

# **New Hampshire Guidelines Family and Consumer Sciences Education**

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## Section I

### Acknowledgements

The creation of the New Hampshire Family and Consumer Science Education Guidelines have evolved as a result of the passion and foresight of a small group of Family and Consumer Sciences teachers that recognized a need and set a course of action.

Many people invested countless hours towards achieving the goal of this project. We would like to take this opportunity to acknowledge those who have given generously of their time and energy in leading this project to completion.

A special thank you goes to the Guidelines Management Team. They have provided leadership and insight as a result of their participation at the national, state, and local levels. They have given life to the Family and Consumer Sciences National Standards in New Hampshire.

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# **Introduction To**

## **The New Hampshire Guidelines for Family and Consumer Sciences Education**

The New Hampshire Guidelines for Family and Consumer Sciences Education are based on the Family and Consumer Sciences National Standards. They support the New Hampshire Family and Consumer Sciences Education Mission and Vision Statement, and the New Hampshire Curriculum and Career Development Frameworks.

When the work began on this document there was much discussion about the need for standards in the New Hampshire Family and Consumer Sciences Education Curriculum. After giving it careful consideration, the Guidelines Mangement Team agreed; since we had National Standards in each of the sixteen (16) areas of study covered by our curriculum, what the FACS educators of New Hampshire needed was a relatively easy way to implement the use of these standards and to identify where they support the New Hampshire Curriculum and Career Development Frameworks.

These guidelines are not curriculum guides, but they can and should be used in conjunction with the National Standards to support curriculum development at the state, district, and classroom level, taking into consideration the resources available. As you use these guidelines, you can determine what kind of product you would like to create. You can select those strands of comprehensive standards that are pertinent to your students, school and wider community. Use it to help you build a well balanced program, keeping in mind this document is:

**◆ “A Menu not a Meal” ◆**

# **VISION AND MISSION**

## **A Foundation for Family and Consumer Sciences Education in New Hampshire**

### **VISION**

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on the family, work, community and their interrelationships.

### **MISSION**

The mission of Family and Consumer Sciences Education is to prepare students for family, work, and community life by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- ◆ Strengthening the well-being of individuals and families across the life span.
- ◆ Becoming responsible citizens and leaders in family, community, and work settings
- ◆ Promoting optimal nutrition and wellness
- ◆ Managing resources to meet the needs of individuals and families
- ◆ Balancing personal, home, family, community, and work lives
- ◆ Using critical and creative thinking skills to address problems as individuals in diverse family, community and work environments
- ◆ Successful life management, employment and career development
- ◆ Functioning effectively as providers and consumers of goods and services
- ◆ Anticipating consequences of and accepting responsibility for one's actions
- ◆ Appreciating human worth

## Glossary

**AREAS OF STUDY** – The sixteen categories of Family and Consumer Sciences Education identified in the National Standards.

**STRAND** – The grouping of related areas of study that can provide a continuous flow from grades five to twelve.

**COMPREHENSIVE STANDARDS** – A broad description of an area of study within a strand which is designed for measurement.

**CONTENT STANDARDS** – Identify what is expected of the learner, or what one needs to know and be able to do. These are written in action and performance models.

**COMPETENCIES** – Further define knowledge, skills and practices of content standards. These are the basis for measurement criteria.

**ACADEMIC PROFICIENCIES** – These are statements that address the academic areas. V-TECS Snyder Taxonomy (V-TECS and Snyder, 1992) and McREL Content Knowledge, a Compendium of Standards and Benchmarks for K-12 Education (Kendall and Marzano, 1995) have been used to provide a very detailed method of analyzing Family and Consumer Sciences Education content standards against the academic content areas.

**ASSESSMENT** – A tool that is used to evaluate where a student is in the learning process. Written testing and authentic scenario are two examples.

**CROSS-CUTTING COMPETENCIES** – Skill that are used and developed in all disciplines, such as communication and thinking/reasoning.

**GUIDING QUESTION** – A way to restate a content (process-skills) standard in question form.

**PRE-VOCATIONAL** – Any Family and Consumer Sciences Education program at the secondary level. These programs tend to be comprehensive in nature.

**PROCESS SKILLS QUESTIONS** – Used to guide students in the development of thinking, communication, leadership and management skills (cross-cutting competencies)

**RUBRICS** – Models that exemplify or describe quality standards needed to achieve a certain grade or competency level.

**SCENARIOS** – These are authentic life and work situations that place skills and knowledge in context to show the student's ability to perform and problem solve.

**CAREER AND TECHNICAL** – A two-year training program that can lead to a certificate in a career area. Usually these programs are offered in grades eleven and twelve.

## Section II

### Overview of the Guidelines

The New Hampshire Family and Consumer Sciences Education Guidelines have six (6) strands or sections. Each strand is made up of two to four related areas of study as defined in the Family and Consumer Sciences National Standards. The chart below gives an overview of the strands and an indication of school level appropriateness for each area of study. The number in parentheses on this page reflects the comprehensive standard number related to each area of study.

M = Middle School/Junior High School (grades 5-8)  
H = High School (Comprehensive Programs---grades 9-12)

<b>Strand 1</b>	<b>Career, Community and Family</b>	
(13)	Interpersonal Relationships .....	M/H
(6)	Family .....	M/H
(1)	Career, Community and Family Connections .....	M/H
(7)	Family and Community Services .....	M/H/CTE
<b>Strand 2</b>	<b>Foods, Nutrition, and Wellness</b>	
(14)	Nutrition and Wellness.....	M/H
(9)	Food Science, Dietetics and Nutrition.....	M/H/CTE
(8)	Food Production & Services.....	M/H/CTE
<b>Strand 3</b>	<b>Human Development, Early Childhood and Parenting</b>	
(12)	Human Development.....	M/H
(15)	Parenting.....	M/H
(4)	Early Childhood Education .....	H/CTE
<b>Strand 4</b>	<b>Consumer and Family Resources</b>	
(2)	Consumer and Family Resources .....	M/H
(3)	Consumer Services .....	M/H
<b>Strand 5</b>	<b>Housing and Textiles</b>	
(11)	Housing, Interiors and Furnishing.....	M/H/CTE
(16)	Textiles and Apparel.....	M/H/CTE
<b>Strand 6</b>	<b>Hospitality, Tourism and Facilities Management</b>	
(10)	Hospitality, Travel and Recreation .....	M/H/CTE
(5)	Facilities Management and Maintenance.....	M/H/CTE

As you study the guidelines that follow, you will note that some comprehensive and content standards are addressed at all academic levels. The same standards are appropriate for all age levels depending on the depth and breadth of coverage. In the following pages the competencies are grouped by school age as identified above.

# **New Hampshire Guidelines for Family and Consumer Sciences Education Career and Technical**

<b>Strand 1</b>	<b>Career, Community &amp; Family Relations.....</b>	<b>9</b>
<b>Strand 2</b>	<b>Foods, Nutrition, and Wellness.....</b>	<b>12</b>
<b>Strand 3</b>	<b>Human Development, Early Childhood and Parenting.....</b>	<b>19</b>
<b>Strand 4</b>	<b>Consumer and Family Resources.....</b>	<b>22</b>
<b>Strand 5</b>	<b>Housing and Textiles .....</b>	<b>23</b>
<b>Strand 6</b>	<b>Hospitality, Tourism and Facilities Management.....</b>	<b>30</b>

## **STRAND 1 COMMUNITY, CAREER AND FAMILY RELATIONS**

<b>Comprehensive Standard</b>	<b>7.0</b>	<b>Integrate knowledge, skills, and practices required for careers in family and community services.</b>
<b>Content Standard</b>	<b>7.1</b>	<b><i>Analyze career paths within family and community services.</i></b>
Competencies	7.1.1	Determine the roles and functions of individuals engaged in family and community service careers.
	7.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	7.1.3	Examine education and training requirements and opportunities for career paths in family and community services.
<b>Content Standard</b>	<b>7.2</b>	<b><i>Analyze factors related to providing family and community services.</i></b>
Competencies	7.2.1	Examine local, state, and national agencies and informal support resources providing human services.
	7.2.2	Determine professional, ethical, legal, and safety issues that confront human service employees.
	7.2.3	Examine licensing laws and regulations that affect service providers and their participants.
	7.2.4	Determine harmful, fraudulent, and deceptive human service practices.
	7.2.5	Determine the rights and responsibilities of human service participants and their families.
	7.2.6	Determine effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human service participants.
	7.2.7	Explore community-networking opportunities in family and community services.

**Content Standard**

**7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.**

Competencies

- 7.3.1 Utilize rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.
- 7.3.2 Demonstrate professional, collaborative relationships with colleagues, support teams, participants, and families.
- 7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.
- 7.3.4 Examine participants' strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.
- 7.3.5 Demonstrate use of technology in human services.

**Content Standard**

**7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.**

Competencies

- 7.4.1 Assess health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions.
- 7.4.2 Determine management and living environment issues of individuals and families with a variety of disadvantaging conditions.
- 7.4.3 Research personal, social, emotional, economical, vocational, educational, and recreational issues for individuals and families with a variety of disadvantaging conditions.
- 7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.
- 7.4.5 Determine situations which require crisis intervention.

	7.4.6	Determine the appropriate support needed to address selected human service issues.
<b>Content Standard</b>	<b>7.5</b>	<b><i>Identify services for individuals and families with a variety of disadvantaging conditions.</i></b>
Competencies	7.5.1	List needs and accommodations for people with a variety of disadvantaging conditions.
	7.5.2	State ways in which individuals affect the family financially, socially, and emotionally with a variety of disadvantaging conditions.
	7.5.3	Cite coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	7.5.4	Highlight the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.
	7.5.5	Give support that validates the participant's capabilities and right to privacy, dignity, and autonomy.
	7.5.6	Give participants strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
	7.5.7	List verbal and nonverbal communication skills related to advising and counseling individuals and families with a variety of disadvantaging conditions.

