



# **STMA FACS Standards**

**2012**

**Based on National Family & Consumer Science Standards  
(2008)**

**Grades 7-12**

Standard	Benchmarks	Placement
<b>I. Family</b>		
<b>Consumer and Family Resources</b>		
<p><b>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital</b></p>	<p>A. 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>B. 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants</p> <p>C. 2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families</p> <p>D. 2.1.4 Apply consumer skills to providing and maintaining clothing.</p> <p>E. 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p>F. 2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.</p>	<p>A. Advanced Culinary, Independent Living, Introduction to Culinary, Introduction to Foods, Living Skills, Grade 7</p> <p>B. Independent Living, Living Skills</p> <p>C. Living Skills, Grade 7</p> <p>D. Independent Living</p> <p>E. Independent Living</p>
<p><b>2.2 Analyze the relationship of the environment to family and consumer resources.</b></p>	<p>A. 2.2 .3 Demonstrate behaviors that conserve, reuse and recycle resources to maintain the environment</p>	<p>A. Creative Sewing</p>
<p><b>2.5 Analyze relationships between the economic system and consumer actions</b></p>	<p>A. 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.</p>	<p>A. Independent Living</p>
<b>Career, Community and Family Connections</b>		
<p><b>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</b></p>	<p>A. 2.6.1 Evaluate the need for personal and family financial planning.</p>	<p>A. Living Skills</p>
<b>Consumer Services</b>		

Standard	Benchmarks	Placement
<b>3.3 Analyze factors in developing a long-term financial management plan.</b>	A. 3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.	A. Living Skills
<b>Education and Early Childhood</b>		
<b>4.1 Analyze career paths within early childhood, education &amp; related services</b>	A. 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services	A. Child Development – Prenatal Toddler Child Development – Pre-school
<b>4.2 Analyze developmentally appropriate practices to plan for early childhood, education and services.</b>	A. 4.2.1 Analyze child development theories and their implications for educational and child-care practices. B. 4.2.4 Analyze abilities and needs of children and their effects on children’s growth and development. C. 4.2.5 Analyze strategies that promote children’s growth and development.	A. Child Development – Prenatal Toddler and Preschool B. Child Development – Prenatal Toddler and Preschool C. Child Development – Prenatal Toddler and Preschool
<b>4.3 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.</b>	A. 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children. B. 4.3.5 Arrange learning centers that provide for children’s exploration, discovery, and development.	A. Child Development – Prenatal Toddler and Preschool B. Child Development - Pre-school
<b>4.4 Demonstrate a safe and healthy learning environ-</b>	A. 4.4.4 Plan safe and healthy meals and snacks.	A. Child Development – Prenatal Toddler and Preschool

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<b>ment for children</b>		
<b>4.5 Demonstrate techniques for positive collaborative relationships with children.</b>	A. 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children	A. Child Development – Pre-school
<b>Family</b>		
<b>6.1 Analyze the effects of family as a system on individuals and society.</b>	A. 6.1.1 Analyze family as the basic unit of society B. 6.1.2 Analyze the role of family in transmitting societal expectations C. 6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members	A. Living Skills B. Living Skills C. Living Skills
<b>6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual families</b>	A. 6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families and society. B. 6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.	A. International Foods B. International Foods
<b>7.1 Analyze career paths within family and community services</b>	A. 7.1.3 Summarize education and training requirements and opportunities for career paths in family & community services.	A. Child Development Preschool
<b>Career, Community, and Family Connections</b>		
<b>7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions</b>	7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.	A. Child Development Preschool
<b>Food Production and Services</b>		

Standard	Benchmarks	Placement
<p><b>8.1 Analyze career paths within the food production and food services industry</b></p>	<p>A. 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers</p> <p>B. 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>C. 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.</p> <p>D. 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities</p>	<p>A. Introduction to Culinary</p> <p>B. Introduction to Culinary Introduction to Foods</p> <p>C. Introduction to Culinary</p> <p>D. Advanced Culinary</p>
<p><b>8.2 Demonstrate food safety and sanitation procedures</b></p>	<p>A. 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>B. 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p>	<p>A. Advanced Culinary Baking &amp; Pastry International Foods Introduction to Culinary Introduction to Foods Grade 7</p> <p>C. Advanced Culinary Baking &amp; Pastry International Foods Introduction to Culinary Introduction to Foods</p>
<p><b>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</b></p>	<p>A. 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment , serving dishes, glassware, and utensils to meet industry standards and OSHA requirements</p> <p>B. 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools</p> <p>C. 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small</p>	<p>A. Grade 7</p> <p>B. Grade 7</p> <p>C. Baking &amp; Pastry International Foods Introduction to Culinary Grade 7</p>

