D.a.2: Design instruction on nutrition to promote wellness and disease prevention.
FCS.FSD.1.E: Examine the use of current trends in food product development and marketing.	FCS.FSD.1.E.b.1: Identify marketing strategies used in the food industry.	FCS.FSD.1.E.i.1: Identify factors that affect food preferences in the marketing of food.	FCS.FSD.1.E.a.1: Analyze various factors that affect food preferences in the marketing of food to a variety of populations.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.E: Examine the use of current trends in food product development and marketing.	FCS.FSD.1.E.b.2: Identify information used to make marketing decisions.	FCS.FSD.1.E.i.2: Collect data to assist in decision-making and marketing decisions.	FCS.FSD.1.E.a.2: Analyze data in statistical analysis when making development and marketing decisions.
	FCS.FSD.1.E.b.3: Prepare food for presentation and assessment.	FCS.FSD.1.E.i.3: Conduct sensory evaluations of food products.	FCS.FSD.1.E.a.3: Interpret data collected from sensory evaluations for product improvement.
	FCS.FSD.1.E.b.4: Maintain test kitchen, laboratory, and related equipment and supplies.	FCS.FSD.1.E.i.4: Conduct testing for safety of food products, utilizing available technology.	FCS.FSD.1.E.a.4: Implement procedures that affect quality product performance and sustainability.
FCS.FSD.1.F: Demonstrate food science, dietetics, and nutrition management principles and practices.	FCS.FSD.1.F.b.1: Identify food preferences for individuals and families.	FCS.FSD.1.F.i.1: Build menus to customer or client preferences.	FCS.FSD.1.F.a.1: Manage food production to meet needs and preferences of diverse customer populations.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.F: Demonstrate food science, dietetics, and nutrition management principles and practices.	FCS.FSD.1.F.b.2: Compare and contrast food preparation and production.	FCS.FSD.1.F.i.2: Implement food preparation, production, and testing systems.	FCS.FSD.1.F.a.2: Apply standards for food quality and sustainability.
	FCS.FSD.1.F.b.3: Identify parts of a recipe.	FCS.FSD.1.F.i.3: Utilize a standardized recipe.	FCS.FSD.1.F.a.3: Create standardized recipes.
	FCS.FSD.1.F.b.4: Identify trends in the food market.	FCS.FSD.1.F.i.4: Analyze new products using the most current guidelines and innovations in technology.	FCS.FSD.1.F.a.4: Develop new food products.
	FCS.FSD.1.F.b.5: Identify cost-effective procedures.	FCS.FSD.1.F.i.5: Compare procedures used for cost savings.	FCS.FSD.1.F.a.5: Implement procedures that provide cost-effective products.
	FCS.FSD.1.F.b.6: Distinguish between the types of supplies (perishable and nonperishable) needed in an organization.	FCS.FSD.1.F.i.6: Establish Periodic Automatic Replacement (PAR) levels for the purchase of supplies based on an organization's needs.	FCS.FSD.1.F.a.6: Implement a system to maintain established par levels.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.F: Demonstrate food science, dietetics, and nutrition management principles and practices.	FCS.FSD.1.F.b.7: Describe specific points of time, temperature, date markings, cross contamination, handwashing, and personal hygiene for safe food preparation.	FCS.FSD.1.F.i.7: Identify potential food safety hazards and implement appropriate control measures to mitigate risks and ensure safe food handling practices.	FCS.FSD.1.F.a.7: Utilize Food Code Points of time, temperature, date markings, cross contamination, handwashing, and personal hygiene as criteria for safe food preparation.
FCS.FSD.1.G: Demonstrate principles of food biology and chemistry.	FCS.FSD.1.G.b.1: Define elements, compounds, and mixtures in foods and food products.	FCS.FSD.1.G.i.1: Compare elements and compounds in foods and food products.	FCS.FSD.1.G.a.1: Explain the properties of elements, compounds, and mixtures in foods and food products.
	FCS.FSD.1.G.b.2: Describe thermodynamics.	FCS.FSD.1.G.i.2: Apply thermodynamics to food products.	FCS.FSD.1.G.a.2: Analyze the effects of thermodynamics on chemical reactions in foods and food products.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.G: Demonstrate principles of food biology and chemistry.	FCS.FSD.1.G.b.3: Define acids and bases.	FCS.FSD.1.G.i.3: Utilize the pH scale to classify food items.	FCS.FSD.1.G.a.3: Explain the process of ionization in the formation of acids and bases and the effects on food and food products.
	FCS.FSD.1.G.b.4: Classify simple and complex carbohydrates.	FCS.FSD.1.G.i.4: Compare the molecular structure of simple and complex carbohydrates.	FCS.FSD.1.G.a.4: Explain the impact of molecular structure of simple and complex carbohydrates on digestion, nutrition, and food preparation procedures.
	FCS.FSD.1.G.b.5: Categorize lipids and proteins in foods.	FCS.FSD.1.G.i.5: Differentiate lipid and protein functions.	FCS.FSD.1.G.a.5: Relate the composition of lipids and proteins to their functions in foods and their impact on food preparation and nutrition.
	FCS.FSD.1.G.b.6: Define molds and enzymes.	FCS.FSD.1.G.i.6: Identify food products that contain molds or enzymes.	FCS.FSD.1.G.a.6: Explain the value of molds and enzymes in food products.

Standard: FCS.FSD.1

Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FSD.1.G: Demonstrate principles of food biology and chemistry.	FCS.FSD.1.G.b.7: Identify food preservation methods and techniques.	FCS.FSD.1.G.i.7: Practice food preservation methods and techniques.	FCS.FSD.1.G.a.7: Analyze the impact of food preservation methods and techniques on nutrient value, safety, sanitation, and consumer appeal of food and products.

Content Area: Hospitality, Tourism, and Recreation (HTR)

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.A: Analyze career paths within the hospitality, tourism, and recreation industries.	FCS.HTR.1.A.b.1: Examine roles and functions of individuals engaged in hospitality, tourism, and recreation careers.	FCS.HTR.1.A.i.1: Explore skills needed to relate to others who work in hospitality, tourism, and recreation.	FCS.HTR.1.A.a.1: Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
	FCS.HTR.1.A.b.2: Define labor market information and its impact on employment opportunities within hospitality, tourism, and recreation.	FCS.HTR.1.A.i.2: Analyze opportunities for employment across local, state, and national levels within hospitality, tourism, and recreation.	FCS.HTR.1.A.a.2: Analyze the correlation between the hospitality industry and local, state, national, and global economies.
	FCS.HTR.1.A.b.3: Identify employment trends in hospitality, tourism, and recreation.	FCS.HTR.1.A.i.3: Describe employment trends in hospitality, tourism, and recreation.	FCS.HTR.1.A.a.3: Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.A: Analyze career paths within the hospitality, tourism, and recreation industries.	FCS.HTR.1.A.b.4: Discuss the role of professional organizations in hospitality, tourism, and recreation careers.	FCS.HTR.1.A.i.4: List professional organizations that support hospitality, tourism, and recreation professionals.	FCS.HTR.1.A.a.4: Examine the role of professional organizations in the hospitality, tourism, and recreation professions.
	FCS.HTR.1.A.b.5: Identify preferred skills required to work in hospitality, tourism, and recreation.	FCS.HTR.1.A.i.5: Construct examples of documents required for an entry-level position in hospitality, tourism, or recreation.	FCS.HTR.1.A.a.5: Create an employment portfolio to communicate hospitality, tourism, and recreation knowledge and skills.
FCS.HTR.1.B: Demonstrate procedures applied to safety, security, and environmental issues.	FCS.HTR.1.B.b.1: Explore industry standards for safety and security issues related to hospitality, tourism, and recreation.	FCS.HTR.1.B.i.1: Explain the present standards for meeting safety, security, and environmental issues within hospitality, tourism, and recreation.	FCS.HTR.1.B.a.1: Explain the importance of safety, security, and environmental issues related to hospitality, tourism, and recreation.
	FCS.HTR.1.B.b.2: Identify procedures for assuring guest and customer safety related to hospitality, tourism, and recreation.	FCS.HTR.1.B.i.2: Explain the positive and negative influences of safety, security, and environmental issues.	FCS.HTR.1.B.a.2: Demonstrate procedures for assuring guest or customer safety.

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.B: Demonstrate procedures applied to safety, security, and environmental issues.	FCS.HTR.1.B.b.3: Develop evacuation plans and emergency procedures.	FCS.HTR.1.B.i.3: Practice evacuation plans and emergency procedures.	FCS.HTR.1.B.a.3: Evaluate evacuation plans and emergency procedures.
	FCS.HTR.1.B.b.4: Explore ways to conserve resources.	FCS.HTR.1.B.i.4: Demonstrate management and conservation of resources for energy efficiency and protection of the environment.	FCS.HTR.1.B.a.4: Design a system for documenting, investigating, and taking action on safety, security, and environmental issues.
FCS.HTR.1.C: Apply concepts of quality service to assure customer satisfaction in lodging, travel, recreation, and event planning services.	FCS.HTR.1.C.b.1: Identify expectations of customers in a variety of settings.	FCS.HTR.1.C.i.1: Analyze how employee dispositions can impact customer satisfaction.	FCS.HTR.1.C.a.1: Analyze the role of quality service as a strategic component of exceptional performance.
	FCS.HTR.1.C.b.2: Define conflict resolution skills.	FCS.HTR.1.C.i.2: Demonstrate quality service techniques and procedures that meet industry standards in the food service industry.	FCS.HTR.1.C.a.2: Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.C: Apply concepts of quality service to assure customer satisfaction in lodging, travel, recreation, and event planning services.	FCS.HTR.1.C.b.3: Identify verbal and nonverbal communication strategies used in interpersonal relationships.	FCS.HTR.1.C.i.3: Apply strategies for addressing and resolving complaints.	FCS.HTR.1.C.a.3: Analyze effects of customer relations on success of the hospitality, tourism, and recreation industries.
	FCS.HTR.1.C.b.4: Describe customer service skills needed in hospitality, tourism, and recreation.	FCS.HTR.1.C.i.4: Demonstrate effective cultural awareness and customer relations to meet the hospitality, tourism, and recreation needs of special populations.	FCS.HTR.1.C.a.4: Apply industry standards for service that meet cultural and geographical expectations of guests or customers.
FCS.HTR.1.D: Demonstrate practices and skills involved in hospitality, lodging, travel, and recreation-related services.	FCS.HTR.1.D.b.1: Perform cash handling, accounting, and financial transactions.	FCS.HTR.1.D.i.1: Explain the need for accuracy and timeliness in executing office procedures.	FCS.HTR.1.D.a.1: Demonstrate office skills, including accounting practices and financial transactions.
	FCS.HTR.1.D.b.2: Devise a time-management schedule for a set of tasks.	FCS.HTR.1.D.i.2: Design themes, timelines, budgets, agendas, and itineraries for specific programs and events.	FCS.HTR.1.D.a.2: Manage convention, meeting, and banquet support functions, and coordinate client inquiries and requests.

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.D: Demonstrate practices and skills involved in hospitality, lodging, travel, and recreation-related services.	FCS.HTR.1.D.b.3: Compare promotional materials for events.	FCS.HTR.1.D.i.3: Develop event materials for distribution.	FCS.HTR.1.D.a.3: Demonstrate skills related to promoting and publicizing events.
	FCS.HTR.1.D.b.4: Describe sales and marketing functions in hospitality, lodging, travel, and recreation-related services.	FCS.HTR.1.D.i.4: Analyze sales and marketing functions in hospitality and lodging operations.	FCS.HTR.1.D.a.4: Develop a sales and marketing plan in an entrepreneurial situation.
	FCS.HTR.1.D.b.5: Identify equipment, tools, and supplies needed in hospitality, tourism, and recreation operations.	FCS.HTR.1.D.i.5: Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.	FCS.HTR.1.D.a.5: Apply facility management, maintenance, and service skills to hospitality and lodging operations.
	FCS.HTR.1.D.b.6: Explore modes of transportation for domestic and international travel.	FCS.HTR.1.D.i.6: Investigate geography, climate, sites, time zones, and political and global influences of various regions and countries.	FCS.HTR.1.D.a.6: Analyze hospitality, lodging, tourism, and recreation customs of various regions and countries.

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.D: Demonstrate practices and skills involved in hospitality, lodging, travel, and recreation-related services.	FCS.HTR.1.D.b.7: Explore food and beverages of various regions and countries.	FCS.HTR.1.D.i.7: Practice etiquette techniques needed in social situations through role-playing.	FCS.HTR.1.D.a.7: Apply procedures for food, beverage, and etiquette of various regions and countries to decisions about hospitality, lodging, tourism, and recreation.
	FCS.HTR.1.D.b.8: Identify potential needs of domestic and international travelers.	FCS.HTR.1.D.i.8: Research regulations and cultural expectations to determine information needed by diverse clientele for domestic and international travel.	FCS.HTR.1.D.a.8: Create travel documents and itineraries using current technology.
FCS.HTR.1.E: Demonstrate management practices and skills involved in hospitality, lodging, travel, and recreation-related services.	FCS.HTR.1.E.b.1: Describe tourism-related organizations and agencies and their impact on hospitality, lodging, travel, and recreation operations.	FCS.HTR.1.E.i.1: Organize resources and information about locations, facilities, suppliers, and vendors for specific services.	FCS.HTR.1.E.a.1: Manage programs and events for specific age groups or diverse populations.

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.E: Demonstrate management practices and skills involved in hospitality, lodging, travel, and recreation-related services.	FCS.HTR.1.E.b.2: Explore wellness through recreation and leisure programs and events.	FCS.HTR.1.E.i.2: Promote wellness through recreation and leisure programs and events.	FCS.HTR.1.E.a.2: Evaluate overall effectiveness of specific events on individual, family, or community wellness.
	FCS.HTR.1.E.b.3: Explain the purpose of labor laws in the workplace.	FCS.HTR.1.E.i.3: Examine labor laws governing the workplace.	FCS.HTR.1.E.a.3: Apply human resource workplace policies, including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
	FCS.HTR.1.E.b.4: Describe employability skills.	FCS.HTR.1.E.i.4: Participate in a simulated job interview.	FCS.HTR.1.E.a.4: Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.

