Academic Standards for Family and Consumer Sciences

Grades K-12

Pennsylvania Department of Education

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Overview

This document includes Academic Standards for Family and Consumer Sciences at four grade levels (K-2, 3-5, 6-8, 9-12), with the emphasis on what students will know and be able to do in the following areas:

Number	Areas
11.1	Food Science & Nutrition
11.2	Resource Management
11.3	Human Development, Family, & Relationships
11.4	Education and Early Childhood Development
11.5	Personal Finance & Consumer Skills
11.6	Career, Community, & Family Connections

The Academic Standards for Family and Consumer Sciences emphasize the crucial role of families in shaping individual and community well-being. This educational approach underscores the shared responsibility of meeting diverse needs, promoting lifelong learning, and contributing to the community. The standards aim to prepare students not just for personal, family, and work responsibilities but also to empower them for the challenges of living and working in a diverse, global society, fostering holistic individual development and community advancement.

Family and Consumer Sciences (FCS) is a field of study focused on the science and art of living and working well in our complex world, encompassing family and consumer sciences, career exploration, community and family connections, consumer and family resource management, parenting and child development, food, nutrition, wellness, and family and interpersonal relationships.

Appendix D-1. Academic Standards for Family and Consumer Sciences

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
1. Food Science and Nutrition				
Food supply	11.1.K-2.A Identify the production steps that food travels from the farm to the consumer.	11.1.3-5.A Demonstrate knowledge of techniques used to evaluate food in various forms.	11.1.6-8.A Evaluate factors that affect food safety from production through consumption.	11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
Safety and sanitation	11.1.K-2.B Describe personal hygiene techniques in food handling.	11.1.3-5.B Describe safe food-handling techniques.	11.1.6-8.B Demonstrate food safety and sanitation procedures.	11.1.9-12.B Evaluate the role of government agencies in safeguarding our food supply
Nutrition analysis	11.1.K-2.C Explain the importance of eating a varied diet in maintaining health.	11.1.3-5.C Establish factors that affect food choices.	11.1.6-8.C Analyze factors that influence nutrition and wellness practices across the life span.	11.1.9-12.C Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
Meal management	Intentionally blank	11.1.3-5.D Identify components of a well-balanced meal.	11.1.6-8.D Hypothesize the effectiveness of the use of meal management principles.	11.1.9-12.D Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.

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Culinary math & measurement	**11.1.K-2.E** Name and classify culinary measurement tools.	**11.1.3-5.E** Demonstrate measurement skills used in food preparation.	**11.1.6-8.E** Apply measurement and math skills in following recipe directions.	**11.1.9-12.E** Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
Culinary equipment and techniques	**11.1.K-2.F** Name basic kitchen measuring tools and cooking equipment.	**11.1.3-5.F** Describe the use of common cooking tools and equipment.	**11.1.6-8.F** Prepare a recipe using fundamental culinary skills and techniques.	**11.1.9-12.F** Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
Food science	**11.1.K-2.G** Classify foods according to the senses.	**11.1.K-3-5.G** Understand and identify the physical changes that occur during food preparation.	**11.1.6-8.G** Demonstrate food science through principles of food biology and chemistry.	**11.1.9-12.G** Analyze the relevance of scientific principles to food processing, preparation, and packaging.
Nutrition and health	**11.1.K-2.H** Classify foods by food group within the current USDA dietary guidelines.	**11.1.3-5.H** Describe a well-balanced daily menu using the current USDA dietary guidelines.	**11.1.6-8.H** Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.	**11.1.9-12.H** Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
Calories and energy	Intentionally blank	**11.1.3-5.I** Describe the relationship between food input and energy output.	**11.1.6-8.I** Analyze the energy and nutrient requirements for individuals at various stages of the life cycle.	**11.1.9-12.I** Analyze the breakdown of foods, the absorption of nutrients, and their conversion to energy by the body.
Careers	**11.1.K-3.J** Identify career choices that relate to food.	**11.1.3-5.J** Describe career choices within food services.	**11.1.6-8.J** Investigate career choices within food services, sciences, and nutrition industries.	**11.1.9-12.J** Analyze career paths within food services, sciences, services, and nutrition industries.