Standard	Benchmarks	Placement
	ware.	
<b>8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</b>	A. 8.4.4 Develop a variety of menu layouts, themes, and design styles. B. 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to Menu Planning.	A. Advanced Culinary Introduction to Culinary B. Introduction to Culinary
<b>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</b>	A. 8.5.1 Demonstrate- safe handling of knives, tools, and equipment. B. 8.5.2 Demonstrate skill for a variety of cooking methods including sautéing, pan frying, braising, stewing, steaming, and baking using current technologies. C. 8.5.3 Utilize measurement tools to demonstrate knowledge of portion control and proper measurement techniques. D. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. E. 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. F. 8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques. G. 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling preparation tech-	A. Advanced Culinary International Foods Introduction to Culinary Introduction to Foods Grade 7 B. Advanced Culinary International Foods Introduction to Culinary Introduction to Foods C. Advanced Culinary International Foods Introduction to Culinary Introduction to Foods Grade 7 D. Advanced Culinary International Foods Introduction to Culinary E. Advanced Culinary International Foods Introduction to Culinary F. Advanced Culinary International Foods Introduction to Culinary G. Advanced Culinary International Foods Introduction to Culinary

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	<p>niques.</p> <p>H. 8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>I. 8.5.9 Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.</p> <p>J. 8.5.10 Prepare breads, baked goods, and desserts using safe handling preparation techniques.</p> <p>K. 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling preparation techniques.</p> <p>L. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>M. 8.5.13 Examine the applicability of convenience food items</p> <p>N. 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p>	<p>Introduction to Foods</p> <p>H. Advanced Culinary Introduction to Culinary</p> <p>I. Advanced Culinary Introduction to Culinary</p> <p>J. Advanced Culinary Baking &amp; Pastry International Foods Introduction to Culinary Introduction to Foods Grade 7</p> <p>K. Advanced Culinary International Foods Introduction to Culinary Introduction to Foods</p> <p>L. Advanced Culinary International Foods Introduction to Culinary</p> <p>M. Advanced Culinary Baking &amp; Pastry Introduction to Culinary Grade 7</p> <p>N. International Foods Introduction to Foods Introduction to Culinary</p>
<p><b>8.6 Demonstrate implementation of food service management and leadership functions.</b></p>	<p>A. 8.6.4 Examine the areas of risk management and legal liability within the food service industry.</p> <p>B. 8.6.8 Implement marketing plan for food service operations.</p>	<p>A. Advanced Culinary Introduction to Culinary</p>

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		B. Advanced Culinary
<b>8.7 Demonstrate the concept of internal and external customer service.</b>	A. 8.7.1 Analyze the role of quality service as a strategic component of exceptional performance. B. 8.7.2 Demonstrate quality services that meet industry standards in the food service industry C. 8.7.3 Analyze the relationship between employees and customer satisfaction. D. 8.7.4 Apply strategies for addressing and resolving complaints E. 8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.	A. Introduction to Culinary B. Introduction to Culinary C. Introduction to Culinary D. Introduction to Culinary E. Introduction to Culinary
<b>Food Science, Dietetics, and Nutrition</b>		
<b>9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.</b>	A. 9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers. B. 9.1.2 Analyze opportunities for employment and entrepreneurial endeavors. C. 9.1.3 Summarize education and training requirements for career paths in food science, food technology, dietetics, and nutrition.	A. Introduction to Foods B. Introduction to Foods C. Introduction to Foods
<b>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</b>	A. 9.2.1 Analyze factors that contribute to food borne illness B. 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene. C. 9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.	A. Introduction to Culinary Introduction to Foods Grade 7 B. Advanced Culinary Baking and Pastry International Foods Introduction to Culinary <b>Introduction to Foods</b> Grade 7