Standard: FCS.HTR.1

Students will synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HTR.1.E: Demonstrate management practices and skills involved in hospitality, lodging, travel, and recreation-related services.	FCS.HTR.1.E.b.5: Observe a demonstration or training event.	FCS.HTR.1.E.i.5: Develop an outline for a training presentation.	FCS.HTR.1.E.a.5: Conduct staff orientation, initial training, and education; consistent reinforcement of training principles, standards, and education; and on-the-job training or retraining.
	FCS.HTR.1.E.b.6: Identify standard components of a crisis management plan.	FCS.HTR.1.E.i.6: Critique a safety plan for a school or community organization.	FCS.HTR.1.E.a.6: Design internal and external crisis management and disaster plans and response procedures.
	FCS.HTR.1.E.b.7: Develop a budget and time management outline for a meal.	FCS.HTR.1.E.i.7: Adapt a plan for an individual item or small-scale event to a larger scale.	FCS.HTR.1.E.a.7: Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning.

Content Area: Nutrition and Wellness (NW)

Standard: FCS.NW.1

Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.NW.1.A: Analyze factors that influence nutrition and wellness practices across the lifespan.	FCS.NW.1.A.b.1: Identify the basic components of wellness.	FCS.NW.1.A.i.1: Describe dimensions of wellness components.	FCS.NW.1.A.a.1: Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
	FCS.NW.1.A.b.2: Identify factors that impact food choices and nutritional practices.	FCS.NW.1.A.i.2: Describe how food choices are influenced by availability, individual and family preferences, and the media.	FCS.NW.1.A.a.2: Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
	FCS.NW.1.A.b.3: Identify historical changes that have altered food choices and practices.	FCS.NW.1.A.i.3: Investigate the governmental, economic, and technological influences on food choices and nutrition practices.	FCS.NW.1.A.a.3: Analyze the effects of global, regional, and local events and conditions on food choices and practices.

Standard: FCS.NW.1

Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.NW.1.A: Analyze factors that influence nutrition and wellness practices across the lifespan.	FCS.NW.1.A.b.4: Identify components of wellness policies.	FCS.NW.1.A.i.4: Investigate locally grown food, gardens, local suppliers, and food systems.	FCS.NW.1.A.a.4: Analyze legislation and regulations related to nutrition and wellness.
FCS.NW.1.B: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.	FCS.NW.1.B.b.1: Recognize the concept that eating a variety of foods is important to health.	FCS.NW.1.B.i.1: Identify key nutrients and list ways nutrients can promote health and prevent chronic disease.	FCS.NW.1.B.a.1: Evaluate the effect of nutrients on health, wellness, and performance.
	FCS.NW.1.B.b.2: Recognize the relationship between diet and health concerns.	FCS.NW.1.B.i.2: Describe the relationship between food choices and health concerns.	FCS.NW.1.B.a.2: Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.
	FCS.NW.1.B.b.3: Identify a healthy eating habit.	FCS.NW.1.B.i.3: Assess eating habits (meals and snacks), set a personal nutrition goal, and track progress toward achieving this goal.	FCS.NW.1.B.a.3: Analyze the effects of food and diet fads, food addictions, and disordered eating on wellness.

Standard: FCS.NW.1

Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.NW.1.B: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.	FCS.NW.1.B.b.4: Demonstrate how to use food labels to select a healthy food or snack.	FCS.NW.1.B.i.4: Demonstrate how to use food labels and other sources of information to meet dietary recommendations.	FCS.NW.1.B.a.4: Analyze sources of food and nutrition information, including food labels related to health and wellness.
FCS.NW.1.C: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.	FCS.NW.1.C.b.1: Identify foods by group.	FCS.NW.1.C.i.1: Identify nutrients important in dietary needs for different stages of the lifespan.	FCS.NW.1.C.a.1: Apply current dietary guidelines in planning to meet nutrition and wellness needs.
	FCS.NW.1.C.b.2: Explore health-related concerns that affect food choices.	FCS.NW.1.C.i.2: Apply nutritional knowledge to healthy meal planning.	FCS.NW.1.C.a.2: Design strategies that address the health and nutrition recommendations of individuals and families, including those with special needs.

Standard: FCS.NW.1

Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.NW.1.C: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.	FCS.NW.1.C.b.3: Demonstrate handwashing techniques during food preparation.	FCS.NW.1.C.i.3: Demonstrate food preparation skills.	FCS.NW.1.C.a.3: Demonstrate the ability to select, safely store, prepare, and serve nutritious and aesthetically pleasing foods.
	FCS.NW.1.C.b.4: Describe factors associated with food security.	FCS.NW.1.C.i.4: Examine the relationship between food security, sustainability, food integrity, nutrition, and wellness.	FCS.NW.1.C.a.4: Evaluate policies and practices that impact food security, sustainability, food integrity, nutrition, and wellness of individuals and families.
FCS.NW.1.D: Evaluate factors that affect food safety from production through consumption.	FCS.NW.1.D.b.1: Recognize that eating improperly prepared or spoiled food can cause illness.	FCS.NW.1.D.i.1: Explain the relationship between food safety practices and health.	FCS.NW.1.D.a.1: Analyze conditions and safety and sanitation practices that promote safe food handling.

Standard: FCS.NW.1

Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.NW.1.D: Evaluate factors that affect food safety from production through consumption.	FCS.NW.1.D.b.2: Explain how contaminants may enter the food supply at various points in a food chain.	FCS.NW.1.D.i.2: Identify agencies responsible for monitoring the food supply.	FCS.NW.1.D.a.2: Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production, and the impact of genetically modified foods.
	FCS.NW.1.D.b.3: Identify ways to keep food fresh and safe to eat.	FCS.NW.1.D.i.3: Discuss the inspection and labeling systems on food.	FCS.NW.1.D.a.3: Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
	FCS.NW.1.D.b.4: Explain the importance of preventing foodborne illnesses.	FCS.NW.1.D.i.4: Identify the relationship between food safety practices and health.	FCS.NW.1.D.a.4: Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.

Standard: FCS.NW.1

Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.NW.1.D: Evaluate factors that affect food safety from production through consumption.	FCS.NW.1.D.b.5: Identify sources of consumer information related to food safety and sanitation.	FCS.NW.1.D.i.5: Compare consumer messages about food safety and sanitation.	FCS.NW.1.D.a.5: Analyze current consumer information about food safety and sanitation.
FCS.NW.1.E: Evaluate the influence of science and technology on food, nutrition, and wellness.	FCS.NW.1.E.b.1: Identify newly developed foods.	FCS.NW.1.E.i.1: Give examples of how the food supply has changed over time.	FCS.NW.1.E.a.1: Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
	FCS.NW.1.E.b.2: Identify advances and changes throughout the history of food.	FCS.NW.1.E.i.2: Examine the effects of scientific and technical advances in food processing and storage on nutrition and wellness.	FCS.NW.1.E.a.2: Evaluate how the scientific and technical advances in product development, food processing, storage, and distribution influence nutrition and wellness.
	FCS.NW.1.E.b.3: Identify the impact of food company advertising and media on individual food choices.	FCS.NW.1.E.i.3: Assess the effects of technological advances on selection, preparation, and home storage of food.	FCS.NW.1.E.a.3: Analyze the effects of food science and technology on meeting nutritional needs.

Content Area: Education and Early Childhood (EEC)

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.A: Analyze career paths within early childhood, education, and related services.	FCS.EEC.1.A.b.1: Identify different careers within education and early childhood.	FCS.EEC.1.A.i.1: Justify the need for different roles within education and early childhood.	FCS.EEC.1.A.a.1: Explain the roles and functions of individuals engaged in early childhood education and services.
	FCS.EEC.1.A.b.2: Identify career pathways and trajectories within education and early childhood.	FCS.EEC.1.A.i.2: Describe how careers may change over the lifespan.	FCS.EEC.1.A.a.2: Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
	FCS.EEC.1.A.b.3: Discuss personal qualities that would contribute to success in the education and early childhood pathways.	FCS.EEC.1.A.i.3: List opportunities for expanding knowledge related to education and early childhood careers.	FCS.EEC.1.A.a.3: Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.A: Analyze career paths within early childhood, education, and related services.	FCS.EEC.1.A.b.4: Identify societal, economic, and family trends that have impacted education and early childhood programs.	FCS.EEC.1.A.i.4: Justify the need for education and early childhood programs.	FCS.EEC.1.A.a.4: Analyze the impact of early childhood, education, and services occupations on individual, family, local, state, national, and global economies.
	FCS.EEC.1.A.b.5: Discuss the role of professional organizations in education and early childhood.	FCS.EEC.1.A.i.5: List professional organizations that support education and early childhood.	FCS.EEC.1.A.a.5: Analyze the role of professional organizations in education and early childhood.
	FCS.EEC.1.A.b.6: Identify related knowledge and skills needed for employment.	FCS.EEC.1.A.i.6: Create a resume that highlights skills and experiences related to education and caregiving.	FCS.EEC.1.A.a.6: Create an employment portfolio to communicate education and early childhood knowledge and skills.
FCS.EEC.1.B: Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.	FCS.EEC.1.B.b.1: Identify child development theorists.	FCS.EEC.1.B.i.1: Recognize elements of child development theory in current educational settings.	FCS.EEC.1.B.a.1: Analyze child development theories and their implications for educational and childcare practices.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.B: Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.	FCS.EEC.1.B.b.2: Explain the purpose of assessment in education and early childhood.	FCS.EEC.1.B.i.2: Discuss factors that contribute to quality assessment in education and early childhood.	FCS.EEC.1.B.a.2: Explore assessment tools and methods to observe and interpret children's growth and development, and apply to assess growth and development across the lifespan.
	FCS.EEC.1.B.b.3: Differentiate between objective and subjective assessment tools.	FCS.EEC.1.B.i.3: Analyze data using an objective lens, and identify personal factors that may create bias.	FCS.EEC.1.B.a.3: Analyze cultural and environmental influences when assessing development of children, youth, and adults.
	FCS.EEC.1.B.b.4: Contrast developmental sequence and rate of development.	FCS.EEC.1.B.i.4: Identify differentiation strategies to accommodate learners of varying developmental stages.	FCS.EEC.1.B.a.4: Address specific developmental needs of children, youth, and adults based on assessment of their abilities.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.B: Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.	FCS.EEC.1.B.b.5: Describe strategies that promote growth and development in children, youth, and adults.	FCS.EEC.1.B.i.5: Use strategies that promote growth and development when working with children, youth, and adults.	FCS.EEC.1.B.a.5: Analyze strategies that promote growth and development of children, youth, and adults.
FCS.EEC.1.C: Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences.	FCS.EEC.1.C.b.1: Identify and describe various curricular and instructional models.	FCS.EEC.1.C.i.1: Compare and contrast various curricular and instructional models.	FCS.EEC.1.C.a.1: Analyze a variety of curricular and instructional models.
	FCS.EEC.1.C.b.2: Describe differentiated instruction.	FCS.EEC.1.C.i.2: Develop learning activities using differentiated instruction.	FCS.EEC.1.C.a.2: Implement learning activities in all curriculum areas that meet the developmental needs of learners.
	FCS.EEC.1.C.b.3: Summarize various teaching methods used in educational environments.	FCS.EEC.1.C.i.3: Construct educational plans that use a variety of teaching methods.	FCS.EEC.1.C.a.3: Demonstrate a variety of teaching methods to meet individual needs of learners.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.C: Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences.	FCS.EEC.1.C.b.4: Summarize qualities of optimal learning environments.	FCS.EEC.1.C.i.4: Analyze various classroom environments to determine the opportunity for learners' exploration, discovery, development, and reflection.	FCS.EEC.1.C.a.4: Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods, including learning centers.
	FCS.EEC.1.C.b.5: Identify effective strategies for learning activities, routines, and transitions.	FCS.EEC.1.C.i.5: Justify the use of effective learning, routine, and transition strategies in educational settings.	FCS.EEC.1.C.a.5: Establish effective activities, routines, and transitions for various age groups.
FCS.EEC.1.D: Demonstrate a safe and healthy learning environment for children, youth, and adults.	FCS.EEC.1.D.b.1: Describe risks to learner health and safety in educational environments.	FCS.EEC.1.D.i.1: Summarize health and safety practices in accordance with local, state, and federal regulations.	FCS.EEC.1.D.a.1: Apply safe and healthy practices that comply with local, state, and federal regulations to assure learner safety.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.D: Demonstrate a safe and healthy learning environment for children, youth, and adults.	FCS.EEC.1.D.b.2: Investigate effective strategies to encourage learner health, safety, and sanitation habits.	FCS.EEC.1.D.i.2: Identify the developmental appropriateness of various health, safety, and sanitation concepts for learners of all ages.	FCS.EEC.1.D.a.2: Implement strategies to teach health, safety, and sanitation habits.
	FCS.EEC.1.D.b.3: Identify the U.S. Department of Agriculture (USDA) nutrition standards.	FCS.EEC.1.D.i.3: Describe the impact of USDA nutrition standards on education programs.	FCS.EEC.1.D.a.3: Plan safe and healthy meals and snacks that meet USDA nutrition standards.
	FCS.EEC.1.D.b.4: Summarize the various types and symptoms of abuse.	FCS.EEC.1.D.i.4: Examine the role of education professionals in recognizing, documenting, and reporting suspected abuse and neglect.	FCS.EEC.1.D.a.4: Document symptoms of abuse and neglect and the use of appropriate procedures to report suspected abuse or neglect to designated authorities.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.D: Demonstrate a safe and healthy learning environment for children, youth, and adults.	FCS.EEC.1.D.b.5: Describe potential health and safety risks in various educational environments.	FCS.EEC.1.D.i.5: Identify the local, state, and federal guidelines that relate to maintaining learning environments.	FCS.EEC.1.D.a.5: Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
	FCS.EEC.1.D.b.6: Identify practices and procedures in educational settings that promote health and well-being of workers and learners.	FCS.EEC.1.D.i.6: Describe the local, state, and federal guidelines that relate to health and injury prevention practices for workers and learners in educational environments.	FCS.EEC.1.D.a.6: Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma.
	FCS.EEC.1.D.b.7: Describe potential safety and security risks in various educational settings.	FCS.EEC.1.D.i.7: Analyze security and emergency procedures for various educational settings.	FCS.EEC.1.D.a.7: Demonstrate security and emergency procedures for various educational settings.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.E: Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.	FCS.EEC.1.E.b.1: Examine caregiving routines and guidance strategies that are developmentally appropriate and culturally inclusive.	FCS.EEC.1.E.i.1: Justify the use of caregiving routines and guidance strategies for learners of differing developmental levels and cultural backgrounds.	FCS.EEC.1.E.a.1: Apply developmentally appropriate and culturally responsive guidelines for behavior.
	FCS.EEC.1.E.b.2: Investigate problem-solving strategies and decision-making processes in various educational settings.	FCS.EEC.1.E.i.2: Employ problem-solving strategies and decision-making processes in various educational situations.	FCS.EEC.1.E.a.2: Demonstrate problem-solving and decision-making skills when working with children, youth, and adults.
	FCS.EEC.1.E.b.3: Describe interpersonal skills that promote positive and productive relationships.	FCS.EEC.1.E.i.3: Evaluate interpersonal skills to improve in order to establish relationships with learners.	FCS.EEC.1.E.a.3: Demonstrate interpersonal skills that promote positive and productive relationships with learners.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.E: Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.	FCS.EEC.1.E.b.4: Identify support and resources for children, youth, adults, and families within the community.	FCS.EEC.1.E.i.4: Describe resources in the community and how these work to meet the needs of children, youth, adults, and families.	FCS.EEC.1.E.a.4: Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities.
	FCS.EEC.1.E.b.5: List milestones in various areas of development.	FCS.EEC.1.E.i.5: Document learner progress toward developmental milestones in various developmental domains.	FCS.EEC.1.E.a.5: Analyze learners' developmental progress, and summarize developmental issues and concerns.
FCS.EEC.1.F: Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations.	FCS.EEC.1.F.b.1: Describe the knowledge, skills, and dispositions most helpful for educational professionals.	FCS.EEC.1.F.i.1: Determine the local, state, and federal education and training requirements for the Education and Training industry.	FCS.EEC.1.F.a.1: Explore opportunities for continuing training and education.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.F: Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations.	FCS.EEC.1.F.b.2: Defend the need for standards, policies, regulations, and laws for programs that serve children, youth, adults, and their families.	FCS.EEC.1.F.i.2: Identify the federal, state, and local entities that establish policies, regulations, and laws affecting programs for children, youth, adults, and their families.	FCS.EEC.1.F.a.2: Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth, adults, and their families.
	FCS.EEC.1.F.b.3: Describe the need for ethical standards of professional practice in educational programs.	FCS.EEC.1.F.i.3: Use professional ethical standards as a basis for professional reflection and goal-setting.	FCS.EEC.1.F.a.3: Apply professional ethical standards as accepted by recognized professional organizations.
	FCS.EEC.1.F.b.4: Describe characteristics of highly effective education professionals.	FCS.EEC.1.F.i.4: Compare and contrast personal characteristics and values to those of highly effective education professionals.	FCS.EEC.1.F.a.4: Summarize characteristics, values, and skills of highly effective education professionals.
	FCS.EEC.1.F.b.5: Describe opportunities for entrepreneurial endeavors in education services.	FCS.EEC.1.F.i.5: Describe challenges and rewards of entrepreneurial and managerial roles in education services.	FCS.EEC.1.F.a.5: Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.

