

Family and Consumer Sciences

[27.430]

STANDARD 1

The competent family and consumer sciences teacher understands the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.

Knowledge Indicators - *The competent family and consumer sciences teacher:*

- 1A. understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
- 1B. understands career development concepts, the relationship between work and learning, and the career planning process.
- 1C. understands the use of the relevant Illinois Occupational Skill Standards in the development of curriculum (see "Foodservice Cluster" (1997), "Housekeeping Management Cluster" (2000), "Lodging Cluster" (2000), and "Meeting Professional Cluster" (2002), all published by the Illinois Occupational Skill Standards and Credentialing Council, 2450 Foundation Drive, Springfield IL 62703-5432; no later editions or revisions are incorporated).

Performance Indicators - *The competent family and consumer sciences teacher:*

- 1D. relates workplace cultural expectations to workplace skills.
- 1E. develops partnerships with members of the business community to provide learning opportunities for students.
- 1F. provides advice in the career planning process.
- 1G. selects appropriate skill standards for the program areas.

STANDARD 2

The competent family and consumer sciences teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.

Knowledge Indicators - *The competent family and consumer sciences teacher:*

- 2A. understands pedagogy unique to the discipline.
- 2B. understands the rationale for integrating student organization activities into the curriculum.
- 2C. understands professional literature relating to specific content area and to workplace needs.
- 2D. understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.

Performance Indicators - *The competent family and consumer sciences teacher:*

- 2E. utilizes appropriate pedagogy unique to the individual discipline within career and technical education.

- 2F. creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
- 2G. identifies and utilizes educational research findings that justify teaching strategies.
- 2H. applies curricular content and processes in order to achieve the goals of student organizations.
- 2I. applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
- 2J. designs appropriate assessment plans for students.
- 2K. develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
- 2L. participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
- 2M. plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
- 2N. implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.

STANDARD 3

The competent family and consumer sciences teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of family and consumer sciences.

Knowledge Indicators - *The competent family and consumer sciences teacher:*

- 3A. understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- 3B. recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
- 3C. understands how to design, select, modify and evaluate materials in terms of the reading needs of the learner.
- 3D. understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
- 3E. understands the relationship between oral and silent reading.
- 3F. understands the role of subject-area vocabulary in developing reading comprehension.
- 3G. understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
- 3H. understands the importance of the relationship between assessment and instruction in planning.

Performance indicators: *The competent family and consumer sciences teacher:*

- 3I. plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing and summarizing material.
- 3J. plans and teaches lessons on how to monitor comprehension and correct confusions in misunderstandings that arise during reading.
- 3K. plans and models use of comprehension strategies before, during, and after reading of text.
- 3L. provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- 3M. plans and teaches lessons that encourage students to write about the content read in order to improve understanding.

- 3N. plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- 3O. plans and teaches units that require students to carry out research or inquiry using multiple text, including electronic resources.
- 3P. provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
- 3Q. analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- 3R. promotes the development of an environment that includes classroom libraries that foster reading.

STANDARD 4 - Comprehensive Standard for Family and Consumer Sciences Educators

The competent family and consumer sciences teacher guides learners to develop their abilities in identifying, creating, and evaluating goals and alternative solutions to significant recurring issues of everyday life. In addition to competencies in family relationships, parenting-interpersonal relationships, consumer and resource management, human/child development, standards must also be met in at least one of the following three areas: nutrition, wellness and hospitality, apparel and textiles, or living environments.

Knowledge Indicators - *The competent family and consumer sciences teacher:*

- 4A. comprehends the work of the family, which involves resolution of the everyday situations faced by families including maintaining adequate nutrition, meeting clothing and textile needs, providing a positive physical and emotional environment for family members, and balancing the requirements of employment and family life.
- 4B. comprehends critical and creative thinking skills to address the significant recurring issues of everyday life for individuals and families.
- 4C. comprehends the variety of family structures which contribute to the optimal development of individual members.
- 4D. comprehends management processes for individual and family resource utilization, including food, clothing, shelter, utilities, health care, recreation, and transportation.
- 4E. comprehends the principles of human development throughout the life span.
- 4F. comprehends factors that contribute to personal and family wellness in both physical and mental dimensions.
- 4G. comprehends the influence of public policy on family well-being.
- 4H. comprehends the unique perspective of family and consumer sciences, which integrates the knowledge of resource utilization (clothing, food, housing, money, time and other resources related to daily needs of families) with the knowledge of human development to enhance family well-being.
- 4I. comprehends the value of human worth and accepting responsibility for one's actions for success in family and work life.
- 4J. comprehends the use of Family, Career and Community Leaders of America (FCCLA) to promote students' learning, chapter leadership, and community activities and services.