Standard	Benchmarks	Placement
		C. Introduction to Culinary Introduction to Foods
<b>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans</b>	A. 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.  B. 9.3.6 Critique the selection of foods to promote a healthy lifestyle	A. International Foods Introduction to Foods Introduction to Culinary B. Introduction to Foods Introduction to Culinary
<b>9.5 Demonstrate use of current technology in food product development and marketing</b>	A. 9.5.3 Prepare food for presentation and assessment	A. International Foods
<b>9.6 Demonstrate food science, dietetics, and nutrition management principles and practices</b>	A. 9.6.1 Build menus to customer/client preferences.	A. Introduction to Culinary
<b>Housing and Interior Design</b>		
<b>11.1 Analyze career paths within the housing, interior design, and furnishings industries.</b>	A. 11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers. B. 11.1.2 Analyze career paths and opportunities for employment and entrepreneurial endeavors. C. 11.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing and interior design careers. D. 11.1.7 Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design	A. Interior Design I  B. Interior Design I  C. Interior Design II  D. Interior Design I

Standard	Benchmarks	Placement
<p><b>11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.</b></p>	<p>A. 11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.</p> <p>B. 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</p> <p>C. 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</p> <p>D. 11.2.4 Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.</p>	<p>A. Interior Design I Interior Design II</p> <p>B. Interior Design I</p> <p>C. Interior Design I</p> <p>D. Interior Design I Interior Design II</p>
<p><b>11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.</b></p>	<p>A. 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.</p> <p>B. 11.3.2 Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.</p> <p>C. 11.3.4 Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.</p> <p>D. 11.3.5 Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.</p> <p>E. 11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development.</p>	<p>A. Interior Design II</p> <p>B. Interior Design I</p> <p>C. Interior Design II</p> <p>D. Interior Design II</p> <p>E. Interior Design I</p>

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<p><b>11.4 Demonstrate design, construction document reading, and space planning skills required for the housing interior design and furnishings industry.</b></p>	<p>A. 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.</p> <p>B. 11.4.3 Draft an interior space to scale using architecture symbols.</p> <p>C. 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.</p> <p>D. 11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching).</p>	<p>A. Interior Design I Interior Design II</p> <p>B. Interior Design I Interior Design II</p> <p>C. Interior Design I Interior Design II</p> <p>D. Interior Design I</p>
<p><b>11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.</b></p>	<p>A. 11.5.1 Describe features of furnishings that are characteristic of various historical periods.</p> <p>B. 11.5.2 Explain societal and technological trends on periods of architecture and interior design through the ages.</p> <p>C. 11.5.3 Illustrate the development of architectural styles throughout history.</p> <p>D. 11.5.4 Compare and contrast historical architectural details to current housing and interior design trends.</p> <p>E. 11.5.5 Analyze future design and development trends in architecture, interiors, and furnishings.</p>	<p>A. Interior Design II</p> <p>B. Interior Design II</p> <p>C. Interior Design II</p> <p>D. Interior Design II</p> <p>E. Interior Design II</p>
<p><b>11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.</b></p>	<p>A. 11.6.1 Assess financial resources needed to improve interior space.</p> <p>B. 11.6.2 Assess client's community, family, and financial resources needed to achieve housing and interior design goals.</p> <p>C. 11.6.4 Critique design plans to address client's needs, goals, and resources.</p>	<p>A. Interior Design II</p> <p>B. Interior Design II</p> <p>C. Interior Design II</p>

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	D. 11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.	D. Interior Design II
<b>11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.</b>	A. 11.7.1 Select appropriate studio tools. B. 11.7.2 Prepare sketches, elevations, and renderings using appropriate media C. 11.7.3 Prepare visual presentations including legends, keys, and schedules. D. 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations. E. 11.7.6 Create floor plans using architectural drafting skills and computer aided design software.	A. Interior Design I Interior Design II B. Interior Design II C. Interior Design I Interior Design II D. Interior Design I E. Interior Design I
<b>Human Development</b>		
<b>12.1 Analyze principles of human growth and development across the life span.</b>	A. 12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development. B. 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. C. 12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.	A. Child Dev. Prenatal Toddler Child Development Pre-school B. Child Dev. Prenatal Toddler Child Development Pre-school C. Child Dev. Prenatal Toddler Child Development Pre-school
<b>12.2 Analyze conditions</b>	A. 12.2.1 Analyze the effect of heredity and	A. Child Development Pre-