Standard: FCS.EEC.1

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.EEC.1.F: Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations.	FCS.EEC.1.F.b.6: Explain the role and purpose of advocacy relating to various child, youth, adult, and family topics.	FCS.EEC.1.F.i.6: Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth, adults, and their families.	FCS.EEC.1.F.a.6: Analyze how advocacy can influence policies, agencies, and institutions for the benefit of children, youth, adults, and their families.

Content Area: Human Services (HS)

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.A: Analyze career paths within family and human services.	FCS.HS.1.A.b.1: Define human services.	FCS.HS.1.A.i.1: Identify people in the community engaged in human services careers.	FCS.HS.1.A.a.1: Explain the roles and functions of individuals engaged in family and human services careers.
	FCS.HS.1.A.b.2: Identify specific careers within the human services pathway.	FCS.HS.1.A.i.2: Compare different careers within the human services pathway.	FCS.HS.1.A.a.2: Investigate opportunities for employment and entrepreneurial endeavors in the human services pathway.
	FCS.HS.1.A.b.3: Discuss personal qualities that would contribute to success in human services careers.	FCS.HS.1.A.i.3: List opportunities for expanding knowledge related to human services careers.	FCS.HS.1.A.a.3: Summarize education and training requirements and opportunities for career paths in family and human services.

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.A: Analyze career paths within family and human services.	FCS.HS.1.A.b.4: Discuss the effect of human services on the local community.	FCS.HS.1.A.i.4: Explain the effects of human services careers on local, state, and national economies.	FCS.HS.1.A.a.4: Analyze the effects of family and human services careers on local, state, national, and global economies.
	FCS.HS.1.A.b.5: Identify employability skills.	FCS.HS.1.A.i.5: Create a resume that highlights skills and experiences related to education and caregiving.	FCS.HS.1.A.a.5: Create an employment portfolio to communicate family and human services knowledge and skills.
	FCS.HS.1.A.b.6: Discuss the role of professional organizations in family and human services careers.	FCS.HS.1.A.i.6: List professional organizations that support human services professionals.	FCS.HS.1.A.a.6: Analyze the role of professional organizations in family and human services professions.
FCS.HS.1.B: Analyze factors in providing family and human services.	FCS.HS.1.B.b.1: Identify human services resources at the local, state, and national levels.	FCS.HS.1.B.i.1: Summarize formal and informal human services resources, locally and nationally.	FCS.HS.1.B.a.1: Describe local, state, and national agencies and informal resources providing family and human services.

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.B: Analyze factors in providing family and human services.	FCS.HS.1.B.b.2: Identify professional, ethical, legal, and safety issues human services workers may face.	FCS.HS.1.B.i.2: Explore ethical decision-making processes used to address issues related to the work of human services professionals.	FCS.HS.1.B.a.2: Analyze professional, ethical, legal, and safety issues for human services employees.
	FCS.HS.1.B.b.3: Recognize behaviors of professionals that may be harmful, fraudulent, or deceptive.	FCS.HS.1.B.i.3: Summarize the rights and responsibilities of human services participants and their families.	FCS.HS.1.B.a.3: Analyze harmful, fraudulent, and deceptive human services practices.
	FCS.HS.1.B.b.4: Describe the importance of advocacy for community and self.	FCS.HS.1.B.i.4: Compare strategies used to advocate for the rights of individuals, families, and communities.	FCS.HS.1.B.a.4: Analyze effective self-advocacy strategies for human services professionals.
FCS.HS.1.C: Demonstrate professional behaviors, skills, and knowledge in providing family and human services.	FCS.HS.1.C.b.1: Explain school rules.	FCS.HS.1.C.i.1: Identify the correlation between school and work policies and regulations.	FCS.HS.1.C.a.1: Evaluate rules, regulations, legal, and worksite policies that affect employer, employee, personal, and family rights and responsibilities.

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.C: Demonstrate professional behaviors, skills, and knowledge in providing family and human services.	FCS.HS.1.C.b.2: Demonstrate cooperation.	FCS.HS.1.C.i.2: Participate in a team collaboration activity.	FCS.HS.1.C.a.2: Demonstrate professional and ethical behavior with peers in a variety of settings.
	FCS.HS.1.C.b.3: Explain the importance of confidentiality as it relates to human services.	FCS.HS.1.C.i.3: Discuss the need for accurate documentation in human services.	FCS.HS.1.C.a.3: Analyze procedures for maintaining accurate and confidential documentation and submission practices.
	FCS.HS.1.C.b.4: Define formal and informal assessment.	FCS.HS.1.C.i.4: Compare and contrast various forms of assessment.	FCS.HS.1.C.a.4: Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the lifespan.
	FCS.HS.1.C.b.5: Identify ways technology can support family and human services.	FCS.HS.1.C.i.5: Contrast various technology resources and their ability to support family and human services.	FCS.HS.1.C.a.5: Demonstrate use of current and evolving technology in human services.

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.D: Analyze the impact of conditions that could influence the well-being of individuals and families.	FCS.HS.1.D.b.1: List health and wellness issues that could impact well-being.	FCS.HS.1.D.i.1: Research health, wellness, and safety issues of an individual with a variety of conditions that could influence their well-being.	FCS.HS.1.D.a.1: Investigate health, wellness, and safety issues of individuals and families with a variety of conditions that could influence their well-being.
	FCS.HS.1.D.b.2: Identify issues related to environment that can affect well-being.	FCS.HS.1.D.i.2: Discuss management and living environment issues of an individual that can influence their well-being.	FCS.HS.1.D.a.2: Analyze management and living environment issues of individuals and family conditions that influence their well-being.
	FCS.HS.1.D.b.3: Define personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being.	FCS.HS.1.D.i.3: Reflect on personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being.	FCS.HS.1.D.a.3: Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being.

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.D: Analyze the impact of conditions that could influence the well-being of individuals and families.	FCS.HS.1.D.b.4: Define prevention, intervention, and professional assistance as they relate to human services.	FCS.HS.1.D.i.4: Reflect on previous situations that require personal prevention or intervention and those situations that require professional assistance.	FCS.HS.1.D.a.4: Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.
	FCS.HS.1.D.b.5: Define crisis intervention as it relates to human services.	FCS.HS.1.D.i.5: Explain the purpose of crisis intervention.	FCS.HS.1.D.a.5: Analyze situations that require crisis intervention.
	FCS.HS.1.D.b.6: Identify human services issues.	FCS.HS.1.D.i.6: List people, agencies, and other community resources that assist individuals and families.	FCS.HS.1.D.a.6: Summarize the appropriate support needed to address selected human services issues.
FCS.HS.1.E: Evaluate <i>services</i> for individuals and families with a variety of conditions that could impact their well-being.	FCS.HS.1.E.b.1: Define well-being.	FCS.HS.1.E.i.1: Evaluate conditions that affect individual and family well-being.	FCS.HS.1.E.a.1: Describe needs and accommodations for people with a variety of challenging conditions that could affect their well-being.

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.E: Evaluate <i>services</i> for individuals and families with a variety of conditions that could impact their well-being.	FCS.HS.1.E.b.2: Identify situations that may require supportive services.	FCS.HS.1.E.i.2: Identify coping strategies for a variety of disadvantaging conditions.	FCS.HS.1.E.a.2: Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	FCS.HS.1.E.b.3: Identify types of supportive relationships for individuals with a variety of conditions.	FCS.HS.1.E.i.3: Describe support systems available for individuals and families.	FCS.HS.1.E.a.3: Summarize the importance of friends, family, and community relationships for an individual with a variety of challenging conditions.
	FCS.HS.1.E.b.4: Define privacy, dignity, and autonomy.	FCS.HS.1.E.i.4: Evaluate a variety of practices that respect rights, autonomy, and dignity of individuals and families.	FCS.HS.1.E.a.4: Demonstrate ways to provide support that validate the participants' capabilities and right to privacy, dignity, and autonomy.

Standard: FCS.HS.1

Students will evaluate the significance of family and its effects on the well-being of individuals and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HS.1.E: Evaluate <i>services</i> for individuals and families with a variety of conditions that could impact their well-being.	FCS.HS.1.E.b.5: Identify internal and external resources and strategies used to make decisions.	FCS.HS.1.E.i.5: Evaluate internal and external resources and strategies used to make decisions.	FCS.HS.1.E.a.5: Demonstrate strategies that help participants make informed choices, access resources, and use leadership strategies.
	FCS.HS.1.E.b.6: Determine appropriate verbal and nonverbal communication strategies in a variety of situations.	FCS.HS.1.E.i.6: Describe barriers to effective communication in a variety of situations.	FCS.HS.1.E.a.6: Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of challenging conditions.

Content Area: Housing, Interiors, and Furnishings (HIF)

