

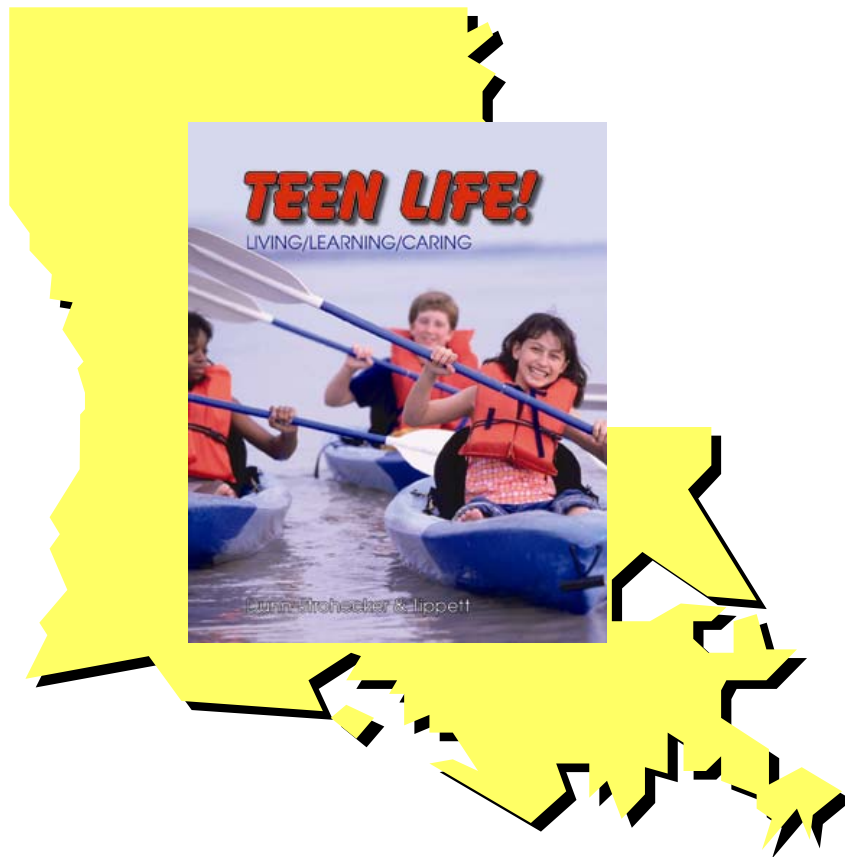


Goodheart-Willcox Publisher

**Louisiana Department of Education
2009-2010 State Textbook Adoption Correlations**

**Subject Area: Family & Consumer Sciences
Course: Family and Consumer Sciences I, Grades 6-9**

**Teen Life! © 2008
ISBN 978-1-59070-662-6**




Family and Consumer Sciences I


This course examines multiple life roles and responsibilities of individuals and family members. The focus is on the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, and transferring school skills to life and work. Through simulated experiences students learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. Appropriate work-based learning strategies for this course include field trips and service learning. Family, Career, and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and work-place readiness skills to authentic experiences.


Prerequisite: None


Table of Contents

Louisiana Family and Consumer Sciences Related Content Standards	2
Content Guideline	
Personal Development	19
Relationships	19
Human Development and Care	20
Management and Consumer Decision	21
Nutrition and Foods	21
Clothing and Textiles	23
Living Environments	23
Career Exploration	23
Family, Career, and Community Leaders of America	24
Resources	25
Internet Sites	25


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Related Content Standards		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
Strand: Clothing and Textiles										
Standard 1. Evaluate fiber and textile materials.										
1. Select appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.							399-406			
2. Examine performance characteristics of textile fibers.										
3. Examine textile legislation, standards, and labeling in the global economy.										
4. Assess effects of textile characteristics on design, construction, care, use, and maintenance of products.							399-406, 408-413, 429-431			
5. Select appropriate procedures for care of textile products.										
Standard 2. Demonstrate apparel and design skills.										
1. Apply elements and principles of design to assist consumers and businesses in making decisions.							380-381, 445-446			
2. Implement design that takes into consideration ecological environmental, sociological, psychological, technical, and economic trends and issues.										
3. Demonstrate the ability to create or use a pattern from a sketch or photograph.										
4. Demonstrate the ability to use technology for fashion design.										
5. Demonstrate hand and/or technological designs and textile procedures.										
6. Determine elements and principles of design for use in the textile industry.							425-430			


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Related Content Standards 		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
*All benchmarks are not marked for all Family and Consumer Sciences courses.										
Standard 3. Demonstrate basic constructions techniques used to produce, alter, or repair textile products.										
1.	Use a variety of equipment, tools, and supplies for apparel and textile construction.						417-451			
2.	Demonstrate the ability to use sewing equipment.						417-451			
3.	Demonstrate basic skills for producing and altering textile products.						417-451			
Standard 4. Analyze concepts of textile design in the manufacturing of apparel and textile products.										
1.	Examine the manufacturing processes that produce fibers and knit, woven, and non-woven textiles.						399-404			
2.	Explore current technology to facilitate textile design and manufacturing.									
Standard 5. Evaluate elements of textile and apparel merchandising.										
1.	Review marketing strategies for apparel and textile products.						184-186, 386-392			
2.	Assess the cost of constructing, manufacturing, altering, or repairing textile products.						417-451			
3.	Examine ethical consideration for merchandising apparel and textile products.									
4.	Examine external factors that influence merchandising.						184-186			
Standard 7. Demonstrate effective communication skills.										
1.	Demonstrate clear and logical written, verbal, and non-verbal communication.									49-67, 141


