Family & Consumer Science

Course of Study

Lancaster City Schools
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Lancaster, Ohio 43130
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Adopted: June, 2016
Implemented: August, 2016
Statement of Approval

Lancaster City Schools’ Board of Education adopted the Family & Consumer Science Course of Study at the June 21, 2016 School Board meeting.

__________________________
Kathy Kittredge
President
LCS Board of Education

__________________________
Date
Lancaster City Schools

Department of Family and Consumer Sciences

Course of Study Acknowledgment

This document represents the continued commitment of the school district to develop and define its instructional program. The staff members working on this project are to be commended for the time, effort, and deliberation given to the area of curriculum revision.

Appreciation is extended to the LCS Family and Consumer Science Advisory Board and staff listed below for their service on the curriculum review committee and for their help in constructing this course of study:

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LANCASTER CITY SCHOOLS

The Vision

Lancaster City Schools will prepare, inspire, and empower all students to be life-long learners and socially responsible citizens who are able to communicate and meet the challenges of an ever-changing global society.

The Mission

Lancaster City Schools, the Place to Be for Learning, Caring, Succeeding
LANCASTER CITY SCHOOLS

EDUCATIONAL PHILOSOPHY

The School Board believes in the dignity and uniqueness of each student and recognizing their inherent differences, endeavors to provide a broad curriculum enabling students to reach their maximum potential.

Success in education necessitates a curriculum that focuses upon learning that emphasizes multiple learning styles, differentiation and encompasses a variety of teaching methods.

Mental and emotional development begins at birth and continues throughout life. Each of our schools must strive to create an atmosphere which fosters healthy and productive attitudes toward education and which encourages a life-long interest in learning.

The Lancaster City Schools are committed to:

1. fostering a 21st century learning environment that focuses on reading, writing, mathematics, historical perspective, scientific inquiry, technology, arts, culture, health and wellness, and social-emotional areas to meet or exceed a mastery level so that students grow and develop;

2. learning and using 21st Century skills which include critical thinking, creative thinking, collaborating and communication;

3. encouraging and valuing creativity, personal enrichment, perseverance, self-determination and effort;

4. providing healthy approaches that enable students to define their individuality;

5. fostering attitudes of acceptance and respect for the ideas, beliefs and goals of others;

6. modeling social responsibility so that every student contributes to their community in a positive way;

Our ultimate goal is to generate graduates of the Lancaster City Schools who are college/career ready and, as adults, will stand confidently, participate fully, learn continually and contribute meaningfully to our world.
The goal of this school system is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually and contribute meaningfully to our world.

To achieve the desired goal, five equally important objectives with desired outcomes will be incorporated into our curriculum planning:

1. To ensure that each student develops mastery in academic skills.

2. To ensure that each student develops the capacity to recognize and analyze current and future challenges and opportunities.

3. To ensure the development of meaningful interpersonal relationships among students, staff and the community.

4. To ensure that staff, students and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of all stakeholders.

5. To ensure maximum efficiency in the allocation of human and material resources.
ODE FAMILY AND CONSUMER SCIENCES PROGRAM REQUIREMENTS

RATIONALE:

Family and Consumer Sciences (FCS) is a set of courses that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities. The structure meets specific requirements, in terms of educational, business, social, economic, cultural, technological, geographical and political contexts.

FCS links with the 21st century skills so that all people can be “expert novices,” – good at learning new things, given that society is constantly changing with new and emerging issues and challenges.

Family and Consumer Sciences (FCS) programs, teacher professional development and a student organization prepare junior high school, high school and adult students for roles related to family life, work life and their interrelationships through curriculum integrated with problem-solving strategies

DEFINITIONS:

Advisory Committee – Family and Consumer Sciences programs must have advisory committees authorized by the boards of education at the local level. Committee members serve in an advisory capacity to review programs and recommend program improvements. Members should include representatives of business and industry; community and government agencies; parents; and former students.

Course of Study – Courses of study shall define the key components of a district’s curriculum and instruction. Family and Consumer Sciences programs must maintain a course of study that is current and based on valid content standards.

End of Year Report – Year-end reporting of performance measures data

Family, Career and Community Leaders of America (FCCLA) – Career-Technical Family and Consumer Sciences student organization that is an integral part of curriculum, instruction and assessment, and provides leadership and citizenship opportunities to help youth assume their roles in society.

FCS – Abbreviation for Family and Consumer Sciences

ODE – Abbreviation for Ohio Department of Education

Pacing Guide – An outline of the courses timeframe to help all course instructors to teach the course material at the same time.

Performance Measures/ Standards/Indicators – Standards to gauge performance; specific method of quantifying skill levels, outcomes and levels of services in career-technical and adult education.
ODE JUNIOR HIGH SCHOOL FAMILY AND CONSUMER SCIENCES PROGRAM REQUIREMENTS:

A Junior High School Family and Consumer Sciences Program consist of three courses.

**Junior High School Subject Code**

090050 – Healthy Foods
- Strand: Advocate a Healthy Lifestyle
- Strand: Ensure Food Safety

090700 – Consumer and Financial Literacy
- Strand: Demonstrate Personal Financial Literacy
- Strand: Become Consumer Savvy

091410 – Transitions and Careers
- Strand: Build Relationships
- Strand: Design a Career Blueprint
- Strand: Manage a Life Plan (Introductory Benchmarks A-H)
- Strand: Manage Personal Transitions (Introductory Benchmarks A-D)

091201 - Introduction to Family and Consumer Sciences
- Strand: Career Development
- Strand: Family Development
- Strand: Food and Nutrition
- Strand: Personal Finance and Consumerism
- Strand: Health and Wellness
- Strand: Design
- Strand: Living Environment

**Junior High School Description**

Junior High School Family and Consumer Sciences Program consist of three courses. School districts may select one of the three courses if offered at one grade level. They must select two courses if offering it at multiple grade levels.

090050 – Healthy Foods - Provide students with the knowledge to evaluate good food choices and develop a plan for maintaining healthy weight. Demonstrate proper food handling, food preparation and apply safe kitchen practices. Students will evaluate the impact of consumer choice on the environment and the global community.

090700 – Consumer and Financial Literacy - Students will learn how to manage money, set goals, understand needs and wants, develop spending plans that fit different careers, and make financial decisions based on the impact of advertising and practice good consumer responsibilities. Students can better understand the interdependence of consumer behaviors, national and world events, economic trends, and the environmental impact of such.
091410 – Transitions and Careers - Students develop personal assets of a healthy, responsible citizen and family member who are responsible for their academic, career and personal growth. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace. Students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs and economic conditions.

091201 - Introduction to Family and Consumer Sciences - This first course, will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

**Target Population**
- Students in grades 7 and 8
- Recommended maximum enrollment per class – 25 students

**Junior high school Family and Consumer Sciences (EMIS Curriculum Code VN)**
- Courses are design to be a semester long course (nine weeks/six weeks for required course).
- Students in grades 6 will not be eligible to receive funding (course code ROO)
- Approved courses qualify for state career-technical funding
- From the courses listed below the local may select the course(s) per teacher
- Subject code and course hours include
  - 090050 – Healthy Foods (60 hours)
  - 090700 – Consumer and Financial Literacy (60 hours)
  - 091410 – Transitions and Careers (60 hours)
  - 091201 - Introduction to Family and Consumer Sciences (60 hours)
- A waiver of the 60 hour requirement is available for junior high school programs that require a minimum 30 hour Family and Consumer Science class for students in grade 7 and students in grade 8 (must submit request for EMIS override annually)

**Junior high school Program Components**
- Advisory committee authorized by board of education at the local level to provide input regarding onsite program observation, program development, operation, curriculum and assessment, and program evaluation from perspectives of business and community representatives, parents, students, school/school district personnel, including career-technical school if applicable, and family and consumer sciences professionals
- Course of study, based on *Family and Consumer Sciences Content Standards* (Introductory level), adopted by board of education at the local level
• Family, Career and Community Leaders of America (FCCLA) – Career-Technical Family and Consumer Sciences student organization that is an integral part of curriculum, instruction and assessment, and provides leadership and citizenship opportunities to help youth assume their roles in society.
• End-of-Course Assessment: A minimum of one project must be selected.
  o Culminating Project/Rubric
• “Culminating Course Project” demonstrates achievement of the course competencies, active student growth and reflection. It incorporates problem solving, leadership, and management of work and family responsibilities. The “Culminating Course Project Rubric for Evaluation” has been developed as one tool for measuring student performance.
  o Community/School Partnership: Service Learning Project/Rubric
• “Community/School Partnerships: Service Learning” combines service to the community with student learning in a way that improves both the student and the community. The Service Learning Rubric has been developed for students and teachers to design implement and evaluate service learning projects.

• End-of-Year Report will be submitted by June 30. Reporting includes, but is not limited to:
  o Teacher contact data
  o Reporting of Culminating Project and Service Learning Project results
  o Professional development attended throughout the year
  o Advisory committee meetings
  o FCCLA affiliation

• Program Review will be expected from each program earning state weight funds, one review during the five-year cycle.

Junior high school Teacher Time
• Recommended extended service of 10 days for instructional support to participate in professional development activities, make family and community contacts, meet with advisory committee and work with student projects/activities such as FCCLA (Family, Career and Community Leaders of America), service learning, culminating course projects and work-based learning activities

Junior high school Valid Teaching Certificates and Licenses
• 090120 (Family and Consumer Sciences), CT (career-technical license)
• 090104 (Home Economics, Consumer Homemaking), VO (vocational certificate or license)
• 230000 (Home Economics), HS (high school certificate or license)
• 230000 (Home Economics), AD (adolescence to young adult license)
• 090106 (Family Life Education), HS (high school certificate or license)
LANCASTER CITY SCHOOLS JUNIOR HIGH SCHOOL FCS COURSE OPTIONS:

TBA - Introduction to Family and Consumer Sciences  
*Semester – 0.625 credit – Grades 7, 8*  
This first course, will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

TBA – Transition and Careers  
*Semester – 0.625 credit – Grades 7, 8*  
Students develop personal assets of a healthy, responsible citizen and family member who are responsible for their academic, career and personal growth. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace. Students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs and economic conditions.
ODE HIGH SCHOOL FAMILY AND CONSUMER SCIENCES PROGRAM REQUIREMENTS:

A High School Family and Consumer Sciences Program consist of eight courses. School district must select four of the 19 courses

091402 - Career and College Readiness - In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills and participate in internships. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership and entrepreneurship.