**STRAND 2                      FOODS, NUTRITION AND WELLNESS**

<b>Comprehensive Standards</b>	<b>9.0</b>	<b>Integrate knowledge, skills and practices required for careers in food science, dietetics and nutrition.</b>
<b>Content Standards</b>	<b>9.1</b>	<b>Analyze career paths within food science, dietetics, and nutrition industries..</b>
Competencies	9.1.1	Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers.
	9.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	9.1.3	Examine education and training requirements and opportunities for career paths in food science, dietetics, and nutrition.
<b>Content Standard</b>	<b>9.2</b>	<b>Apply risk management procedures to food safety, food testing, and sanitation.</b>
Competencies	9.2.1	Determine factors that contribute to food borne illness.
	9.2.2	Employ food service management safety/sanitation programs.
	9.2.3	Use knowledge of systems for documenting, investigating, and reporting a food borne illness.
	9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
	9.2.5	Practice good personal hygiene/health procedures.
	9.2.6	Demonstrate procedures for receiving and storage of raw and prepared foods.
	9.2.7	Classify current types of cleaning materials and sanitizers and their proper use.
	9.2.8	Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements

- 9.2.9 in handling hazardous materials.  
Demonstrate waste disposal and recycling methods.

**Content Standard**

**9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.**

Competencies

- 9.3.1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions.
- 9.3.2 Appraise and interpret nutritional data.
- 9.3.3 Assess principles to maximize nutrient retention in prepared foods.
- 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition behavior.
- 9.3.5 Monitor recipe/formula proportions and modifications for food production.
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

**Content Standard**

**9.4 Demonstrate basic concepts of nutritional therapy.**

Competencies

- 9.4.1 Conduct nutritional screening.
- 9.4.2 Use nutritional information in care planning.
- 9.4.3 Utilize a selective menu.
- 9.4.4 Select appropriate special nourishment based on nutritional needs.
- 9.4.5 Instruct individuals on nutrition for health, maintenance and disease prevention.

**Content Standard**

**9.5 Demonstrate use of current technology in food product development and marketing.**

Competencies

- 9.5.1 Utilize various factors that affect food preferences in the marketing of food.
- 9.5.2 Utilize data in statistical analysis in making development and marketing decisions.
- 9.5.3 Prepare food for presentation and assessment.
- 9.5.4 Maintain test kitchen/laboratory and related equipment and supplies.

- 9.5.5 Implement procedures that affect quality product performance.
- 9.5.6 Conduct sensory evaluations of food products.
- 9.5.7 Conduct testing for safety of food products, utilizing available technology.

**Content Standard**

**9.6 *Demonstrate food science, dietetics, and nutrition management principles and practices.***

Competencies

- 9.6.1 Build menus to customer/client preferences.
- 9.6.2 Implement food preparation, production, and testing systems.
- 9.6.3 Verify standards for food quality.
- 9.6.4 Create standardized recipes.
- 9.6.5 Manage amounts of food to meet needs of customers, clients.
- 9.6.6 Examine new products.
- 9.6.7 Implement procedures that provide cost effective products.
- 9.6.8 Establish par levels for the purchase of supplies based on an organization's needs.
- 9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

**Comprehensive Standards**

**8.0 *Integrate knowledge, skills, and practices required for careers in food production and services.***

**Content Standard**

**8.1 *Analyze career paths within the food production and food services industries.***

Competencies

- 8.1.1 Determine the roles and functions of individuals engaged in food production and services careers.
- 8.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 8.1.3 Examine education and training requirements and opportunities for career paths in food production and

services.

- 8.1.4 Examine the impact of food production and services occupations on local, state, national, and global economies.

**Content Standard 8.2**

Competencies

***Demonstrate food safety and sanitation procedures.***

- 8.2.1 Determine pathogens found in food and their role in causing illness.
- 8.2.2 Employ food service management safety/sanitation program procedures.
- 8.2.3 Use knowledge of systems for documenting, investigating, and reporting food borne illness.
- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) principles and procedures during food handling processes to minimize the risks of food borne illness.
- 8.2.5 Practice good personal hygiene/health procedures, and report symptoms of illness.
- 8.2.6 Demonstrate proper receiving and storage of both raw and prepared foods.
- 8.2.7 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods and between animal or fish sources and other food products.
- 8.2.8 Examine current types and proper uses of cleaning materials and sanitizers.
- 8.2.9 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
- 8.2.10 Demonstrate waste disposal and recycling methods.
- 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.

**Content Standard**

**8.3 Demonstrate selecting, using, and maintaining food production equipment.**

Competencies

- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
- 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment.
- 8.3.4 Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
- 8.3.5 Demonstrate procedures for storage of equipment and tools.

**Content Standard**

**8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.**

Competencies

- 8.4.1 Use computer based menu systems.
- 8.4.2 Apply menu-planning principles to develop and modify menus.
- 8.4.3 Examine food and equipment needed for menus.
- 8.4.4 Do menu layout and design.
- 8.4.5 Prepare requisitions for production requirements.
- 8.4.6 Record performance of menu items.

**Content Standard**

**8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.**

Competencies

- 8.5.1 Demonstrate skills in knife, tool, and equipment handling.
- 8.5.2 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sauteing, frying, deep frying, braising, stewing, poaching, steaming, wokking, convection, microwaving, and other emerging technologies.

- 8.5.3 Utilize weights and measures to demonstrate proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods.
- 8.5.5 Prepare various meats, seafood, and poultry.
- 8.5.6 Prepare various stocks, soups, and sauces.
- 8.5.7 Prepare various fruits, vegetables, starches, and farinaceous items.
- 8.5.8 Prepare various salads, dressings, marinades, and spices.
- 8.5.9 Prepare sandwiches, canapes, and appetizers.
- 8.5.10 Prepare baked goods and desserts.
- 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products.
- 8.5.12 Demonstrate food presentation techniques.
- 8.5.13 Examine the applicability of convenience food items.

**Content Standard**

Competencies

- 8.6 *Demonstrate implementation of food service management functions.***
- 8.6.1 Apply principles of purchasing and receiving in food service operations.
- 8.6.2 Practice inventory procedures including first in/first out concept, date markings, and specific record keeping.
- 8.6.3 Apply accounting principles in planning and forecasting profit and loss.
- 8.6.4 Examine the areas of legal liability within the food service industry.
- 8.6.5 Verify human resource policies including rules, regulations, laws, and hiring/compensation/overtime.
- 8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, and scheduling of employees.
- 8.6.7 Conduct staff orientation, regular training and education, and on-the-job training/retraining.
- 8.6.8 Implement marketing plan for food service operations.
- 8.6.9 Design internal/external disaster plan.

**Content Standard**

Competencies

- 8.7     *Demonstrate the concept of internal and external customer service.***
- 8.7.1   Examine the role of service as a strategic component of performance.
  - 8.7.2   Demonstrate quality services which exceed the expectations of customers.
  - 8.7.3   Examine the relationship between employees and customer satisfaction.
  - 8.7.4   Apply strategies for resolving complaints.
  - 8.7.5   Demonstrate sensitivity to diversity and individuals with special needs.

### **STRAND 3 HUMAN DEVELOPMENT, EARLY CHILDHOOD AND PARENTING**

<b>Comprehensive Standard</b>	<b>4.0</b>	<b>Integrate knowledge, skills, and practices required for careers in early childhood, education and services.</b>
<b><i>Content Standard</i></b>	<b>4.1</b>	<b><i>Analyze career paths within early childhood, education, and services.</i></b>
Competencies	4.1.1	Determine the roles and functions of individuals engaged in early childhood, education, and services.
	4.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	4.1.3	Examine education and training requirements and opportunities for career paths in early childhood, education, and services.
	4.1.4	Examine the impact of early childhood, education, and services occupations on local, state, national, and global economics.
<b><i>Content Standard</i></b>	<b>4.2</b>	<b><i>Analyze developmentally appropriate practices to plan for early childhood, education, and services.</i></b>
Competencies	4.2.1	Examine child development theories and their implications for educational and childcare practices.
	4.2.2	Determine a variety of assessment methods to observe and interpret children's growth and development.
	4.2.3	Consider cultural and environmental influences when assessing children's development.
	4.2.4	Determine special needs of children.
	4.2.5	Put into effect strategies that promote children's growth and development.

**Content Standard**

**4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.**

Competencies

- 4.3.1 Examine a variety of curriculum and instructional models.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
- 4.3.6 Establish activities, routines, and transitions.

**Content Standard**

**4.4 Demonstrate a safe and healthy learning environment for children.**

Competencies

- 4.4.1 Manage physical space to maintain a safe and healthy learning environment.
- 4.4.2 Apply safe and healthy practices that comply with state regulations.
- 4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
- 4.4.4 Provide safe and healthy meals and snacks.
- 4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 4.4.7 Demonstrate security and emergency procedures.

**Content Standard**

**4.5 Demonstrate techniques for positive collaborative relationships with children.**

Competencies

- 4.5.1 Establish developmentally appropriate guidelines for behavior.

- 4.5.2 Demonstrate problem-solving skills with children.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
- 4.5.4 Implement strategies for constructive and supportive interactions between children and families.
- 4.5.5 Present information to parents regarding developmental issues and concerns related to children.

***Content Standard***

***4.6 Demonstrate professional practices and standards related to working with children.***

Competencies

- 4.6.1 Utilize opportunities for continuing training and education.
- 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
- 4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.

**STRAND 4            CONSUMER AND FAMILY RESOURCES**

NO CAREER AND TECHNICAL STANDARDS ASSIGNED IN THIS FAMILY AND  
CONSUMER SCIENCES AREA.