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Related Content Standards 		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
		*All benchmarks are not marked for all Family and Consumer Sciences courses.								
2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.										49-67, 140- 147
Standard 9. Evaluate career paths in the textile and apparel design, manufacturing, and merchandising industries.										
1. Research the roles and functions of individuals engaged in careers in the textiles and apparel industry.									477, 481- 487	141, 477, 481- 487
2. Assess employment opportunities and preparation requirements.									481- 494	141, 481- 494
3. Review education and training requirements for different levels of employment.									481- 494	141, 481- 494
4. Research entrepreneurial opportunities related to those careers.									472- 474	141, 472- 474
5. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.									454- 494	141, 454- 494
Strand: Housing, Interiors, and Furnishings										
Standard 1. Evaluate housing decisions in relation to available resources and options.										

Family and Consumer Sciences I	Content Guideline								
Louisiana Family and Consumer Sciences Education Related Content Standards 	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
	*All benchmarks are not marked for all Family and Consumer Sciences courses.								
1. Analyze housing as it relates to physical, safety, psychological, and sociological needs throughout the life span.							195-200		
2. Assess housing options in communities.							195		
Standard 2. Apply principles and elements of design to create environments that are aesthetic and functional.									
1. Specify the principles and elements of design.							N/A		
Standard 3. Demonstrate drafting, blueprint reading, and space planning skills using available technical resources.									
1. Interpret information provided on blueprints.									
2. Evaluate floor plans for efficiency and safety in areas including, but not limited to, zones, traffic patterns, storage, electrical, and mechanical systems.							197-198		
3. Draw an interior space to scale, using correct architectural symbols and drafting skills.									
4. Evaluate furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.									
5. Utilize applicable building codes and universal access guidelines and regulations in space planning.									
6. Create floor plans.							197-198		
Standard 5. Evaluate the use of housing and interior furnishings and products that relate to specific design needs.									
1. Evaluate product information including, but not limited to, floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath features, accessories, and building materials.									
2. Defend the selection of manufacturers, products, and materials considering care, maintenance, safety, and environmental issues.							183-233		


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
Standard 6. Evaluate client's needs, goals, and resources to create a design plan.									
1. Evaluate human needs, safety, space, and technology as they relate to housing and interior design goals.							119-121, 195-245		
Standard 8. Demonstrate effective communication skills. *FCCLA Related									
1. Demonstrate clear and logical written, verbal, and non-verbal communication.									49-56, 141
2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.									136-155
Standard 10. Evaluate career paths within the interiors and furnishings industries.									
1. Research the roles and functions of individuals engaged in interiors and furnishings careers.								476, 481-487	141, 476, 481-487
2. Assess employment opportunities and preparation requirements.								476, 481-487	141, 476, 481-487
3. Review education and training requirements for different levels of employment.								481-484	141, 481-484
4. Research entrepreneurial opportunities related to these careers.								481-484	141, 481-484


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
		*All benchmarks are not marked for all Family and Consumer Sciences courses.								
5. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.									454-494	141, 454-494
Strand: Human Development and Family Relationships										
Standard 1. Analyze human growth and development across the life span.										
1. Explain principles of human growth and development.		19-30, 77-114								
2. Examine major historical and current human development theories to interpret human development.										
3. Examine the basic human needs and patterns that influence individual development.		12-30, 119-121								
4. Explain factors that shape human development from preconception through the life cycle.										
5. Consider the influences of personality, temperament, and experience on learning and development.		12-18, 24-30								
6. Investigate the interrelationship of physical, emotional, social, and intellectual development across the life span.		12-48, 77-114								
Standard 2. Analyze personal and social forces that impact human growth and development across the life span.										
1. Investigate the impact of heredity and family on human growth and development.		14-16, 31-39								
2. Determine the impact of social, economic, and technological forces on human growth and development.										
3. Explain the effects of gender, ethnicity, and culture on individual development.		249-251								
4. Assess the effects of environment and community on human growth and development.										


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
*All benchmarks are not marked for all Family and Consumer Sciences courses.										
5.	Explain the effects of life events and conditions on individuals' physical and emotional development.	12-48, 77-136, 157-166								
Standard 3. Analyze all aspects of a child's growth and development.										
1.	Analyze principles of human growth and development.			19-30, 77-114						
2.	Evaluate major historical and current child development theories and their effects on educational practices.									
3.	Examine and assess all aspects of a child's growth and development in the following areas: physical, cognitive, language acquisition, social, and emotional.			19-30, 77-114						
3.	Determine strategies that promote a child's growth and development.			68-114						
4.	Analyze cultural and environmental influences when assessing children's development.									
Standard 5. Evaluate strategies that promote healthy development across the life span.										
1.	Select nurturing practices that support development across the life span.	19-30, 68-113								
Standard 6. Evaluate attributes of respectful and healthy relationships.										
1.	Determine the processes for building and maintaining respectful and healthy relationships.		31-67							
2.	Review functions and expectations of various types of relationships.		31-67							
3.	Determine factors contributing to healthy and unhealthy relationships.		31-67							
4.	Assess processes for handling healthy and unhealthy relationships.		31-67							
5.	Appraise the impact of life events and conditions on relationships.									
6.	Assess the effect that various stages of the life span have on relationships.		31-67							
Standard 7. Analyze personal needs and characteristics which influence relationships.										
1.	Examine personal, physical, social, emotional, cognitive, and creative characteristics which influence relationships.									

Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
		*All benchmarks are not marked for all Family and Consumer Sciences courses.								
2. Explain how self-esteem and self-image affect relationships with others.		15-18, 31-67								
3. Compare physical, emotional, and intellectual responses to stable and unstable relationships.										
Standard 8. Demonstrate the capacity to sympathize with others based on multiple perspectives, needs, and characteristics that may affect personal and family relationships.										
1. Demonstrate the impact of empathy on relationships.										
2. Demonstrate awareness of cultural diversity and its impact on relationships.		249- 251								
3. Examine the consequences of making generalizations about cultural groups by using categories or labels.		249- 251								
Standard 9. Demonstrate communication skills that contribute to positive relationships.										
1. Examine communication styles and their effects on relationships.			49-67							
2. Examine factors that affect messages communicated to others.			49-67							
3. Examine types of verbal and non-verbal communication.			49-56							
4. Demonstrate active and reflective listening.			49-53							
Standard 10. Apply strategies to prevent and manage conflict.										
1. Determine causes of conflict.		60-61								
2. Determine effective conflict prevention and management.		60-61								
3. Determine the origin and development of attitudes and behaviors toward conflict.		60-61								
4. Determine how similarities and differences among people affect conflict prevention and management.		60-61								
5. Determine the roles of decision making and problem solving in reducing and managing conflict.		58-67								
6. Demonstrate nonviolent strategies to address conflict.		60-61, 136- 155								
7. Locate community resources that support conflict prevention and management.										


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
8. Determine physical, emotional, and intellectual responses to threats.	62-63								
Standard 11. Demonstrate leadership skills and abilities reflecting the democratic process in the family, community, and workplace.									
1. Present the attributes of a family, team, or work group utilizing the democratic process.									
2. Examine the impact of leadership skills, abilities, and styles on collaborative group actions.									
3. Demonstrate leadership skills that support group members and achieve group goals.	140-147								
4. Establish guidelines for leadership in the family, community, and workplace.	140-147, 497-498								
5. Examine leadership in relation to the ability to create and adjust to change.	140-147								
Standard 12. Demonstrate ethical standards to guide behaviors in the family, community, and workplace.									
1. Examine ethical standards when making judgments and taking action.									
2. Apply ethical standards when making judgments and taking action.									
3. Apply guidelines for assessing the ethical nature of issues and situations.									
4. Demonstrate ethical behaviors in the family, community, and workplace.	24-26, 34, 498-500								
Standard 13. Apply strategies to manage stressful situations.									
1. Manage factors contributing to stress.	164-166								
2. Determine symptoms of stress.	164-166								
3. Demonstrate effects of stress on self, relationships, and work productivity.	164-166								


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
		*All benchmarks are not marked for all Family and Consumer Sciences courses.								
4. Determine ways of dealing with stress.		164-166								
5. Practice strategies to cope with stress.		164-166								
Standard 14. Demonstrate leadership and team skills in the family, community, and workplace.										
1. Demonstrate ways to show respect for ideas and contributions of all group members.		140-147, 497-498								
2. Demonstrate ways to organize and delegate responsibilities.		140-147								
3. Demonstrate ways to motivate and encourage group members.		140-147								
4. Demonstrate ways to cooperate, compromise, and collaborate.		140-147, 497-498								
5. Demonstrate ways to develop team and community spirit.		140-147, 497-498								
6. Create an environment that encourages expressing ideas and perspectives.		140-147, 497-498								
7. Examine the strengths and limitations of team members.		140-147, 497-								

Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
		*All benchmarks are not marked for all Family and Consumer Sciences courses.								
8. Create strategies for integrating new members into a team.		498 140-147, 497-498								
9. Apply transferable leadership skills that may be applied in family, community, and workplace environments.		143-144, 496								
10. Demonstrate transferable planning skills for designing group visions, missions, and policies related to critical issues of the family, community, and workplace.		125-155, 496								
Standard 15. Examine the significance of the family.										
1. Analyze the development of families in this culture and others.										
2. Analyze the impacts of social, economic, and technological forces on the family.										
3. Describe the roles of family in teaching culture to family members.										
4. Describe the roles of family in instilling societal skills of communication, education, and role expectations.			22-28, 32-39, 49-67							
Standard 16. Analyze family development and change across time and cultures.										
1. Describe family formation.			31-39							
2. Describe major family responsibilities including care giving, child rearing, social, legal, education, economic, leisure, security, and spirituality.			31-39, 57-67, 78-113							
Standard 17. Analyze the characteristics of strong and healthy families.										
1. Demonstrate how the use of problem-solving skills in making choices empowers family members.		58-67, 138-140	58-67, 138-140							