091025 – Child Development - Provide students with knowledge of how parents and child care providers meet the needs of infants and young children to provide for healthy growth and development. Prominent theories of child psychology will be studied.

091053 - Consumer Economics - In this course, students will study public policy and consumer behavior related to consumer economics. Throughout the course, students will examine laws and regulations that affect the consumer. Additional topics will include consumer expenditures, consumer fraud, global economy, large purchases, and contracts.

091220 - Culinary Fundamentals - In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on mise en place, the management of time, ingredients and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques.

091215 - Food Science - In this course, students will apply basic culinary practices and understand how flavor, texture and appearance are affected during food preparation. Students will evaluate chemical reactions as they occur in cooking methods and assess how to control high-risk food safety situation. Food safety and sanitation techniques will align to industry-recognized certifications.

091210 - Global Foods - In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

090191 - Graduation Reality and Dual-Role Skills (GRADS) - This course will allow pregnant and parenting students to remain in school while developing parenting skills. Topics will include career readiness, financial management, relationship techniques, human growth and development and parenting styles and responsibilities. This is a dropout prevention program.

093015 - Human Growth and Development - In this course, students will analyze human growth and development throughout the lifespan. An emphasis will be placed on physical, cognitive, social and emotional growth and development. Additional topics will include human characteristics and traits, genetic defects, parenting styles and responsibilities and cultural differences within a family unit and community.
091500 - Interior Design, Furnishings and Management - In this Family and Consumer Sciences career field course, students will examine design principles used in residential interiors. An emphasis will be placed on incorporating anthropometrics, ergonomics and psychological responses. Additional topics will include the selection and organization of furnishings, floors and wall coverings in living spaces, kitchens and baths.

091201 - Introduction to Family and Consumer Sciences - This first course, will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

091403 - Leadership and Community Engagement - In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on in-service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement.

091225 - Nutrition and Wellness - In this course, students will use principles of nutrition to ensure a healthy body throughout the lifecycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional information will include steroid and supplemental use, body weight and management and the implementation of physical activity to maintain a healthy lifestyle.

091052 - Personal Financial Management - In this course, students will develop personal financial plans for individual personal well-being. Throughout the course, students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Additional topics will include analyzing services from financial institutions, consumer protection, investing and risk management.

093010 - Personal Wellness - In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations. This course may serve as the Health credit.

093005 - Personal Wellness and Development - In this course students will develop a personalized approach to healthy living. An emphasis will be placed on developing personal health for an adolescent that can be used as they transitions through life. Additional topics will focus on problem-solving, work ethics, nutritional and food selections, family dynamics and personal health.

091205 - Principles of Food - In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.
091501 - Textiles and Interior Design - In this course students will explore a broad range of topics relating to the various aspects and career opportunities available in the field of textiles and design. The emphasis will be given to textiles project development and developing strategies to maintain the home. Additional topics will include project collaboration, design techniques and environmental sustainability.

091505 - Textile Design, Construction and Maintenance - In this course, students will study the visual appearance of fabric and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products, including home interior accessories and garments.

091410 - Transitions and Careers - In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning.

Target Population

- Students in grades 9 through 12
- Recommended maximum enrollment per class – 25 students

High School Family and Consumer Sciences (EMIS Curriculum Code VN only)

- Courses must be semester courses ONLY
- Approved courses qualify for state career-technical funding (.28 weight)
- Subject Codes and scheduled course hours include:
  - 091205 - Principles of Food
  - 091210 - Global Foods
  - 091215 - Food Sciences
  - 091220 - Culinary Fundamentals
  - 091225 - Principles of Nutrition and Wellness
  - 091201 - Introduction to Family and Consumer Sciences
  - 093005 - Personal Wellness and Development
  - 093010 - Personal Wellness
  - 093015 - Human Growth and Development
  - 091025 - Child Development
  - 090191 - Graduation, Reality and Dual-Role Skills (GRADS)
  - 091410 - Transitions and Careers
  - 091052 - Personal Finance Management
  - 091053 - Consumer Economics
  - 091402 - Career and College Readiness
  - 091403 - Leadership and Community Engagement
  - 091500 - Textile and Interior Design
  - 091501 - Interior Design, Furnishings and Management
  - 091505 - Textile Design, Construction and Maintenance
High School Program Components

- Advisory committee authorized by board of education at the local level to provide input regarding program development, operation, curriculum and assessment, and program evaluation from perspectives of business and community representatives, parents, students, school/school district personnel, including career-technical school if applicable, and family and consumer sciences professionals

- Course of study, based on the new *Family and Consumer Sciences Content Standards*, adopted by board of education at the local level

- *Family, Career and Community Leaders of America (FCCLA)* – Career-Technical Family and Consumer Sciences student organization that is an integral part of curriculum, instruction and assessment, and provides leadership and citizenship opportunities to help youth assume their roles in society.

- End-of-Course Assessment: Please register at [www.webxam.org](http://www.webxam.org) for an FCS Online End-of-Course Assessment: (a minimum of one End-of-Course Assessment)

- End-of-Year Report will be submitted by June 30. Reporting includes, but is not limited to:
  - Teacher contact data
  - Reporting of Culminating Project and Service Learning Project results
  - Professional development attended throughout the year
  - Advisory committee meetings
  - FCCLA affiliation

- Program Review will be expected from each program earning state weight funds, one review during the five-year cycle.

High School Teacher Time

- Recommended extended service of 10 days for instructional support to make family and community contacts, meet with advisory committee and work with student projects/activities such as FCCLA (Family, Career and Community Leaders of America), service learning, culminating course projects and work-based learning activities

High School Valid Teaching Certificates and Licenses

- 090120 (Family and Consumer Sciences), CT (career-technical license)
- 090104 (Home Economics, Consumer Homemaking), VO (vocational certificate or license)
- 230000 (Home Economics), HS (high school certificate or license)
- 230000 (Home Economics), AD (adolescence to young adult license)
- 090106 (Family Life Education), HS (high school certificate or license)
LANCASTER HIGH SCHOOL FCS COURSE OPTIONS AND DESCRIPTIONS:

895 – CHILDREN: Guidance and Care  
*Semester – 0.625 credit – Grades 9, 10, 11, 12*  
This course studies the roles and responsibilities needed to nurture young children. Topics include: child guidance techniques; child developmental needs; and strengthening relationships. Students will participate in a computer doll simulation. School computer access is a requirement for this course.

897 – Food Principles  
*Semester – 0.625 credit – Grades 9, 10 – Fee*  
This course is an introduction to personal food choices and food preparation, and serves as a great lead into the Culinary Arts career tech program at LHS. Topics include choosing strategies for selecting quality foods, food safety and sanitation, proper equipment use, kitchen math, and an exploration of the current food guide. Experiences involving planning, cooking, and serving food may be part of the class.

880 – FRESHMAN FOCUS  
*Semester – 0.5 credit – Grade 9*  
This required freshman class is designed to allow students to learn about high school as well as to learn about themselves. Students will complete units in personal growth, communication, decision making, and coping with stress and conflict. Students will also develop a life/career plan and learn about options at LHS that will help them achieve their goals.

TBA – Global Foods  
*Semester – 0.625 credit – Grades 9, 10, 11, 12 - Fee*  
In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

TBA – Nutrition and Wellness  
*Semester – 0.625 credit – Grades 10, 11, 12 – Fee*  
In this course, students will use principles of nutrition to ensure a healthy body throughout the lifecycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional information will include steroid and supplemental use, body weight and management and the implementation of physical activity to maintain a healthy lifestyle.
LCS Pupil Evaluation Methods

Formative

Observation
Homework
Quizzes
Skill checks
Class work-individual or group
Clinical

Summative

Chapter tests
Projects
Unit tests
Research papers
Non-linguistic representations
Abstracts
Case studies

Diagnostic

Pre-assessment
Post-assessment
Ohio Department of Education

Family & Consumer Sciences
Content Standards
Section I -

Junior High School

FCS Courses
Introduction
to
Family
and
Consumer Sciences
Course Description:
This first course, will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

Strand 1. Career Development
Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.

Outcome 1.1. Personal and Professional Skills
Develop personal and professional skills to transition through life.

Competencies
1.1.1. Identify the knowledge, skills and abilities necessary to succeed.
1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.

Outcome 1.2. Career Exploration
Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.

Competencies
1.2.1. Develop a personal career inventory.
1.2.2. Identify career pathways related to interests and talents.
1.2.3. Research career opportunities and occupational projections.
1.2.4. Develop a career plan.
1.2.5. Determine the education, training, certification, licensure and experience requirements for selected careers.
Outcome 1.3.  Leadership and Communications
Develop leadership, team building and communication skills to promote collaboration.

Competencies
1.3.3.  Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.3.4.  Use negotiation and conflict-resolution skills to reach solutions.
1.3.5.  Communicate information for an intended audience and purpose.
1.3.6.  Use proper grammar and expression in all aspects of communication.
1.3.9.  Identify advantages and disadvantages involving digital and/or electronic communications.
1.3.10.  Use interpersonal skills to provide group leadership, promote collaboration and work in a team.