**STRAND 5                      HOUSING AND TEXTILES**

<b>Comprehensive Standards</b>	<b>11.0</b>	<b>Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishing.</b>
<b><i>Content Standard</i></b>	<b>1.1</b>	<b><i>Analyze career paths within housing, interiors, and furnishing industry.</i></b>
Competencies	11.1.1	Determine the roles and functions of individuals engaged in housing, interiors, and furnishings careers.
	11.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	11.1.3	Examine education and training requirements and opportunities for career paths in housing, interiors, and furnishings.
	11.1.4	Examine the impact of housing, interiors, and furnishings occupations on local, state, national, and global economies.
<b><i>Content Standard</i></b>	<b>11.2</b>	<b><i>Evaluate housing decisions in relation to available resources and options.</i></b>
Competencies	11.2.1	Determine the principles and elements of design.
	11.2.2	Determine the psychological impact that the principles and elements of design have on the individual.
	11.2.3	Determine the effects that the principles and elements of design have on aesthetics and function.
<b><i>Content Standard</i></b>	<b>11.3</b>	<b><i>Evaluate the use of housing and interior furnishings and products in meeting specific design needs.</i></b>
Competencies	11.3.1	Research product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, and equipment, accessories, and building materials.

- 11.3.2 Select manufacturers, products, and materials, considering care, maintenance, safety, and environmental issues.
- 11.3.3 Review measuring, estimating, ordering, purchasing, and pricing skills.
- 11.3.4 Appraise various interior furnishings, appliances, and equipment which provide cost and quality choices for clients.

**Content Standard**

**11.4 Demonstrate CAD design, blueprint reading, and space planning skills required for the housing, interiors and furnishings industry.**

Competencies

- 11.4.1 Read information provided on blueprints.
- 11.4.2 Examine floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems.
- 11.4.3 Draw an interior space to scale, using correct architecture symbols and drafting skills.
- 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
- 11.4.5 Utilize applicable building codes, universal guidelines, and regulations in space planning.
- 11.4.6 Create floor plans, using computer design software.

**Content Standard**

**11.5 Analyze influences on architectural and furniture design and development.**

Competencies

- 11.5.1 Explore features of furnishings that are characteristics of various historical periods.
- 11.5.2 Consider how prosperity, mass production, and technology are related to the various periods.
- 11.5.3 Examine the development of architectural styles throughout history.

- 11.5.4 Compare historical architectural details to current housing and interior design trends.
- 11.5.5 Consider future trends in architectural and furniture design and development.

**Content Standard**

Competencies

- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.**
- 11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goals.
- 11.6.2 Assess community, family, and financial resources needed to achieve clients' housing and interior goals.
- 11.6.3 Assess a variety of available resources for housing and interior design.
- 11.6.4 Critique design plans that address client's needs, goals, and resources.

**Content Standard**

Competencies

- 11.7 Demonstrate design ideas through visual presentation.**
- 11.7.1 Select appropriate studio tools.
- 11.7.2 Prepare renderings, elevations, and sketches, using appropriate media.
- 11.7.3 Prepare visual presentations, including legends, keys, and schedules.
- 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.

**Content Standard**

Competencies

- 11.8 Demonstrate general procedures for business profitability and career success.**
- 11.8.1 Examine legislation, regulations, and public policy affecting the housing, interiors, and furnishings industry.
- 11.8.2 Examine personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.
- 11.8.3 Examine security and inventory control strategies, laws, and worksite policies, and how they affect loss prevention and store profit.

- 11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
- 11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
- 11.8.6 Examine operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- 11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.

**Comprehensive Standards**

**16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.**

***Content Standard***

***16.1 Analyze career paths within textiles and apparel design industries.***

Competencies

- 16.1.1 Determine the roles and functions of individuals engaged in textiles and apparel careers.
- 16.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 16.1.3 Examine education and training requirements and opportunities for career paths in textiles and apparel services.
- 16.1.4 Examine the impact of textiles and apparel occupations on local, state, national, and global economies.

***Content Standard***

***16.2 Evaluate fiber and textiles materials.***

Competencies

- 16.2.1 Select appropriate terminology for identifying, comparing, and analyzing the most common generic textiles fibers.
- 16.2.2 Determine performance characteristics of fiber and textiles.
- 16.2.3 Review textiles legislation, standards, and labeling in the global economy.
- 16.2.4 Assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.
- 16.2.5 Select appropriate procedures for care of

textiles products.

**Content Standard**

**16.3 Demonstrate textiles and apparel design skills.**

Competencies

- 16.3.1 Examine the ways in which fabric, texture, and pattern can affect visual appearance.
- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products.
- 16.3.4 Demonstrate design concepts with material or computer, using draping and/or flat pattern making technique.
- 16.3.5 Implement design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
- 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.
- 16.3.7 Demonstrate ability to use technology for fashion design.

**Content Standard**

**16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.**

Competencies

- 16.4.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair.
- 16.4.2 Examine production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textiles products.
- 16.4.3 Use appropriate industry materials for cleaning, pressing, and finishing textiles products.

- 16.4.4 Explore current technology and trends that facilitate design and production of textiles products and apparel.
- 16.4.5 Demonstrate basic skills for producing and altering textiles products and apparel.

**Content Standard**

Competencies

- 16.5 Evaluate elements of textiles and apparel merchandising.**
- 16.5.1 Review marketing strategies for apparel and textiles products.
  - 16.5.2 Assess the cost of constructing, manufacturing, altering, or repairing textiles products.
  - 16.5.3 Assess ethical considerations for merchandising apparel and textiles products.
  - 16.5.4 Review external factors that influence merchandising.
  - 16.5.5 Critique varied methods for promoting apparel and textiles products.
  - 16.5.6 Select research methods, including forecasting techniques, for marketing apparel and textiles products.

**Content Standard**

Competencies

- 16.6 Evaluate the components of customer service.**
- 16.6.1 Assess factors that contribute to quality customer relations.
  - 16.6.2 Assess the impact of cultural diversity as a factor in customer relations.
  - 16.6.3 Determine the skills necessary for quality customer service.
  - 16.6.4 Determine solutions to address customer concerns.

**Content Standard**

Competencies

- 16.7 Demonstrate general operational procedures required for business profitability and career success.**
- 16.7.1 Examine legislation, regulations, and public policy affecting the textiles and apparel industry.
  - 16.7.2 Examine personal and employer responsibilities and liabilities regarding industry-related safety, security, and

environmental factors.

- 16.7.3 Examine the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.
- 16.7.4 Demonstrate procedures for reporting and handling accidents, safety and security incidents.
- 16.7.5 Examine operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- 16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textiles and apparel industry.

## **STRAND 6 HOSPITALITY, TOURISM AND FACILITIES MANAGEMENT**

<b>Comprehensive Standard</b>	<b>10.0</b>	<b>Integrate knowledge, skills and practices required for careers in hospitality, tourism and recreation.</b>
<b>Content Standard</b>	<b>10.1</b>	<b><i>Analyze career paths within the hospitality, tourism, and recreation industries.</i></b>
Competencies	10.1.1	Determine the roles and functions of individuals engaged in hospitality, tourism and recreation careers.
	10.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	10.1.3	Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation.
	10.1.4	Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economies.
<b>Content Standard</b>	<b>10.2</b>	<b><i>Demonstrate procedures applied to safety, security, and environmental issues.</i></b>
Competencies	10.2.1	Examine the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
	10.2.2	Demonstrate ability to ensure customer safety.
	10.2.3	Manage evacuation plans and emergency procedures.
	10.2.4	Examine utilization of resources and ways to conserve them.
	10.2.5	Design a system for documenting and investigating reports related to safety, security, and environmental issues.
<b>Content Standard</b>	<b>10.3</b>	<b><i>Apply concepts of service to meet customer expectations.</i></b>
Competencies	10.3.1	Practice service methods which exceed the expectations of customers.

- 10.3.2 Determine the relationship between employees' attitude and actions and customer satisfaction.
- 10.3.3 Employ strategies for resolving complaints.
- 10.3.4 Measure the impact customer relations has on success of the hospitality, tourism, and recreation industry.
- 10.3.5 Measure the impact customer relations has on the needs of special populations.

**Content Standard**

Competencies

**10.4 Demonstrate practices and skills involved in lodging occupations.**

- 10.4.1 Demonstrate front desk skills.
- 10.4.2 Perform cash handling, accounting, and financial transactions.
- 10.4.3 Manage convention, meeting, and banquet support functions.
- 10.4.4 Apply basic skills in food and catering services.
- 10.4.5 Manage use, care, maintenance, and storage of equipment, tools, and supplies.
- 10.4.6 Apply facility services skills.
- 10.4.7 Apply time and work management to facility service tasks.
- 10.4.8 Perform appropriate work roles within the sales and marketing division.

**Content Standard**

Competencies

**10.5 Demonstrate practices and skills for travel related services.**

- 10.5.1 Examine geography, climate, sites, and time zones of various regions and countries.
- 10.5.2 Examine customs of various regions and countries.
- 10.5.3 Inspect food, beverage, and etiquette for various regions and countries.
- 10.5.4 Assemble information needed for domestic and international travel.
- 10.5.5 Produce travel documents and itineraries.
- 10.5.6 Check travel arrangements using computerized systems.

**Content Standard**

**10.6 Demonstrate management of recreation, leisure, and other programs and events.**

Competencies	<ul style="list-style-type: none"> <li>10.6.1 Coordinate client inquiries and requests.</li> <li>10.6.2 Design themes, time lines, budgets, agendas, and itineraries.</li> <li>10.6.3 Organize locations, facilities, suppliers, and vendors for specific services.</li> <li>10.6.4 Prepare for distribution of event materials.</li> <li>10.6.5 Demonstrate skills related to promoting and publicizing events.</li> <li>10.6.6 Manage programs and events for specific age groups or populations.</li> <li>10.6.7 Promote wellness through recreation and leisure programs and events.</li> </ul>
<b>Comprehensive Standard</b>	<b>5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.</b>
<b>Content Standard</b>	<b>5.1 Analyze career paths within the facilities management and maintenance areas.</b>
Competencies	<ul style="list-style-type: none"> <li>5.1.1 Determine the roles and functions of individuals engaged in facilities management and maintenance careers.</li> <li>5.1.2 Explore opportunities for employment and entrepreneurial endeavors.</li> <li>5.1.3 Examine education and training requirements and opportunities for career paths in facilities management and maintenance.</li> <li>5.1.4 Examine the impact of facilities management and maintenance occupations on local, state, national, and global economies.</li> </ul>
<b>Content Standard</b>	<b>5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.</b>
Competencies	<ul style="list-style-type: none"> <li>5.2.1 Design housekeeping standards and procedures.</li> <li>5.2.2 Operate cleaning equipment and tools.</li> <li>5.2.3 Manage use of supplies.</li> <li>5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.</li> </ul>

- 5.2.5 Perform cleaning based on established standards.
- 5.2.6 Design energy efficient methods.
- 5.2.7 Demonstrate quality services which exceed the expectations of customers.