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
	*All benchmarks are not marked for all Family and Consumer Sciences courses.									
2. Demonstrate leadership by supporting individual family members to clarify and pursue their own visions, empowering them to use problem-solving skills in decision making.	58-67, 138-147, 32-39									
3. Examine the roles of family communication to enhance family stability.	50-63									
4. Analyze skills and resources families use in meeting family functions.	32-39, 58-67									
5. Recognize difficulties in predicting long-term consequences of family actions.	58-63									
Standard 19. Analyze roles and responsibilities of parenthood.										
1. Explain the role of parenting.										
2. Explain how opinions and attitudes about childhood affect beliefs and actions in parenting.										
3. Compare expectations and responsibilities of parenthood.				34-35, 74-114						
4. Examine consequences of parenting practices to the individual, family, and society.				32-35, 77-116						
5. Examine cultural differences in roles and responsibilities of parenthood.										
Standard 20. Analyze societal conditions that impact parenting.										
1. Analyze the impact of personal, family, and social development on parenthood.										
2. Examine society's influence on the behaviors and emotional patterns of caregivers and family members.										
3. Explore the impact of changing economic conditions on parenting practices.				N/A						
Standard 21. Analyze parenting skills and practices needed to support physical, economical, social, intellectual, and emotional well-being throughout the life span.										
1. Examine the interrelationships of parents and other family members and analyze their effect on others.										
2. Determine the role of nurturance in supporting the development of family members.				27-39, 57-67						


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
*All benchmarks are not marked for all Family and Consumer Sciences courses.									
3. Examine communication strategies which promote positive self-esteem in family members.									
Standard 22. Analyze public policies, agencies, and services that impact parenting.									
1. Investigate community resources and services available for protection, health, education, and wellness needs of family members.			62-63						
2. Investigate community agencies and services that provide opportunities to learn parenting skills.									
Standard 23. Demonstrate a safe and healthy learning environment.									
1. Manage physical space to meet established state regulations for a safe environment.									
2. Manage potential environmental hazards.									
3. Demonstrate security and emergency procedures.			201-209, 329-331						
Standard 24. Apply developmentally appropriate practices to the care of children.									
1. Identify developmental milestones of a child's growth and development.			77-113						
2. Apply a variety of assessment methods to observe and interpret children's behavior.									
3. Identify the special needs of exceptional children.			75-76						
4. Recognize individual learning styles and cultural backgrounds.									
5. Arrange learning centers that provide for a child's exploration and discovery.			68-114, 478, 483						
6. Consider the effects of cultural practices on children's behavior.									
Standard 25. Demonstrate integrated curricula and instruction that focus on children's developmental needs and interests.									
1. Explore a variety of curricula and instructional models.									
2. Implement learning activities in all curricular areas that meet the developmental needs of children.			68-114						


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
	*All benchmarks are not marked for all Family and Consumer Sciences courses.								
Standard 26. Demonstrate positive classroom management and child guidance methods.									
1. Establish developmentally appropriate guidelines for behavior.			92-95, 100- 103, 108- 111						
Standard 28. Demonstrate the interrelationship of family, community, and career roles and responsibilities for individuals.									
1. Examine the relationship of social, economic, and technological changes to work and family dynamics.									
2. Examine life roles and responsibilities in relation to self, family, and the community.									
3. Design strategies to manage time, finances, conflict, opportunity, and stress as they affect the individual and family at home, at work, and in the community.		57-64, 164- 166, 152- 155, 177- 179							
Standard 35. Demonstrate practices, helping processes, and skills that provide human services to individuals and families with a variety of disadvantaging conditions.									
1. Describe characteristics and issues related to special populations.			62-63						
Standard 37. Demonstrate effective communication skills that enhance collaborative working relationships.									
1. Demonstrate clear and logical written, verbal, and non-verbal communication.									47-56, 141, 492- 501


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework  *All benchmarks are not marked for all Family and Consumer Sciences courses.	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
	2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.								
Standard 40. Evaluate career paths within early childhood, family, community, and educational services.									
1. Assess the importance of early childhood, family, community, and education services in the United States and the world.								11, 68- 114, 453, 178- 480, 483	11, 68- 114, 141, 453, 178- 480, 483
2. Research the roles and functions of individuals engaged in early childhood, family, community, and educational services careers.								11, 68- 114, 453, 464, 478- 480, 483	11, 68- 114, 141, 453, 464, 478- 480, 483
3. Assess employment opportunities and preparation requirements.								68- 114, 454- 506	68- 114, 141, 454- 506
4. Review education and training requirements for different levels of employment.								454- 506	141, 454- 506