Outcome 1.4.  Resource Management and Information Technology
Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings.

Competencies
1.4.6.  Use personal organization management and productivity applications to optimize assigned tasks.
1.4.7.  Use electronic media to communicate, following online etiquette guidelines.

Outcome 1.5.  Global Environment
Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals.

Competencies
1.5.1.  Describe how cultural understanding, cultural intelligence skills and continual awareness are interdependent.
1.5.5.  Recognize the ways in which bias, stereotypes and discrimination may influence self-worth and group dynamics.
1.5.8.  Compare multigenerational characteristics.

Strand 2.  Family Development
Develop personal attributes that contribute to healthy families, community involvement and workplace productivity.

Outcome 2.1.  Family Units
Examine the effects of family units on individuals and society.

Competencies
2.1.1.  Identify the structure of family units and the impact on society.
2.1.3.  Explain the importance of cultural traditions in a family unit.
2.1.5.  Analyze the impact of factors that influence individual growth and family development.
Outcome 2.6.  **Infant Care**
Analyze the developmental needs of an infant and provide care.

**Competencies**
2.6.3.  Demonstrate safe infant care techniques.

Outcome 2.7.  **Child Growth and Development**
Promote child growth and development across the lifespan.

**Competencies**
2.7.9.  Identify learned and innate behaviors.

Outcome 2.8.  **Childcare**
Evaluate safe and healthy childcare services.

**Competencies**
2.8.5.  Discuss mandated reporting laws for child abuse, neglect and abduction.

**Strand 3.  Food and Nutrition**
Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Outcome 3.1.  **Nutritional Information**
Analyze nutritional information to guide food choices.

**Competencies**
3.1.1.  Describe the sources of nutrients and their contributions to dietary needs.
3.1.4.  Calculate nutrient values of meals based on the food labels of products and ingredients.
3.1.7.  Evaluate the nutritional effects of fad diets, food addictions and eating disorders on individual wellness.

Outcome 3.2.  **Weight Management**
Manage weight throughout the lifecycle.

**Competencies**
3.2.1.  Identify factors that influence body weight.
3.2.2.  Explain the criteria for determining healthy body weight.

Outcome 3.3.  **Food Selection**
Analyze safe and affordable foods that promote a healthy lifestyle.

**Competencies**
3.3.2.  Evaluate challenges that prevent individuals from obtaining nutritious food choices.
3.3.5.  Select nutritious food choices at home and when dining out.
3.3.7. Create daily food plans that meet current United States Department of Agriculture (USDA) dietary guidelines and contribute to healthy eating habits.

**Outcome 3.4. Food Safety and Sanitation**
Promote food safety and sanitation using proper food handling and storage.

**Competencies**
3.4.1. Identify major foodborne illnesses, causes, preventions and entrances into the food supply.
3.4.6. Apply personal, food safety and sanitation processes and procedures to prevent contamination and cross-contamination at home and in the workplace.

**Outcome 3.5. Food Preparation**
Prepare foods through different cooking methods to preserve nutrient values.

**Competencies**
3.5.3. Identify seasonings, oils, flavor enhancers and food additives by type, class or purpose.
3.5.4. Calculate solid and liquid measurements and apply ratios and equations to convert U.S. and metric measurements.
3.5.8. Prepare sauces and gravies using thickening agents.

**Outcome 3.6. Dining Etiquette**
Analyze dining etiquette, settings and service styles that enhance the food experience.

**Competencies**
3.6.1. Compare formal and informal dining settings.

**Outcome 3.7. Sustainable Food Practices**
Analyze key components of local, healthy, sustainably-grown foods.

**Competencies**
3.7.1. Identify available resources that ensure adequate, secure food supplies.
3.7.5. Explain research findings on current and emerging trends in the food industry.

**Strand 4. Personal Finance and Consumerism**
Develop skills to achieve personal financial wellness and become an educated consumer.

**Outcome 4.1. Financial Goals**
Achieve financial goals to establish financial stability.
Competencies
4.1.1. Identify the economic principles that affect the cost of living.
4.1.2. Identify income sources and expenditures.
4.1.3. Establish personal resources and evaluate their effects on earning potential.
4.1.4. Compare gross and net income and identify the categories of deduction (e.g., union dues, retirement plans, garnishments).
4.1.5. Evaluate the role of federal, state and local taxes in financial planning.
4.1.9. Create a spending plan that reflects financial goals.

Outcome 4.2. Financial Services
Analyze financial institutions and services.

Competencies
4.2.1. Identify financial institutions and available services.

Outcome 4.3. Credit and Debt
Analyze how credit and debt affect the achievement of financial goals.

Competencies
4.3.1. Identify credit types and purposes for establishing credit.
4.3.4. Explain how credit ratings affect access to products, services and employment opportunities.
4.3.5. Establish solutions to correct debt problems.

Outcome 4.4. Asset Protection
Analyze risk management strategies used to protect assets.

Competencies
4.4.1. Identify the relationships between economy, society and environment that lead to financial stability.
4.4.4. Identify how to reduce risk of identity theft and rectify a compromised identity.
4.4.5. Describe how agencies (e.g., Attorney General’s Office, Better Business Bureaus, Food and Drug Administration, Federal Trade Commission) help protect consumers.

Outcome 4.5. Purchasing Decisions
Apply strategies to make purchasing decisions.

Competencies
4.5.1. Compare products based on features, costs and benefits.
4.5.2. Compare the effects of a direct cost versus an indirect cost on a purchase.
4.5.3. Explain the effects of economic trends and conditions on purchasing decisions.
4.5.4. Describe the impact of supply and demand on product availability and pricing.
4.5.5. Determine how purchasing decisions are influenced by brand identity and marketing techniques.
4.5.6. Compare the advantages and disadvantages of online and in-store purchasing and the effect on the local economy.

4.5.7. Summarize the terms of a sales contract for a product or service.

4.5.8. Evaluate leasing and purchasing options for major purchases.

4.5.9. Calculate interest rates to determine the projected cost of an item.

4.5.10. Complete financial transactions using various purchasing methods.

**Outcome 4.6. Ethics, Law and Consumer Issues**

Analyze how professional, ethical and legal behaviors contribute to continuous improvement in regulatory compliance.

**Competencies**

4.6.2. Use ethical character traits consistent with personal and professional standards.

4.6.3. Explain how consumer protections laws (e.g., Equal Opportunity Act, Fair Credit Reporting Act, Consumer Protection Agency, Family and Medical Leave Act [FMLA], Family Educational Rights and Privacy Act [FERPA]) help safeguard individuals from fraud and potential loss.

4.6.5. Identify fraudulent and deceptive practices (e.g., bait and switch, unlawful door-to-door sales, deceptive service estimates, misrepresentations) and their overall impact on the consumer.

4.6.6. Identify the labor laws (e.g., Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC]) that affect employment and the consequences of noncompliance for both employee and employer.

4.6.7. Identify potential conflicts of interest between personal and professional ethical standards.

**Strand 5. Health and Wellness**

Develop wellness practices that promote a healthy lifestyle.

**Outcome 5.1. Lifespan Wellness**

Adopt wellness practices at each stage of the lifespan.

**Competencies**

5.1.1. Explain how the seven dimensions of wellness (i.e., emotional, environmental, intellectual, occupational, physical, social, spiritual) impact overall health.

5.1.2. Identify how to prevent or reduce the risk of health problems.

5.1.3. Explain the effects of engaging in healthy and unhealthy behaviors.

5.1.6. Create a long-term personal health plan that promotes lifespan wellness.

5.1.7. Describe environmental issues and lifestyle habits that lead to poor health.

5.1.8. Explain the effect hygiene has on health and wellness.

5.1.9. Describe the consequences of the use and misuse of health products.

5.1.10. Explain the effect allergies and sensitivities have on overall health.
Outcome 5.2. Physical Activity
Promote a healthy lifestyle through physical activity, relaxation and sleep.

Competencies
5.2.1. Describe the short- and long-term health benefits of physical activity, relaxation and sleep.
5.2.2. Compare exercise guidelines across the lifespan.
5.2.3. Compare strength, flexibility and endurance and describe the importance of each.
5.2.5. Describe each phase of the sleep cycle.
5.2.6. Identify sleep disorder symptoms and effects on the phases of the sleep cycle.
5.2.7. Identify factors that affect sleep and execute techniques to improve sleep.
5.2.8. Analyze the effects of stress and stress reducing activities on overall health.

Outcome 5.3. Emergency Preparedness
Analyze emergency preparedness procedures.

Competencies
5.3.1. Identify the signs and symptoms of common illnesses.
5.3.3. Determine when to seek emergency medical care.
5.3.4. Create an action plan for emergency situations.

Outcome 5.4. Mental Health
Analyze strategies to maintain positive mental health.

Competencies
5.4.1. Describe mental health issues, symptoms and prevention methods.
5.4.2. Identify symptoms and long-term effects of substance abuse and chemical dependency.
5.4.3. Determine when to seek support, treatment and counseling resources.
5.4.4. Identify suicidal tendencies and prevention methods.

Outcome 5.5. Human Sexuality
Analyze the impact of human sexuality on health and wellness.

Competencies
5.5.2. Describe the decisions and responsibilities associated with sexual relationships.
5.5.3. Identify types, effects and preventions of sexually transmitted diseases (STDs).

Outcome 5.6. Personal Safety
Implement personal safety procedures.

Competencies
5.6.1. Identify threatening behaviors and corrective strategies.
5.6.2. Identify the signs, symptoms and impacts of dating and domestic violence.
5.6.3. Implement strategies to protect self and others from illness, injury, abuse and abduction.
5.6.4. Identify resources, organizations and agencies committed to assisting victims.
5.6.7. Develop a personal safety plan.

Strand 6. **Design**
Apply the principles of design to interior and exterior spaces and textiles.

