

## Family and Consumer Sciences Standards and Benchmarks

Please note: Traditional print indicates national standards/benchmarks and minimum required Iowa competencies. *Italicized print indicates benchmarks/competencies added by the Sioux City FACS department.*

### Comprehensive Program

#### Construction & Design

##### **1.0 Integrate knowledge, skills and practices in housing, interiors, & furnishings**

###### Benchmarks

- 1.1 Analyze career paths within the housing, interiors, and furnishings industry.
- 1.2 Demonstrate computer-aided drafting design, and space planning skills required for the housing, interiors, and furnishings industry.
- 1.3 Analyze influences on architectural and furniture design and development.
- 1.4 Demonstrate design ideas through visual presentation

###### Minimum Required Iowa Competencies (indicators)

- C.1.1 Identify recent trends in housing
- C.1.2 Explain basic financial and legal aspects of housing in various demographic situations
- C.1.3 Evaluate housing alternatives (i.e. floor plans, structure and maintenance of a residence, safety, energy, lifestyles, and populations with special needs)
- C.1.4 Examine design principles and elements (*including coordination, mood, aesthetics and function in interior design* qualities of home furnishings and appliances (i.e. performance, safety, cost, quality, efficiency, space and cleanability)
- C.1.5 Examine *roles and functions of* home furnishings/home management related occupations
- C.1.6 Locate and/or utilize housing, home furnishings, and equipment resources for assistance

##### **12.0 Integrate knowledge, skills, and practices in textiles and apparel**

###### Benchmarks

- 12.1 Analyze career paths within textiles and apparel design industries.
- 12.2 Evaluate fiber and textiles materials.
- 12.3 Demonstrate apparel and textiles design skills.
- 12.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.
- 12.5 *Demonstrate computer-aided drafting design and space planning skills required for the textiles and apparel industry*
- 12.6 *Analyze historical influences on clothing design.*
- 12.7 *Demonstrate apparel design skills through visual*

###### Minimum Required Iowa Competencies (Indicators)

- C.12.1 Recognize the relationship between appearance and self-concept
- C.12.2 Plan a wardrobe and prepare a clothing budget
- C.12.3 Identify fabrics, fabric construction, finishes and care
- C.12.4 Identify *and apply* elements and principles of clothing design
- C.12.5 Demonstrate use and care of sewing machine and equipment in a safe manner
- C.12.6 Follow preparation procedures for constructing and evaluating a garment/project
- C.12.7 Demonstrate repair, alteration and recycling methods
- C.12.8 Describe cleaning and storage methods
- C.12.9 Examine textiles and clothing related occupations
- C.12.10 Evaluate clothing and accessory purchases (i.e. construction, cost and care)
- C.12.11 Locate and /or utilize textiles and clothing resources for assistance (e.g. extension service, labeling, references and manufacturers)

## **Food, Nutrition and Wellness**

### **5.0 Integrate knowledge, skills and practices required to understand the science of food**

#### **Benchmarks**

- 5.1 Analyze career paths within food science, dietetics, and nutrition industries.
- 5.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 5.3 Demonstrate food science, dietetics, and nutrition management principles and practices.
- 5.4 *Demonstrate the use of scientific procedures when working with data.*
- 5.5 *Analyze the chemical composition of foods.*

#### **Minimum Required Iowa Competencies (Indicators)**

- C.5.1 *Explain the relationship between science and nutrition.*
- C.5.2 *Apply scientific procedures in collecting, observing, recording & analyzing data*
- C.5.3 *Demonstrate a working knowledge of basic science concepts (including elements/compounds/mixtures, structure of atoms, molecules, symbols, formulas, equations, ionic/covalent bonds, physical/chemical changes in foods)*
- C.5.4 *Identify the role of acids and bases in foods*
- C.5.5 *Identify the physical and chemical properties of the six essential nutrients*
- C.5.6 *Explain energy and metabolism in food science*
- C.5.7 *Describe the processes of fermentation and culturing, and the role of microorganisms in these processes*
- C.5.8 *Analyze the relationship between methods of food preservation & food safety*
- C.5.9 *Compare & contrast the physical and chemical properties of food mixtures.*

### **6.0 Integrate nutrition and wellness practices that enhance individual and family well-being**

#### **Benchmarks**

- 6.1 Analyze factors that influence nutrition and wellness practices across the life span.
- 6.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 6.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 6.4 Evaluate factors that affect food safety, from production through consumption.
- 6.5 Evaluate the impact of science and technology on food composition, safety, and other issues.