**Content Standard**

Competencies

- 5.3 *Demonstrate sanitation procedures for a clean and safe environment.***
- 5.3.1 Examine the various types of cleaning methods and their environmental effects.
- 5.3.2 Examine federal and state regulations regarding the handling, use, and storage of chemicals.
- 5.3.3 Apply Occupational Safety and Health Administration (OSHA) regulations to situations in which blood borne pathogens exist and need to be labeled.
- 5.3.4 Execute a pest control system appropriate for the facility.
- 5.3.5 Apply Centers for Disease Control (CDC) standards.
- 5.3.6 Apply the Americans with Disability Act (ADA) regulations.

**Content Standard**

Competencies

- 5.4 *Apply hazardous materials and waste management procedures.***
- 5.4.1 Carry out federal, state, and other regulations regarding waste management.
- 5.4.2 Demonstrate a waste minimization plan.
- 5.4.3 Practice a recycling program for conservation of resources.
- 5.4.4 Record hazardous situations accurately and communicate to appropriate authorities.
- 5.4.5 Determine procedures for safely handling and storing hazardous materials and waste products.
- 5.4.6 Demonstrate safe disposals of pesticides.

**Content Standard**

Competencies

- 5.5 *Demonstrate a work environment that provides safety and security.***
- 5.5.1 Design procedures for external and internal

- emergencies.
- 5.5.2 Prepare security procedures.
- 5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.
- 5.5.4 Apply safety and security procedures as required by Occupational Safety and Health Administration (OSHA) and other agencies.
- 5.5.5 Apply procedures for infection control.
- 5.5.6 Examine concepts of epidemiology.

**Content Standard**

Competencies

- 5.6 *Demonstrate appropriate laundering processes.***
- 5.6.1 Examine the functions of machines and equipment used in laundry operations.
- 5.6.2 Demonstrate laundry procedures.
- 5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.
- 5.6.4 Apply regulations regarding laundry/linen systems.

**Content Standard**

Competencies

- 5.7 *Demonstrate facilities management functions.***
- 5.7.1 Demonstrate quality customer service which exceeds expectations.
- 5.7.2 Examine the elements involved in staff planning, recruiting, interviewing, and selecting of employees.
- 5.7.3 Design staff schedules.
- 5.7.4 Conduct orientation, regular training and education, and on-the-job training/retraining.
- 5.7.5 Apply work measurement techniques.
- 5.7.6 Apply principles of purchasing and receiving in facility management operations.
- 5.7.7 Implement inventory procedures.
- 5.7.8 Apply accounting principles in planning and forecasting profit and loss.
- 5.7.9 Implement marketing plan.

# **New Hampshire Guidelines for Family and Consumer Sciences Education Grades 5-8**

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## **STRAND 1 CAREER, COMMUNITY AND FAMILY RELATIONS**

<b>Comprehensive Standard</b>	<b>13.0</b>	<b>Demonstrate respectful and caring relationships in the family, workplace, and community.</b>
<b>Content Standard</b>	<b>13.1</b>	<b><i>Analyze functions and expectations of various types of relationships.</i></b>
Competencies	13.1.1	Examine processes for building and maintaining interpersonal relationships.
	13.1.2	Examine the impact of various stages of the family life cycle on interpersonal relationships.
	13.1.4	Determine factors that contribute to healthy and unhealthy relationships.
	13.1.5	Explore processes for handling unhealthy relationships.
	13.1.6	Determine stress management strategies for family, work, and community settings.
<b>Content Standard</b>	<b>13.3</b>	<b><i>Demonstrate communication skills that contribute to positive relationships.</i></b>
	13.3.1	Examine communication styles and their effects on relationships.
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	13.3.3	Demonstrate effective listening and feedback techniques.
	13.3.4	Examine barriers to communication in family, work, and community settings.
	13.3.5	Practice ethical principles of communication in family, community, and work settings.
	13.3.6	Examine the impact of communication technology in family, work, and community settings.
	13.3.7	Examine the roles and functions of communication in family, work, and community settings.
<b>Content Standard</b>	<b>13.4</b>	<b><i>Evaluate effective conflict prevention and management techniques.</i></b>
Competencies	13.4.1	Determine the origin and development of attitudes and behaviors regarding

		conflict.
	13.4.2	Determine how similarities and differences among people affect conflict prevention and management.
	13.4.3	Determine the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Appraise nonviolent strategies that address conflict.
	13.4.5	Choose effective responses to harassment.
	13.4.6	Assess community resources that support conflict prevention and management.
<b>Content Standard</b>	<b>13.5</b>	<b><i>Demonstrate team work and leadership skills in the family, workplace and community.</i></b>
Competencies	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	13.5.2	Demonstrate strategies to motivate and encourage group members.
	13.5.3	Create strategies to utilize the strengths and limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
<b>Comprehensive Standard</b>	<b>6.0</b>	<b>Evaluate the significance of family and its impact on the well-being of individuals and society.</b>
<b>Content Standard</b>	<b>6.1</b>	<b><i>Analyze the impact of family as a system on individuals and society.</i></b>
Competencies	6.1.1	Examine family as the basic unit of society.
	6.1.2	Determine the role of family in transmitting societal expectations.
	6.1.3	Examine global influences on today's families.
	6.1.7	Explore the ways family and consumer

sciences careers assist the works of the family.

<b>Content Standard</b>	<b>6.2</b>	<b><i>Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.</i></b>
Competencies	6.2.1	Demonstrate awareness of multiple diversities and their impact on individuals and families.
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
<b>Comprehensive Standard</b>	<b>1.0</b>	<b>Integrate multiple life roles and responsibilities in family, work, and community settings.</b>
<b>Content Standard</b>	<b>1.2</b>	<b><i>Demonstrate transferable and employability skills in community and workplace settings.</i></b>
Competencies	1.2.1	Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.
	1.2.2	Demonstrate job seeking and job keeping skills.
	1.2.3	Apply communication skills in community and workplace settings.
	1.2.4	Demonstrate teamwork skills in community and workplace settings.
<b>Comprehensive Standard</b>	<b>7.0</b>	<b>Integrate knowledge, skills, and practices required for careers in family and community services.</b>
<b>Content Standard</b>	<b>7.1</b>	<b><i>Analyze career paths within family and community services.</i></b>
Competencies	7.1.1	Determine the roles and functions of individuals engaged in family and community service careers.
	7.1.2	Explore opportunities for employment and entrepreneurial endeavors.

## **STRAND 2 FOODS, NUTRITION AND WELLNESS**

<b>Comprehensive Standard</b>	<b>14.0</b>	<b>Demonstrate nutrition and wellness practices that enhance individual and family well-being.</b>
<b>Content Standard</b>	<b>14.1</b>	<b><i>Analyze factors that influence nutrition and wellness practices across the life span.</i></b>
Competencies	14.1.3	Examine the governmental, economic, and technological influences on food choices and other nutrition practices.
	14.1.5	Examine legislation and regulations related to nutrition and wellness issues.
<b>Content Standard</b>	<b>14.2</b>	<b><i>Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</i></b>
Competencies	14.2.1	Assess the effect of nutrients on health, appearance, and peak performance.
	14.2.2	Research the relationship of nutrition and wellness to individual and family health throughout the life span.
	14.2.3	Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.
	14.2.4	Appraise sources of food and nutrition information, including food labels, related to health and wellness.
<b>Content Standard</b>	<b>14.3</b>	<b><i>Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</i></b>
Competencies	14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.
	14.3.2	Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
	14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

<b>Content Standard</b>	<b>14.4</b>	<b><i>Evaluate factors that affect food safety, from production through consumption.</i></b>
Competencies	14.4.1	Determine conditions and practices that promote safe food handling.
	14.4.2	Appraise safety and sanitation practices throughout the food chain.
<b>Comprehensive Standard</b>	<b>9.0</b>	<b>Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.</b>
<b>Content Standard</b>	<b>9.1</b>	<b><i>Analyze career paths within food science, dietetics, and nutrition.</i></b>
Competencies	9.1.1	Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers.
	9.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	9.1.3	Examine education and training requirements and opportunities for career paths in food science, dietetics, and nutrition.
<b>Comprehensive Standard</b>	<b>8.0</b>	<b>Integrate knowledge, skills, and practices required for careers in food production and services.</b>
<b>Content Standard</b>	<b>8.1</b>	<b><i>Analyze career paths within the food production and food services industries.</i></b>
Competencies	8.1.1	Determine the roles and functions of individuals engaged in food production and services careers.
	8.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	8.1.3	Examine education and training requirements and opportunities for career paths in food production and services.