**Outcome 6.1. Design Principles**
Apply principles of design to convey ideas.

**Competencies**
6.1.1. Identify the principles and elements of design.
6.1.2. Evaluate the physiological and psychological ways humans interact with spaces and furnishings.
6.1.5. Prepare sketches, patterns and elevations.

**Outcome 6.2. Textile Design**
Evaluate fabrics and finishes for design, appearance, construction and performance.

**Competencies**
6.2.1. Categorize textile fibers and describe the uses for each.
6.2.3. Evaluate performance characteristics of fabrics and finishes.

Strand 7. **Living Environment**
Develop knowledge and skills to maintain a healthy living environment.

**Outcome 7.1. Clean Environment**
Maintain a clean living environment.

**Competencies**
7.1.2. Describe the effects of cleaning products and methods on the environment and personal health.

**Outcome 7.2. Home and Family Organization**
Organize a home and family by using technology and storage strategies.

**Competencies**
7.2.1. Use storage products to maximize space and improve home organization.
Transitions and Careers
Course Description:
In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning.

Strand 1. Career Development
Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.

Outcome 1.1. Personal and Professional Skills
Develop personal and professional skills to transition through life.

Competencies
1.1.1. Identify the knowledge, skills and abilities necessary to succeed.
1.1.2. Describe the role and function of professional and community organizations, industry associations and organized labor.
1.1.3. Develop a networking plan to build and maintain professional relationships.
1.1.4. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.
1.1.7. Give and receive constructive feedback to improve personal and professional habits.
1.1.8. Adapt personal coping skills to adjust to life and workplace demands.
1.1.9. Recognize different cultural beliefs and practices and demonstrate respect for them.

Outcome 1.2. Career Exploration
Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.

Competencies
1.2.1. Develop a personal career inventory.
1.2.2. Identify career pathways related to interests and talents.
1.2.3. Research career opportunities and occupational projections.
1.2.4. Develop a career plan.
1.2.5. Determine the education, training, certification, licensure and experience requirements for selected careers.
1.2.6. Set educational and volunteer goals that support progress toward meeting career goals.
1.2.8. Write professional correspondence, job applications and resumés.
Outcome 1.3.  Leadership and Communications
Develop leadership, team building and communication skills to promote collaboration.

Competencies
1.3.1. Extract relevant, valid information from materials and cite sources of information.
1.3.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.3.4. Use negotiation and conflict-resolution skills to reach solutions.
1.3.5. Communicate information for an intended audience and purpose.
1.3.6. Use proper grammar and expression in all aspects of communication.
1.3.7. Use consensus-building techniques to draw conclusions and determine next steps.
1.3.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence personal and professional relationships.
1.3.9. Identify advantages and disadvantages involving digital and/or electronic communications.
1.3.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.

Outcome 1.4.  Resource Management and Information Technology
Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings.

Competencies
1.4.1. Use home office equipment to communicate.
1.4.2. Select and use software applications to locate, record, analyze and present information.
1.4.4. Apply safety and security rules and regulations (e.g., parental controls, identity protection, password protection, Health Insurance Portability and Accountability Act [HIPAA], custodial rights).
1.4.5. Use information technology tools to maintain, secure and monitor records.
1.4.7. Use electronic media to communicate, following online etiquette guidelines.

Outcome 1.5.  Global Environment
Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals.

Competencies
1.5.1. Describe the interdependence of cultural understanding and cultural intelligence skills.
1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
1.5.5. Recognize the ways in which bias, stereotypes and discrimination may influence self-worth and group dynamics.
1.5.7. Identify how multicultural teaming and globalization can foster recognition of new opportunities.
1.5.8. Compare multigenerational characteristics.
Outcome 1.6. **Entrepreneurship**  
Develop skills and knowledge to transition a strength into a business.

**Competencies**  
1.6.1. Create a list of strengths, values, skills and abilities needed to be successful as an entrepreneur.  
1.6.2. Identify business opportunities and develop a plan to produce a competitive product or service.  
1.6.3. Explain the role of profit as the incentive to become an entrepreneur.  
1.6.7. Identify resources available to entrepreneurs (e.g., Small Business Administration, mentors, information resources, educational opportunities).  
1.6.9. Identify alternatives when entrepreneurial goals are not achieved.

**Strand 2. Family Development**  
Develop personal attributes that contribute to healthy families, community involvement and workplace productivity.

Outcome 2.1. **Family Units**  
Examine the effects of family units on individuals and society.

**Competencies**  
2.1.1. Identify the structure of family units and the impact on society.  
2.1.2. Evaluate the effects of change on family units at each lifecycle stage.

Outcome 2.2. **Parenting Roles and Responsibilities**  
Evaluate parenting roles and responsibilities at each developmental stage and within different cultures.

**Competencies**  
2.2.5. Explain how to develop mutual respect between a parent and child.

Outcome 2.7. **Child Growth and Development**  
Promote child growth and development across the lifespan.

**Competencies**  
2.7.7. Compare peer influences experienced at various developmental stages.  
2.7.8. Identify interventions, resources and support systems that enhance growth and development.
Strand 3. **Food and Nutrition**  
Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Outcome 3.6. **Dining Etiquette**  
Analyze dining etiquette, settings and service styles that enhance the food experience.

**Competencies**

3.6.5. Apply social and dining etiquette rules that reflect the setting.  
3.6.8. Explain the responsibilities of a host and guest.

Strand 4. **Personal Finance and Consumerism**  
Develop skills to achieve personal financial wellness and become an educated consumer.

Outcome 4.1. **Financial Goals**  
Achieve financial goals to establish financial stability.

**Competencies**

4.1.1. Identify the economic principles that affect the cost of living.  
4.1.2. Identify income sources and expenditures.  
4.1.3. Establish personal resources and evaluate their effects on earning potential.  
4.1.4. Compare gross and net income and identify the categories of deduction (e.g., union dues, retirement plans, garnishments).  
4.1.8. Set financial goals to influence current and future economic choices.  
4.1.9. Create a spending plan that reflects financial goals.

Outcome 4.2. **Financial Services**  
Analyze financial institutions and services.

**Competencies**

4.2.1. Identify financial institutions and available services.  
4.2.2. List characteristics of reputable financial intuitions.

Outcome 4.3. **Credit and Debt**  
Analyze how credit and debt affect the achievement of financial goals.

**Competencies**

4.3.1. Identify credit types and purposes for establishing credit.  
4.3.2. Describe how reporting agencies use an individual’s financial decisions to determine personal credit scores.  
4.3.3. Describe how to secure and maintain credit.
4.3.4. Explain how credit ratings affect access to products, services and employment opportunities.

**Outcome 4.4. Asset Protection**
Analyze risk management strategies used to protect assets.

**Competencies**
- 4.4.4. Identify how to reduce risk of identity theft and rectify a compromised identity.
- 4.4.6. Select risk management solutions to protect personal property and assets.

**Outcome 4.5. Purchasing Decisions**
Apply strategies to make purchasing decisions.

**Competencies**
- 4.5.1. Compare products based on features, costs and benefits.
- 4.5.4. Describe the impact of supply and demand on product availability and pricing.
- 4.5.5. Determine how purchasing decisions are influenced by brand identity and marketing techniques.
- 4.5.6. Compare the advantages and disadvantages of online and in-store purchasing and the effect on the local economy.

**Outcome 4.6. Ethics, Law and Consumer Issues**
Analyze how professional, ethical and legal behaviors contribute to continuous improvement in regulatory compliance.

**Competencies**
- 4.6.1. Describe how regulatory compliance affects the consumer.
- 4.6.3. Explain how consumer protections laws (e.g., Equal Opportunity Act, Fair Credit Reporting Act, Consumer Protection Agency, Family and Medical Leave Act [FMLA], Family Educational Rights and Privacy Act [FERPA]) help safeguard individuals from fraud and potential loss.
- 4.6.5. Identify fraudulent and deceptive practices (e.g., bait and switch, unlawful door-to-door sales, deceptive service estimates, misrepresentations) and their overall impact on the consumer.

**Strand 5. Health and Wellness**
Develop wellness practices that promote a healthy lifestyle.

**Outcome 5.1. Lifespan Wellness**
Adopt wellness practices at each stage of the lifespan.
Competencies
5.1.1. Explain how the seven dimensions of wellness (i.e., emotional, environmental, intellectual, occupational, physical, social, spiritual) impact overall health.

Outcome 5.2. Physical Activity
Promote a healthy lifestyle through physical activity, relaxation and sleep.

Competencies
5.2.1. Describe the short- and long-term health benefits of physical activity, relaxation and sleep.
5.2.2. Compare exercise guidelines across the lifespan.
5.2.8. Analyze the effects of stress and stress reducing activities on overall health.
Section II –

LCS High School

FCS Courses
Children: Guidance and Care
Family and Consumer Sciences Career Field  
Child Development  
Subject Code: 091025  
Outcome & Competency Descriptions 

Course Description:  
In this course, students will study the principles of child growth, development and behavior. An emphasis will be place on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services. 

Strand 1.  
Career Development  
Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings. 

Outcome 1.3.  
Leadership and Communications  
Develop leadership, team building and communication skills to promote collaboration. 

Competencies  
1.3.3.  
Identify and use verbal, nonverbal and active listening skills to communicate effectively.  
1.3.4.  
Use negotiation and conflict-resolution skills to reach solutions.  
1.3.10.  
Use interpersonal skills to provide group leadership, promote collaboration and work in a team. 

Outcome 1.4.  
Resource Management and Information Technology  
Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings. 

Competencies  
1.4.4.  
Apply safety and security rules and regulations (e.g., parental controls, identity protection, password protection, Health Insurance Portability and Accountability Act [HIPAA], custodial rights).  
1.4.5.  
Use information technology tools to maintain, secure and monitor records.  
1.4.6.  
Use personal organization management and productivity applications to optimize assigned tasks.  
1.4.7.  
Use electronic media to communicate, following online etiquette guidelines. 