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
*All benchmarks are not marked for all Family and Consumer Sciences courses.									
5. Assess the impact of early childhood, family, community, and educational service occupations on the local, state, national, and global economies.								N/A	N/A
6. Research entrepreneurial opportunities related to these careers.								68-114, 472-474	68-114, 141, 472-474
7. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.								68-114	68-114, 141
Strand: Management of Resources									
Standard 1. Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, and transportation.									
1. Examine how individuals and families make choices to satisfy needs and wants.									
2. Utilize a time management plan to meet individual and family goals.				152-155					
3. Design a plan of work to organize tasks and responsibilities.									
4. Apply consumer skills needed to purchase safe and nutritious food for individuals and the family.					177-186, 286-295				
5. Apply consumer skills needed to purchase, create and maintain clothing.						386-451			
Standard 4. Analyze financial planning to meet the needs of individuals and families across the life span.									
1. Investigate information related to financial management.				176-178					


Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
		*All benchmarks are not marked for all Family and Consumer Sciences courses.								
2. Examine the purposes of personal and legal documents related to home and family management.										
3. Apply financial management practices related to budgeting, banking, credit, savings, and investments.					389					
Standard 8. Analyze the impact of technology on resource management for individuals and families.										
1. Explore types of technology currently impacting consumer decision making.					234-237					
2. Examine how media and technological advancement impact consumer decisions.					184-185					
Standard 9. Analyze technologies and their effects on managing individual, family, community, and career roles and responsibilities.										
1. Examine the forms and functions of technologies and their relationship to individual, family, community, and work roles and responsibilities.					234-245					
Standard 11. Adapt features of products or services to meet consumer needs and resources.										
1. Utilize appropriate sales techniques to compare, demonstrate, assist, and advise consumers in the selection of goods and services that meet consumer needs.					182-193, 286-295, 385-398					
2. Compare features, prices, and product information to prioritize and use consumer goals to maximize satisfaction in produce use.					182-193, 286-295, 385-398					
Standard 12. Analyze policies that support consumer rights and foster consumer responsibilities.										
1. Examine state and federal policies and laws related to consumer protection regarding goods and services purchased.					186-190,					


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
	*All benchmarks are not marked for all Family and Consumer Sciences courses.					292-295			
Standard 13. Analyze the impact of consumer rights and responsibilities on business/industry, consumers, and consumer-interest advocates within business/industry, government, and grassroots organizations.									
1. Describe national, state, and local laws and resources related to consumer protection and explain the means by which policy makers motivate change in products, services, and business practices.									
2. Explain strategies for consumers to exercise their rights and responsibilities.				186-190					
Standard 14. Analyze company policies, procedures, and product knowledge to develop solutions to customer problems.									
1. Analyze customer needs and wants.									
2. Identify strategies and alternatives available to resolve customer problems considering company policies and procedures.				179-190					
3. Apply product knowledge to suggest use, care, or services to meet customer satisfaction.									
4. Examine consumer groups and company departments affected by customer relations decisions.				179-190					
Standard 15. Demonstrate, by using terms and phrases common to consumer affairs, those appropriate educational or promotional materials that inform, persuade, and/or educate consumers about consumer issues.									
1. Conduct investigative research concerning consumer issues (including the Internet).									
2. Prepare and present educational, advertising, or public relations materials (such as videos, press kits, public service announcements, fact sheets, etc.) for consumer use.									
3. Evaluate the effect of educational or promotional materials on consumer behavior.									
4. Evaluate sources of information that aid the consumer in selection or use of products and services.				179-185, 292-295					


Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
<p>*All benchmarks are not marked for all Family and Consumer Sciences courses.</p> 									
Standard 17. Demonstrate effective communication skills.									
1. Demonstrate clear and logical written, verbal, and non-verbal communication.									49-67, 141, 496- 498
2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.									49-67, 140- 147, 497- 498
Standard 18. Evaluate career paths within consumer affairs occupations.									
1. Assess the importance of consumer affairs occupations in the United States and the world.								183- 190, 479, 483	141, 183- 190, 479, 483
2. Research the roles and functions of individuals engaged in careers in consumer affairs occupations.								117, 183- 190, 435, 479, 483	117, 141, 183- 190, 435, 479, 483
3. Assess employment opportunities and preparation requirements.								154- 505	141, 154- 505
4. Review education and training requirements for different levels of employment.								479- 483	141, 479-

Family and Consumer Sciences I		Content Guideline							
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
	*All benchmarks are not marked for all Family and Consumer Sciences courses.								
									483
5. Assess the impact of consumer affairs occupations on the local, state, national, and global economies.								N/A	N/A
6. Research entrepreneurial opportunities related to these careers.								472-474, 479, 483	141, 472-474, 479, 483
7. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.								454-505	141, 454-505
Strand: Nutrition and Foods Overview									
Standard 2. Evaluate the nutritional content of food in relation to health and wellness of individuals and families									
1. Analyze the effect of nutrients of health, appearance, job performance, and personal/family life.					248-279				
2. Examine the relationship of nutrition and wellness to individual and family health, including the extended family from very young to elderly.					248-279				
3. Judge the impact of food addictions and eating disorders on wellness.					273-274				
4. Evaluate sources of food and nutrition information that contribute to wellness.					248-279				
5. Interpret information regarding nutrition to promote health and wellness.					248-279				
Standard 3. Evaluate and apply nutrition information.									
1. Assess and use basic nutrition principles, food plans, preparation techniques, and specialized dietary plans.									
2. Determine nutrient requirements across the life span addressing the diversity of people, culture,					249-				