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2. Resource Management				
Resource sustainability	**11.2.K-2.A** Identify waste and practice ways to reduce, reuse, and recycle.	**11.2.3-5.A** Explain the decision to use or not use resources based on resource availability and sustainability.	**11.2.6-8.A** Analyze sustainability practices and their effect on future renewable and non-renewable resources.	**11.2.9-12.A** Develop a global view to weigh consumer and design decisions with the parameters of sustainability, socioeconomic, and cultural contexts.
Individual and family resources	**11.2.K-2.B** Identify individual and family resources and responsibilities.	**11.2.3-5.B** Develop planning skills to organize individual and family resources and responsibilities.	**11.2.6-8.B** Apply planning skills to manage individual and family resources such as food, clothing, shelter, time, and human capital.	**11.2.9-12.B** Examine strategies for managing individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
Housing and interior design	Intentionally blank	**11.2.3-5.C** Explain the importance of organizing space for efficiency.	**11.2.6-8.C** Apply elements of design to create products and environments.	**11.2.9-12.C** Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.
Consumer strategies	Intentionally blank	**11.2.3-5.D** Identify information in care instructions, safety precautions, and recommended use of consumable goods.	**11.2.6-8.D** Evaluate different strategies to safely obtain and maintain consumer goods and services.	**11.2.9-12.D** Compare and contrast the selection of goods and services by applying safe and effective consumer strategies.
Textiles, fashion and apparel	**11.2.K-2.E** Identify resources used for clothing.	**11.2.3-5.E** Select clothing for specific tasks and/or environment.	**11.2.6-8.E** Assess effects of design construction, care, use, and maintenance of textiles.	**11.2.9-12.E** Demonstrate skills needed to produce, alter, and repair textiles and fashion apparel.

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Laundering	11.2.K-2.F Identify how to care for clothing.	11.2.3-5.F Select proper laundering methods for clothing and other textiles.	11.2.6-8.F Demonstrate laundering processes aligned with industry standards and regulations.	11.2.9-12.F Analyze procedures for the selection of textiles, chemicals, and equipment associated with laundry.
Career	Intentionally blank	11.2.3-5.G Identify career choices in the field of Family and Consumer Sciences.	11.2.6-8.G Investigate career choices within resource management, including human, environmental, textiles and apparel, and consumer products in the field of Family and Consumer Sciences.	11.2.9-12.G Analyze the career paths within resource management, including human, environmental, and consumer products, in the field of Family and Consumer Sciences.
3. Human Development, Family, and Relationships				
Role of family	11.3.K-2.A Explain daily activities that fulfill family functions in meeting responsibilities.	11.3.3-5.A Compare how different cultures meet family responsibilities within various family structures.	11.3.6-8.A Analyze the effects of change and family transitions over the life span.	11.3.9-12.A Evaluate the impact of family and its effects on the well-being of individuals and society.
Family life cycle	Intentionally blank	11.3.3-5.B Identify the characteristics of the stages of the family life cycle.	11.3.6-8.B Explain the influences of family life cycle stages on the needs of families and communities.	11.3.9-12.B Hypothesize the impact of present family life cycle trends on the global community.
Interpersonal communications	11.3.K-2.C Identify how to resolve conflict using interpersonal communication skills.	11.3.3-5.C Describe positive and negative interactions within patterns of interpersonal communication.	11.3.6-8.C Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.	11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
Human development and well-being	11.3.K-2.D Identify similarities and differences between self and others.	11.3.3-5.D Describe how areas of development impact human growth across the life cycle.	11.3.6-8.D Discuss factors that influence human growth, development, and well-being.	11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.