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.A: Analyze career paths within the housing, interiors, and furnishings industries.	FCS.HIF.1.A.b.1: Define labor market information and its impact on employment opportunities within housing, interiors, and furnishings.	FCS.HIF.1.A.i.1: Explain the roles and functions of individuals engaged in housing, interiors, and furnishings careers.	FCS.HIF.1.A.a.1: Analyze career paths and opportunities for employment and entrepreneurial endeavors.
	FCS.HIF.1.A.b.2: Introduce career paths in housing, interiors, and furnishings.	FCS.HIF.1.A.i.2: Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.	FCS.HIF.1.A.a.2: Create an employment portfolio to communicate knowledge and skills needed in housing and interior design careers.
	FCS.HIF.1.A.b.3: Identify qualities of an effective and productive employee.	FCS.HIF.1.A.i.3: Investigate the impact of housing, interiors, and furnishings careers on local, state, national, and global economies.	FCS.HIF.1.A.a.3: Analyze the financial benefits of interior design to individuals, families, and society including financial benefits of careers in housing, interior design, and furnishings on local, state, national, and global economies.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.A: Analyze career paths within the housing, interiors, and furnishings industries.	FCS.HIF.1.A.b.4: Define a professional organization.	FCS.HIF.1.A.i.4: Explore the role of professional organizations in housing and interior design professions.	FCS.HIF.1.A.a.4: Analyze the role of professional organizations in housing and interior design professions.
	FCS.HIF.1.A.b.5: List attitudes, traits, and values of a responsible employee in a career related to housing and interior design.	FCS.HIF.1.A.i.5: Distinguish between positive and negative professional behaviors of an individual who works in a career related to housing and interior design.	FCS.HIF.1.A.a.5: Analyze the attitudes, traits, and values of professional responsibility, accountability, and effectiveness required for careers in housing and interior design.
FCS.HIF.1.B: Evaluate housing and design concepts and theories, including sustainability and universal design in relation to available resources and options.	FCS.HIF.1.B.b.1: Identify the principles and elements of design.	FCS.HIF.1.B.i.1: Evaluate the use of elements and principles of design in housing and commercial and residential interiors.	FCS.HIF.1.B.a.1: Analyze the psychological impact that the principles and elements of design have on the individual.
	FCS.HIF.1.B.b.2: Define aesthetics and function.	FCS.HIF.1.B.i.2: Identify the effects that the principles and elements of design have on aesthetics and function.	FCS.HIF.1.B.a.2: Analyze the effects that the principles and elements of design have on aesthetics and function.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.B: Evaluate housing and design concepts and theories, including sustainability and universal design in relation to available resources and options.	FCS.HIF.1.B.b.3: Demonstrate appropriate sizing and shapes of proportions.	FCS.HIF.1.B.i.3: Identify principles of human behavior such as ergonomics and anthropometrics, to the design of housing, interiors, and furnishings.	FCS.HIF.1.B.a.3: Apply principles of human behavior, such as ergonomics and anthropometrics, to the design of housing, interiors, and furnishings.
FCS.HIF.1.C: Apply residential and commercial interior design knowledge, skills, and processes to meet specific design needs.	FCS.HIF.1.C.b.1: Identify different floor coverings and wall coverings.	FCS.HIF.1.C.i.1: Provide examples of different types of floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, and equipment.	FCS.HIF.1.C.a.1: Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, and equipment.
	FCS.HIF.1.C.b.2: Identify manufacturers' products and materials considering care, maintenance, safety, and environmental protection issues.	FCS.HIF.1.C.i.2: Summarize basic environmental protection, care and maintenance, and safety issues when creating residential and commercial interior design space.	FCS.HIF.1.C.a.2: Evaluate manufacturers, products, and materials considering building codes and regulations, environmental protection, care and maintenance, and safety issues.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.C: Apply residential and commercial interior design knowledge, skills, and processes to meet specific design needs.	FCS.HIF.1.C.b.3: Model basic measuring skills.	FCS.HIF.1.C.i.3: Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.	FCS.HIF.1.C.a.3: Appraise various interior furnishings, finishes, fixtures, appliances, and equipment to provide cost and quality choices for clients.
	FCS.HIF.1.C.b.4: Identify the types of furniture and appliances needed in individual situations.	FCS.HIF.1.C.i.4: Investigate cost and quality choices of interior furnishings, appliances, and equipment for clients, with analysis of product life cycle.	FCS.HIF.1.C.a.4: Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.
	FCS.HIF.1.C.b.5: Identify the steps in residential and commercial design development.	FCS.HIF.1.C.i.5: Interpret residential and commercial interior design schematic renderings and design drawings.	FCS.HIF.1.C.a.5: Demonstrate design processes such as determining the scope of the project, programming, research, concept development, schematic design, design drawing, and design development and presentation.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.D: Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.	FCS.HIF.1.D.b.1: Identify information provided on floor plans.	FCS.HIF.1.D.i.1: Interpret information provided on design, construction, and other industry-related interior design documents.	FCS.HIF.1.D.a.1: Draft an interior space to scale using architectural symbols.
	FCS.HIF.1.D.b.2: Identify the traffic flow of a floor plan based on the activities conducted in the space and existing architectural features.	FCS.HIF.1.D.i.2: Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.	FCS.HIF.1.D.a.2: Evaluate floor plans for efficiency and safety in areas including but not limited to zones; traffic patterns; storage; and electrical, plumbing, ventilation, and thermal systems.
	FCS.HIF.1.D.b.3: Discuss space planning in the home.	FCS.HIF.1.D.i.3: Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.	FCS.HIF.1.D.a.3: Apply building codes, universal design guidelines, and regulations in space planning and arrangement of furniture and furnishings.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.D: Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.	FCS.HIF.1.D.b.4: Explore online tools that could be used in creating graphic communication of a design in housing and interior design.	FCS.HIF.1.D.i.4: Create an interior space to mathematically accurate scale and correct architectural symbols using an online tool.	FCS.HIF.1.D.a.4: Demonstrate graphic communication skills, such as CAD, PowerPoint, and sketching.
FCS.HIF.1.E: Analyze design and development of architecture, interiors, and furnishings through the ages.	FCS.HIF.1.E.b.1: Describe features of furnishings that are characteristic of various historical periods.	FCS.HIF.1.E.i.1: Explain societal and technological trends in periods of architecture and interior design through the ages.	FCS.HIF.1.E.a.1: Illustrate the development of architectural styles throughout history.
	FCS.HIF.1.E.b.2: Discuss trends in housing and interior design.	FCS.HIF.1.E.i.2: Compare and contrast historical architectural details to current housing and interior design trends.	FCS.HIF.1.E.a.2: Predict future design and development trends in architecture, interiors, and furnishings.
FCS.HIF.1.F: Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	FCS.HIF.1.F.b.1: Assess financial resources needed to improve interior space.	FCS.HIF.1.F.i.1: Assess client's community, family, and financial resources needed to achieve housing and interior design goals.	FCS.HIF.1.F.a.1: Assess a variety of available resources for housing and interior design, such as evidence-based design, that account for human factors and issues of human behaviors.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.F: Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	FCS.HIF.1.F.b.2: Discuss different plans that address client needs and resources.	FCS.HIF.1.F.i.2: Critique design plans to address client needs, goals, and resources.	FCS.HIF.1.F.a.2: Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.
FCS.HIF.1.G: Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.	FCS.HIF.1.G.b.1: Select appropriate studio tools.	FCS.HIF.1.G.i.1: Prepare sketches, elevations, perspectives, and rendering using appropriate media.	FCS.HIF.1.G.a.1: Create floor plans using architectural drafting skills and computer-aided design software.
	FCS.HIF.1.G.b.2: Identify needs for a housing presentation.	FCS.HIF.1.G.i.2: Prepare visual presentations, including legends, keys, and schedules.	FCS.HIF.1.G.a.2: Utilize a variety of presentation media, including drawings, photography, video, computer, and software for client presentations.
	FCS.HIF.1.G.b.3: Demonstrate fire safety procedures.	FCS.HIF.1.G.i.3: Identify building codes, universal guidelines, and regulations in space planning.	FCS.HIF.1.G.a.3: Utilize applicable building codes and universal guidelines and regulations in space planning.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.H: Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors, and furnishings industries.	FCS.HIF.1.H.b.1: Recognize the importance of legislative regulations and public policies.	FCS.HIF.1.H.i.1: Discuss legislation, regulation, and public policy affecting the housing, interiors, and furnishing industries.	FCS.HIF.1.H.a.1: Analyze legislation, regulations, and public policy affecting the housing, interiors, and furnishing industries.
	FCS.HIF.1.H.b.2: Identify personal and employer responsibilities and liabilities.	FCS.HIF.1.H.i.2: Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.	FCS.HIF.1.H.a.2: Describe security and inventory control strategies, laws, regulations, and worksite policies and procedures that affect loss prevention and profit.
	FCS.HIF.1.H.b.3: Describe how to report an accident.	FCS.HIF.1.H.i.3: Discuss procedures for reporting and handling accidents, safety, and security incidents.	FCS.HIF.1.H.a.3: Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
	FCS.HIF.1.H.b.4: Identify cash transactions.	FCS.HIF.1.H.i.4: Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.	FCS.HIF.1.H.a.4: Analyze operational costs such as markups, markdowns, cash flow, and other factors affecting profit.

Standard: FCS.HIF.1

Students will integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HIF.1.H: Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors, and furnishings industries.	FCS.HIF.1.H.b.5: Define design industries in the local community.	FCS.HIF.1.H.i.5: Discuss the importance of design industries and their impact on the local community.	FCS.HIF.1.H.a.5: Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.
	FCS.HIF.1.H.b.6: Summarize how teamwork and collaboration can help in finding successful solutions to difficult problems.	FCS.HIF.1.H.i.6: Solve critical-thinking problems related to housing, interiors, and furnishings industries in groups using leadership and collaboration.	FCS.HIF.1.H.a.6: Demonstrate knowledge of multidisciplinary collaboration and consensus-building skills needed in practice.
FCS.HIF.1.I: Develop a global view to weigh design decisions with the parameters of sustainability and socioeconomic and cultural contexts within the housing, interior design, and furnishings industries.	FCS.HIF.1.I.b.1: Explore housing, interior, and furnishings products that are created using recycled or redesigned items.	FCS.HIF.1.I.i.1: Design a product for the home by selecting a post-consumer item to repurpose into a new product.	FCS.HIF.1.I.a.1: Demonstrate knowledge and skills to incorporate recycling and redesign principles.

Content Area: Textiles, Fashion, and Apparel (TFA)

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.A: Analyze career paths within the textile apparel and design industries.	FCS.TFA.1.A.b.1: Identify traditional and non-traditional employment opportunities in the textile and apparel services.	FCS.TFA.1.A.i.1: Explain the roles and functions of individuals engaged in textiles and apparel careers.	FCS.TFA.1.A.a.1: Analyze opportunities for employment in textiles and apparel careers and entrepreneurial endeavors.
	FCS.TFA.1.A.b.2: Examine knowledge and skills needed to work in the textile, fashion, and apparel industries.	FCS.TFA.1.A.i.2: Summarize education and training requirements and opportunities for career paths in textiles, fashion, and apparel industries.	FCS.TFA.1.A.a.2: Create an employment portfolio to communicate textiles, fashion, and apparel knowledge and skills.
	FCS.TFA.1.A.b.3: Introduce the effects textiles, fashion, and apparel industries can have on employment opportunities and local economies.	FCS.TFA.1.A.i.3: Research the effects of textiles, fashion, and apparel industries on local, state, national, and global economies.	FCS.TFA.1.A.a.3: Analyze the effects of textiles, fashion, and apparel industries on local, state, national, and global economies.
	FCS.TFA.1.A.b.4: Identify professional organizations related to textile, apparel, and design industries.	FCS.TFA.1.A.i.4: Explore the role of professional organizations in textiles, fashion, and apparel industries.	FCS.TFA.1.A.a.4: Analyze the role of professional organizations in textiles, fashion, and apparel industries.

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.B: Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.	FCS.TFA.1.B.b.1: Identify differences in fabrics.	FCS.TFA.1.B.i.1: Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.	FCS.TFA.1.B.a.1: Evaluate performance characteristics of textile fibers and fabrics.
	FCS.TFA.1.B.b.2: Identify textile labeling requirements.	FCS.TFA.1.B.i.2: Describe textile legislation, standards, and labeling in the global economy.	FCS.TFA.1.B.a.2: Analyze textile legislation, standards, and labeling in the global economy.
	FCS.TFA.1.B.b.3: Assess appropriate procedures for care of various textile products.	FCS.TFA.1.B.i.3: Demonstrate appropriate procedures for care, disposal, or recycling of textile products, considering diverse needs locally and globally.	FCS.TFA.1.B.a.3: Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.
	FCS.TFA.1.B.b.4: Identify a variety of fibers and fabrics used in textiles, fashion, and apparel construction.	FCS.TFA.1.B.i.4: Evaluate fibers and fabrics for sustainability factors.	FCS.TFA.1.B.a.4: Evaluate quality of textiles, fashion, and apparel construction and fit.

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.C: Demonstrate textiles, fashion, and apparel design skills.	FCS.TFA.1.C.b.1: Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.	FCS.TFA.1.C.i.1: Apply basic and complex color schemes and color theory to develop and enhance visual effects.	FCS.TFA.1.C.a.1: Apply elements and principles of design to assist consumers and businesses in making decisions.
	FCS.TFA.1.C.b.2: Identify the elements and principles of design.	FCS.TFA.1.C.i.2: Explain the use of elements and principles of design in designing, constructing, and altering textiles, fashion, and apparel.	FCS.TFA.1.C.a.2: Use elements and principles of design in designing, constructing, or altering textiles, fashion, and apparel.
	FCS.TFA.1.C.b.3: Explore technology used for fashion, apparel, and textile design.	FCS.TFA.1.C.i.3: Choose appropriate technology to use in fashion, apparel, and textile design.	FCS.TFA.1.C.a.3: Demonstrate the ability to use technology for fashion, apparel, and textile design.
	FCS.TFA.1.C.b.4: Identify skills needed for draping and flat pattern-making.	FCS.TFA.1.C.i.4: Practice design concepts in fiber, fabric, or digital draping and flat pattern-making techniques.	FCS.TFA.1.C.a.4: Demonstrate design concepts using fiber, fabric, or digital means, employing draping or flat pattern-making techniques.

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.C: Demonstrate textiles, fashion, and apparel design skills.	FCS.TFA.1.C.b.5: Identify ecological, environmental, ethnic, sociological, psychological, technical, and economic trends and issues that affect textile, fashion, and apparel design.	FCS.TFA.1.C.i.5: Research ecological, environmental, ethnic, sociological, psychological, technical, and economic trends and issues that affect textile, fashion, and apparel design.	FCS.TFA.1.C.a.5: Generate design that demonstrates consideration for ecological, environmental, ethnic, sociological, psychological, technical, and economic trends and issues.
	FCS.TFA.1.C.b.6: Identify historical time periods and trends in textiles, fashion, and apparel.	FCS.TFA.1.C.i.6: Research the history of design and designers, arts and culture, trendsetters, and global influences on textiles, fashion, and apparel.	FCS.TFA.1.C.a.6: Evaluate the impact of the history of design and designers, arts and culture, trendsetters, and global influences on textiles, fashion, and apparel.
FCS.TFA.1.D: Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.	FCS.TFA.1.D.b.1: Identify skills, tools, and equipment needed in the construction, repair, and upcycling or recycling of textiles.	FCS.TFA.1.D.i.1: Practice construction and repair skills, including but not limited to straight and curved seams, hand stitching, hemming, fasteners, embellishing, seam finishing, etc.	FCS.TFA.1.D.a.1: Demonstrate basic skills of production, alteration, repair, and recycling of textiles, fashion, and apparel.