Performance Indicators - *The competent family and consumer sciences teacher:*

- 4K. demonstrates the ability to apply knowledge of family systems of action to a family- or consumer-oriented issue.
- 4L. integrates family and consumer sciences knowledge to address everyday situations faced by families in different circumstances.

- 4M. analyzes the impact of family as a system on individuals and society.
- 4N. demonstrates appreciation for diverse perspectives, needs, and characteristics of individuals and families.
- 4O. applies the unique perspective of family and consumer sciences, which integrates knowledge of resource utilization (clothing, food, housing, money, time, and other resources related to daily needs of families) with knowledge of human development to enhance family well-being.
- 4P. creates unique solutions for recurring everyday situations based on unique family situations and structures.
- 4Q. evaluates mechanisms for developing public policies that will have a positive impact on family and individual well-being.
- 4R. displays skills in responsible citizenship and leadership for improving the family, community, and work environments.
- 4S. applies technology to carry out functions of the family and career responsibilities.
- 4T. demonstrates the use of FCCLA student learning and development activities, chapter development activities and projects, and community services and activities.

STANDARD 5 - Family Relationships, Parenting, and Interpersonal Relationships

The competent family and consumer sciences teacher understands significant recurring issues that establish and enhance family well-being.

Knowledge Indicators - *The competent family and consumer sciences teacher:*

- 5A. comprehends the significance of family and its impact on the well-being of individuals and society.
- 5B. comprehends strategies which integrate knowledge, skills, and practices required for roles and relationships in the family, community, and workplace.
- 5C. comprehends the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
- 5D. comprehends career paths in family and human services.

Performance Indicators - *The competent family and consumer sciences teacher:*

- 5E. identifies societal conditions and cultural differences that affect family, parenting, and interpersonal relationships across the life span.
- 5F. examines the impact of various stages of the family life cycle on interpersonal relationships.
- 5G. analyzes functions and expectations of various types of relationships.
- 5H. examines factors and processes needed to build and maintain healthy family, parenting, and interpersonal relationships.
- 5I. examines skills and conditions needed to create an environment that encourages and respects the ideas, perspectives, and contributions of all group members in the family, workplace, and community.
- 5J. evaluates parenting practices that maximize human growth and potential.
- 5K. determines consequences of parenting practices to the individual, family, and society.
- 5L. evaluates external support systems, community resources, and public policies and human services that provide services for parents and families.

STANDARD 6 - Consumer and Resource Management

The competent family and consumer sciences teacher utilizes knowledge of the interrelatedness between the family and its environments in addressing significant recurring issues in the management and allocation of resources.

Knowledge Indicators - *The competent family and consumer sciences teacher:*

- 6A. comprehends policies that support consumer rights and responsibilities.
- 6B. comprehends the impact of technology on individual and family resources.
- 6C. comprehends interrelationships between the economic system and consumer actions.
- 6D. comprehends that management of human and non-human resources can help individuals and families meet goals across the life span.
- 6E. comprehends principles of money management, including comparison shopping, installment purchasing, budgeting, saving, investing, and retirement planning.
- 6F. comprehends career paths within consumer and financial service industries.

Performance Indicators - *The competent family and consumer sciences teacher:*

- 6G. manages individual and family resources including food, clothing, shelter, utilities, health care, recreation, and transportation.
- 6H. analyzes policies that support consumer rights and responsibilities.
- 6I. analyzes interrelationships between the economic system and consumer actions.
- 6J. applies management processes for human and non-human resources in meeting the goals of individuals and families across the life span.
- 6K. evaluates the principles of money management, including comparison shopping, installment purchasing, budgeting, saving, investing, and retirement planning and use of financial services.

STANDARD 7 - Human and Child Development

The competent family and consumer sciences teacher understands and is able to address issues that impact human growth and development across the life span within the family context and in educational services.

Knowledge Indicators - *The competent family and consumer sciences teacher:*

- 7A. comprehends the principles of physical, emotional, social, and intellectual growth and development across the life span and the interrelationship among them.
- 7B. comprehends the impact of biological, social, economic, and technological conditions that influence human growth and development.
- 7C. comprehends the effects of gender, ethnicity, culture, family relationships, and life events on individual development needs.
- 7D. comprehends the principles and procedures of conflict resolution.
- 7E. comprehends career paths in human and child development and educational and human services.