Outcome 1.5.  
Global Environment  
Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals. 

Lancaster City Schools  
Course of Study - Family and Consumer Sciences
Competencies
1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
1.5.5. Recognize the ways in which bias, stereotypes and discrimination may influence self-worth and group dynamics.
1.5.8. Compare multigenerational characteristics.

Strand 2. Family Development
Develop personal attributes that contribute to healthy families, community involvement and workplace productivity.

Outcome 2.1. Family Units
Examine the effects of family units on individuals and society.

Competencies
2.1.1. Identify the structure of family units and the impact on society.
2.1.2. Evaluate the effects of change on family units at each lifecycle stage.
2.1.3. Explain the importance of cultural traditions in a family unit.
2.1.4. Evaluate how a family unit builds the independence, interdependence and commitment of its members.
2.1.5. Analyze the impact of factors that influence individual growth and family development.

Outcome 2.2. Parenting Roles and Responsibilities
Evaluate parenting roles and responsibilities at each developmental stage and within different cultures.

Competencies
2.2.1. Differentiate among the parenting roles of support, nurturance and guidance.
2.2.2. Explain how parents provide for a child’s basic needs, health and safety.
2.2.3. Identify parenting strategies to accommodate children’s personalities and special needs.
2.2.4. Compare theories of how to develop a child’s morals, values and self-esteem.
2.2.5. Explain how to develop mutual respect between a parent and child.
2.2.6. Compare the effects of parental involvement on a child’s education.
2.2.7. Compare the benefits and consequences of different discipline practices.
2.2.8. Describe the role of available services (e.g., Department of Job and Family Services, community education classes) in supporting parenting roles and responsibilities.

Outcome 2.3. Parenting Styles
Analyze the parenting styles needed to assume parenting roles and responsibilities.

Competencies
2.3.1. Compare the types of parenting styles and the impact they have on child growth and development.
2.3.2. Describe the impacts of emotional, intellectual and physical nurturing on human growth and development.
2.3.3. Evaluate impacts of abuse and neglect based on signs and symptoms.
2.3.4. Determine methods and resources needed to address signs of abuse or neglect.
2.3.5. Explain the positive and negative impacts technology has on family relationships.
2.3.6. Identify a parenting style that reflects personal strengths, beliefs and values.

Outcome 2.4. Prenatal Care
Analyze the prenatal healthcare needs and the effects on family planning.

Competencies
2.4.1. Identify alternate methods of becoming a parent (e.g., adoption, artificial insemination, surrogacy).
2.4.2. Identify signs, symptoms and stages of pregnancy.
2.4.3. Evaluate physical and psychological characteristics of pre-pregnancy mothers and fathers contributing to a healthy birth.
2.4.4. Discuss the father’s role in prenatal care.
2.4.5. Summarize the stages of fetal development.
2.4.6. Determine how to meet the nutritional requirements for a healthy mother and baby based on prenatal conditions.
2.4.7. Identify the medical procedures conducted during prenatal care.
2.4.8. Describe the effects of adverse medical and environmental prenatal conditions on a healthy delivery.

Outcome 2.5. Birth and Postpartum Care
Examine birth and postpartum care.

Competencies
2.5.1. Discuss the advantages of participating in childbirth preparation classes.
2.5.2. Explain the stages of labor and methods of delivery.
2.5.3. Describe the signs of preterm labor and consequences of preterm delivery.
2.5.4. Identify medical procedures conducted during labor and delivery.
2.5.5. Identify common fears and misconceptions about labor and delivery.
2.5.6. Explain the importance of a postpartum health examination.
2.5.7. Describe the physical changes of the mother following delivery.
2.5.8. Describe the initial post-delivery care provided to newborns and mothers.
2.5.9. Evaluate emotional responses and warning signs of depression during the postpartum period.
2.5.10. Explain the role of a support network in postpartum care.

Outcome 2.6. Infant Care
Analyze the developmental needs of an infant and provide care.

Competencies
2.6.1. Develop a schedule to meet an infant’s nutritional and physical needs.
2.6.2. Compare infant feeding options.
2.6.3. Demonstrate safe infant care techniques.
2.6.4. Describe diet- and sleep-related illnesses and soothing techniques.
2.6.5. Identify community infant care support resources (e.g., Women, Infants and Children [WIC]; health department; children’s services).
2.6.6. Identify an infant’s characteristics and behaviors.
2.6.7. Describe how to respond to abnormalities in an infant.
2.6.8. Explain the importance of bonding with an infant.
2.6.9. Examine the role and responsibility of fathers in infant care.

**Outcome 2.7. Child Growth and Development**
Promote child growth and development across the lifespan.

**Competencies**
2.7.1. Explain research findings on current and emerging trends in human growth and development.
2.7.2. Compare the characteristics and milestones of each developmental stage.
2.7.3. Assess a child’s abilities at each developmental stage based on developmental milestones.
2.7.4. Determine a child’s learning styles and the teaching strategies needed to support the child’s intellectual development.
2.7.5. Promote a child’s self-development through the use of parenting strategies and techniques.
2.7.6. Compare the effects of cultural, socioeconomic and environmental contributions on a child’s intellectual growth and development.
2.7.7. Compare peer influences experienced at various developmental stages.
2.7.8. Identify interventions, resources and support systems that enhance growth and development.
2.7.9. Identify learned and innate behaviors.

**Outcome 2.8. Childcare**
Evaluate safe and healthy childcare services.

**Competencies**
2.8.1. Differentiate among child development theories and their implications for childcare practices.
2.8.2. Evaluate quality indicators for childcare options.
2.8.3. Compare childcare services, facilities, curriculum and providers.
2.8.4. Describe how to evaluate in-home childcare providers.
2.8.5. Discuss mandated reporting laws for child abuse, neglect and abduction.
2.8.6. Describe parental consent and custody issues that affect childcare.

**Strand 3. Food and Nutrition**
Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.
Outcome 3.2. **Weight Management**  
Manage weight throughout the lifecycle.

**Competencies**
3.2.1. Identify factors that influence body weight.
3.2.2. Explain the criteria for determining healthy body weight.
3.2.5. Explain the importance of portion control and eating behaviors in weight management.

Outcome 3.3. **Food Selection**  
Analyze safe and affordable foods that promote a healthy lifestyle.

**Competencies**
3.3.1. Determine factors that influence product selection while considering preparation.
3.3.2. Evaluate challenges that prevent individuals from obtaining nutritious food choices.

Strand 5. **Health and Wellness**  
Develop wellness practices that promote a healthy lifestyle.

Outcome 5.1. **Lifespan Wellness**  
Adopt wellness practices at each stage of the lifespan.

**Competencies**
5.1.8. Explain the effect hygiene has on health and wellness.
5.1.12. Compare types of immunizations throughout the lifespan.
5.1.13. Compare vaccination risks to the consequences of refusing vaccines.

Outcome 5.3. **Emergency Preparedness**  
Analyze emergency preparedness procedures.

**Competencies**
5.3.1. Identify the signs and symptoms of common illnesses.
5.3.2. Describe what should be on hand for emergencies and treatment of common illnesses.
5.3.3. Determine when to seek emergency medical care.
5.3.4. Create an action plan for emergency situations.
5.3.5. Assess the situation and administer necessary first aid procedures.
5.3.6. Perform cardiopulmonary resuscitation (CPR), automated external defibrillation (AED) and the Heimlich maneuver.
Outcome 5.5.  Human Sexuality
Analyze the impact of human sexuality on health and wellness.

Competencies
5.5.1.  Differentiate between the male and female reproductive system, structures and functions.
5.5.2.  Describe the decisions and responsibilities associated with sexual relationships.
5.5.3.  Identify types, effects and preventions of sexually transmitted diseases (STDs).
5.5.4.  Evaluate family planning techniques for the different lifecycle stages.
5.5.5.  Describe the effects of genetic disorders and fertility issues on family planning.

Outcome 5.6.  Personal Safety
Implement personal safety procedures.

Competencies
5.6.3.  Implement strategies to protect self and others from illness, injury, abuse and abduction.
5.6.4.  Identify resources, organizations and agencies committed to assisting victims.
5.6.5.  Implement methods needed to support victims and families.
Food Principles
Family and Consumer Sciences Career Field
Principles of Food
Subject Code: 091205
Outcome & Competency Descriptions

Course Description:
In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

Strand 1. Career Development
Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.

Outcome 1.1. Personal and Professional Skills
Develop personal and professional skills to transition through life.

Competencies
1.1.4. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.

Outcome 1.2. Career Exploration
Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.

Competencies
1.2.2. Identify career pathways related to interests and talents.
1.2.3. Research career opportunities and occupational projections.
1.2.5. Determine the education, training, certification, licensure and experience requirements for selected careers.

Outcome 1.3. Leadership and Communications
Develop leadership, team building and communication skills to promote collaboration.
1.3.4. Use negotiation and conflict-resolution skills to reach solutions.
1.3.7. Use consensus-building techniques to draw conclusions and determine next steps.
1.3.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
Outcome 1.4. Resource Management and Information Technology
Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings.

Competencies
1.4.2. Select and use software applications to locate, record, analyze and present information.
1.4.6. Use personal organization management and productivity applications to optimize assigned tasks.

Outcome 1.5. Global Environment
Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals.

Competencies
1.5.1. Describe the interdependence of cultural understanding and cultural intelligence skills.
1.5.2. Describe how cultural intelligence skills influence the overall success and survival of a community.
1.5.3. Use continual awareness to interact and exchange ideas with individuals from diverse cultural settings.
1.5.6. Analyze tasks for understanding and interpretation from a different cultural perspective.