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Careers	Intentionally blank	**11.3.3-5.E** Identify career and work choices within family and human services.	**11.3.6-8.E** Investigate career and work choices within family and human services.	**11.3.9-12.E** Analyze career paths within family and human services.
4. Education and Early Childhood Development				
Developmental stages	Intentionally blank	Intentionally blank	**11.4.6-8.A** Identify child guidance practices for each stage of child development.	**11.4.9-12.A** Demonstrate the integration of theories of child development and their impact on parenting and childcare.
Developmental needs	Intentionally blank	Intentionally blank	**11.4.6-8.B** Identify learning activities that meet the developmental needs of learners.	**11.4.9-12.B** Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
Learning environments	Intentionally blank	**11.4.3-5.C** Establish the characteristics of a healthy learning environment.	**11.4.6-8.C** Evaluate various environments to determine if they provide the characteristics of a proper learning environment.	**11.4.9-12.C** Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
Health and safety	Intentionally blank	**11.4.3-5.D** Identify health and safety needs for children at each stage of child development.	**11.4.6-8.D** Evaluate health and safety hazards relating to children at each stage of child development.	**11.4.9-12.D** Analyze current issues in health and safety affecting children at each stage of child development.
Literacy	Intentionally blank	Intentionally blank	**11.4.6-8.E** Explain how storytelling, story reading, and writing enhance literacy development in children.	**11.4.9-12.E** Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills.

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Collaborative relationships	**11.4.K-2.F** Identify community resources and services.	Intentionally blank	**11.4.6-8.F** Evaluate support systems that provide services for parents and families.	**11.4.9-12.F** Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.
Careers	Intentionally blank	Intentionally blank	**11.4.6-8.G** Investigate career choices within early childhood, education, and other careers in the field.	**11.4.9-12.G** Analyze career paths within education and early childhood.
5. Personal Finance and Consumer Skills				
Consumer rights and responsibilities	**11.5.K-2.A** Describe self as consumer.	**11.5.3-5.A** Explain consumer rights and responsibilities: • To be safe, • To be informed, • To be heard, • To choose, • To redress.	**11.5.6-8.A** Explain how consumer rights and responsibilities are protected.	**11.5.9-12.A** Analyze factors including socioeconomic and cultural influences that affect consumer advocacy
Financial planning and budgeting	Intentionally blank	**11.5.3-5.B** Define the difference between a short-term and long-term goal.	**11.5.6-8.B** Develop short-term and long-term financial goals for a family budget.	**11.5.9-12.B** Demonstrate the ability to manage and maintain individual and family budgets.
Financial planning and budgeting	Intentionally blank	Intentionally blank	Intentionally blank	**11.5.9-12.C** Analyze components of a family financial planning process that reflect the distinction between wants, needs, values, goals, and economic resources.

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Financial resources	Intentionally blank	**11.5.3-5.D** Explain the relationship between work and income within the family.	**11.5.6-8.D** Compare/evaluate the financial advantages and disadvantages of various incomes.	**11.5.9-12.D** Demonstrate the ability to use knowledge and skills to manage one's income, spending, and savings effectively for a lifetime of financial security.
Careers	Intentionally blank	Intentionally blank	**11.5.6-8.E** Investigate career choices within financial service industries.	**11.5.9-12.E** Analyze career paths within financial service industries.
6. Career, Community, and Family Connections				
Action plans	Intentionally blank	**11.6.3-5.A** Identify the importance of routines and schedules while differentiating between short- and long-term goals.	**11.6.6-8.A** Explain the FCCLA action planning procedure and how to apply it to family, work, and community decisions.	**11.6.9-12.A** Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.
Teamwork and leadership	Intentionally blank	**11.6.3-5.B** Classify the components of effective teamwork and leadership.	**11.6.6-8.B** Assess the use of teamwork and leadership skills in accomplishing the work of families and communities.	**11.6.9-12.B** Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.
Role of technology	Intentionally blank	**11.6.3-5.C** Describe the roles of technology within the family and community in maintaining a safe and healthy living environment.	**11.6.6-8.** Assess the use of technology and its effect on the quality of life.	**11.6.9-12.C** Analyze and evaluate emerging technologies that impact individuals, families, and communities.

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Service providers	Intentionally blank	**11.6.3-5.D** Identify the public and nonpublic services that are available to serve families within the community.	Intentionally blank	**11.6.9-12.D** Analyze how public, nonpublic, and for-profit service providers serve the family.