Family and Consumer Sciences I	Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework 	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
	*All benchmarks are not marked for all Family and Consumer Sciences courses.								
and religions.					283				
3. Appraise and interpret nutritional data from food.									
4. Assess principles to maximize nutrient retention in prepare foods.									
5. Assess the influence of socioeconomic and psychological factors on food and nutritional behavior.									
6. Choose menus based on nutrient needs.									
7. Monitor recipe/formula proportions and modifications for food production.					336-346				
Standard 4. Demonstrate planning, selecting, storing, preparing, and serving of foods to meet nutritional needs of individuals and families across the life span.									
1. Apply various dietary guidelines in developing food plans to meet nutrition and wellness needs.					252-269				
2. Select nutritious foods for a variety of situations.									
3. Select appropriate food preparation methods, based on available resources, to meet nutritional and health needs.					258-269, 336-366				
4. Construct alternative ways to meet health and special nutritional needs considering available resources.									
5. Select, store, prepare, and serve nutritious and aesthetically pleasing foods that meet health and wellness needs of family members.					286-336				
6. Implement a life plan that promotes wellness.									
7. Demonstrate proper table setting, service, and table manners.					303-317				
Standard 6. Evaluate the factors affecting food safety from production through marketing.									

Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
*All benchmarks are not marked for all Family and Consumer Sciences courses.										
1. Appraise safety and sanitation practices throughout the food chain that contribute to food contamination with organisms that can lead to illness.						328-335				
Standard 8. Analyze information on product labels that have food safety implications for individuals and families.										
1. Apply safe shopping, storing, preparing, and serving principles during food handling to reduce the risk of food borne illness.										
2. Examine the labeling requirements mandated by federal, state, or local authorities for product packaging.						292-295				
3. Examine the manufacturer’s product descriptors and use by/sell by dates.						300, 302				
Standard 13 Demonstrate selecting, using, and maintaining food production equipment.										
1. Operate tools and equipment following safety procedures and OSHA requirements.						323-335				
2. Maintain tools and equipment following safety procedures and OSHA requirements.										
3. Verify the selection and use of equipment.										
4. Demonstrate procedures for cleaning and sanitizing equipment.										
5. Examine efficiency of equipment purchases based on long-term business needs and specific regulations and codes related to foods.										
6. Demonstrate procedures for storage of equipment and tools.						323-335				
Standard 15. Demonstrate preparing all categories of menu items utilizing commercial materials to produce a variety of products.										
1. Apply principles of food preparation to a variety of food products.										
2. Demonstrate skills in knife, tool, and equipment handling.										
3. Demonstrate a variety of cooking methods including roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, stir-frying, convection, microwaving, and emerging technological methods.										

Family and Consumer Sciences I		Content Guideline								
Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework		Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
		*All benchmarks are not marked for all Family and Consumer Sciences courses.								
4. Utilize weights and measures to demonstrate proper scaling and measurement techniques.						343-345				
Standard 19. Demonstrate effective communication skills.										
1. Demonstrate written, verbal, and non-verbal communication.										49-61, 141
2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.										58-63, 140-144
Standard 20. Evaluate career paths within the food production, food science, dietetics, and nutrition industries.										
1. Research the roles and functions of individuals engaged in food service management, food production, food science, dietetics, public health, and nutrition education careers.									247, 464-465, 476, 483	141, 247, 464-465, 476, 483
2. Assess employment opportunities and preparation requirements.									454-505	141, 454-505
3. Review education and training requirements for different levels of employment.									481-483	141, 481-483
4. Assess the impact of the food production, food service, food science, dietetics, and nutrition industries on the local, state, national, and global economies.									N/A	N/A
5. Research entrepreneurial opportunities related to these careers.									472-474	141, 472-474

Family and Consumer Sciences I	Content Guideline								
<p>Louisiana Family and Consumer Sciences Education Content Standards Curriculum Framework</p>  <p><i>*All benchmarks are not marked for all Family and Consumer Sciences courses.</i></p>	Personal Development	Relationships	Human Development and Care	Mgt. & Consumer Decisions	Nutrition and Foods	Clothing and Textiles	Living Environments	Career Exploration	FCCLA
6. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.								454-505	141, 454-505

Family and Consumer Sciences I Content Guideline

(The student will be able to. . .)

Unit One

Personal Development

1. Describe the changes that take place during adolescence.
2. Explain how personality is expressed and analyze the factors that influence personality.
3. Compare and contrast self-concept and self-esteem.
4. Explain the concept of wellness.
 - a. Differentiate between health and wellness.
 - b. Determine things you can do to promote wellness.
5. Explain the nature of stress.
 - a. Describe common causes of stress.
 - b. Describe some healthful and unhealthful ways of coping with stress.
6. Discuss qualities of good character.
7. Explain what values are.
 - a. Determine how values affect our goals in life.
 - b. Describe the influences on values.
8. Establish how stereotypes can lead to prejudice and how prejudice can have harmful social effects.
9. Explain why goals are valuable.
 - a. Distinguish between short-term and long-term goals.
 - b. Distinguish between fixed and flexible goals.
10. Explain how to set effective goals and use resources available to achieve those goals.
11. Examine the difference between wants and needs.
12. Explain some of the ways in which people make decisions.
 - a. Identify and use a decision-making model.
 - b. Predict the implications of decisions.
13. Define conflict.
 - a. Explain what causes conflict.
 - b. Demonstrate the steps in conflict resolution.
14. Identify the skills necessary to be a good leader or follower.