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.D: Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.	FCS.TFA.1.D.b.2: Identify and define traditional and innovative textile equipment and construction skills, tools, and terminology.	FCS.TFA.1.D.i.2: Practice traditional skills used in textiles, such as hand embroidery, knitting, crocheting, weaving, and quilting. Investigate innovative use of new and old technology used to create, repair, and upcycle textiles, including but not limited to machine embroidery, 3D printing, surface design, etc.	FCS.TFA.1.D.a.2: Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.
	FCS.TFA.1.D.b.3: Identify equipment and terminology used in fashion and apparel construction.	FCS.TFA.1.D.i.3: Explain production processes for creating fibers, yarn, woven and knit fabrics, and nonwoven textile products.	FCS.TFA.1.D.a.3: Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.
	FCS.TFA.1.D.b.4: Select appropriate fabrics and materials for specific uses.	FCS.TFA.1.D.i.4: Explain the effects of textile characteristics on design, construction, care, use, and maintenance of products.	FCS.TFA.1.D.a.4: Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.E: Evaluate elements of textile, apparel, and fashion merchandising.	FCS.TFA.1.E.b.1: Explore advertising and marketing strategies in the marketplace.	FCS.TFA.1.E.i.1: Apply marketing strategies for textiles, fashion, and apparel in the global marketplace.	FCS.TFA.1.E.a.1: Analyze the cost of constructing, manufacturing, distributing, altering, repairing, or recycling textiles, fashion, and apparel.
	FCS.TFA.1.E.b.2: Identify ethical considerations in the industry.	FCS.TFA.1.E.i.2: Research the need for ethical considerations in merchandising textiles, apparel, and fashion.	FCS.TFA.1.E.a.2: Analyze ethical considerations for merchandising textiles, fashion, and apparel.
	FCS.TFA.1.E.b.3: Explore use of media to market apparel and textile products.	FCS.TFA.1.E.i.3: Analyze external factors that influence merchandising.	FCS.TFA.1.E.a.3: Critique a variety of methods for promoting textiles, fashion, and apparel to diverse populations.
	FCS.TFA.1.E.b.4: Define terminology related to forecasting and marketing.	FCS.TFA.1.E.i.4: Explore trends in textiles, fashion, and apparel.	FCS.TFA.1.E.a.4: Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel.

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.F: Evaluate the components of customer service.	FCS.TFA.1.F.b.1: Identify the attributes of quality customer relations.	FCS.TFA.1.F.i.1: Research components of quality customer relations.	FCS.TFA.1.F.a.1: Analyze factors that contribute to quality customer relations.
	FCS.TFA.1.F.b.2: Discuss procedures for reporting and handling incidents of customer complaints.	FCS.TFA.1.F.i.2: Identify the influences of cultural diversity in customer service and relations.	FCS.TFA.1.F.a.2: Analyze the influences of cultural expectations as a factor in customer relations.
	FCS.TFA.1.F.b.3: Explain the skills needed in the customer service industry.	FCS.TFA.1.F.i.3: Demonstrate the skills necessary for quality customer service.	FCS.TFA.1.F.a.3: Create solutions to address customer concerns.
FCS.TFA.1.G: Demonstrate professional operational practices required for business profitability and career success.	FCS.TFA.1.G.b.1: Identify textile laws and regulations in the fashion industry.	FCS.TFA.1.G.i.1: Research current legislation, regulations, and public policy in the fashion industry.	FCS.TFA.1.G.a.1: Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.
	FCS.TFA.1.G.b.2: List procedures for reporting workplace accidents.	FCS.TFA.1.G.i.2: Demonstrate procedures for reporting workplace safety incidents.	FCS.TFA.1.G.a.2: Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.

Standard: FCS.TFA.1

Students will integrate knowledge, skills, and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.TFA.1.G: Demonstrate professional operational practices required for business profitability and career success.	FCS.TFA.1.G.b.3: Explain the influences of sales and profit in the apparel and textile industries.	FCS.TFA.1.G.i.3: Analyze wholesale and retail operational processes and other factors affecting profit.	FCS.TFA.1.G.a.3: Analyze the effects of operational procedures such as security and inventory control strategies, cash and credit transaction methods, and worksite policies on loss prevention and store profit.
	FCS.TFA.1.G.b.4: Identify current events in the world affecting the textile, apparel, and fashion industries.	FCS.TFA.1.G.i.4: Research external factors, including supply chain issues, that affect the textile and fashion industries.	FCS.TFA.1.G.a.4: Demonstrate knowledge of the impact of external factors upon the textile, apparel, and fashion industries.

Content Area: Career, Community, and Life Connection (CCLC)

Standard: FCS.CCLC.1

Students will integrate multiple life roles and responsibilities in family, work, and community settings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CCLC.1.A: Analyze strategies to manage multiple roles and responsibilities, i.e., individual, family, career, community, and global.	FCS.CCLC.1.A.b.1: Identify trends in the workplace that affect individuals and families.	FCS.CCLC.1.A.i.1: Discuss trends in the workplace that affect individuals and families.	FCS.CCLC.1.A.a.1: Summarize local and global policies, issues, and trends in workplace, community, and family dynamics that affect individuals and families.
	FCS.CCLC.1.A.b.2: Identify the effects of social, economic, and technological changes in society.	FCS.CCLC.1.A.i.2: Discuss the effects of social, economic, and technological changes on work and family dynamics.	FCS.CCLC.1.A.a.2: Analyze the effects of social, economic, and technological change on work and family dynamics.
	FCS.CCLC.1.A.b.3: Identify needs of the family.	FCS.CCLC.1.A.i.3: Discuss ways career plans affect the family.	FCS.CCLC.1.A.a.3: Analyze ways individual career goals may affect a family's capacity to meet goals for all family members.

Standard: FCS.CCLC.1

Students will integrate multiple life roles and responsibilities in family, work, and community settings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CCLC.1.A: Analyze strategies to manage multiple roles and responsibilities, i.e., individual, family, career, community, and global.	FCS.CCLC.1.A.b.4: Recognize the differences between needs and wants.	FCS.CCLC.1.A.i.4: Differentiate between lifelong learning and leisure opportunities.	FCS.CCLC.1.A.a.4: Determine goals for lifelong learning and leisure opportunities for all family members.
	FCS.CCLC.1.A.b.5: Describe the steps to create a life plan.	FCS.CCLC.1.A.i.5: Identify knowledge and skills needed to achieve individual, family, and career goals.	FCS.CCLC.1.A.a.5: Develop a life plan to acquire the knowledge and skills needed to achieve individual, family, and career goals.
FCS.CCLC.1.B: Demonstrate transferable and employability skills in family, school, community, and workplace settings.	FCS.CCLC.1.B.b.1: List jobs that community members perform.	FCS.CCLC.1.B.i.1: Investigate potential career choices to determine the knowledge, skills, and attitudes associated with each career.	FCS.CCLC.1.B.a.1: Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.
	FCS.CCLC.1.B.b.2: Identify tasks at home and school that reflect skills needed to keep a job.	FCS.CCLC.1.B.i.2: Discuss job-seeking and job-keeping skills.	FCS.CCLC.1.B.a.2: Demonstrate job-seeking and job-keeping skills.

Standard: FCS.CCLC.1

Students will integrate multiple life roles and responsibilities in family, work, and community settings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CCLC.1.B: Demonstrate transferable and employability skills in family, school, community, and workplace settings.	FCS.CCLC.1.B.b.3: Identify communication skills needed in school, community, and workplace settings.	FCS.CCLC.1.B.i.3: Discuss communication skills needed for working with diverse populations.	FCS.CCLC.1.B.a.3: Apply communication skills needed when working with diverse populations in school, community, and workplace settings.
	FCS.CCLC.1.B.b.4: Identify teamwork skills.	FCS.CCLC.1.B.i.4: Describe teamwork and leadership skills in school and community, such as group work, volunteer work, etc.	FCS.CCLC.1.B.a.4: Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations, for example, clubs and committees.
	FCS.CCLC.1.B.b.5: Identify technologies used in workplace settings.	FCS.CCLC.1.B.i.5: Discuss future-ready strategies to shape, manage, and utilize change in workplace settings.	FCS.CCLC.1.B.a.5: Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies, in workplace settings.

Standard: FCS.CCLC.1

Students will integrate multiple life roles and responsibilities in family, work, and community settings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CCLC.1.B: Demonstrate transferable and employability skills in family, school, community, and workplace settings.	FCS.CCLC.1.B.b.6: Recognize qualities of an effective leader.	FCS.CCLC.1.B.i.6: Differentiate the qualities between a leader and a manager.	FCS.CCLC.1.B.a.6: Demonstrate leadership skills and abilities in school, workplace, and community settings.
	FCS.CCLC.1.B.b.7: Identify elements of school and community safety.	FCS.CCLC.1.B.i.7: Describe factors that contribute to maintaining safe and healthy school, work, and community environments.	FCS.CCLC.1.B.a.7: Analyze factors that contribute to maintaining safe and healthy school, work, and community environments.
	FCS.CCLC.1.B.b.8: Identify employability skills, work ethics, and professionalism.	FCS.CCLC.1.B.i.8: Discuss employability skills, work ethics, and professionalism exhibited in the classroom, sports, and club activities.	FCS.CCLA.1.B.a.8: Demonstrate employability skills, work ethics, and professionalism.
FCS.CCLC.1.C: Evaluate the reciprocal effects of individual and family participation in community and civic events.	FCS.CCLC.1.C.b.1: Describe civic responsibility at school and in the community.	FCS.CCLC.1.C.i.1: Identify goals that support individuals and family members in carrying out community and civic responsibilities.	FCS.CCLC.1.C.a.1: Analyze goals that support individuals and family members in carrying out community and civic responsibilities.

Standard: FCS.CCLC.1

Students will integrate multiple life roles and responsibilities in family, work, and community settings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CCLC.1.C: Evaluate the reciprocal effects of individual and family participation in community and civic events.	FCS.CCLC.1.C.b.2: Identify community service skills.	FCS.CCLC.1.C.i.2: Describe community service skills that individuals and families can develop through school activities.	FCS.CCLC.1.C.a.2: Demonstrate skills that individuals and families can use to support civic engagement in community activities.
	FCS.CCLC.1.C.b.3: Define personal skills.	FCS.CCLC.1.C.i.3: Describe personal skills and family assets and skills that could provide service to the community.	FCS.CCLC.1.C.a.3: Analyze personal skills and family assets and skills that provide service to the community.
	FCS.CCLC.1.C.b.4: Identify school resources and support systems available to students.	FCS.CCLC.1.C.i.4: Explore community resources and support systems available to individuals and families.	FCS.CCLC.1.C.a.4: Analyze community resources and systems of support available to individuals and families.
	FCS.CCLC.1.C.b.5: Identify agencies and institutions that assist families.	FCS.CCLC.1.C.i.5: Discuss federal, state, and local public policies that affect families.	FCS.CCLC.1.C.a.5: Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.

Standard: FCS.CCLC.1

Students will integrate multiple life roles and responsibilities in family, work, and community settings.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CCLC.1.C: Evaluate the reciprocal effects of individual and family participation in community and civic events.	FCS.CCLC.1.C.b.6: Outline policies, agencies, and institutions that affect individuals and families.	FCS.CCLC.1.C.i.6: Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.	FCS.CCLC.1.C.a.6: Create ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families in different environments.

Content Area: Family and Parenting (FP)

Standard: FCS.FP.1

Students will evaluate the significance of family and the effects that parenting roles and responsibilities have on strengthening the well-being of individuals, families, and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FP.1.A: Analyze roles and responsibilities of parenting.	FCS.FP.1.A.b.1: Identify parenting roles across the lifespan.	FCS.FP.1.A.i.1: Discuss why parenting roles change across the lifespan.	FCS.FP.1.A.a.1: Analyze parenting roles across the lifespan.
	FCS.FP.1.A.b.2: Describe expectations and responsibilities of parenting.	FCS.FP.1.A.i.2: Examine societal expectations and responsibilities of parenting.	FCS.FP.1.A.a.2: Analyze expectations and responsibilities of parenting.
	FCS.FP.1.A.b.3: Identify different parenting practices.	FCS.FP.1.A.i.3: Explore influences on parenting practices.	FCS.FP.1.A.a.3: Analyze influences of parenting practices on individuals, families, and society.
	FCS.FP.1.A.b.4: Identify societal factors that influence parenting.	FCS.FP.1.A.i.4: Discuss how societal conditions influence parenting across the lifespan.	FCS.FP.1.A.a.4: Analyze societal conditions that influence parenting across the lifespan.
	FCS.FP.1.A.b.5: Identify cultural similarities and differences in parenting.	FCS.FP.1.A.i.5: Describe the importance of cultural differences in parenting practices.	FCS.FP.1.A.a.5: Explain cultural differences and similarities in roles and responsibilities of parenting.

Standard: FCS.FP.1

Students will evaluate the significance of family and the effects that parenting roles and responsibilities have on strengthening the well-being of individuals, families, and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FP.1.B: Evaluate parenting practices that support human development.	FCS.FP.1.B.b.1: Identify nurturing practices that support human development.	FCS.FP.1.B.i.1: Explore nurturing practices that support human development.	FCS.FP.1.B.a.1: Analyze nurturing practices that support human development.
	FCS.FP.1.B.b.2: Describe emotional well-being.	FCS.FP.1.B.i.2: Discuss communication strategies that promote emotional well-being in family members.	FCS.FP.1.B.a.2: Apply communication strategies that promote emotional well-being in family members.
	FCS.FP.1.B.b.3: Recognize how discipline influences human development.	FCS.FP.1.B.i.3: Examine common practices and emerging research about influences of discipline on human development.	FCS.FP.1.B.a.3: Assess common practices and emerging research about influences of discipline on human development.
	FCS.FP.1.B.b.4: Identify types of abuse and neglect.	FCS.FP.1.B.i.4: Discuss the effects of abuse and neglect on human development.	FCS.FP.1.B.a.4: Analyze the effects of abuse and neglect on children and families and determine methods for prevention.

Standard: FCS.FP.1

Students will evaluate the significance of family and the effects that parenting roles and responsibilities have on strengthening the well-being of individuals, families, and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.FP.1.B: Evaluate parenting practices that support human development.	FCS.FP.1.B.b.5: Recognize the importance of quality care on human development.	FCS.FP.1.B.i.5: Determine characteristics that contribute to quality childcare.	FCS.FP.1.B.a.5: Apply criteria for selecting care and services for children and youth.
FCS.FP.1.C: Evaluate external support systems that provide services for parents and caregivers.	FCS.FP.1.C.b.1: Identify community resources and services available to families.	FCS.FP.1.C.i.1: Determine what community resources and services have to offer families.	FCS.FP.1.C.a.1: Analyze community resources and services available to families.
	FCS.FP.1.C.b.2: Identify community resources specifically related to parenting.	FCS.FP.1.C.i.2: Determine opportunities community resources have that are related to parenting.	FCS.FP.1.C.a.2: Analyze community resources that provide opportunities related to parenting.
	FCS.FP.1.C.b.3: Identify current laws and policies related to parenting.	FCS.FP.1.C.i.3: Explore current laws and policies related to parenting.	FCS.FP.1.C.a.3: Analyze current laws and policies related to parenting.
	FCS.FP.1.C.b.4: Define advocacy and the main purpose of advocacy.	FCS.FP.1.C.i.4: Explore current advocacy efforts related to parenting.	FCS.FP.1.C.a.4: Analyze impacts of advocacy on laws and policies related to parenting.