### **STRAND 3 HUMAN DEVELOPMENT, EARLY CHILDHOOD AND PARENTING**

<b>Comprehensive Standard</b>	<b>12.0</b>	<b>Analyze factors that impact human growth and development.</b>
<b><i>Content Standard</i></b>	<b>12.1</b>	<b><i>Analyze principles of human growth and development across the life span.</i></b>
Competencies	12.1.1	Examine physical, emotional, social, and intellectual development.
	12.1.2	Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
<b><i>Content Standard</i></b>	<b>12.2</b>	<b><i>Analyze conditions that influence human growth and development.</i></b>
Competencies	12.2.1	Investigate the impact of heredity and environment on human growth and development.
	12.2.2	Determine the impact of social, economic, and technological forces on individual growth and development.
<b><i>Content Standard</i></b>	<b>12.3</b>	<b><i>Analyze strategies that promote growth and development across the life span.</i></b>
Competencies	12.3.1	Examine the role of nurturance of human growth and development.
	12.3.2	Examine the role of communication on human growth and development.
	12.3.3	Examine the role of support systems in meeting human growth and development needs.
<b>Comprehensive Standard</b>	<b>15.0</b>	<b>Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.</b>
<b><i>Content Standard</i></b>	<b>15.1</b>	<b><i>Analyze roles and responsibilities of parenting.</i></b>
Competencies	15.1.1	Examine parenting roles across the life

		span.
	15.1.2	Examine expectations and responsibilities of parenting.
	15.1.3	Determine consequences of parenting practices to the individual, family, and society.
	15.1.4	Determine societal conditions that impact parenting across the life span.
	15.1.5	Explain cultural differences in roles and responsibilities of parenting.
<b>Comprehensive Standard</b>	<b>4.0</b>	<b>Integrate knowledge, skills, and practices required for careers in early childhood, education and services.</b>
<b>Content Standard</b>	<b>4.1</b>	<b><i>Analyze career paths within early childhood, education, and services.</i></b>
Competencies	4.1.1	Determine the roles and functions of individuals engaged in early childhood, education, and services.
	4.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	4.1.3	Examine education and training requirements and opportunities for career paths in early childhood, education, and services.

## **STRAND 4 CONSUMER AND FAMILY RESOURCES**

<b>Comprehensive Standard</b>	<b>2.0</b>	<b>Evaluate management practices related to the human, economic, and environmental resources.</b>
<b><i>Content Standard</i></b>	<b>2.1</b>	<b><i>Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.</i></b>
Competencies	2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities.
	2.1.2	Examine how individuals and families make choices to satisfy needs and wants.
	2.1.3	Implement decisions about providing safe and nutritious food for individuals and families.
	2.1.4	Implement decisions about purchasing, creating, and maintaining clothing.
	2.1.5	Implement decisions about housing and furnishings.
<b><i>Content Standard</i></b>	<b>2.2</b>	<b><i>Analyze the relationship of the environment to family and consumer resources.</i></b>
Competencies	2.2.1	Determine individual and family responsibility in relation to the environmental trends and issues.
	2.2.2	Examine environmental trends and issues affecting families and future generations.
	2.2.3	Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.
<b><i>Content Standard</i></b>	<b>2.3</b>	<b><i>Analyze policies that support consumer rights and responsibilities.</i></b>
Competencies	2.3.1	Examine state and federal policies and laws providing consumer protection.
	2.3.2	Investigate how policies become laws related to consumer rights.
	2.3.3	Examine skills used in seeking information related to consumer rights.

<b>Content Standard</b>	<b>2.4</b>	<b><i>Evaluate the impact of technology on individual and family resources.</i></b>
Competencies	2.4.1	Review types of technology that impact family and consumer decision-making .
	2.4.2	Examine how media and technological advances impact family and consumer decisions.
	2.4.3	Assess the use of technology and its impact on quality of life.

<b>Content Standard</b>	<b>2.5</b>	<b><i>Analyze interrelationships between the economic system and consumer actions.</i></b>
Competencies	2.5.1	Examine the use of resources in making choices that satisfy needs and wants of individuals and families.
	2.5.2	Examine individual and family roles in the economic system.
	2.5.3	Examine economic impacts of laws and regulations that pertain to consumers and providers of services.
	2.5.4	Determine practices that allow families to maintain economic self-sufficiency.

<b>Content Standard</b>	<b>2.6</b>	<b><i>Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</i></b>
Competencies	2.6.1	Examine the need for personal and family financial planning.
	2.6.2	Apply management principles to individual and family financial practices.
	2.6.3	Apply management principles to decisions about individual and family insurance.

<b>Comprehensive Standard</b>	<b>3.0</b>	<b><i>Integrate knowledge, skills and practices required for careers in consumer services.</i></b>
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<b>Content Standard</b>	<b>3.1</b>	<b><i>Analyze career paths within consumer services industries.</i></b>
Competencies	3.1.1	Determine roles and functions of individuals engaged in consumer service careers.
	3.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	3.1.3	Examine education and training

- requirements and opportunities for  
career paths in consumer services.
- 3.1.4 Examine the impact of the consumer service  
industry on local, state, national, and  
global economies.

## **STRAND 5 HOUSING AND TEXTILES**

<b>Comprehensive Standard</b>	<b>11.0</b>	<b>Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.</b>
<b><i>Content Standard</i></b>	<b>11.1</b>	<b><i>Analyze career paths within the housing, interiors, and furnishings industry.</i></b>
Competencies	11.1.1	Determine the roles and functions of individuals engaged in housing, interiors, and furnishings careers.
	11.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	11.1.3	Examine education and training requirements and opportunities for career paths in housing, interiors, and furnishings.
	11.1.4	Examine the impact of housing, interiors, and furnishings occupations on local, state, national, and global economies.
<b><i>Content Standard</i></b>	<b>11.2</b>	<b><i>Evaluate housing decisions in relation to available resources and options.</i></b>
Competencies	11.2.1	Determine the principles and elements of design.
	11.2.2	Determine the psychological impact that the principles and elements of design have on the individual.
	11.2.3	Determine the effects that the principles and elements of design have on aesthetics and function.
<b><i>Content Standard</i></b>	<b>11.5</b>	<b><i>Analyze influences on architectural and furniture design and development.</i></b>
Competencies	11.5.1	Explore features of furnishings that are characteristic of various historical periods.
	11.5.2	Consider how prosperity, mass production, and technology are related to the various periods.
	11.5.3	Examine the development of architectural styles throughout history.
	11.5.4	Compare historical architectural details to

		current housing and interior design trends.
	11.5.5	Consider future trends in architectural and furniture design and development.
<b>Content Standard</b>	<b>11.6</b>	<b><i>Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.</i></b>
Competencies	11.6.1	Assess human needs, safety, space, and technology as they relate to housing and interior design goals.
	11.6.2	Assess community, family, and financial resources needed to achieve clients' housing and interior goals.
	11.6.3	Assess a variety of available resources for housing and interior design.
	11.6.4	Critique design plans that address clients' needs, goals, and resources.
<b>Content Standard</b>	<b>11.7</b>	<b><i>Demonstrate design ideas through visual presentation.</i></b>
Competencies	11.7.1	Select appropriate studio tools.
	11.7.2	Prepare renderings, elevations, and sketches, using appropriate media.
	11.7.3	Prepare visual presentations, including legends, keys, and schedules.
	11.7.4	Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.
<b>Comprehensive Standard</b>	<b>16.0</b>	<b>Integrate knowledge, skills, and practices required for careers in textiles and apparel.</b>
<b>Content Standard</b>	<b>16.1</b>	<b><i>Analyze career paths within textiles and apparel design industries.</i></b>
Competencies	16.1.1	Determine the roles and functions of individuals engaged in textiles and apparel careers.
	16.1.2	Explore opportunities for employment and entrepreneurial endeavors.
	16.1.3	Examine education and training requirements and opportunities for career paths in textiles and apparel services.

- 16.1.4 Examine the impact of textiles and apparel occupations on local, state, national, and global economies.

**Content Standard**  
Competencies

- 16.2 Evaluate fiber and textiles materials.**
- 16.2.1 Select appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
- 16.2.2 Determine performance characteristics of fiber and textiles.
- 16.2.3 Review textiles legislation, standards, and labeling in the global economy.
- 16.2.4 Assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.
- 16.2.5 Select appropriate procedures for care of textile products.

**Content Standard**  
Competencies

- 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.**
- 16.4.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair.
- 16.4.2 Examine production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textiles products.
- 16.4.3 Use appropriate industry materials for cleaning, pressing, and finishing textiles products.
- 16.4.4 Explore current technology and trends that facilitate design and production of textiles products and apparel.
- 16.4.5 Demonstrate basic skills for producing and altering textiles products and apparel.

**Content Standard**  
Competencies

- 16.5 Evaluate elements of textiles and apparel merchandising.**
- 16.5.1 Review marketing strategies for apparel and textiles products.
- 16.5.2 Assess the cost of constructing, manufacturing, altering, or repairing textiles products.
- 16.5.3 Assess ethical considerations for

merchandising apparel and textiles products.

- 16.5.4 Review external factors that influence merchandising.
- 16.5.5 Critique varied methods for promoting apparel and textiles products.
- 16.5.6 Select research methods, including forecasting techniques, for marketing apparel and textiles products.

## **STRAND 6 HOSPITALITY, TOURISM AND FACILITIES MANAGEMENT**

<b>Comprehensive Standard</b>	<b>10.1 Integrate knowledge, skills and practices required for careers in hospitality, tourism and recreation.</b>
<b><i>Content Standard</i></b>	<b><i>10.1 Analyze career paths within the hospitality, tourism and recreation industries.</i></b>
Competencies	10.1.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers. 10.1.2 Explore opportunities for employment and entrepreneurial endeavors. 10.1.3 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation. 10.1.4 Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economies.
<b>Comprehensive Standard</b>	<b>5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.</b>
<b><i>Content Standard</i></b>	<b><i>5.1 Analyze career paths within the facilities management and maintenance areas.</i></b>
Competencies	5.1.1 Determine the roles and functions of individuals engaged in facilities management and maintenance careers. 5.1.2 Explore opportunities for employment and entrepreneurial endeavors. 5.1.3 Examine education and training requirements and opportunities for career paths in facilities management and maintenance. 5.1.4 Examine the impact of facilities management and maintenance occupations on local, state, national, and global economies.

**Content Standard**

Competencies

**5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.**

- 5.2.1 Design housekeeping standards and procedures.
- 5.2.2 Operate cleaning equipment and tools.
- 5.2.3 Manage use of supplies.
- 5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.

**Content Standard**

Competencies

**5.4 Apply hazardous materials and waste management procedures.**

- 5.4.2 Demonstrate a waste minimization plan.
- 5.4.3 Practice a recycling program for conservation of resources.

