

**FAMILY AND CONSUMER
SCIENCES STANDARDS
GRADES 9-12**

Career & Technical Education

Skills for Employment & Lifelong Learning



This document was prepared by:

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Family and Consumer Sciences

Vision

Family and Consumer Sciences Education empowers individuals and families across their life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work and their interrelationships.

Mission

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life and careers in Family and Consumer Sciences, by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

1. Strengthening the well-being of individuals and families across their life span.
2. Becoming responsible citizens and leaders in family, community, and work settings.
3. Promoting optimal nutrition and wellness across the individual's life span.
4. Managing resources to meet the material needs of individuals and families.
5. Balancing personal, home, family, and work lives.
6. Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
7. Successful life management, employment, and career development.
8. Functioning effectively as providers and consumers of goods and services.
9. Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Reform movements in education are creating new visions of the highest possible academic goals for this country's students. Education reform reflects the concerns of society and of political, governmental, educational and business leaders for the future of the country and its citizens as they operate in a high-technology global economy. There is widespread agreement that essential preparation for success includes acquisition of problem solving, decision making, critical thinking, communication literacy and numerical skills in applied contexts. Students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. The Nevada Family and Consumer Sciences (FCS) Standards have been organized to assist students to develop knowledge and skills to become leaders and members of tomorrow's families, workplaces, and communities.

The Nevada FCS Standards were developed with state involvement from local education agencies. Career and Technical Education Directors at the secondary and postsecondary level were mailed nomination forms. Member and facilitator selection was based on the nominations received by the Office of Career, Technical and Adult Education. Members of the FCS writing team represent rural and urban areas as well as diverse FCS teaching assignments.

After the standards were written, community stakeholders were asked to provide feedback by reviewing the standards at various locations across the state. Based on information gathered during these sessions, standards were revised if necessary. Finally, the standards were presented and approved by the Nevada State Board for Occupational Education.

Before beginning to write the Nevada FCS Standards, members of the team reviewed the existing Nevada Home Economics Course of Study, rural and urban school district's course offerings, and National FCS and Texas FCS Standards. Based on the review of these materials, the writing team chose to develop four content areas that address most FCS courses taught at the high school level. The content areas are:

- Family and Human Development
- Food Science and Nutrition
- Textiles and Apparel
- Consumer and Family Resource Management

Adaptability and accessibility are important elements of the Nevada FCS Standards. The standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, interests or motivations. The FCS Standards format consists of three levels: the content standard; performance standard; and performance indicator. The FCS Standards include competency-based, conceptual, and process perspectives.

The content standard provides a broad description to assist individuals in understanding the content of the area. This standard is designed to provide a general description and overall direction.

The performance standard is directly related to the body of knowledge, skills and practices of the FCS discipline. The verbs for performance standards are written in an action form.

The performance indicator further defines the knowledge, skills and practices of the performance standard and provides the basis for measurement criteria. They are composed of action verbs and the contents which should be acted upon.

The Family and Consumer Sciences Education Skill Standards are designed to encourage the interaction of academic, employability and family and consumer sciences standards. Each set of family and consumer sciences content standards have been crosswalked with the Nevada Academic standards for English Language Arts, Mathematics, and Science.

As districts revise, update and develop courses in the Family and Consumer Sciences area, it is intended that the Nevada FCS standards will be the basis. It is anticipated that FCS courses across the state will be aligned with the standards to provide a consistent rigorous curriculum in which students will gain knowledge and skills to be successful in work and family life.

FAMILY AND CONSUMER SCIENCES

Content Standard 1.0: FAMILY AND HUMAN DEVELOPMENT–The student shall examine principles and roles of family and human development.