Standard: FCS.FP.1

Students will evaluate the significance of family and the effects that parenting roles and responsibilities have on strengthening the well-being of individuals, families, and society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
*FCS.FP.1.D: Analyze factors related to preparing for parenthood.	*FCS.FP.1.D.b.1: Describe the biological processes related to prenatal development and the health of the mother.	*FCS.FP.1.D.i.1: Explain the biological processes related to birth and the health of the child, and the health of the mother postpartum.	*FCS.FP.1.D.a.1: Analyze biological processes related to prenatal development, birth, and health of child and mother.
	*FCS.FP.1.D.b.2: Identify environmental factors that impact prenatal development and birth in relation to the health of parents and children.	*FCS.FP.1.D.i.2: Explore the social and emotional factors that impact prenatal development and birth in relation to the health of parents and children.	*FCS.FP.1.D.a.2: Analyze the social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and children.
	*FCS.FP.1.D.b.3: Identify alternatives to biological parenthood.	*FCS.FP.1.D.i.3: Investigate alternatives to biological parenthood.	*FCS.FP.1.D.a.3: Analyze alternatives to biological parenthood.
	*FCS.FP.1.D.b.4: Identify current and emerging technology associated with fertility and family planning.	*FCS.FP.1.D.i.4: Discuss legal and ethical issues related to current and emerging technology associated with fertility and family planning.	*FCS.FP.1.D.a.4: Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

*This content may be subject to the [Wis. Stat. sec. 118.109](#) (Human Growth and Development) and [118.01\[2\]\[d\]2.c.](#) (Health Education). See also "[FAQ Regarding Human Growth and Development Instruction in Wisconsin Schools](#)."

Standard: FCS.FP.1

Students will evaluate the significance of family and the effects that parenting roles and responsibilities have on strengthening the well-being of individuals, families, and society.

FCS.FP.1.E: Analyze the effects of family as a system on individuals and society.	FCS.FP.1.E.b.1: Discuss what makes a family.	FCS.FP.1.E.i.1: Describe the different types of families and what characterizes a family.	FCS.FP.1.E.a.1: Analyze the different family types and summarize characteristics of different families.
	FCS.FP.1.E.b.2: Recognize societal expectations of a family.	FCS.FP.1.E.i.2: Discuss the role of family in transmitting societal expectations.	FCS.FP.1.E.a.2: Analyze the role of family in transmitting societal expectations.
	FCS.FP.1.E.b.3: Recognize global influences on today's families.	FCS.FP.1.E.i.3: Investigate global influences on today's families.	FCS.FP.1.E.a.3: Analyze global influences on today's families.

Standard: FCS.FP.1

Students will evaluate the significance of family and the effects that parenting roles and responsibilities have on strengthening the well-being of individuals, families, and society.

FCS.FP.1.E: Analyze the effects of family as a system on individuals and society.	FCS.FP.1.E.b.4: Recognize the role of family in teaching culture and traditions across the lifespan.	FCS.FP.1.E.i.4: Discuss the role of family in teaching culture and traditions across the lifespan.	FCS.FP.1.E.a.4: Analyze the role of family in teaching culture and traditions across the lifespan.
	FCS.FP.1.E.b.5: Describe roles of immediate family members and extended relatives, for example, aunt, uncle, and cousin.	FCS.FP.1.E.i.5: Discuss the role of family in developing independence, interdependence, and commitment of family members.	FCS.FP.1.E.a.5: Analyze the role of family in developing independence, interdependence, and commitment of family members.
	FCS.FP.1.E.b.6: Describe changes and transitions that occur over the life course.	FCS.FP.1.E.i.6: Discuss the effects of change and transitions over the life course.	FCS.FP.1.E.a.6: Analyze the effects of change and transitions over the life course.
FCS.FP.1.E: Analyze the effects of family as a system on individuals and society.	FCS.FP.1.E.b.7: Identify family and consumer sciences careers that assist the work of the family.	FCS.FP.1.E.i.7: Discuss the ways family and consumer sciences careers assist the work of the family.	FCS.FP.1.E.a.7: Analyze the ways family and consumer sciences careers assist the work of the family.

Standard: FCS.FP.1

Students will evaluate the significance of family and the effects that parenting roles and responsibilities have on strengthening the well-being of individuals, families, and society.

FCS.FP.1.F: Evaluate the effects of diverse perspectives, needs, and characteristics of the individual and families.	FCS.FP.1.F.b.1: Identify types of diversity.	FCS.FP.1.F.i.1: Examine awareness of multiple diversities and their effects on individuals, families, and society.	FCS.FP.1.F.a.1: Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
	FCS.FP.1.F.b.2: Define social and cultural diversity.	FCS.FP.1.F.i.2: Discuss the effects of social and cultural diversity on the individual and families.	FCS.FP.1.F.a.2: Analyze the effects of social and cultural diversity on the individual and families.
	FCS.FP.1.F.b.3: Describe empathy for diversity.	FCS.FP.1.F.i.3: Discuss the effects of empathy for diversity on individuals in family, work, and community settings.	FCS.FP.1.F.a.3: Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
	FCS.FP.1.F.b.4: Define through the lens of diversity anti-bias, gender, equity, age, culture, and ethnicity.	FCS.FP.1.F.i.4: Describe respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.	FCS.FP.1.F.a.4: Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
	FCS.FP.1.F.b.5: Describe the effects of globalization and increasing diversity on individuals, families, and society.	FCS.FP.1.F.i.5: Investigate the effects of globalization and increasing diversity on individuals, families, and society.	FCS.FP.1.F.a.5: Analyze the effects of globalization and increasing diversity on individuals, families, and society.

Content Area: Human Development (HD)

Standard: FCS.HD.1

Students will analyze factors that influence human development.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HD.1.A: Analyze principles of human development across the lifespan.	FCS.HD.1.A.b.1: Identify physical, emotional, moral, social, spiritual, and intellectual development.	FCS.HD.1.A.i.1: Explore physical, emotional, social, moral, and cognitive development.	FCS.HD.1.A.a.1: Analyze physical, emotional, social, moral, and cognitive development.
	FCS.HD.1.A.b.2: Identify each area of human development.	FCS.HD.1.A.i.2: Explore interrelationships among physical, emotional, social, moral, and cognitive aspects of human development.	FCS.HD.1.A.a.2: Analyze interrelationships among physical, emotional, social, moral, and intellectual aspects of human development.
	FCS.HD.1.A.b.3: Find current research about human development.	FCS.HD.1.A.i.3: Discuss emerging research about human development, including, but not limited to, brain development research.	FCS.HD.1.A.a.3: Analyze current and emerging research about human development, including research on brain development.
FCS.HD.1.B: Analyze conditions that influence human development.	FCS.HD.1.B.b.1: Identify influences of heredity and environment on human development.	FCS.HD.1.B.i.1: Discuss the effect of heredity and environment on human development.	FCS.HD.1.B.a.1: Analyze the influences of heredity and environment on human development.

Standard: FCS.HD.1

Students will analyze factors that influence human development.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HD.1.B: Analyze conditions that influence human development.	FCS.HD.1.B.b.2: Identify social, economic, and technological impacts on individual development.	FCS.HD.1.B.i.2: Discuss the influences of social, economic, and technological forces on individual development.	FCS.HD.1.B.a.2: Analyze the influences of social, economic, and technological forces on individual development.
	FCS.HD.1.B.b.3: Identify effects of gender, ethnicity, and culture on individual development.	FCS.HD.1.B.i.3: Discuss influences of gender, ethnicity, and culture on individual development.	FCS.HD.1.B.a.3: Analyze the influences of gender, ethnicity, and culture on individual development.
	FCS.HD.1.B.b.4: Identify life events that can influence an individual's physical, emotional, social, moral, and cognitive development.	FCS.HD.1.B.i.4: Discuss the influences of life events on an individual's physical, emotional, social, moral, and cognitive development.	FCS.HD.1.B.a.4: Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
	FCS.HD.1.B.b.5: Identify geographic and global influences on human development.	FCS.HD.1.B.i.5: Discuss geographic and global influences on human development.	FCS.HD.1.B.a.5: Analyze geographic and global influences on human development.

Standard: FCS.HD.1

Students will analyze factors that influence human development.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.HD.1.C: Analyze strategies that promote development across the lifespan.	FCS.HD.1.C.b.1: Define nurturance.	FCS.HD.1.C.i.1: Discuss the role nurturance has in human development.	FCS.HD.1.C.a.1: Analyze the role of nurturance in human development.
	FCS.HD.1.C.b.2: Describe how individuals communicate.	FCS.HD.1.C.i.2: Explore the role communication has in human development.	FCS.HD.1.C.a.2: Analyze the role of communication in human development.
	FCS.HD.1.C.b.3: Identify educational, family, and social services support systems and resources.	FCS.HD.1.C.i.3: Discuss the role educational, family, and social services support systems and resources play in meeting human development needs.	FCS.HD.1.C.a.3: Analyze the role of family and social services support systems in meeting human development needs.

Content Area: Interpersonal Relationships (IR)

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.A: Analyze functions and expectations of various types of relationships.	FCS.IR.1.A.b.1: Identify social skills.	FCS.IR.1.A.i.1: Practice social skills that lead to effective school and family relationships.	FCS.IR.1.A.a.1: Analyze processes for building and maintaining interpersonal relationships.
	FCS.IR.1.A.b.2: Identify stages of the life cycle.	FCS.IR.1.A.i.2: Describe the stages of the family life cycle and the changes each can present for a family.	FCS.IR.1.A.a.2: Predict the effects of various stages of the family life cycle on interpersonal relationships.
	FCS.IR.1.A.b.3: Compare the difference between stable and unstable relationships.	FCS.IR.1.A.i.3: Describe the effects of stable and unstable relationships.	FCS.IR.1.A.a.3: Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.
	FCS.IR.1.A.b.4: Identify examples of healthy and unhealthy relationships.	FCS.IR.1.A.i.4: Identify factors that lead to healthy and unhealthy relationships.	FCS.IR.1.A.a.4: Analyze factors that contribute to healthy and unhealthy relationships.

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.A: Analyze functions and expectations of various types of relationships.	FCS.IR.1.A.b.5: Identify resources for handling unhealthy relationships.	FCS.IR.1.A.i.5: Summarize skills and resources for handling unhealthy relationships.	FCS.IR.1.A.a.5: Analyze processes for handling unhealthy relationships.
	FCS.IR.1.A.b.6: Identify effective stress management strategies.	FCS.IR.1.A.i.6: Demonstrate effective stress management strategies.	FCS.IR.1.A.a.6: Demonstrate stress management strategies for family, work, and community settings.
FCS.IR.1.B: Analyze personal needs and characteristics and their effects on interpersonal relationships.	FCS.IR.1.B.b.1: Identify qualities and skills necessary to build and maintain friendships.	FCS.IR.1.B.i.1: Demonstrate skills necessary to build and maintain friendships.	FCS.IR.1.B.a.1: Analyze the effects of personal characteristics on relationships.
	FCS.IR.1.B.b.2: Identify personal needs.	FCS.IR.1.B.i.2: Describe the effects of personal needs on relationships.	FCS.IR.1.B.a.2: Analyze the effect of personal needs on relationships.
	FCS.IR.1.B.b.3: Define self-esteem, self-concept, and self-image.	FCS.IR.1.B.i.3: Describe self-esteem, self-concept, and self-image effects on relationships.	FCS.IR.1.B.a.3: Analyze the effects of self-esteem, self-concept, and self-image on relationships.
	FCS.IR.1.B.b.4: Identify lifespan events.	FCS.IR.1.B.i.4: Discuss lifespan events and their impact on relationships.	FCS.IR.1.B.a.4: Analyze the effects of lifespan events and the conditions on relationships.

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.B: Analyze personal needs and characteristics and their effects on interpersonal relationships.	FCS.IR.1.B.b.5: Identify personal needs in a relationship.	FCS.IR.1.B.i.5: Demonstrate personal qualities that demonstrate caring, respectful relationships.	FCS.IR.1.B.a.5: Explain personal standards and qualities that impact interpersonal relationships.
FCS.IR.1.C: Demonstrate communication skills that contribute to positive relationships.	FCS.IR.1.C.b.1: Recognize different communication styles.	FCS.IR.1.C.i.1: Demonstrate different communication styles.	FCS.IR.1.C.a.1: Analyze communication styles and their effects on relationships.
	FCS.IR.1.C.b.2: Identify effective communication strategies.	FCS.IR.1.C.i.2: Determine appropriate communication strategies for use in varied situations.	FCS.IR.1.C.a.2: Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	FCS.IR.1.C.b.3: Identify effective listening techniques.	FCS.IR.1.C.i.3: Demonstrate effective listening and feedback techniques.	FCS.IR.1.C.a.3: Analyze effective listening and feedback techniques that contribute to positive relationships.
	FCS.IR.1.C.b.4: Identify communication barriers in school and family settings.	FCS.IR.1.C.i.4: Describe communication barriers in school and family settings.	FCS.IR.1.C.a.4: Analyze strategies to overcome communication barriers in family, community, and work settings.

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.C: Demonstrate communication skills that contribute to positive relationships.	FCS.IR.1.C.b.5: Role-play ways in which individuals respect the rights of others.	FCS.IR.1.C.i.5: Compare and contrast ethical principles of communication in family, community, and work settings.	FCS.IR.1.C.a.5: Apply ethical principles of communication in family, community, and work settings.
	FCS.IR.1.C.b.6: Identify communication technology.	FCS.IR.1.C.i.6: Describe the effects of communication technology on family, work, and community settings.	FCS.IR.1.C.a.6: Analyze the effects of communication technology on family, work, and community settings.
	FCS.IR.1.C.b.7: Identify the roles that people play in the communication process.	FCS.IR.1.C.i.7: Demonstrate different communication roles people encounter in a community.	FCS.IR.1.C.a.7: Analyze the roles and functions of communication in family, work, and community settings.
FCS.IR.1.D: Evaluate effective conflict prevention and management techniques.	FCS.IR.1.D.b.1: Introduce techniques to express emotions.	FCS.IR.1.D.i.1: Explore skills to express emotions and resolve differences and conflict in school and family relationships.	FCS.IR.1.D.a.1: Analyze the origin and development of attitudes and behaviors regarding conflict.