Unit Two

Relationships

1. Distinguish among different kinds of roles/relationships.
 - a. Describe the expectations of those roles/relationships.
 - b. Differentiate between healthy and unhealthy relationships.
 - c. Explain how to build positive relationships.
2. Define and demonstrate *verbal and nonverbal communication*.
3. Distinguish between “I” messages and “you” messages.
4. Apply active listening techniques and describe how to give active feedback.

5. Identify some of the positive and negative peer pressure influences and develop strategies for managing peer pressure.
6. Define *family* and explain how family structure changes throughout the life cycle.
7. Explain the basic functions of the family and its role in society.
8. Explore the factors and identify resources that contribute to strong family units.
9. Formulate strategies for balancing family life with other responsibilities.
10. Explain why family problems need to be addressed and describe some productive and unproductive responses to family problems.
11. Discuss ways to develop friendships and positive approaches to dealing with problems in friendships.
12. Explain the value of having friends of different ages, backgrounds and abilities.
13. Compare and contrast peer group friendships with cliques.
14. Explain appropriate dating behavior.
15. Examine some of the advantages and disadvantages of dating one person exclusively.
16. Describe responsible attitudes and approaches to sexual situations and feelings.
17. Explain what to consider before a marriage commitment.

Unit Three

Human Development and Care

1. Analyze the responsibilities and rewards of caregivers for promoting the development of children and indicate who could fulfill that role.
2. Describe the personal characteristics and skills of effective caregivers.
3. Explain the stages and principles of child development.
 - a. State the approximate ages during which each stage normally occurs.
4. Summarize the physical, mental, social, and emotional developments that normally take place during each stage and suggest ways to meet those needs.
5. Give specific examples of children with special needs and how they can be accommodated.
6. Evaluate developmentally appropriate guidance techniques for children.
7. Explain the responsibilities of caregivers for maintaining the safety of children.
8. Explain how playing helps children grow physically, mentally, socially, and emotionally.
9. Compare and contrast active and quiet play.
10. Identify appropriate play and toy selection for each stage of development.
11. Explain what is meant by emotional, physical, financial, and personal readiness for parenthood.
12. Describe the special problems teen parents face.
13. Explain the importance of older persons and what they can contribute.
14. Explain some of the problems that older persons face and options for their care.
15. Identify resources for promoting the health and well-being of children, including those in crisis or with special needs and older persons.

Unit Four

Management and Consumer Decisions

1. Determine the types of resources available and how to use them effectively.
2. Summarize the benefits and utilize tools of time management.

3. Analyze the impact of technology on consumer-buying practices and options.
4. Describe the benefits of managing and saving money.
 - a. Identify sources of income and types of spending.
 - b. Create and follow a budget for money management.
 - c. Describe various options for saving.
5. Explain what credit is, the types available, and how to use credit wisely.
6. Explain the purposes, benefits, and types of advertising.
 - a. Describe the types of advertising media.
 - b. Contrast the basic types of advertisements and explain the different advertising techniques.
 - c. Evaluate advertisements using consumer strategies.
7. Analyze consumer-buying techniques that promote effective utilization of resources.
 - a. Develop comparison-shopping strategies.
 - b. Discuss factors to be considered when you purchase a product.
 - c. Explain some major pitfalls that consumers should avoid when shopping for products.
 - i. Impulse buying
 - ii. Buying out of habit
 - iii. Buying products just because on sale
8. Discuss consumer rights and responsibilities.
 - a. Describe the six rights of consumers.
 - i. The right to safety
 - ii. The right to be informed
 - iii. The right to choose
 - iv. The right to redress
 - v. The right to consumer education
 - vi. The right to be heard
 - b. Describe the responsibilities of consumers.
 - c. Explain ways to make a complaint.
 - d. Describe sources of help for consumers.

Unit Five

Nutrition and Foods

1. Analyze the effects of dietary practices on wellness.
 - a. Explain the physical, emotional, and social needs satisfied by food.
 - b. Explain the factors that influence food choices.
 - c. Analyze eating patterns.
2. Discuss the six classes of nutrients and their functions, and identify good sources of each.