**Content Standard**

Competencies

**5.5 Demonstrate a work environment that provides safety and security.**

- 5.5.1 Design procedures for external and internal emergencies.
- 5.5.2 Prepare security procedures.
- 5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.
- 5.5.4 Apply safety and security procedures as required by Occupational Safety and Health Administration (OSHA) and other agencies.
- 5.5.5 Apply procedures for infection control.
- 5.5.6 Examine concepts of epidemiology.

**Content Standard**

Competencies

**5.6 Demonstrate appropriate laundering processes.**

- 5.6.1 Examine the functions of machines and equipment used in laundry operations.
- 5.6.2 Demonstrate laundry procedures.
- 5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.

# **New Hampshire Guidelines for Family and Consumer Sciences Education Grades 9-12**

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**STRAND 1 Career, Community and Family Relations**

**Comprehensive Standard**

**13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.**

***Content Standard***

***13.1 Analyze functions and expectations of various types of relationships.***

**Competencies**

- 13.1.1 Examine processes for building and maintaining interpersonal relationships.
- 13.1.2 Examine the impact of various stages of the family life cycle on interpersonal relationships.
- 13.1.3 Compare physical, emotional, and intellectual responses in stable and unstable relationships.
- 13.1.4 Determine factors that contribute to healthy and unhealthy relationships.
- 13.1.5 Explore processes for handling unhealthy relationships.
- 13.1.6 Determine stress management strategies for family, work, and community settings.

***Content Standard***

***13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.***

**Competencies**

- 13.2.1 Examine the impact of personal characteristics on relationships.
- 13.2.2 Consider the effect of personal needs on relationships.
- 13.2.3 Examine the effect of self-esteem and self-image on relationships.
- 13.2.4 Determine the impact of life span events and conditions on relationships.
- 13.2.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships.

***Content Standard***

***13.3 Demonstrate communications skills that contribute to positive relationships.***

**Competencies**

- 13.3.1 Examine communication styles and their effects on relationships.

- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 13.3.3 Demonstrate effective listening and feedback techniques.
- 13.3.4 Examine barriers to communication in family, work, and community settings.
- 13.3.5 Practice ethical principles of communication in family, community, and work settings.
- 13.3.6 Examine the impact of communication technology in family, work, and community settings.
- 13.3.7 Examine the roles and functions of communication in family, work, and community settings.

**Content Standard**

Competencies

**13.4 Evaluate effective conflict prevention and management techniques.**

- 13.4.1 Determine the origin and development of attitudes and behaviors regarding conflict.
- 13.4.2 Determine how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Determine the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Appraise nonviolent strategies that address conflict.
- 13.4.5 Choose effective responses to harassment.
- 13.4.6 Assess community resources that support conflict prevention and management.

**Content Standard**

Competencies

**13.5 Demonstrate team work and leadership skills in the family, workplace and community.**

- 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- 13.5.2 Demonstrate strategies to motivate and encourage group members.
- 13.5.3 Create strategies to utilize the strengths and limitations of team members.
- 13.5.4 Demonstrate techniques that develop team and community spirit.

- 13.5.5 Demonstrate ways to organize and delegate responsibilities.
- 13.5.6 Create strategies to integrate new members into the team.
- 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

**Content Standard**

**13.6 Demonstrate standards that guide behavior in interpersonal relationships.**

Competencies

- 13.6.1 Examine types of standards for making judgments about interpersonal relationships.
- 13.6.2 Apply guidelines for assessing the nature of issues and situations.
- 13.6.3 Apply standards when making judgments and taking action.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.
- 13.6.5 Examine the relative merits of opposing points of view regarding current ethical issues.

**Comprehensive Standard**

**6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.**

**Content Standard**

**6.1 Analyze the impact of family as a system on individuals and society.**

Competencies

- 6.1.1 Examine family as the basic unit of society.
- 6.1.2 Determine the role of family in transmitting societal expectations.
- 6.1.3 Examine global influences on today's families.
- 6.1.4 Examine the role of family in teaching culture and traditions across the life span.
- 6.1.5 Examine the role of family in developing independence, interdependence, and commitment of family members.
- 6.1.6 Determine the impact of change and transitions over the life course.
- 6.1.7 Explore the ways family and consumer sciences careers assist the works of the family

**Content Standards**

**6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.**

Competencies

- 6.2.1 Demonstrate awareness of multiple diversities and their impact on individuals and families.
- 6.2.2 Examine the impact of cultural diversity on individuals and families.
- 6.2.3 Examine the impact of empathy for diversity on individuals in family, work, and community settings.
- 6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
- 6.2.5 Examine the impact of the global village on the need to appreciate diversity.

**Comprehensive Standard**

**1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.**

**Content Standard**

**1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.**

Competencies

- 1.1.1 Examine policies, issues, and trends in the workplace and community that impact individuals and families.
- 1.1.2 Analyze the impact of social, economic, and technological change on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can enhance the family's capacity to meet goals for all family members.
- 1.1.4 Analyze the potential impact of career path decisions on balancing work and family.
- 1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.
- 1.1.6 Determine skills and knowledge needed to develop a life plan for achieving individual, family, and career goals.

**Content Standard**

**1.2 Demonstrate transferable and employability skills in communities and workplace settings.**

Competencies

- 1.2.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.
- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in community and workplace settings.
- 1.2.4 Demonstrate teamwork skills in community and workplace settings.
- 1.2.5 Examine strategies to manage the impact of changing technologies in workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in the workplace and community.
- 1.2.7 Examine factors that contribute to maintaining safe and healthy work and community environments.
- 1.2.8 Demonstrate work ethics and professionalism.

**Content Standard**

**1.3 Analyze the reciprocal impact of individual and family participation in community activities.**

Competencies

- 1.3.1 Examine goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Arrange a plan for individuals and families to select and develop skills in community activities.
- 1.3.3 Determine skills that provide beneficial services to the community.
- 1.3.4 Examine community resources and systems of formal and informal support available to individuals and families.
- 1.3.5 Examine the impact of public policies, agencies, and institutions on the family.

**Comprehensive Standard**

**7.0 Integrate knowledge, skills, and practices required for careers in family and community services.**

**Content Standard**

**7.1 Analyze career paths within family and community services.**

Competencies

- 7.1.1 Determine the roles and functions of individuals engaged in family and

community service careers.

- 7.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 7.1.3 Examine education and training requirements and opportunities for career paths in family and community services.

**Content Standard**

Competencies

**7.2 Analyze factors related to providing family and community services.**

- 7.2.1 Examine local, state, and national agencies and informal support resources providing human services.
- 7.2.7 Explore community-networking opportunities in family and community services.

**Content Standard**

Competencies

**7.5 Identify services for individuals and families with a variety of disadvantaging conditions.**

- 7.5.1 List needs and accommodations for people with a variety of disadvantaging conditions.
- 7.5.2 State ways in which individuals affect the family financially, socially, and emotionally with a variety of disadvantaging conditions.
- 7.5.3 Cite coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
- 7.5.4 Highlight the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.
- 7.5.5 Give support that validates the participant's capabilities and right to privacy, dignity, and autonomy.
- 7.5.6 Give participants strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
- 7.5.7 List verbal and nonverbal communication skills related to advising and counseling individuals and families with a variety of disadvantaging conditions.

## **STRAND 2 Foods, Nutrition, and Wellness**

<b>Comprehensive Standard</b>	<b>14 .0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.</b>
<b>Content Standard</b>	<b>14.1 <i>Analyze factors that influence nutrition and wellness practices across the life span.</i></b>
Competencies	14.1.1 Examine physical, emotional, social, psychological, and spiritual components of individual and family wellness. 14.1.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices. 14.1.3 Examine the governmental, economic, and technological influences on food choices and practices. 14.1.4 Investigate the impact of global and local events and conditions on food choices and practices. 14.1.5 Examine legislation and regulations related to nutrition and wellness issues.
<b>Content Standard</b>	<b>14.2 <i>Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</i></b>
Competencies	14.2.1 Assess the effect of nutrients on health, appearance, and peak performance. 14.2.2 Research the relationship of nutrition and wellness to individual and family health throughout the life span. 14.2.3 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness. 14.2.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness.
<b>Content Standard</b>	<b>14.3 <i>Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families</i></b>

- across the life span.**
- Competencies
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
  - 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
  - 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

**Content Standard**

**14.4 Evaluate factors that affect food safety, from production through consumption.**

Competencies

- 14.4.1 Determine conditions and practices that promote safe food handling.
- 14.4.2 Appraise safety and sanitation practices throughout the food chain.
- 14.4.3 Determine how changes in national and international food production and distribution systems impact the food supply.
- 14.4.4 Appraise federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
- 14.4.5 Monitor food borne illness as a health issue for individuals and families.
- 14.4.6 Review public dialogue about food safety and sanitation.

**Content Standard**

**14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.**

- 14.5.1 Determine how scientific and technical advances impact the nutrient content, availability, and safety of foods.
- 14.5.2 Assess how the scientific and technical advances in food processing, storage, product development, and distribution impact nutrition and wellness.
- 14.5.3 Determine the impact of technological advances on selection, preparation, and home storage of food.
- 14.5.4 Assess the effects of food science and technology on meeting nutritional

needs.

**Comprehensive Standard**

**9.0 Integrate knowledge, skills and practices required for careers in food science, dietetics and nutrition.**

**Content Standard**

**9.1 Analyze career paths within food science, dietetics, and nutrition.**

Competencies

- 9.1.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers.
- 9.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 9.1.3 Examine education and training requirements and opportunities for career paths in food science, dietetics, and nutrition.
- 9.1.4 Examine the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.

**Content Standard**

**9.2 Apply risk management procedures to food safety, food testing, and sanitation.**

Competencies

- 9.2.1 Determine factors that contribute to food borne illness.
- 9.2.5 Practice good personal hygiene/health procedures.
- 9.2.6 Demonstrate procedures for receiving and storage of raw and prepared foods.
- 9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.
- 9.2.9 Demonstrate waste disposal and recycling methods.