Standard	Benchmarks	Placement
<b>that influence human growth and development.</b>	environment on human growth and development.	school and Prenatal Toddler
<b>12.3 Analyze strategies that promote growth and development across the life span.</b>	<ul style="list-style-type: none"> <li>A. 12.3.1 Analyze the role of nurturance on human growth and development.</li> <li>B. 12.3.2 Analyze the role of communication on human growth and development.</li> <li>C. 12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</li> </ul>	<ul style="list-style-type: none"> <li>A. Child Dev. Prenatal Toddler Child Development Pre-school</li> <li>B. Child Dev. Prenatal Toddler Child Development Pre-school Living Skills</li> <li>C. Child Dev. Prenatal Toddler Child Development Pre-school</li> </ul>
<b>Interpersonal Relationships</b>		
<b>13.1 Analyze functions and expectations of various types of relationships.</b>	<ul style="list-style-type: none"> <li>A. 13.1.1 Analyze processes for building and maintaining interpersonal relationships.</li> <li>B. 13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>A. Living Skills</li> <li>B. Living Skills</li> </ul>
<b>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</b>	<ul style="list-style-type: none"> <li>A. 13.2.1 Analyze the effects of personal characteristics on relationships.</li> <li>B. 13.2.3 Analyze the effects of self-esteem and self-image on relationships.</li> <li>C. 13.2.4 Analyze the effects of life span events and conditions on relationships.</li> <li>D. 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>A. Living Skills</li> <li>B. Living Skills</li> <li>C. Living Skills</li> <li>D. Living Skills</li> </ul>
<b>13.3 Demonstrate communication skills that contrib-</b>	<ul style="list-style-type: none"> <li>A. 13.3.1 Analyze communication styles and their effects on relationships.</li> </ul>	<ul style="list-style-type: none"> <li>A. Living Skills</li> </ul>

Standard	Benchmarks	Placement
<p><b>ute to positive relationships.</b></p>	<p>B. 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</p> <p>C. 13.3.3 Demonstrate effective listening and feedback techniques.</p> <p>D. 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.</p>	<p>B. Living Skills Grade 7</p> <p>C. Living Skills</p> <p>D. Living Skills</p>
<p><b>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</b></p>	<p>A. 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>B. 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in all group members.</p> <p>C. 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p> <p>D. 13.5.5 Demonstrate ways to organize and delegate responsibilities.</p> <p>E. 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p>	<p>A. Adv. Culinary, Baking &amp; Pastry, Child Dev. Prenatal Toddler, Child Dev. Pre-school, Creative Sewing, Fashion, Fashion Technologies, Ind. Living, Interior Design I &amp; II, International Foods, Intro. To Culinary, Intro. To Foods, Living Skills , Grade 7</p> <p>B. Advanced Culinary, Baking &amp; Pastry Intro to Culinary, Grade 7</p> <p>A. Advanced Culinary, Baking &amp; Pastry, Ind. Living, Interior Design I &amp; II, International Foods, Intro. To Culinary, Intro. To Foods, Living Skills, Grade 7</p> <p>B. Advanced Culinary, Baking &amp; Pastry, Ind. Living, Interior Design I &amp; II, International Foods, Intro. To Culinary, Intro. To Foods, Living Skills, Grade 7</p>

Standard	Benchmarks	Placement
		C. Grade 7
<b>Nutrition and Wellness</b>		
<b>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</b>	A. 14.1.4 Analyze the effects of global and local events and conditions on food choices and practices	A. Introduction to Foods
<b>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</b>	A. 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.	A. Introduction to Foods Living Skills
<b>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</b>	A. 14.3.3 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.	A. International Foods Introduction to Foods
<b>14.4 Evaluate factors that affect food safety from production through consumption.</b>	A. 14.4.1 Analyze conditions and practices that promote safe food handling B. 14.4.2 Analyze safety and sanitation practices throughout the food chain C. 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.	A. Advanced Culinary, Baking & Pastry, International Foods, Intro. To Culinary, Intro. To Foods, Grade 7 B. Grade 7 C. Intro. To Culinary Intro. To Foods Grade 7