Outcome 1.6. Entrepreneurship
Develop skills and knowledge to transition a strength into a business.

Competencies
1.6.2. Identify business opportunities and develop a plan to produce a competitive product or service.

Strand 3. Food and Nutrition
Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Outcome 3.1. Nutritional Information
Analyze nutritional information to guide food choices.

Competencies
3.1.1. Describe the sources of nutrients and their contributions to dietary needs.
3.1.3. Identify symptoms of nutrient deficiencies and toxicity.
3.1.4. Calculate nutrient values of meals based on the food labels of products and ingredients.
3.1.5. Identify suitable ingredient substitutes to meet special dietary needs.
Outcome 3.2. Weight Management
Manage weight throughout the lifecycle.

Competencies
3.2.5. Explain the importance of portion control and eating behaviors in weight management.
3.2.6. Calculate the energy output needed to balance caloric input.

Outcome 3.3. Food Selection
Analyze safe and affordable foods that promote a healthy lifestyle.

Competencies
3.3.1. Determine factors that influence product selection while considering preparation.
3.3.2. Evaluate challenges that prevent individuals from obtaining nutritious food choices.
3.3.3. Evaluate meat and poultry based on cuts and grading standards.
3.3.4. Identify quality standards used to select food products.
3.3.5. Select nutritious food choices at home and when dining out.
3.3.6. Describe the impact of social and cultural influences on dietary patterns.
3.3.7. Create daily food plans that meet current United States Department of Agriculture (USDA) dietary guidelines and contribute to healthy eating habits.

Outcome 3.4. Food Safety and Sanitation
Promote food safety and sanitation using proper food handling and storage.

Competencies
3.4.1. Identify major foodborne illnesses, causes, preventions and entrances into the food supply.
3.4.2. Prevent food safety risks by controlling conditions under which bacteria grow.
3.4.3. Compare the effects of food labeling, preservation, packaging and storage on food safety, freshness and longevity.
3.4.4. Compare food preservation methods (e.g., freezing, drying, canning) used to optimize shelf life.
3.4.5. Regulate food temperatures throughout purchase, storage, handling, cooking and serving.
3.4.6. Apply personal, food safety and sanitation processes and procedures to prevent contamination and cross-contamination at home and in the workplace.

Outcome 3.5. Food Preparation
Prepare foods through different cooking methods to preserve nutrient values.

Competencies
3.5.2. Develop recipes that preserve nutrient values and promote healthy eating patterns.
3.5.3. Identify seasonings, oils, flavor enhancers and food additives by type, class or purpose.
3.5.4. Calculate solid and liquid measurements and apply ratios and equations to convert U.S. and metric measurements.
3.5.5. Adjust and convert recipes to achieve specific serving sizes and ingredient substitutions.
3.5.6. Select cooking methods to retain nutritional values of fruits, vegetables, grains, protein and dairy.
3.5.7. Adjust cooking time and temperature based on convention, convection and microwave ovens.
3.5.8. Prepare sauces and gravies using thickening agents.

**Outcome 3.6. Dining Etiquette**
Analyze dining etiquette, settings and service styles that enhance the food experience.

**Competencies**
3.6.1. Compare formal and informal dining settings.
3.6.2. Identify the components of place settings.
3.6.4. Decorate or garnish plated foods to enhance presentation.

**Outcome 3.7. Sustainable Food Practices**
Analyze key components of local, healthy, sustainably-grown foods.

**Competencies**
3.7.2. Use seasonal foods to support local economies and help reduce carbon footprints.
3.7.3. Plan a food garden.
3.7.4. Identify the role of local producers, food distributors and current farm practices to support sustainable agriculture.
3.7.7. Compare community-based food systems and resources.

**Strand 4. Personal Finance and Consumerism**
Develop skills to achieve personal financial wellness and become an educated consumer.

**Outcome 4.5. Purchasing Decisions**
Apply strategies to make purchasing decisions.

**Competencies**
4.5.1. Compare products based on features, costs and benefits.
4.5.4. Describe the impact of supply and demand on product availability and pricing.
4.5.5. Determine how purchasing decisions are influenced by brand identity and marketing techniques.

**Outcome 4.6. Ethics, Law and Consumer Issues**
Analyze how professional, ethical and legal behaviors contribute to continuous improvement in regulatory compliance.
Competencies
4.6.4. Access and implement safety compliance measures (e.g., recommended manufacturers guidelines, product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA], American Association of Poison Control Centers) to maintain product warranty and protect the consumer.

Strand 5. Health and Wellness
Develop wellness practices that promote a healthy lifestyle.

Outcome 5.1. Lifespan Wellness
Adopt wellness practices at each stage of the lifespan.

Competencies
5.1.10. Explain the effect allergies and sensitivities have on overall health.
Freshmen Focus
Course Description:
In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning.

Strand 1. Career Development
Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.

Outcome 1.1. Personal and Professional Skills
Develop personal and professional skills to transition through life.

Competencies
1.1.1. Identify the knowledge, skills and abilities necessary to succeed.
1.1.2. Describe the role and function of professional and community organizations, industry associations and organized labor.
1.1.3. Develop a networking plan to build and maintain professional relationships.
1.1.4. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.
1.1.7. Give and receive constructive feedback to improve personal and professional habits.
1.1.8. Adapt personal coping skills to adjust to life and workplace demands.
1.1.9. Recognize different cultural beliefs and practices and demonstrate respect for them.

Outcome 1.2. Career Exploration
Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.

Competencies
1.2.1. Develop a personal career inventory.
1.2.2. Identify career pathways related to interests and talents.
1.2.3. Research career opportunities and occupational projections.
1.2.4. Develop a career plan.
1.2.5. Determine the education, training, certification, licensure and experience requirements for selected careers.
1.2.6. Set educational and volunteer goals that support progress toward meeting career goals.
1.2.8. Write professional correspondence, job applications and résumés.
Outcome 1.3. Leadership and Communications
Develop leadership, team building and communication skills to promote collaboration.

Competencies
1.3.1. Extract relevant, valid information from materials and cite sources of information.
1.3.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.3.4. Use negotiation and conflict-resolution skills to reach solutions.
1.3.5. Communicate information for an intended audience and purpose.
1.3.6. Use proper grammar and expression in all aspects of communication.
1.3.7. Use consensus-building techniques to draw conclusions and determine next steps.
1.3.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence personal and professional relationships.
1.3.9. Identify advantages and disadvantages involving digital and/or electronic communications.
1.3.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.

Outcome 1.4. Resource Management and Information Technology
Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings.

Competencies
1.4.1. Use home office equipment to communicate.
1.4.2. Select and use software applications to locate, record, analyze and present information.
1.4.4. Apply safety and security rules and regulations (e.g., parental controls, identity protection, password protection, Health Insurance Portability and Accountability Act [HIPAA], custodial rights).
1.4.5. Use information technology tools to maintain, secure and monitor records.
1.4.7. Use electronic media to communicate, following online etiquette guidelines.

Outcome 1.5. Global Environment
Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals.

Competencies
1.5.1. Describe the interdependence of cultural understanding and cultural intelligence skills.
1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
1.5.5. Recognize the ways in which bias, stereotypes and discrimination may influence self-worth and group dynamics.
1.5.7. Identify how multicultural teaming and globalization can foster recognition of new opportunities.
1.5.8. Compare multigenerational characteristics.
Outcome 1.6. Entrepreneurship
Develop skills and knowledge to transition a strength into a business.

Competencies
1.6.1. Create a list of strengths, values, skills and abilities needed to be successful as an entrepreneur.
1.6.2. Identify business opportunities and develop a plan to produce a competitive product or service.
1.6.3. Explain the role of profit as the incentive to become an entrepreneur.
1.6.7. Identify resources available to entrepreneurs (e.g., Small Business Administration, mentors, information resources, educational opportunities).
1.6.9. Identify alternatives when entrepreneurial goals are not achieved.

Strand 2. Family Development
Develop personal attributes that contribute to healthy families, community involvement and workplace productivity.

Outcome 2.1. Family Units
Examine the effects of family units on individuals and society.

Competencies
2.1.1. Identify the structure of family units and the impact on society.
2.1.2. Evaluate the effects of change on family units at each lifecycle stage.

Outcome 2.2. Parenting Roles and Responsibilities
Evaluate parenting roles and responsibilities at each developmental stage and within different cultures.

Competencies
2.2.5. Explain how to develop mutual respect between a parent and child.

Outcome 2.7. Child Growth and Development
Promote child growth and development across the lifespan.

Competencies
2.7.7. Compare peer influences experienced at various developmental stages.
2.7.8. Identify interventions, resources and support systems that enhance growth and development.
Strand 3. Food and Nutrition
Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Outcome 3.6. Dining Etiquette
Analyze dining etiquette, settings and service styles that enhance the food experience.

Competencies
3.6.5. Apply social and dining etiquette rules that reflect the setting.
3.6.8. Explain the responsibilities of a host and guest.

Strand 4. Personal Finance and Consumerism
Develop skills to achieve personal financial wellness and become an educated consumer.

Outcome 4.1. Financial Goals
Achieve financial goals to establish financial stability.

Competencies
4.1.1. Identify the economic principles that affect the cost of living.
4.1.2. Identify income sources and expenditures.
4.1.3. Establish personal resources and evaluate their effects on earning potential.
4.1.4. Compare gross and net income and identify the categories of deduction (e.g., union dues, retirement plans, garnishments).
4.1.8. Set financial goals to influence current and future economic choices.
4.1.9. Create a spending plan that reflects financial goals.

Outcome 4.2. Financial Services
Analyze financial institutions and services.

Competencies
4.2.1. Identify financial institutions and available services.
4.2.2. List characteristics of reputable financial intuitions.

Outcome 4.3. Credit and Debt
Analyze how credit and debt affect the achievement of financial goals.