Performance Indicators - *The competent family and consumer sciences teacher:*

- 7F. analyzes principles of physical, emotional, social, and intellectual growth and development across the life span and the interrelationship among them.

- 7G. analyzes the impact of biological, social, economic, and technological conditions that influence human growth and development.
- 7H. analyzes the effects of gender, ethnicity, culture, family relationships, and life events on individual development needs.
- 7I. explores career paths in human and child development and educational and human services.

STANDARD 8 - Nutrition, and Wellness, and Hospitality

The competent family and consumer sciences teacher understands and applies advanced expertise in nutrition, wellness, and hospitality when addressing significant recurring issues relating to nutrition, wellness, and food practices that enhance individual, consumer, and family well-being.

Knowledge Indicators - *The competent family and consumer sciences teacher who teaches nutrition, wellness, and hospitality:*

- 8A. comprehends the factors that influence nutrition and wellness practices across the human life span.
- 8B. comprehends the principles for acquiring, handling, preparing, and serving foods to meet the nutrition and wellness needs of individuals and families across the life span.
- 8C. comprehends food safety and sanitation practices from production through consumption.
- 8D. comprehends the impact of science and technology on food composition, safety, and other issues.
- 8E. comprehends career paths in the nutrition, food, and hospitality industries and services.

Performance Indicators - *The competent family and consumer sciences teacher who teaches nutrition, wellness, and hospitality:*

- 8F. evaluates the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 8G. demonstrates ability to acquire, handle, prepare, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 8H. evaluates safety and sanitation practices from production through consumption.
- 8I. applies scientific and technological principles to the areas of food composition, safety, and other issues.
- 8J. evaluates knowledge, skills, and practices required for careers in the nutrition, food, and hospitality industries.

STANDARD 9 - Apparel and Textiles

The competent family and consumer sciences teacher understands and applies advanced expertise in textiles and apparel when addressing significant recurring issues relating to apparel and textiles to enhance the individual's and family's near environment.

Knowledge Indicators - *The competent family and consumer sciences teacher who teaches apparel and textiles:*

- 9A. comprehends the properties, characteristics, and uses of fibers and textiles.
- 9B. comprehends the elements of textile and apparel production and merchandising.
- 9C. comprehends the principles, factors, and conditions that influence textile and apparel needs of individuals and families across the life span.

- 9D. comprehends the impact of technology, globalization, and environmental issues on textile and apparel availability, selection, and use.
- 9E. comprehends career paths within the textile and apparel industries, including wholesale/retail and design operations.

Performance Indicators - *The competent family and consumer sciences teacher who teaches apparel and textiles:*

- 9F. creates a pleasing work environment that provides safety and security.
- 9G. evaluates apparel and textile principles, processes, and quality.
- 9H. applies processes needed to construct, alter, care for, and repair textile products and apparel.
- 9I. analyzes apparel and textile principles and processes in family and commercial settings.
- 9J. examines the impact of technology, globalization, and environmental issues on textile and apparel availability, selection, and use.
- 9K. analyzes career paths within the textile and apparel design industries, including wholesale/retail operations.

STANDARD 10 - Living Environments

The competent family and consumer sciences teacher understands and applies advanced expertise in living environments when addressing significant recurring issues relating to housing, interiors, and furnishings to enhance quality of life.

Knowledge Indicators - *The competent family and consumer sciences teacher who teaches living environments:*

- 10A. comprehends housing alternatives in relation to individual and family needs and available resources.
- 10B. comprehends the use of housing and interior furnishings and products in meeting individual and family needs.
- 10C. comprehends historical, cultural, economic, and technological influences on architectural and furniture design and development.
- 10D. comprehends the effect of principles and elements of design in housing and interiors.
- 10E. comprehends career paths within the housing, interiors, and furnishings industry.

Performance Indicators - *The competent family and consumer sciences teacher who teaches living environments:*

- 10F. critiques housing alternatives in relation to individual and family needs and available resources.
- 10G. selects appropriate housing and interior furnishings and products to meet individual and family needs.
- 10H. analyzes historical, cultural, economic, and technological influences on architectural and furniture design and development.
- 10I. evaluates client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
- 10J. analyzes career paths within the housing, interiors, and furnishings industries, including wholesale/retail operations.