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<b>Parenting</b>		
<b>15.1 Analyze roles and responsibilities of parenting.</b>	<p>A. 15.1.2 Analyze expectations and responsibilities of parenting.</p> <p>B. 15.1.5 Explain cultural differences in roles and responsibilities of parenting.</p>	<p>A. Child Dev. Prenatal Toddler Child Dev. Preschool</p> <p>B. Child Development Preschool Child Dev. Preschool</p>
<b>15.2 Evaluate parenting practices that maximize human growth and development.</b>	<p>A. 15.2.3 Assess common practices and emerging research about discipline on human growth and development</p> <p>B. 15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.</p> <p>C. 15.2.5 Apply criteria for selecting care and services for children.</p>	<p>A. Child Development Preschool Child Dev. Preschool</p> <p>B. Child Dev. Prenatal Toddler Child Dev. Preschool</p>
<b>15.3 Evaluate external support systems that provide services for parents.</b>	<p>A. 15.3.1 Assess community resources and services available to families.</p>	<p>A. Child Dev. Prenatal Toddler Child Dev. Preschool</p>
<b>15.4 Analyze physical and emotional factors related to beginning the parenting process.</b>	<p>A. 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.</p> <p>B. 15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.</p> <p>C. 15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family</p>	<p>A. Child Dev. Prenatal Toddler</p> <p>B. Child Dev. Prenatal Toddler</p> <p>C. Child Dev. Prenatal Toddler</p>
<b>Textiles, Fashion, and Apparel</b>		
<b>16.1 Analyze career paths within textile apparel and design industries</b>	<p>A. 16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.</p>	<p>A. Creative Sewing Fashion</p>



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<b>16.2 Evaluate fiber and textile products and materials</b>	<ul style="list-style-type: none"> <li>A. 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.</li> <li>B. 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.</li> <li>C. 16.2.4 Analyze effects of textile characteristics on design, construction, care, use and maintenance of products.</li> <li>D. 16.2.5 Apply appropriate procedures for care of textile products.</li> </ul>	<ul style="list-style-type: none"> <li>A. Creative Sewing</li> <li>B. Creative Sewing</li> <li>C. Creative Sewing</li> <li>D. Creative Sewing</li> </ul>
<b>16.3 Demonstrate fashion, apparel, and textile design.</b>	<ul style="list-style-type: none"> <li>A. 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</li> <li>B. 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual appearance.</li> <li>C. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.</li> <li>D. 16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.</li> <li>E. 16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, economic trends and issues.</li> <li>F. 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.</li> </ul>	<ul style="list-style-type: none"> <li>A. Creative Sewing</li> <li>B. Fashion Technologies</li> <li>C. Creative Sewing Fashion Technologies</li> <li>D. Fashion Technologies</li> <li>E. Fashion Technologies</li> <li>F. Creative Sewing, Fashion Technologies</li> </ul>
<b>16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and</b>	<ul style="list-style-type: none"> <li>A. 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel and textile</li> </ul>	<ul style="list-style-type: none"> <li>A. Creative Sewing Grade 7</li> </ul>

Standard	Benchmarks	Placement
<b>textile products.</b>	<p><b>construction, alteration, and repair.</b></p> <p>B. 16.4.2 Explain production processes for creating fibers, yarn, woven and knit fabrics, and non-woven textile products.</p> <p>C. 16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.</p> <p>D. <b>16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.</b></p>	<p>B. Creative Sewing</p> <p>C. Fashion Technologies</p> <p>D. <b>Creative Sewing</b> Grade 7 Living Skills</p>
<b>16.5 Evaluate elements of textile, apparel, and fashion merchandising.</b>	<p>A. 16.5.1 Apply marketing strategies for textile, apparel, and fashion products.</p>	<p>A. Fashion Technologies</p>

Based on National Family & Consumer Science Standards (2008)