Competencies
4.3.1. Identify credit types and purposes for establishing credit.
4.3.2. Describe how reporting agencies use an individual’s financial decisions to determine personal credit scores.
4.3.3. Describe how to secure and maintain credit.
4.3.4. Explain how credit ratings affect access to products, services and employment opportunities.

**Outcome 4.4. Asset Protection**
Analyze risk management strategies used to protect assets.

**Competencies**
4.4.4. Identify how to reduce risk of identity theft and rectify a compromised identity.
4.4.6. Select risk management solutions to protect personal property and assets.

**Outcome 4.5. Purchasing Decisions**
Apply strategies to make purchasing decisions.

**Competencies**
4.5.1. Compare products based on features, costs and benefits.
4.5.4. Describe the impact of supply and demand on product availability and pricing.
4.5.5. Determine how purchasing decisions are influenced by brand identity and marketing techniques.
4.5.6. Compare the advantages and disadvantages of online and in-store purchasing and the effect on the local economy.

**Outcome 4.6. Ethics, Law and Consumer Issues**
Analyze how professional, ethical and legal behaviors contribute to continuous improvement in regulatory compliance.

**Competencies**
4.6.1. Describe how regulatory compliance affects the consumer.
4.6.3. Explain how consumer protections laws (e.g., Equal Opportunity Act, Fair Credit Reporting Act, Consumer Protection Agency, Family and Medical Leave Act [FMLA], Family Educational Rights and Privacy Act [FERPA]) help safeguard individuals from fraud and potential loss.
4.6.5. Identify fraudulent and deceptive practices (e.g., bait and switch, unlawful door-to-door sales, deceptive service estimates, misrepresentations) and their overall impact on the consumer.

**Strand 5. Health and Wellness**
Develop wellness practices that promote a healthy lifestyle.

**Outcome 5.1. Lifespan Wellness**
Adopt wellness practices at each stage of the lifespan.
Competencies
5.1.1. Explain how the seven dimensions of wellness (i.e., emotional, environmental, intellectual, occupational, physical, social, spiritual) impact overall health.

Outcome 5.2. Physical Activity
Promote a healthy lifestyle through physical activity, relaxation and sleep.

Competencies
5.2.1. Describe the short- and long-term health benefits of physical activity, relaxation and sleep.
5.2.2. Compare exercise guidelines across the lifespan.
5.2.8. Analyze the effects of stress and stress reducing activities on overall health.
Global Foods
Family and Consumer Sciences Career Field
Global Foods
Subject Code: 091210
Outcome & Competency Descriptions

Course Description:
In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

Strand 1. Career Development
Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.

Outcome 1.1. Personal and Professional Skills
Develop personal and professional skills to transition through life.

Competencies
1.1.1. Identify the knowledge, skills and abilities necessary to succeed.
1.1.4. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.
1.1.6. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
1.1.7. Give and receive constructive feedback to improve personal and professional
1.1.9. Recognize different cultural beliefs and practices and demonstrate respect for them.

Outcome 1.2. Career Exploration
Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.

Competencies
1.2.7. Develop strategies for self-promotion.
Outcome 1.3.  **Leadership and Communications**

Develop leadership, team building and communication skills to promote collaboration.

**Competencies**

1.3.1.  Extract relevant, valid information from materials and cite sources of information.
1.3.2.  Deliver and critique formal and informal presentations.
1.3.3.  Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.3.4.  Use negotiation and conflict-resolution skills to reach solutions.
1.3.5.  Communicate information for an intended audience and purpose.
1.3.6.  Use proper grammar and expression in all aspects of communication.
1.3.7.  Use consensus-building techniques to draw conclusions and determine next steps.
1.3.8.  Identify the strengths, weaknesses and characteristics of leadership styles that influence personal and professional relationships.
1.3.10.  Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
1.3.11.  Use technical writing skills to complete forms and create reports.

Outcome 1.5.  **Global Environment**

Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals.

**Competencies**

1.5.1.  Describe the interdependence of cultural understanding and cultural intelligence skills.
1.5.2.  Describe how cultural intelligence skills influence the overall success and survival of a community.
1.5.3.  Use continual awareness to interact and exchange ideas with individuals from diverse cultural settings.
1.5.4.  Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
1.5.5.  Recognize the ways in which bias, stereotypes and discrimination may influence self-worth and group dynamics.
1.5.6.  Analyze tasks for understanding and interpretation from a different cultural perspective.
1.5.7.  Identify how multicultural teaming and globalization can foster recognition of new opportunities.
1.5.8.  Compare multigenerational characteristics.

**Strand 2.  Family Development**

Develop personal attributes that contribute to healthy families, community involvement and workplace productivity.

Outcome 2.1.  **Family Units**

Examine the effects of family units on individuals and society.
Competencies
2.1.3. Explain the importance of cultural traditions in a family unit.

Strand 3. Food and Nutrition
Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Outcome 3.1. Nutritional Information
Analyze nutritional information to guide food choices.

Competencies
3.1.1. Describe the sources of nutrients and their contributions to dietary needs.
3.1.3. Identify symptoms of nutrient deficiencies and toxicity.
3.1.4. Calculate nutrient values of meals based on the food labels of products and ingredients.
3.1.5. Identify suitable ingredient substitutes to meet special dietary needs.
3.1.6. Compensate for nutritional deficiencies.

Outcome 3.2. Weight Management
Manage weight throughout the lifecycle.

Competencies
3.2.1. Identify factors that influence body weight.

Outcome 3.3. Food Selection
Analyze safe and affordable foods that promote a healthy lifestyle.

Competencies
3.3.2. Evaluate challenges that prevent individuals from obtaining nutritious food choices.
3.3.4. Identify quality standards used to select food products.
3.3.6. Describe the impact of social and cultural influences on dietary patterns.
3.3.8. Create menus for special occasions and events that reflect knowledge of special dietary and nutritional needs.

Outcome 3.4. Food Safety and Sanitation
Promote food safety and sanitation using proper food handling and storage.

Competencies
3.4.1. Identify major foodborne illnesses, causes, preventions and entrances into the food supply.
3.4.2. Prevent food safety risks by controlling conditions under which bacteria grow.
3.4.3. Compare the effects of food labeling, preservation, packaging and storage on food safety, freshness and longevity.
3.4.4. Compare food preservation methods (e.g., freezing, drying, canning) used to optimize shelf life.
3.4.5. Regulate food temperatures throughout purchase, storage, handling, cooking and serving.
3.4.6. Apply personal, food safety and sanitation processes and procedures to prevent contamination and cross-contamination at home and in the workplace.

**Outcome 3.5. Food Preparation**

Prepare foods through different cooking methods to preserve nutrient values.

**Competencies**

3.5.1. Evaluate the physical, biological and chemical makeup of foods and the effects on food preparation.
3.5.2. Develop recipes that preserve nutrient values and promote healthy eating patterns.
3.5.3. Identify seasonings, oils, flavor enhancers and food additives by type, class or purpose.
3.5.4. Calculate solid and liquid measurements and apply ratios and equations to convert U.S. and metric measurements.
3.5.5. Adjust and convert recipes to achieve specific serving sizes and ingredient substitutions.
3.5.6. Select cooking methods to retain nutritional values of fruits, vegetables, grains, protein and dairy.
3.5.7. Adjust cooking time and temperature based on convention, convection and microwave ovens.
3.5.8. Prepare sauces and gravies using thickening agents.
3.5.9. Adjust to weather and altitude conditions when preparing baked products.
3.5.10. Prepare a variety of confections, pastries and baked products.

**Outcome 3.6. Dining Etiquette**

Analyze dining etiquette, settings and service styles that enhance the food experience.

**Competencies**

3.6.1. Compare formal and informal dining settings.
3.6.2. Identify the components of place settings.
3.6.4. Decorate or garnish plated foods to enhance presentation.
3.6.5. Apply social and dining etiquette rules that reflect the setting.
3.6.6. Serve foods according to the selected serving style.
3.6.8. Explain the responsibilities of a host and guest.

**Outcome 3.7. Sustainable Food Practices**

Analyze key components of local, healthy, sustainably-grown foods.

**Competencies**

3.7.1. Identify available resources that ensure adequate, secure food supplies.
3.7.4. Identify the role of local producers, food distributors and current farm practices to support sustainable agriculture.
3.7.5. Explain research findings on current and emerging trends in the food industry.
3.7.7. Compare community-based food systems and resources.
Strand 4. **Personal Finance and Consumerism**
Develop skills to achieve personal financial wellness and become an educated consumer.

**Outcome 4.1. Financial Goals**
Achieve financial goals to establish financial stability.

**Competencies**
4.1.1. Identify the economic principles that affect the cost of living.

**Outcome 4.2. Financial Services**
Analyze financial institutions and services.

**Competencies**
4.2.4. Identify the impact of government regulations, global economics and environmental conditions on investment and retirement plans.

**Outcome 4.5. Purchasing Decisions**
Apply strategies to make purchasing decisions.

**Competencies**
4.5.3. Explain the effects of economic trends and conditions on purchasing decisions.
4.5.4. Describe the impact of supply and demand on product availability and pricing.

**Outcome 4.6. Ethics, Law and Consumer Issues**
Analyze how professional, ethical and legal behaviors contribute to continuous improvement in regulatory compliance.

**Competencies**
4.6.8. Identify ways to advocate for public policies, legislation and government regulations.
Nutrition and Wellness
Family and Consumer Sciences Career Field
Principles of Nutrition and Wellness
Subject Code: 091225
Outcome & Competency Descriptions

Course Description:
In this course, students will use principles of nutrition to ensure a healthy body throughout the lifecycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional information will include steroid and supplemental use, body weight and management and the implementation of physical activity to maintain a healthy lifestyle.

Strand 1. Career Development
Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.