3. Identify the major food groups in the Food Guide Pyramid.
 - a. Outline the nutrients supplied by each.
 - b. Identify the Dietary Guidelines for Americans, and explain how they contribute to good health.
4. State the benefits of fitness.
 - a. Identify the factors that determine an individual's healthy weight and those that affect weight loss and gain.
 - b. Analyze the problems and characteristics associated with eating disorders.
5. Identify healthy eating patterns for the different life stages and people with special dietary needs.
6. Describe some of the factors to consider when planning meals.
 - a. List ways to make meals appealing.
 - i. Flavor
 - ii. Color
 - iii. Texture
 - iv. Shape and size
 - v. Temperature
 - b. Explain strategies for choosing recipes.
7. Explain how food shoppers can get the most value for their money.
 - a. Judge the quality and freshness of foods.
 - b. Interpret product labeling to get the most nutritious foods.
8. Explain the importance of kitchen safety, sanitation, and careful food preparation procedures.
9. Describe types and safe use of equipment, tools, and utensils.
10. Demonstrate how to measure liquid and solid ingredients.
11. Use measurement abbreviations and equivalents in food preparation.
12. Interpret and follow a recipe.
 - a. Define the *various terms commonly used in recipes*.
 - b. Describe the different formats or styles in which recipes are written.
 - c. Adapt recipes for smaller or greater amounts.
13. Describe and demonstrate basic food preparation techniques to achieve quality standards and preserve nutritive value.
 - a. Create a work plan and explain why it is useful.
 - b. Compare and contrast different methods of cooking using moist heat, dry heat, fat, and the microwave.
14. Identify and select foods from each food group of the Food Guide Pyramid.
 - a. Explain how to store foods from each food group properly.
 - b. Demonstrate the best methods for preparing foods from each food group.
15. Demonstrate table manners and etiquette appropriate for a variety of occasions.
 - a. Specify serving styles.
 - i. Family style service

- ii. Plate service
 - iii. Buffet service
- b. Arrange place settings for various situations.

Unit Six

Clothing and Textiles

1. Explain the various factors that influence clothing choices.
2. Establish guidelines for choosing appropriate clothing.
3. Summarize the basic elements and principles of clothing design.
4. Identify the steps in taking a clothing inventory.
5. Explain how to make the best use of your clothing and the factors to keep in mind as you purchase new clothes and accessories.
6. Describe how you can expand your wardrobe by repairing, altering, recycling, or making your own clothing, and apply these skills.
7. Compare different places to buy clothing.
8. Assess the quality and fit of a garment.
9. Evaluate clothing cost.
10. Summarize basic clothing care.
11. Differentiate between and identify the characteristics of natural and manufactured fibers.
12. Explain the various ways in which fibers are made into fabrics.
13. Describe factors affecting the selection of a pattern, fabric, and notions.
14. Demonstrate proper use of sewing equipment and tools, including safety practices.
15. Demonstrate planning, organizing, managing, and sequencing skills when illustrating basic clothing construction techniques.

Unit Seven

Living Environments

1. Identify the different needs that are met by our living spaces.
2. Evaluate different types of housing.
3. Identify typical housing costs.
4. Explain how the elements and principles of design relate to space planning.
5. Evaluate ways to enhance living space.
6. Describe how to organize your space by creating a floor plan and analyzing traffic patterns.
7. Compare ways to clean and maintain living space.
8. Determine home safety hazards and methods to correct them.
9. Investigate how housing factors affect the environment and what steps can be taken to preserve the environment.

Unit Eight

Career Exploration

1. Analyze factors influencing career choices.
2. Conduct a self-assessment as it relates to career choices.
3. Integrate goal setting and decision-making into the career planning process.

4. Evaluate career opportunities in the areas of community services, caregiving, managing and consumer affairs, nutrition and food, clothing and textiles, and housing.

Unit Nine

Family, Career, and Community Leaders of America (FCCLA)

1. Discuss the meaning of FCCLA.
2. Analyze the benefits of FCCLA.
3. Practice the eight purposes of FCCLA.
 - a. To provide opportunities for personal development and preparation for adult life.
 - b. To strengthen the function of the family as a basic unit of society.
 - c. To encourage democracy through cooperative action in the home and community.
 - d. To encourage individual and group involvement in helping achieve global cooperation and harmony.
 - e. To promote greater understanding between youth and adults.
 - f. To provide opportunities for making decisions and for assuming responsibilities.
 - g. To prepare for the multiple roles of men and women in today's society.
 - h. To promote Family and Consumer Sciences and related occupations.
4. Investigate the opportunities provided through membership in FCCLA.
 - a. Participate in networking activities.
 - b. Develop leadership skills.
 - c. Investigate STAR Event options.
 - d. Discuss national programs.
 - e. Consider travel opportunities.
5. Utilize activities of the Family, Career, and Community Leaders of America student organization as an integral component of course content and leadership development.

Resources

Family, Career and Community Leaders of America, Inc. (2001). *Family, Career and Community Leaders of America Chapter Handbook*. Reston, VA: Author.

Glossen, L. R.; Meek, J. P.; & Smock, L. G. (2000). *Creative Living*. 7th edition. New York, NY: Glencoe McGraw-Hill.

Louisiana Department of Education. (1998). *Family and Consumer Sciences Content Standards: Curriculum Framework*. Baton Rouge, LA: Author.

Miller, L. L. & Miller, R. L. (2000). *Living Now*. Lincolnwood, IL: National Textbook Company.

Internet Sites

www.aafcs.org American Association of Family and Consumer Sciences.

www.fcclainc.org Family, Career, and Community Leaders of America.

<http://ideanet.doe.state.in.us> Indiana Department of Education.

www.kentuckyschools.org Kentucky Department of Education.

www.NCPublicSchools.org North Carolina Department of Education.

www.tea.state.tx.us Texas Department of Education.