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.D: Evaluate effective conflict prevention and management techniques.	FCS.IR.1.D.b.2: Describe similarities and differences among people.	FCS.IR.1.D.i.2: Describe similarities and differences among people that cause conflict and promote unity.	FCS.IR.1.D.a.2: Explain how similarities and differences among people affect conflict prevention and management.
	FCS.IR.1.D.b.3: Describe conflict resolution skills.	FCS.IR.1.D.i.3: Apply conflict resolution skills that lead to building healthy relationships.	FCS.IR.1.D.a.3: Apply the roles of decision-making and problem-solving in reducing and managing conflict in nonviolent ways.
	FCS.IR.1.D.b.4: Identify strategies to resist peer pressure.	FCS.IR.1.D.i.4: Apply strategies to resist peer pressure.	FCS.IR.1.D.a.4: Evaluate the role of peer pressure across the lifespan.
	FCS.IR.1.D.b.5: Identify forms of harassment, and choose effective responses to harassment in a variety of family and school situations.	FCS.IR.1.D.i.5: Demonstrate effective ways to respond to harassment.	FCS.IR.1.D.a.5: Demonstrate nonviolent strategies that address conflict.

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.D: Evaluate effective conflict prevention and management techniques.	FCS.IR.1.D.b.6: Identify school and community resources that support conflict prevention and management.	FCS.IR.1.D.i.6: Analyze school and community resources available for conflict prevention and management.	FCS.IR.1.D.b.6: Identify forms of harassment, and choose effective responses to harassment in a variety of family and school situations.
FCS.IR.1.E: Demonstrate teamwork and leadership skills in the family, workplace, and community.	FCS.IR.1.E.b.1: Identify roles within a team.	FCS.IR.1.E.i.1: Demonstrate roles within a team that encourage communication.	FCS.IR.1.E.a.1: Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	FCS.IR.1.E.b.2: Identify strategies to build trust within a group.	FCS.IR.1.E.i.2: Demonstrate strategies to motivate, encourage, and build trust among group members.	FCS.IR.1.E.a.2: Analyze effective strategies to motivate, encourage, and build trust among group members.
	FCS.IR.1.E.b.3: Identify personal strengths and limitations.	FCS.IR.1.E.i.3: Identify strengths and limitations of individuals within a group.	FCS.IR.1.E.a.3: Demonstrate strategies that use the strengths and minimize the limitations of team members.

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.E: Demonstrate teamwork and leadership skills in the family, workplace, and community.	FCS.IR.1.E.b.4: Identify techniques that create team and community spirit.	FCS.IR.1.E.i.4: Develop techniques that create team and community spirit.	FCS.IR.1.E.a.4: Demonstrate techniques that develop team and community spirit.
	FCS.IR.1.E.b.5: Identify individual responsibilities of a team.	FCS.IR.1.E.i.5: Demonstrate ways to delegate responsibilities.	FCS.IR.1.E.a.5: Demonstrate strategies used to organize and delegate responsibilities.
	FCS.IR.1.E.b.6: Identify ways to include new members in a group.	FCS.IR.1.E.i.6: Discuss strategies to integrate new members into a team.	FCS.IR.1.E.a.6: Create strategies to integrate new members into a team.
	FCS.IR.1.E.b.7: Develop techniques for cooperating and compromising.	FCS.IR.1.E.i.7: Explain techniques for cooperating, compromising, and collaborating.	FCS.IR.1.E.a.7: Demonstrate processes for cooperating, compromising, and collaborating.
FCS.IR.1.F: Demonstrate standards that guide behavior in interpersonal relationships.	FCS.IR.1.F.b.1: Define ethics relative to a variety of family and community scenarios.	FCS.IR.1.F.i.1: Compare and contrast ethical criteria.	FCS.IR.1.F.a.1: Apply critical thinking and ethical criteria to evaluate interpersonal relationships.

Standard: FCS.IR.1

Students will demonstrate respectful and caring relationships in the family, workplace, and community.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.IR.1.F: Demonstrate standards that guide behavior in interpersonal relationships.	FCS.IR.1.F.b.2: Identify critical-thinking skills.	FCS.IR.1.F.i.2: Discuss ethical guidelines when assessing interpersonal issues and situations.	FCS.IR.1.F.a.2: Apply ethical guidelines when assessing interpersonal issues and situations.
	FCS.IR.1.F.b.3: Role-play appropriate behaviors in a variety of settings.	FCS.IR.1.F.i.3: Practice critical thinking and ethical standards in home and school situations.	FCS.IR.1.F.a.3: Apply critical thinking and ethical standards when making judgments and taking action.
	FCS.IR.1.F.b.4: Identify pros and cons for a specific issue.	FCS.IR.1.F.i.4: Discuss opposing points of current ethical issues.	FCS.IR.1.F.a.4: Compare the relative merits of opposing points of view regarding current ethical issues.

Content Area: Consumer and Family Resources (CFR)

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.A: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	FCS.CFR.1.A.b.1: Select planning tools to organize tasks and responsibilities.	FCS.CFR.1.A.i.1: Relate using time management, organizational, and process skills to prioritizing tasks and achieving goals.	FCS.CFR.1.A.a.1: Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
	FCS.CFR.1.A.b.2: Define needs and wants when considering choices.	FCS.CFR.1.A.i.2: Compare consequences of resource use related to choices to satisfy needs and wants.	FCS.CFR.1.A.a.2: Analyze how individuals and families make choices to satisfy needs and wants.
	FCS.CFR.1.A.b.3: List ways to provide safe and nutritious food for individuals and families.	FCS.CFR.1.A.i.3: Use current nutrition guidelines to prepare nutritious meals and snacks for individuals and families.	FCS.CFR.1.A.a.3: Analyze decisions about providing safe and nutritious food for individuals and families.
	FCS.CFR.1.A.b.4: Identify clothing related to needs and wants.	FCS.CFR.1.A.i.4: Explain strategies for selection of clothing based on resources available.	FCS.CFR.1.A.a.4: Apply consumer skills to providing and maintaining clothing.

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.A: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	FCS.CFR.1.A.b.5: Explain ways housing has changed over the years.	FCS.CFR.1.A.i.5: Identify ways housing and related costs influence the family.	FCS.CFR.1.A.a.5: Apply consumer skills to decisions about housing, utilities, and furnishings.
	FCS.CFR.1.A.b.6: Demonstrate basic hygiene, such as handwashing and toothbrushing.	FCS.CFR.1.A.i.6: Classify healthcare organizations used to access care for the health of the family.	FCS.CFR.1.A.a.6: Summarize information about procuring and maintaining healthcare to meet the needs of individuals and family members.
	FCS.CFR.1.A.b.7: Define recreation and why it is important to the family and economy.	FCS.CFR.1.A.i.7: Summarize effects related to decisions about recreation.	FCS.CFR.1.A.a.7: Apply consumer skills to decisions about recreation.
	FCS.CFR.1.A.b.8: Identify ways family transportation needs are met.	FCS.CFR.1.A.i.8: Examine transportation to ensure the needs of the family are met.	FCS.CFR.1.A.a.8: Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.B: Analyze the relationship of the global environment with family and consumer resources.	FCS.CFR.1.B.b.1: Define environmental trends and issues.	FCS.CFR.1.B.i.1: Demonstrate individual and family responsibility in relation to environmental trends and issues.	FCS.CFR.1.B.a.1: Analyze individual and family responsibility in relation to environmental trends and issues.
	FCS.CFR.1.B.b.2: Identify environmental trends and issues affecting families and future generations.	FCS.CFR.1.B.i.2: Relate resource use to environmental trends and issues affecting families and future generations.	FCS.CFR.1.B.a.2: Summarize environmental trends and issues affecting families and future generations.
	FCS.CFR.1.B.b.3: List practices that conserve natural resources.	FCS.CFR.1.B.i.3: Classify behaviors that conserve, reuse, and recycle resources to maintain the environment.	FCS.CFR.1.B.a.3: Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
	FCS.CFR.1.B.b.4: Identify the role of government regulations in conserving resources.	FCS.CFR.1.B.i.4: Analyze environmental issues requiring government regulations for conserving natural resources.	FCS.CFR.1.B.a.4: Evaluate government regulations for conserving natural resources.

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.C: Analyze policies that support consumer rights and responsibilities.	FCS.CFR.1.C.b.1: Relate consumer protection policies to community health.	FCS.CFR.1.C.i.1: Examine local community policies that provide consumer protection.	FCS.CFR.1.C.a.1: Analyze state and federal policies and laws providing consumer protection.
	FCS.CFR.1.C.b.2: Define consumer rights.	FCS.CFR.1.C.i.2: Identify whose interests are served by the enforcement of state and federal policies and laws.	FCS.CFR.1.C.a.2: Interpret how policies become laws relating to consumer rights.
	FCS.CFR.1.C.b.3: Define consumer responsibility.	FCS.CFR.1.C.i.3: Identify skills used in seeking information on consumer rights.	FCS.CFR.1.C.a.3: Apply skills to seek information regarding consumer rights.
FCS.CFR.1.D: Evaluate the effects of technology on individual and family resources in a global context.	FCS.CFR.1.D.b.1: Name types of technology used by the family.	FCS.CFR.1.D.i.1: Examine types of technology that affect family and consumer decision-making.	FCS.CFR.1.D.a.1: Analyze the types of technology and software programs that affect family and consumer decision-making.

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.D: Evaluate the effects of technology on individual and family resources in a global context.	FCS.CFR.1.D.b.2: Provide examples of how technology impacts the family.	FCS.CFR.1.D.i.2: Explore how media and technological advances affect family and consumer decisions.	FCS.CFR.1.D.a.2: Analyze how media and technological advances influence family and consumer decisions.
	FCS.CFR.1.D.b.3: Compare technology for reliability and relevance.	FCS.CFR.1.D.i.3: Choose technology that improves the quality of life.	FCS.CFR.1.D.a.3: Assess the use of technology and its effect on quality of life.
FCS.CFR.1.E: Analyze relationships between the economic system and consumer actions in a global context.	FCS.CFR.1.E.b.1: Identify criteria that can be used to help make consumer decisions.	FCS.CFR.1.E.i.1: Model personal responsibility for use of resources.	FCS.CFR.1.E.a.1: Examine the use of resources in making choices that satisfy needs and wants of individuals, families, and communities.
	FCS.CFR.1.E.b.2: Illustrate the economic system.	FCS.CFR.1.E.i.2: Identify individual and family roles in the economic system.	FCS.CFR.1.E.a.2: Interpret individual and family roles in the economic system.
	FCS.CFR.1.E.b.3: Differentiate between the needs of the provider and the consumer.	FCS.CFR.1.E.i.3: Identify laws and regulations pertaining to consumers and providers of services.	FCS.CFR.1.E.a.3: Analyze economic effects of laws and regulations that pertain to consumers and providers of services.

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.E: Analyze relationships between the economic system and consumer actions in a global context.	FCS.CFR.1.E.b.4: Define economic self-sufficiency.	FCS.CFR.1.E.i.4: Demonstrate practices that allow families to maintain economic self-sufficiency.	FCS.CFR.1.E.a.4: Review practices that allow families to maintain economic self-sufficiency.
FCS.CFR.1.F: Demonstrate management of financial resources to meet the goals of individuals and families across the lifespan.	FCS.CFR.1.F.b.1: Relate personal and family financial planning with security.	FCS.CFR.1.F.i.1: Identify personal and family financial planning resources needed to reach goals.	FCS.CFR.1.F.a.1: Evaluate the need for personal and family financial planning.
	FCS.CFR.1.F.b.2: Illustrate the need for saving to meet needs and wants.	FCS.CFR.1.F.i.2: Identify management principles used to make decisions to individual and family financial practices.	FCS.CFR.1.F.a.2: Apply financial management principles to individual and family financial practices.
	FCS.CFR.1.F.b.3: Identify insurance types available for individuals and families.	FCS.CFR.1.F.i.3: Summarize insurance types available for individuals and families.	FCS.CFR.1.F.a.3: Apply management principles to decisions about insurance for individuals and families.

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.F: Demonstrate management of financial resources to meet the goals of individuals and families across the lifespan.	FCS.CFR.1.F.b.4: Label personal and legal documents related to effective management of individual and family finances.	FCS.CFR.1.F.i.4: Compare personal and legal documents related to effective management of individual and family finances.	FCS.CFR.1.F.a.4: Evaluate personal and legal documents related to effective management of individual and family finances.
FCS.CFR.1.G: Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.	FCS.CFR.1.G.b.1: Choose reliable financial information.	FCS.CFR.1.G.i.1: Apply the decision-making process to family finances.	FCS.CFR.1.G.a.1: Demonstrate management of individual and family finances by applying reliable information and systematic decision-making.
	FCS.CFR.1.G.b.2: Recognize the connection between education and income across the lifespan.	FCS.CFR.1.G.i.2: Construct a life plan including education, income, career, and life choices.	FCS.CFR.1.G.a.2: Analyze how education, income, career, and life choices relate to achieving financial goals.
	FCS.CFR.1.G.b.3: Provide examples of financial goals and budgets.	FCS.CFR.1.G.i.3: Construct financial goals and budgets.	FCS.CFR.1.G.a.3: Manage money effectively by developing financial goals and budgets.

Standard: FCS.CFR.1

Students will evaluate management practices related to human, economic, and environmental resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CFR.1.G: Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.	FCS.CFR.1.G.b.4: Define credit and debt.	FCS.CFR.1.G.i.4: Illustrate good decision-making in the use of credit and debt.	FCS.CFR.1.G.a.4: Manage credit and debt to remain both creditworthy and financially secure.
	FCS.CFR.1.G.b.5: Compare insurance risks and advantages.	FCS.CFR.1.G.i.5: Illustrate the use of insurance policies to mitigate risk.	FCS.CFR.1.G.a.5: Summarize the features of insurance and its role in balancing risk and benefits in financial planning.
	FCS.CFR.1.G.b.6: Define long-term financial security.	FCS.CFR.1.G.i.6: Plan savings and investing to build long-term financial security and wealth.	FCS.CFR.1.G.a.6: Analyze saving and investing to build long-term financial security and wealth.