#### **Minimum Required Iowa Competencies (Indicators)**

- C.6.1 Analyze nutritional needs and select foods for good health throughout life
- C.6.2 Analyze fad diets and eating disorders
- C.6.3 Demonstrate safety, sanitation, security, and first aid procedures
- C.6.4 Locate and /or utilize various food and nutrition resources.
- C.6.5 Evaluate consumer health options
- C.6.6 Explain the basic skills necessary to maintain personal, physical, and mental health
- C.6.7 Identify personal safety and survival skills
- C.6.8 Identify risks of sexual activity
- C.6.9 Identify substance abuse, and use and non-use
- C.6.10 Describe procedures for prevention and control of
- C.6.11 Examine family-individual health related occupations

## **Human Development**

### **9.0 Integrate multiple roles, cultures, and responsibilities in family work and community settings**

#### **Benchmarks**

- 9.1 Analyze strategies to manage multiple individual ,family, career, and community roles and responsibilities.
- 9.2 Integrate cultural traditions required for appreciation of a diverse global society.

9.3 Demonstrate transferable and employability skills in community and workplace settings.

Minimum Required Iowa Competencies (Indicators)

- C.9.1 Identify ways to balance work, family and individuals needs
- C.9.2 Develop short and long-term planning, goal-setting and decision making skills
- C.9.3 Integrate knowledge, skills, and responsibilities in family, work and community settings
- C.9.4 Identify various cultural and regional cuisine
- C.9.5 Compare and contrast family patterns/systems of various cultures, including traditions, gender roles, growth and development, and child rearing practices
- C.9.6 Examine the impact of diversity in personal relationships
- C.9.7 Examine the impact of diversity in the workplace and careers

**14.0 Analyze factors that impact human development**

Benchmarks

- 14.1 Analyze principles of human growth and development across the life span.
- 14.2 Analyze conditions that influence human growth and development.
- 14.3 Analyze strategies that promote growth and development across the life span

Minimum Required Iowa competencies (Indicators)

- C.14.1 Examine the interrelationship between physical, emotional social and intellectual aspects of human growth and development.
- C.14.2 Investigate the impact of heredity and environment on human growth and development.
- C.14.3 Demonstrate communication and nurturing skills that promote human growth and development.

**8.0 Demonstrate respectful & caring relationships in the family, workplace, and community**

Benchmarks

- 8.1 Analyze functions and expectations of various types of relationships.
- 8.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.
- 8.3 Demonstrate communication skills that contribute to positive relationships.
- 8.4 Evaluate effective conflict prevention and management techniques.
- 8.5 Demonstrate teamwork and leadership skills in the family workplace, and community.
- 8.6 Demonstrate standards that guide behavior in interpersonal relationships.

Minimum Required Iowa Competencies (Indicators)

- C8.1 Demonstrate alternative ways of effective communications
- C8.2 Describe ways to build good interpersonal relationships with others.
- C.8.3 Identify sex-role stereotyping and means of dealing with them
- C.8.4 Identify types of sexual abuse and sexual harassment, and intervention options
- C.8.5 Identify ways to deal with peer pressure

**16.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families**

Benchmarks

- 16.1 Analyze roles and responsibilities of parenting.
- 16.2 Evaluate parenting practices that maximize human growth and development.
- 16.3 Analyze physical and emotional factors related to beginning the parenting process.

Minimum Required Iowa Competencies (Indicators)

- C.16.1 Examine parenting responsibilities
- C.16.2 Describe sexual reproduction and birthing process
- C.16.3 Analyze contraception and family planning methods
- C.16.4 Discuss health concerns and needs at various stages of prenatal and postnatal development
- C.16.5 Identify the additional risks of teen pregnancy and parenting
- C.16.6 Describe ways to guide the physical, social, emotional, and intellectual development of

- children including those with special needs.
- C.16.7 Select and use appropriate child guidance techniques
- C.16.8 Identify types of child abuse, neglect and intervention options
- C.16.9 Discuss childhood diseases and immunization procedures
- C.16.10 Examine childcare options
- C.16.11 Identify ways to provide a safe environment for a child
- C.16.12 Locate and/or utilize family living and parenthood resources
- C.16.13 Examine family living related occupations

**15.0 Evaluate the significance of family & its impact on the well-being of individuals and society**

Benchmarks

- 15.1 Analyze the impact of family as a system on individuals and society.
- 15.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and society.

Minimum Required Iowa competencies (Indicators)

- C.15.1 Identify various family patterns and lifestyles
- C.15.2 Identify and demonstrate response to family problems and crisis (i.e., co-dependent relationships)
- C.15.3 Describe ways to strengthen family relationships

**10. Integrate knowledge, skills, and practices for careers in Early Childhood**

Benchmarks

- 10.1 Analyze career paths within early childhood, education, and services.
- 10.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- 10.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- 10.4 Demonstrate a safe and healthy learning environment for children.
- 10.5 Demonstrate techniques for positive collaborative relationships with children.
- 10.6 Demonstrate professional practices and standards related to working with children.