**Content Standard**

**9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.**

Competencies

- 9.3.1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions.
- 9.3.2 Appraise and interpret nutritional data.
- 9.3.3 Assess principles to maximize nutrient retention in prepared foods.
- 9.3.4 Assess the influence of socioeconomic and psychological factors on food and

nutrition behavior.

- 9.3.5 Monitor recipe/formula proportions and modifications for food production.
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.

**Comprehensive Standard**

**8.0 Integrate knowledge, skills and practices required for careers in food production and services.**

***Content Standard***

***8.1 Analyze career paths within the food production and food services industries.***

Competencies

- 8.1.1 Determine the roles and functions of individuals engaged in food production and services careers.
- 8.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 8.1.3 Examine education and training requirements and opportunities for career paths in food production and services.
- 8.1.4 Examine the impact of food production and services occupations on local, state, national, and global economies.

***Content Standard***

***8.2 Demonstrate food safety and sanitation procedures.***

Competencies

- 8.2.1 Determine pathogens found in food and their role in causing illness.
- 8.2.10 Demonstrate waste disposal and recycling methods.

***Content Standard***

***8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.***

Competencies

- 8.5.1 Demonstrate skills in knife, tool, and equipment handling.
- 8.5.2 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sauteing, frying, deep frying, braising, stewing, poaching, steaming, wokking, convection, microwaving, and other emerging technologies.
- 8.5.3 Utilize weights and measures to demonstrate proper scaling and measurement

techniques.

- 8.5.4 Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods.
- 8.5.5 Prepare various meats, seafood, and poultry.
- 8.5.6 Prepare various stocks, soups, and sauces.
- 8.5.7 Prepare various fruits, vegetables, starches, and farinaceous items.
- 8.5.8 Prepare various salads, dressings, marinades, and spices.
- 8.5.9 Prepare sandwiches, canapes, and appetizers.
- 8.5.10 Prepare baked goods and desserts.
- 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products.
- 8.5.12 Demonstrate food presentation techniques.
- 8.5.13 Examine the applicability of convenience food items.

### **STRAND 3 Human Development, Early Childhood and Parenting**

**Comprehensive Standard**

**12.0 Analyze factors that impact human growth and development.**

***Content Standard***

***12.1 Analyze principles of human growth and development across the life span.***

Competencies

12.1.1 Examine physical, emotional, social, and intellectual development.

12.1.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

***Content Standard***

***12.2 Analyze conditions that influence human growth and development.***

Competencies

12.2.1 Investigate the impact of heredity and environment on human growth and development.

12.2.2 Determine the impact of social, economic, and technological forces on individual growth and development.

***Content Standard***

***12.3 Analyze strategies that promote growth and development across the life span.***

Competencies

12.3.1 Examine the role of nurturance on human growth and development.

12.3.2 Examine the role of communication on human growth and development.

12.3.3 Examine the role of support systems in meeting human growth and development needs.

**Comprehensive Standard**

**15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.**

***Content Standard***

***15.1 Analyze roles and responsibilities of parenting.***

Competencies

15.1.1 Examine parenting roles across the life span.

15.1.2 Examine expectations and responsibilities of parenting.

- 15.1.3 Determine consequences of parenting practices to the individual, family, and society.
- 15.1.4 Determine societal conditions that impact parenting across the life span.
- 15.1.5 Explain cultural differences in roles and responsibilities of parenting.

**Content Standard**

Competencies

**15.2 Evaluate parenting practices that maximize human growth and development.**

- 15.2.1 Choose nurturing practices that support human growth and development.
- 15.2.2 Select communication strategies that promote positive self-esteem in family members.
- 15.2.3 Assess common practices and emerging research about discipline on human growth and development.
- 15.2.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention.
- 15.2.5 Determine criteria for selecting care and services for children.

**Content Standard**

Competencies

**15.3 Evaluate external support systems that provide services for parents.**

- 15.3.1 Assess community resources and services available to families.
- 15.3.2 Appraise community resources that provide opportunities related to parenting.
- 15.3.3 Review current laws and policies related to parenting.

**Content Standard**

Competencies

**15.4 Analyze physical and emotional factors related to beginning the parenting process.**

- 15.4.1 Examine biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child.
- 15.4.3 Examine implications of alternatives to biological parenthood.
- 15.4.4 Determine legal and ethical impacts of technology.

**Comprehensive Standard**

**4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.**

***Content Standard***

***4.1 Analyze career paths within early childhood, education, and services.***

Competencies

- 4.1.1 Determine the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 4.1.3 Examine education and training requirements and opportunities for career paths in early childhood, education, and services.
- 4.1.4 Examine the impact of early childhood, education, and services occupations on local, state, national, and global economics.

***Content Standard***

***4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.***

Competencies

- 4.2.1 Examine child development theories and their implications for educational and childcare practices.
- 4.2.2 Determine a variety of assessment methods to observe and interpret children's growth and development.
- 4.2.3 Consider cultural and environmental influences when assessing children's development.
- 4.2.4 Determine special needs of children.
- 4.2.5 Put into effect strategies that promote children's growth and development.

***Content Standard***

***4.4 Demonstrate a safe and healthy learning environment for children.***

Competencies

- 4.4.1 Manage physical space to maintain a safe and healthy learning environment.
- 4.4.2 Apply safe and healthy practices that comply with state regulations.

- 4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
- 4.4.4 Provide safe and healthy meals and snacks.
- 4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 4.4.7 Demonstrate security and emergency procedures.

***Content Standard***

Competencies

***4.5 Demonstrate techniques for positive collaborative relationships with children.***

- 4.5.1 Establish developmentally appropriate guidelines for behavior.
- 4.5.2 Demonstrate problem-solving skills with children.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
- 4.5.4 Implement strategies for constructive and supportive interactions between children and families.
- 4.5.5 Present information to parents regarding developmental issues and concerns related to children.

## **STRAND 4 Consumer and Family Resources**

<b>Comprehensive Standard</b>	<b>2.0 Evaluate management practices related to the human, economic, and environmental resources.</b>
<b>Content Standard</b>	<b><i>2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.</i></b>
Competencies	<ul style="list-style-type: none"><li>2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</li><li>2.1.2 Examine how individuals and families make choices to satisfy needs and wants.</li><li>2.1.3 Implement decisions about providing safe and nutritious food for individuals and families.</li><li>2.1.4 Implement decisions about purchasing, creating, and maintaining clothing.</li><li>2.1.5 Implement decisions about housing and furnishings.</li><li>2.1.6 Examine information about procuring and maintaining health care to meet the needs of individuals and family members.</li><li>2.1.7 Implement decisions about recreational needs.</li><li>2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.</li></ul>
<b>Content Standard</b>	<b><i>2.2 Analyze the relationship of the environment to family and consumer resources.</i></b>
Competencies	<ul style="list-style-type: none"><li>2.2.1 Determine individual and family responsibility in relation to the environmental trends and issues.</li><li>2.2.2 Examine environmental trends and issues affecting families and future generations.</li><li>2.2.3 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.</li></ul>

2.2.4 Investigate government regulations for conserving natural resources.

**Content Standard**

Competencies

**2.3 Analyze policies that support consumer rights and responsibilities.**

- 2.3.1 Examine state and federal policies and laws providing consumer protection.
- 2.3.2 Investigate how policies become laws related to consumer rights.
- 2.3.3 Examine skills used in seeking information related to consumer rights.

**Content Standard**

Competencies

**2.4 Evaluate the impact of technology on individual and family resources.**

- 2.4.1 Review types of technology that impact family and consumer decision-making.
- 2.4.2 Examine how media and technological advances impact family and consumer decisions.
- 2.4.3 Assess the use of technology and its impact on quality of life.

**Content Standard**

Competencies

**2.5 Analyze interrelationships between the economic system and consumer actions.**

- 2.5.1 Examine the use of resources in making choices that satisfy needs and wants of individuals and families.
- 2.5.2 Examine individual and family roles in the economic system.
- 2.5.3 Examine economic impacts of laws and regulations that pertain to consumers and providers of services.
- 2.5.4 Determine practices that allow families to maintain economic self-sufficiency.

**Content Standard**

Competencies

**2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.**

- 2.6.1 Examine the need for personal and family financial planning.
- 2.6.2 Apply management principles to individual and family financial practices.

- 2.6.3 Apply management principles to decisions about individual and family insurance.
- 2.6.4 Obtain personal and legal documents related to managing individual and family finances.

**Comprehensive Standard**

**3.0 Integrate knowledge, skills and practices required for careers in consumer services.**

***Content Standard***

***3.1 Analyze career paths within consumer service industries.***

Competencies

- 3.1.1 Determine roles and functions of individuals engaged in consumer service careers.
- 3.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 3.1.3 Examine education and training requirements and opportunities for career paths in consumer services.
- 3.1.4 Examine the impact of the consumer service industry on local, state, national, and global economies.

***Content Standard***

***3.2 Analyze factors that impact consumer advocacy.***

Competencies

- 3.2.1 Examine the role of advocacy groups at state and national levels.
- 3.2.2 Determine the contributions of policy makers to consumer advocacy.
- 3.2.3 Explore strategies that enable consumers to become advocates.
- 3.2.4 Examine the effects of consumer protection laws on advocacy.
- 3.2.5 Determine strategies to reduce the risk of consumer fraud.
- 3.2.6 Examine the role of media in consumer advocacy.
- 3.2.7 Determine the effects of manufacturers' policies and procedures on advocacy.
- 3.2.8 Explore the use of educational and promotional materials in consumer advocacy.

**Content Standard**

Competencies

**3.3 Analyze factors in developing a long-term financial management plan.**

- 3.3.1 Explain the impact of the economic system on personal income, individual and family security and consumer decisions.
- 3.3.2 Examine components of a financial planning process that reflects the distinction between needs and wants, values, goals, and economic resources.
- 3.3.3 Determine the impact of consumers' credit in long-term financial planning.
- 3.3.4 Examine investment and savings alternatives.
- 3.3.5 Determine the effects of risk management strategies on long-term financial planning.
- 3.3.6 Consider the impact of key life transitions on financial planning.
- 3.3.7 Explain the role of estate planning in long-term financial planning.