Content Area: Consumer Sciences (CS)

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.A: Analyze career paths within consumer service industries.	FCS.CS.1.A.b.1: Identify careers in consumer service industries.	FCS.CS.1.A.i.1: Classify roles and functions of individuals engaged in consumer service careers.	FCS.CS.1.A.a.1: Explain roles and functions of individuals engaged in consumer service careers.
	FCS.CS.1.A.b.2: Describe opportunities for employment and entrepreneurial endeavors.	FCS.CS.1.A.i.2: Explore opportunities for employment and entrepreneurial endeavors.	FCS.CS.1.A.a.2: Analyze opportunities for employment and entrepreneurial endeavors.
	FCS.CS.1.A.b.3: Introduce career paths in consumer services.	FCS.CS.1.A.i.3: Examine education and training requirements and opportunities for career paths in consumer services.	FCS.CS.1.A.a.3: Summarize education and training requirements and opportunities for career paths in consumer services.
	FCS.CS.1.A.b.4: Discuss current events related to consumer services.	FCS.CS.1.A.i.4: Compare local, state, national, and global economies.	FCS.CS.1.A.a.4: Analyze the effects of the consumer service industry on local, state, national, and global economies.

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.A: Analyze career paths within consumer service industries.	FCS.CS.1.A.b.5: Identify personal strengths and achievements.	FCS.CS.1.A.i.5: Compare the skills employers look for in careers within the consumer service industries.	FCS.CS.1.A.a.5: Create an employment portfolio to communicate skills needed for careers in consumer services.
	FCS.CS.1.A.b.6: Recognize the role of professional organizations in consumer service professions.	FCS.CS.1.A.i.6: Research professional organizations in consumer service professions.	FCS.CS.1.A.a.6: Summarize the role of professional organizations in consumer service professions.
FCS.CS.1.B: Analyze factors that affect consumer advocacy.	FCS.CS.1.B.b.1: Describe the role of advocacy groups at state and national levels.	FCS.CS.1.B.i.1: Investigate advocacy groups at state and national levels.	FCS.CS.1.B.a.1: Analyze the role of advocacy groups at state, national, and international levels.
	FCS.CS.1.B.b.2: Define consumer protection.	FCS.CS.1.B.i.2: Illustrate how a bill becomes law.	FCS.CS.1.B.a.2: Evaluate the contributions of policymakers to consumer advocacy.
	FCS.CS.1.B.b.3: Identify skills needed to become an effective consumer advocate.	FCS.CS.1.B.i.3: List strategies that enable consumers to become advocates.	FCS.CS.1.B.a.3: Demonstrate strategies that enable consumers to become advocates.

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.B: Analyze factors that affect consumer advocacy.	FCS.CS.1.B.b.4: Differentiate between producer and consumer.	FCS.CS.1.B.i.4: Discuss consumer protection.	FCS.CS.1.B.a.4: Report the effects of consumer protection laws on advocacy.
	FCS.CS.1.B.b.5: Identify the risks of consumer fraud.	FCS.CS.1.B.i.5: Discuss the risks of consumer fraud.	FCS.CS.1.B.a.5: Apply strategies to reduce the risk of consumer fraud.
	FCS.CS.1.B.b.6: List different forms of media.	FCS.CS.1.B.i.6: Compare roles of media in consumer advocacy.	FCS.CS.1.B.a.6: Review the role of media in consumer advocacy.
	FCS.CS.1.B.b.7: Identify businesses in the local community.	FCS.CS.1.B.i.7: Discuss businesses at the state and national levels.	FCS.CS.1.B.a.7: Examine the effects of business and industry policies and procedures on advocacy.
	FCS.CS.1.B.b.8: Explain the use of educational and promotional materials.	FCS.CS.1.B.i.8: Produce educational and promotional materials in consumer advocacy.	FCS.CS.1.B.a.8: Analyze the use of educational and promotional materials in consumer advocacy.
FCS.CS.1.C: Analyze factors in guiding development of long-term financial management plans.	FCS.CS.1.C.b.1: Describe how the economy affects family, work, or career decisions.	FCS.CS.1.C.i.1: Explore the effects of the economy on personal income, individual and family security, and consumer decisions.	FCS.CS.1.C.a.1: Explain the effects of the economy on personal income, individual and family security, and consumer decisions.

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.C: Analyze factors in guiding development of long-term financial management plans.	FCS.CS.1.C.b.2: Define the difference between a short-term and a long-term goal.	FCS.CS.1.C.i.2: Choose short-term and long-term financial goals.	FCS.CS.1.C.a.2: Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.
	FCS.CS.1.C.b.3: Identify the effect of consumer credit in long-term financial planning.	FCS.CS.1.C.i.3: Examine the effect of consumer credit in long-term financial planning.	FCS.CS.1.C.a.3: Assess the effect of consumer credit on short- and long-term financial planning.
	FCS.CS.1.C.b.4: Explain the importance of savings.	FCS.CS.1.C.i.4: Illustrate investment and savings alternatives.	FCS.CS.1.C.a.4: Compare investment and savings alternatives.
	FCS.CS.1.C.b.5: Introduce the possible risks of financial planning.	FCS.CS.1.C.i.5: Illustrate strategies for long-term financial planning.	FCS.CS.1.C.a.5: Critique the effects of risk-management strategies on long-term financial planning.
	FCS.CS.1.C.b.6: Label the different stages of the life cycle.	FCS.CS.1.C.i.6: Describe financial situations for each stage of the life cycle.	FCS.CS.1.C.a.6: Analyze the effect of key life cycle transitions on financial planning.

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.C: Analyze factors in guiding development of long-term financial management plans.	FCS.CS.1.C.b.7: Identify the importance of financial planning.	FCS.CS.1.C.i.7: Relate the role of estate planning to long-term financial planning.	FCS.CS.1.C.a.7: Explain the role of estate planning in long-term financial planning.
	FCS.CS.1.C.b.8: Explore the importance of meeting financial deadlines.	FCS.CS.1.C.i.8: Discuss how handling one's finances properly can help improve one's credit score and reduce rates on credit and insurance.	FCS.CS.1.C.a.8: Determine factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.
FCS.CS.1.D: Analyze resource consumption for conservation and waste management practices.	FCS.CS.1.D.b.1: Describe the importance of keeping the environment clean.	FCS.CS.1.D.i.1: Illustrate sources of residential and commercial energy, water policy and usage, waste disposal, and pollution issues in the local environment.	FCS.CS.1.D.a.1: Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.D: Analyze resource consumption for conservation and waste management practices.	FCS.CS.1.D.b.2: Introduce the importance of recycling in the local community as well as other energy reduction resources.	FCS.CS.1.D.i.2: Apply local, state, and national consumer programs and services, both private and governmental, to recycle and conserve energy and environmental resources.	FCS.CS.1.D.a.2: Evaluate local, state, and national consumer programs and services, both private and governmental, to recycle and conserve energy and environmental resources.
	FCS.CS.1.D.b.3: Discuss strategies and practices to conserve energy and reduce waste.	FCS.CS.1.D.i.3: Demonstrate strategies and practices to conserve energy and reduce waste.	FCS.CS.1.D.a.3: Explore strategies and practices to conserve energy and reduce waste.
	FCS.CS.1.D.b.4: Identify waste management issues.	FCS.CS.1.D.i.4: Compare waste management issues and consequences for the next generation.	FCS.CS.1.D.a.4: Examine waste management issues.
	FCS.CS.1.D.b.5: Label roles of government, industry, and family in energy consumption.	FCS.CS.1.D.i.5: Illustrate historical circumstances that have led to the need for improved conservation and waste management policies.	FCS.CS.1.D.a.5: Examine roles of government, industry, and family in energy consumption.
FCS.CS.1.E: Demonstrate skills needed for product development, testing, and presentation.	FCS.CS.1.E.b.1: Explore market research and recognize its uses in product development.	FCS.CS.1.E.i.1: Classify market research strategies and their uses in product development.	FCS.CS.1.E.a.1: Conduct market research to determine consumer trends and product development needs.

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.E: Demonstrate skills needed for product development, testing, and presentation.	FCS.CS.1.E.b.2: Compare consumer products.	FCS.CS.1.E.i.2: Evaluate the needs met by consumer products.	FCS.CS.1.E.a.2: Design or analyze a consumer product.
	FCS.CS.1.E.b.3: Demonstrate the marketing tools used to sell a product.	FCS.CS.1.E.i.3: Analyze a product for its marketing techniques.	FCS.CS.1.E.a.3: Analyze features, prices, product information, styles, and performance of consumer goods for potential global impact and trade-offs among the components.
	FCS.CS.1.E.b.4: Identify a product and its purpose.	FCS.CS.1.E.i.4: Create a product using design thinking.	FCS.CS.1.E.a.4: Evaluate a product using valid and reliable testing procedures.
	FCS.CS.1.E.b.5: Show how to collect data.	FCS.CS.1.E.i.5: Model statistical analysis processes to interpret, summarize, and report data from product field tests.	FCS.CS.1.E.a.5: Apply statistical analysis processes to interpret, summarize, and report data from tests.
	FCS.CS.1.E.b.6: Identify key components of a design.	FCS.CS.1.E.i.6: Create a product that contains the components of a good design.	FCS.CS.1.E.a.6: Evaluate the labeling, packaging, and support materials of consumer goods.

Standard: FCS.CS.1

Students will integrate knowledge, skills, and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
FCS.CS.1.E: Demonstrate skills needed for product development, testing, and presentation.	FCS.CS.1.E.b.7: Visualize new products.	FCS.CS.1.E.i.7: Analyze new product reviews.	FCS.CS.1.E.a.7: Demonstrate a plan to educate an audience about a new product on the consumer market.
	FCS.CS.1.E.b.8: Identify different marketing techniques.	FCS.CS.1.E.i.8: Explain marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.	FCS.CS.1.E.a.8: Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.

Appendix A

Reasoning for Action, Comprehensive Standard

The Reasoning for Action standard is an overarching standard that links, and in many ways defines, family and consumer sciences education. This standard is grounded in beliefs that concepts and processes used for reasoning can be learned, that reasoning for action is a vehicle for the active use and functionality of all 16 Areas of Study (Rubin, 1997), and that the content and skills delineated in the Areas of Study provide a context in which Reasoning for Action can be developed and applied.

The comprehensive standard for Reasoning for Action and the five content standards and their corresponding competencies provide a foundation for instruction and student learning *about* reasoning and for *using* reasoning in applied contexts (Fox and Laster, 2000; Knorr and Manning, 1997).

Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

Content Standard	Competencies
1. Evaluate reasoning for self and others.	1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal). 1.2 Distinguish between adequate and inadequate reasoning. 1.3 Establish criteria for adequate reasoning. 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture, society, and global environment.
2. Analyze recurring and evolving family, workplace, and community concerns.	2.1 Classify different types of concerns (e.g., theoretical, technical, practical) and possible methods for addressing them. 2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.

	<p>2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns.</p> <p>2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.</p>
<p>3. Analyze practical reasoning components.</p>	<p>3.1 Differentiate types of knowledge needed for reasoned action: valued ends, goals, contextual factors, possible actions, and consequences.</p> <p>3.2 Analyze short-term and long-term consequences on self, family, culture/society, and global environment.</p> <p>3.3 Analyze assumptions that underlie beliefs and actions.</p> <p>3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information.</p> <p>3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.</p> <p>3.6 Distinguish adequate from inadequate reasons.</p>
<p>4. Implement practical reasoning for responsible action in families, workplaces, and communities.</p>	<p>4.1 Synthesize information from a variety of sources that are judged to be reliable.</p> <p>4.2 Describe a particular recurring and evolving individual, family, workplace, or community concern.</p> <p>4.3 Select goals or valued ends to resolve a particular concern.</p> <p>4.4 Establish standards for choosing responsible action to address a particular concern.</p>

	<p>4.5 Evaluate the conditions of a particular concern, e.g., historical, social-psychological, socioeconomic, political, cultural, global, or environmental.</p> <p>4.6 Generate reasonable actions for reaching goals or valued ends.</p> <p>4.7 Use adequate and reliable information to critique possible actions.</p> <p>4.8 Evaluate potential short- and long-term consequences of possible actions on self, others, culture, society, and global environment.</p> <p>4.9 Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.</p> <p>4.10 Select an action supported by justified reasons, valued ends, contextual conditions, and positive consequences of actions.</p> <p>4.11 Design a plan for accomplishing a selected action.</p> <p>4.12 Implement and monitor a plan of action based on established standards and valued ends.</p> <p>4.13 Evaluate actions and results, including consequences on self, others, culture, society, and global environment.</p> <p>4.14 Evaluate practical reasoning processes.</p>
<p>5. Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.</p>	<p>5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.</p> <p>5.2 Judge validity and reliability of information, sources, opinions, and evidence.</p> <p>5.3 Generate hypotheses based on scientific principles, observations, and evidence.</p>

	<p>5.4 Test hypotheses and theories using scientific inquiry and reasoning.</p> <p>5.5 Draw conclusions based on data and information that are judged to be reliable.</p> <p>5.6 Evaluate scientific reasoning processes.</p>
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Source: FCS Reasoning for Action standards reprinted by permission of Lead, Educate, Advocate, & Develop FCS Education (LEADFCS Education), <https://www.leadfcsed.org/national-standards.html>, accessed October 8, 2024.

Appendix B

Personal Financial Literacy Standards

The Wisconsin Standards for Personal Financial Literacy were approved by the Department of Public Instruction in May 2020. These standards were based on the 2017 Wisconsin Act 94, which requires school districts to adopt academic standards for financial literacy and incorporate instruction into the K-12 curriculum. There are six strands that were approved for these standards:

- Financial Mindset
- Education and Employment
- Money Management
- Saving and Investing
- Credit and Debt
- Risk Management and Insurance

The standards for Personal Financial Literacy are broken into grade bands of K-2 (e), 3-5 (i), 6-8 (m), and 9-12 (h), which is different from the other strands for Family and Consumer Sciences. There are performance indicator boxes that were intentionally left blank where a developmentally appropriate topic is not available for that grade band level.

In December 2023, Wisconsin Act 60 was signed into law, requiring all students to take at least one-half of one credit of personal financial literacy for high school graduation. The act first applies to the 2028 graduating class.

The Personal Financial Literacy Standards are found on the Department of Public Instruction's [Personal Financial Literacy](#) page.