Minimum Required Iowa Competencies (Indicators)

- C.10.1 Describe ways to guide the physical, social, emotional, and intellectual development of children, including those with special needs
- C.10.2 Select toys, equipment food and materials appropriate for the development stage of a child
- C.10.3 Select and use appropriate child guidance techniques
- C.10.4 Identify types of child abuse, neglect and intervention options
- C.10.5 Discuss childhood diseases and immunization procedures
- C.10.6 Examine child development related occupations
- C.10.7 Identify ways to provide a safe environment for a child
- C.10.8 Locate and/or utilize child development resources for assistance

**Management**

**2.0 Evaluate management practices related to the human, economic, and environmental resources**

Benchmarks

- 2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Minimum Required Iowa Competencies (Indicators)

- C.2.1 Develop problem solving techniques
- C.2.2 Determine the decision-making process in planning for expenses, savings and managing finances
- C.2.3 Identify procedures in planning for expenses, saving and managing finances
- C.2.4 Identify consumer rights & responsibilities (i.e., preservation of natural resources and effective

- complaint procedures)
- C.2.5 Evaluate advertising, warranties, written contracts and quality of goods and equipment (i.e., consumer fraud schemes)
- C.2.6 Apply the principles of management in the home (e.g. prioritizing, planning, delegation, evaluation, time allocation, etc.)
- C.2.7 Locate, and or /utilize consumer education resources for assistance
- C.2.8 Locate and/or utilize family/individual health resources
- C.2.9 Locate/utilize resources for populations with special needs

## Occupational Option

### **4.0 Integrate knowledge, skills, and practices required for food management, preparation, services and hospitality**

#### Benchmarks

- 4.1 Analyze career paths within the food production and food services industries.
- 4.2 Demonstrate food safety and sanitation procedures.
- 4.3 Demonstrate selecting, using, and maintaining food production equipment.
- 4.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.
- 4.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.
- 4.6 Demonstrate implementation of food service management functions.

#### Minimum Required Iowa Competencies

- C.4.1 Set a correct table
- C.4.2 Develop a meal pattern
- C.4.3 Present foods pleasing to the eye
- C.4.4 Serve food and beverages
- C.4.5 Take and place orders for food preparation
- C.4.6 Operate a cash register
- C.4.7 Count change
- C.4.8 handle food safely
- C.4.9 Store food safely
- C.4.10 Identify laws and statutes dealing with food service establishments
- C.4.11 Use food preparation terminology correctly
- C.4.12 Prepare food in the four basic food groups
- C.4.13 Prepare beverages
- C.4.14 Follow recipes
- C.4.15 operate and clean kitchen equipment
- C.4.16 Calculate food supply needs
- C.4.17 Evaluate consumer information (interpret labels)
- C.4.18 Identify and use kitchen utensils correctly
- C.4.19 Receive, inspect, arrange, rotate and stock inventory
- C.4.20 Organize work area for efficiency of time and motion
- C.4.21 Pack and transport food, beverage and equipment to serving locations
- C.4.22 Discuss merchandising technique
- C.4.23 Identify customer service skills
- C.4.24 Compute basic customer billing
- C.4.25 Identify chemical hazards in the kitchen
- C.4.26 Identify safety hazards in the kitchen
- C.4.27 Demonstrate cleaning of facilities

## Iowa Leadership, Job Getting, Job Keeping, Entrepreneurship Competencies

**The Iowa Family and Consumer Sciences Comprehensive and Occupational Indicators/Competencies also include the areas of leadership, job getting/job keeping and entrepreneurship. These indicators/competencies are listed below and are infused within individual courses.**

### Leadership

1. Follow directions
2. Speak effectively in front of others
3. Facilitate a discussion
4. Organize an event or task
5. Utilize time effectively
6. Prioritize a series of tasks
7. Define goals
8. Work effectively with others
9. Listen effectively
10. Resolve conflicts
11. Adapt to environment/situation
12. Demonstrate effective interpersonal communication skills
13. Demonstrate positive attitude

### Job Getting, Job Keeping

1. Identify requirements/skills for a job
2. Complete required forms correctly
3. Interact with others in a courteous and tactful manner
4. Cooperate with others
5. Accept individual differences
6. Accept individual differences
7. Respect property of others
8. Organize thoughts and communicates clearly
9. Exhibit dependability
10. Demonstrate punctuality
11. Ask for help when needed
12. Accept new challenges
13. Accept supervision willingly
14. Adapt to change/demonstrates flexibility
15. Manages time effectively
16. Follow rules and regulations and guidelines
17. Produce quality work
18. Take responsibilities for mistakes and/or good work
19. Comply with safety and health rules
20. Utilize equipment correctly
21. Demonstrate personal hygiene, cleanliness, and appropriate dress
22. Demonstrate initiative
23. Demonstrate loyalty to employer/business

### Entrepreneurship Indicators/Competencies

1. Demonstrate ethics in business
2. Identify the personal characteristics of entrepreneurs
3. Recognize the importance of resources for technical assistance
4. Explain types of business ownership
5. Identify factors in obtaining finances for a new business