**Content Standard**

Competencies

**3.4 Analyze resource consumption for conservation and waste management practices.**

- 3.4.1 Investigate sources and types of residential and commercial energy, waste disposal, and pollution issues.
- 3.4.2 Investigate consumer programs and services provided by government, public utilities, resource recovery businesses, and environmental organizations.
- 3.4.3 Explore strategies and practices or conserve energy and reduce waste.
- 3.4.4 Examine waste management issues.
- 3.4.5 Examine roles of government, industry, and family in energy consumption.

**Content Standard**

Competencies

**3.5 Demonstrate skills needed for product development, testing, and presentation.**

- 3.5.1 Conduct market research to determine consumer trends and product development needs.
- 3.5.2 Design or analyze a consumer product.
- 3.5.3 Examine features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the

components.

- 3.5.4 Perform a test on a product utilizing valid and reliable testing procedures.
- 3.5.5 Apply statistical analysis processes to interpret, summarize, and report data from tests.
- 3.5.6 Examine the labeling, packaging, and support materials of consumer goods.
- 3.5.7 Demonstrate a product or educate an audience.
- 3.5.8 Utilize appropriate sales techniques to compare, demonstrate, assist, and advise consumers in the selection of goods and services that meet consumer needs.

## **STRAND 5 Housing and Textiles**

### **Comprehensive Standard**

**11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishing.**

### ***Content Standard***

***11.1 Analyze career paths within housing, interiors, and furnishings industry.***

### **Competencies**

- 11.1.1 Determine the roles and functions of individuals engaged in housing, interiors, and furnishings careers.
- 11.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 11.1.3 Examine education and training requirements and opportunities for career paths in housing, interiors, and furnishings.
- 11.1.4 Examine the impact of housing, interiors, and furnishings occupations on local, state, national, and global economies.

### ***Content Standard***

***11.2 Evaluate housing decisions in relation to available resources and options.***

### **Competencies**

- 11.2.1 Determine the principles and elements of design.
- 11.2.2 Determine the psychological impact that the principles and elements of design have on the individual.
- 11.2.3 Determine the effects that the principles and elements of design have on aesthetics and function.

### ***Content Standard***

***11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.***

### **Competencies**

- 11.3.1 Research product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, and equipment, accessories, and building materials.

- 11.3.2 Select manufacturers, products, and materials, considering care, maintenance, safety, and environmental issues.
- 11.3.3 Review measuring, estimating, ordering, purchasing, and pricing skills.
- 11.3.4 Appraise various interior furnishings, appliances, and equipment which provide cost and quality choices for clients.

**Content Standard**

**11.4 Demonstrate CAD design, blueprint reading, and space planning skills required for the housing interiors and furnishings industry.**

Competencies

- 11.4.1 Read information provided on blueprints.
- 11.4.2 Examine floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems.
- 11.4.3 Draw an interior space to scale, using correct architecture symbols and drafting skills.
- 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
- 11.4.5 Utilize applicable building codes, universal guidelines, and regulations in space planning.
- 11.4.6 Create floor plans, using computer design software.

**Content Standard**

**11.5 Analyze influences on architectural and furniture design and development.**

Competencies

- 11.5.1 Explore features of furnishings that are characteristic of various historical periods.
- 11.5.2 Consider how prosperity, mass production, and technology are related to the various periods.
- 11.5.3 Examine the development of architectural styles throughout history.
- 11.5.4 Compare historical architectural details to current housing and interior design trends.
- 11.5.5 Consider future trends in architectural and

furniture design and development.

**Content Standard**

**11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.**

Competencies

- 11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goals.
- 11.6.2 Assess community, family, and financial resources needed to achieve clients' housing and interior goals.
- 11.6.3 Assess a variety of available resources for housing and interior design.
- 11.6.4 Critique design plans that address client's needs, goals, and resources.

**Content Standard**

**11.7 Demonstrate design ideas through visual presentation.**

Competencies

- 11.7.1 Select appropriate studio tools.
- 11.7.2 Prepare renderings, elevations, and sketches, using appropriate media.
- 11.7.3 Prepare visual presentations, including legends, keys, and schedules.
- 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.

**Comprehensive Standard**

**16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.**

**Content Standard**

**16.1 Analyze career paths within textiles and apparel design industries.**

Competencies

- 16.1.1 Determine the roles and functions of individuals engaged in textiles and apparel careers.
- 16.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 16.1.3 Examine education and training requirements and opportunities for career paths in textiles and apparel services.

- 16.1.4 Examine the impact of textiles and apparel occupations on local, state, national, and global economies.

**Content Standard**  
Competencies

**16.2 Evaluate fiber and textiles materials.**

- 16.2.1 Select appropriate terminology for identifying, comparing, and analyzing the most common generic textiles fibers.
- 16.2.2 Determine performance characteristics of fiber and textiles.
- 16.2.3 Review textiles legislation, standards, and labeling in the global economy.
- 16.2.4 Assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.
- 16.2.5 Select appropriate procedures for care of textiles products.

**Content Standard**  
Competencies

**16.3 Demonstrate textiles and apparel design skills.**

- 16.3.1 Examine the ways in which fabric, texture, and pattern can affect visual appearance.
- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products.
- 16.3.4 Demonstrate design concepts with material or computer, using draping and/or flat pattern making technique.
- 16.3.5 Implement design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
- 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.
- 16.3.7 Demonstrate ability to use technology for fashion design.

**Content Standard**

Competencies

**16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.**

- 16.4.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair.
- 16.4.2 Examine production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textiles products.
- 16.4.3 Use appropriate industry materials for cleaning, pressing, and finishing textiles products.
- 16.4.4 Explore current technology and trends that facilitate design and production of textiles products and apparel.
- 16.4.5 Demonstrate basic skills for producing and altering textiles products and apparel.

**Content Standard**

Competencies

**16.5 Evaluate elements of textiles and apparel merchandising.**

- 16.5.1 Review marketing strategies for apparel and textiles products.
- 16.5.2 Assess the cost of constructing, manufacturing, altering, or repairing textiles products.
- 16.5.3 Assess ethical considerations for merchandising apparel and textiles products.
- 16.5.4 Review external factors that influence merchandising.
- 16.5.5 Critique varied methods for promoting apparel and textiles products.
- 16.5.6 Select research methods, including forecasting techniques, for marketing apparel and textiles products.

## **STRAND 6 Hospitality, Tourism and Facilities Management**

<b>Comprehensive Standard</b>	<b>10.0 Integrate knowledge, skills and practices required for careers in hospitality, tourism and recreation.</b>
<b><i>Content Standard</i></b>	<b><i>10.1 Analyze career paths within the hospitality, tourism, and recreation industries.</i></b>
Competencies	10.1.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers. 10.1.2 Explore opportunities for employment and entrepreneurial endeavors. 10.1.3 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation. 10.1.4 Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economies.
<b><i>Content Standard</i></b>	<b><i>10.2 Demonstrate procedures applied to safety, security, and environmental issues.</i></b>
Competencies	10.2.1 Examine the importance of safety, security and environmental issues related to the hospitality, tourism, and recreation industries.
<b><i>Content Standard</i></b>	<b><i>10.3 Apply concepts of service to meet customer expectations.</i></b>
Competencies	10.3.2 Determine the relationship between employees' attitudes and actions and customer satisfaction. 10.3.3 Employ strategies for resolving complaints.
<b><i>Content Standard</i></b>	<b><i>10.4 Demonstrate practices and skills involved in lodging occupations.</i></b>
Competencies	10.4.1 Demonstrate front desk skills.
<b><i>Content Standard</i></b>	<b><i>10.5 Demonstrate practices and skills for travel related services.</i></b>
Competencies	10.5.1 Examine geography, climate, sites, and time zones of various regions and countries. 10.5.2 Examine customs of various regions and

countries.

- 10.5.3 Inspect food, beverage, and etiquette for various regions and countries.
- 10.5.4 Assemble information needed for domestic and international travel.
- 10.5.5 Produce travel documents and itineraries.
- 10.5.6 Check travel arrangements using computerized systems.

**Comprehensive Standard**

**5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.**

***Content Standard***

***5.1 Analyze career paths within the facilities management and maintenance areas.***

Competencies

- 5.1.1 Determine the roles and functions of individuals engaged in facilities management and maintenance careers.
- 5.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 5.1.3 Examine education and training requirements and opportunities for career paths in facilities management and maintenance.
- 5.1.4 Examine the impact of facilities management and maintenance occupations on local, state, national, and global economies.

***Content Standard***

***5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.***

Competencies

- 5.2.1 Design housekeeping standards and procedures.
- 5.2.2 Operate cleaning equipment and tools.
- 5.2.3 Manage use of supplies.
- 5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.
- 5.2.5 Perform cleaning based on established standards.
- 5.2.6 Design energy efficient methods.

***Content Standard***

***5.3 Demonstrate sanitation procedures for a clean and safe environment.***

Competencies

5.3.1 Examine the various types of cleaning methods and their environmental effects.

**Content Standard**

**5.4 Apply hazardous materials and waste management procedures.**

Competencies

5.4.2 Demonstrate a waste minimization plan.

5.4.3 Practice a recycling program for conservation of resources.

**Content Standard**

**5.5 Demonstrate a work environment that provides safety and security.**

Competencies

5.5.1 Design procedures for external and internal emergencies.

5.5.2 Prepare security procedures.

5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.

5.5.4 Apply safety and security procedures as required by Occupational Safety and Health Administration (OSHA) and other agencies.

5.5.5 Apply procedures for infection control.

5.5.6 Examine concepts of epidemiology.

**Content Standard**

**5.6 Demonstrate appropriate laundering processes.**

Competencies

5.6.1 Examine the functions of machines and equipment used in laundry operations.

5.6.2 Demonstrate laundry procedures.

5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.