Outcome 1.1. Personal and Professional Skills
Develop personal and professional skills to transition through life.

Competencies
1.1.1. Identify the knowledge, skills and abilities necessary to succeed.
1.1.3. Develop a networking plan to build and maintain professional relationships.
1.1.4. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.
1.1.7. Give and receive constructive feedback to improve personal and professional habits.
1.1.8. Adapt personal coping skills to adjust to life and workplace demands.
1.1.9. Recognize different cultural beliefs and practices and demonstrate respect for them.

Outcome 1.2. Career Exploration
Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.

Competencies
1.2.2. Identify career pathways related to interests and talents.
1.2.3. Research career opportunities and occupational projections.
1.2.5. Determine the education, training, certification, licensure and experience requirements for selected careers.
Outcome 1.3. **Leadership and Communications**
Develop leadership, team building and communication skills to promote collaboration.

**Competencies**
1.3.1. Extract relevant, valid information from materials and cite sources of information.
1.3.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.3.4. Use negotiation and conflict-resolution skills to reach solutions.
1.3.9. Identify advantages and disadvantages involving digital and/or electronic communications.
1.3.12. Use motivational strategies to accomplish goals.

Outcome 1.4. **Resource Management and Information Technology**
Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings.

**Competencies**
1.4.7. Use electronic media to communicate, following online etiquette guidelines.

Strand 3. **Food and Nutrition**
Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Outcome 3.1. **Nutritional Information**
Analyze nutritional information to guide food choices.

**Competencies**
3.1.1. Describe the sources of nutrients and their contributions to dietary needs.
3.1.2. Identify the role of the digestive system in nutrient absorption.
3.1.3. Identify symptoms of nutrient deficiencies and toxicity.
3.1.4. Calculate nutrient values of meals based on the food labels of products and ingredients.
3.1.5. Identify suitable ingredient substitutes to meet special dietary needs.
3.1.6. Compensate for nutritional deficiencies.
3.1.7. Evaluate the nutritional effects of fad diets, food addictions and eating disorders on individual wellness.

Outcome 3.2. **Weight Management**
Manage weight throughout the lifecycle.

**Competencies**
3.2.1. Identify factors that influence body weight.
3.2.2. Explain the criteria for determining healthy body weight.
3.2.3. Describe eating disorder warning signs, prevention methods and management techniques.
3.2.4. Evaluate the effectiveness of weight management programs.
3.2.5. Explain the importance of portion control and eating behaviors in weight management.
3.2.6. Calculate the energy output needed to balance caloric input.
3.2.7. Compare the benefits and detriments of nutrient supplements used in weight management.

**Outcome 3.3. Food Selection**
Analyze safe and affordable foods that promote a healthy lifestyle.

**Competencies**
3.3.1. Justify the use of prepackaged versus from scratch foods based on cost, time, nutrition and ease of preparation.
3.3.2. Evaluate challenges that prevent individuals from obtaining nutritious food choices.
3.3.5. Select nutritious food choices at home and when dining out.
3.3.6. Describe the impact of social and cultural influences on dietary patterns.
3.3.7. Create daily food plans that meet current United States Department of Agriculture (USDA) dietary guidelines and contribute to healthy eating habits.
3.3.8. Create menus for special occasions and events that reflect knowledge of special dietary and nutritional needs.

**Outcome 3.5. Food Preparation**
Prepare foods through different cooking methods to preserve nutrient values.

**Competencies**
3.5.1. Evaluate the physical, biological and chemical makeup of foods and the effects on food preparation.
3.5.2. Develop recipes that preserve nutrient values and promote healthy eating patterns.
3.5.5. Adjust and convert recipes to achieve specific serving sizes and ingredient substitutions.
3.5.6. Select cooking methods to retain nutritional values of fruits, vegetables, grains, protein and dairy.

**Strand 5. Health and Wellness**
Develop wellness practices that promote a healthy lifestyle.

**Outcome 5.1. Lifespan Wellness**
Adopt wellness practices at each stage of the lifespan.

**Competencies**
5.1.1. Explain how the seven dimensions of wellness (i.e., emotional, environmental, intellectual, occupational, physical, social, spiritual) impact overall health.
5.1.2. Identify how to prevent or reduce the risk of health problems.
5.1.3. Explain the effects of engaging in healthy and unhealthy behaviors.
5.1.4. Describe the effects of external factors on personal health.
5.1.5. Evaluate overall health to determine present and future healthcare needs.
5.1.6. Create a long-term personal health plan that promotes lifespan wellness.
5.1.7. Describe environmental issues and lifestyle habits that lead to poor health.
5.1.8. Explain the effect hygiene has on health and wellness.
5.1.9. Describe the consequences of the use and misuse of health products.
5.1.10. Explain the effect allergies and sensitivities have on overall health.
5.1.11. Identify the principles of dental procedures and comprehensive dental care.
5.1.12. Compare types of immunizations throughout the lifespan.
5.1.13. Compare vaccination risks to the consequences of refusing vaccines.

Outcome 5.2. Physical Activity
Promote a healthy lifestyle through physical activity, relaxation and sleep.

Competencies
5.2.1. Describe the short- and long-term health benefits of physical activity, relaxation and sleep.
5.2.2. Compare exercise guidelines across the lifespan.
5.2.3. Compare strength, flexibility and endurance and describe the importance of each.
5.2.4. Compare the advantages and disadvantages of aerobic activities versus a sedentary lifestyle.
5.2.5. Describe each phase of the sleep cycle.
5.2.6. Identify sleep disorder symptoms and effects on the phases of the sleep cycle.
5.2.7. Execute techniques to improve sleep.
5.2.8. Analyze the effects of stress and stress reducing activities on overall health.

Outcome 5.3. Emergency Preparedness
Analyze emergency preparedness procedures.

Competencies
5.3.1. Identify the signs and symptoms of common illnesses.
5.3.2. Describe what should be on hand for emergencies and treatment of common illnesses.
5.3.3. Determine when to seek emergency medical care.
5.3.4. Create an action plan for emergency situations.
5.3.5. Assess the situation and administer necessary first aid procedures.
5.3.6. Perform cardiopulmonary resuscitation (CPR), automated external defibrillation (AED) and the Heimlich maneuver.

Outcome 5.4. Mental Health
Analyze strategies to maintain positive mental health.

Competencies
5.4.1. Describe mental health issues, symptoms and prevention methods.
5.4.2. Identify symptoms and long-term effects of substance abuse and chemical dependency.
5.4.3. Determine when to seek support, treatment and counseling resources.
5.4.4. Identify suicidal tendencies and prevention methods.
5.4.5. Identify barriers to seeking treatment and support for mental health issues.
5.4.6. Describe the challenges of living with mental health issues or chemical dependencies.
5.4.7. Create mental health management and substance abuse recovery plans.
5.4.8. Identify the stages of grief and develop coping strategies.

**Outcome 5.5. Human Sexuality**
Analyze the impact of human sexuality on health and wellness.

**Competencies**
5.5.1. Differentiate between the male and female reproductive system, structures and functions.
5.5.2. Describe the decisions and responsibilities associated with sexual relationships.
5.5.3. Identify types, effects and preventions of sexually transmitted diseases (STDs).
5.5.4. Evaluate family planning techniques for the different lifecycle stages.
5.5.5. Describe the effects of genetic disorders and fertility issues on family planning.

**Outcome 5.6. Personal Safety**
Implement personal safety procedures.

**Competencies**
5.6.1. Identify threatening behaviors and corrective strategies.
5.6.2. Identify the signs, symptoms and impacts of dating and domestic violence.
5.6.3. Implement strategies to protect self and others from illness, injury, abuse and abduction.
5.6.4. Identify resources, organizations and agencies committed to assisting victims.
5.6.5. Implement methods needed to support victims and families.
5.6.6. Describe the impact of initiating self-defense actions.
5.6.7. Develop a personal safety plan.
Section III -

Appendix: Correlated Core Academic Content Standards
Appendix A - Common Core Literacy Standards for Family and Consumer Sciences

Literacy

Key Ideas and Details:

CCSS.ELA-Literacy.RST.11-12.1
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-Literacy.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-Literacy.RST.11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure:

CCSS.ELA-Literacy.RST.11-12.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.5
Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-Literacy.RST.11-12.6
Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RST.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RST.11-12.8
Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-Literacy.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RST.11-12.10
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.11-12.1.a
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.11-12.1.b
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1.c
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.WHST.11-12.1.d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.11-12.1.e
Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-Literacy.WHST.11-12.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.a
Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.11-12.2.b
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.WHST.11-12.2.c
Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.WHST.11-12.2.d
Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.11-12.2.e
Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.WHST.11-12.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-Literacy.WHST.11-12.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Appendix B - Common Core Mathematics Standards for Family and Consumer Sciences

Mathematical Practices

CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.

CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.

CCSS.Math.Practice.MP4 Model with mathematics.

CCSS.Math.Practice.MP5 Use appropriate tools strategically.

CCSS.Math.Practice.MP6 Attend to precision.

CCSS.Math.Practice.MP7 Look for and make use of structure.

CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.

Mathematical Standards

Explain volume formulas and use them to solve problems:

CCSS.Math.Content.HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*
Appendix C - Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness for Reading

KEY IDEAS AND DETAILS:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE:
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS:
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:
10. Read and comprehend complex literary and informational texts independently and proficiently.
Reading Standards

KEY IDEAS AND DETAILS:
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CRAFT AND STRUCTURE:
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

INTEGRATION OF KNOWLEDGE AND IDEAS:
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
College and Career Readiness for Writing

TEXT TYPES AND PURPOSES:
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE:
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING:
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Writing Standards

TEXT TYPES AND PURPOSES:

1. Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)
PRODUCTION AND DISTRIBUTION OF WRITING:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE:
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

RANGE OF WRITING:
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.