Performance Standard 1.1 Explore stages of development through the life span.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate components of prenatal care and the stages of prenatal development. <input type="checkbox"/> Investigate the physiological effects of genetics and environment on prenatal development. <input type="checkbox"/> Investigate technological advances as related to labor and delivery. <input type="checkbox"/> Evaluate the physical, emotional, social and intellectual growth, and development of the newborn and infant. <input type="checkbox"/> Evaluate the physical, emotional, social and intellectual growth, and development of the toddler. <input type="checkbox"/> Evaluate the physical, emotional, social, and intellectual growth, and development of the preschooler and school–age child. <input type="checkbox"/> Evaluate the physical and emotional growth and development of the adolescent and adult.
MEETS STANDARDS	<ul style="list-style-type: none"> 1.1.1 Explain components of prenatal care and the stages of prenatal development. 1.1.2 Determine how heredity and environment affect prenatal development. 1.1.3 Explain the process of labor and delivery. 1.1.4 Explain the physical, emotional, social and intellectual growth, and development of the newborn and infant. 1.1.5 Explain the physical, emotional, social and intellectual growth, and development of the toddler. 1.1.6 Explain the physical, emotional, social, and intellectual growth, and development of the preschooler and school–age child. 1.1.7 Explain the physical and emotional growth and development of the adolescent and adult. 1.1.8 Describe the anatomy and physiology of the male and female reproductive systems. 1.1.9 Explain the factors to consider when choosing contraception.
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the components of prenatal care and the stages of prenatal development. <input type="checkbox"/> Recognize factors that affect prenatal development. <input type="checkbox"/> Identify stages of labor and delivery. <input type="checkbox"/> Identify the physical, emotional, social and intellectual growth, and development of the newborn and infant. <input type="checkbox"/> Identify the physical, emotional, social and intellectual growth, and development of the toddler. <input type="checkbox"/> Identify the physical, emotional, social, and intellectual growth, and development of the preschooler and school–age child. <input type="checkbox"/> Identify the physical and emotional growth and development of the adolescent and adult. <input type="checkbox"/> Identify the anatomy and physiology of the male and female reproductive systems.

Nevada Academic Standards Correlation:

Science Standards: 8.0, 19.0, 20.0

FAMILY AND CONSUMER SCIENCES

Content Standard 1.0: FAMILY AND HUMAN DEVELOPMENT–The student shall examine principles and roles of family and human development.

Performance Standard 1.2 Explore the roles and responsibilities of parenting that maximize human growth and development.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate nurturing practices that support human growth and development. <input type="checkbox"/> Develop strategies that promote positive self-esteem. <input type="checkbox"/> Compare the effects of discipline practices on human growth and development. <input type="checkbox"/> Assess the impact of abuse and neglect. <input type="checkbox"/> Develop intervention strategies to assist children in abusive situations. <input type="checkbox"/> Evaluate care and services available for children. <input type="checkbox"/> Assess parenting practices that affect children’s health and well-being.
MEETS STANDARDS	<p>1.2.1 Explain nurturing practices that support human growth and development.</p> <p>1.2.2 Examine strategies that promote positive self-esteem.</p> <p>1.2.3 Explore the effects of guidance and discipline practices on human growth and development.</p> <p>1.2.4 Determine the impact of abuse and neglect.</p> <p>1.2.5 Determine types and warning signs of abuse and how to report abuse.</p> <p>1.2.6 Determine criteria for selecting care and services for children.</p> <p>1.2.7 Examine strategies that promote health and well-being.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify nurturing practices that support human growth and development. <input type="checkbox"/> Identify strategies that promote positive self-esteem. <input type="checkbox"/> Identify discipline practices. <input type="checkbox"/> Recognize abusive behaviors. <input type="checkbox"/> Identify care and services available for children. <input type="checkbox"/> Identify practices that promote health and well-being.

Nevada Academic Standards Correlation:

Science Standards: 7.0

FAMILY AND CONSUMER SCIENCES

Content Standard 1.0: FAMILY AND HUMAN DEVELOPMENT–The student shall examine principles and roles of family and human development.

Performance Standard 1.3 Evaluate an effective family unit and how it impacts individuals.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast types of family units. <input type="checkbox"/> Critique the roles of family members. <input type="checkbox"/> Predict the causes of family change and transition. <input type="checkbox"/> Investigate community resources to assist families in crisis.
MEETS STANDARDS	<p>1.3.1 Explore types of family units.</p> <p>1.3.2 Determine the roles of family members and how they affect individuals.</p> <p>1.3.3 Determine the impact of change and transition of the family on the individual.</p> <p>1.3.4 Explain the impact of crisis on a family unit and explore the strategies to cope with family crisis.</p> <p>1.3.5 Describe how teen pregnancy limits life choices.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize a family unit. <input type="checkbox"/> Recognize the importance of family roles. <input type="checkbox"/> Identify the stages of the family life cycle. <input type="checkbox"/> Identify family crisis. <input type="checkbox"/> Identify how teen pregnancy limits life choices.

FAMILY AND CONSUMER SCIENCES

Content Standard 1.0: FAMILY AND HUMAN DEVELOPMENT–The students shall evaluate the multiple roles in family and human development.

Performance Standard 1.4 Analyze factors affecting the decision to parent.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ❑ Critique the readiness to parent based on personal goals and priorities, personal health and genetics, finances and social and emotional development.
MEETS STANDARDS	<ul style="list-style-type: none"> 1.4.1 Explain how personal goals and priorities affect the decision to parent. 1.4.2 Describe personal health and genetic considerations that could impact the decision to parent. 1.4.3 Calculate the financial responsibility of parenting. 1.4.4 Determine how an individual’s social and emotional development affects readiness to parent. 1.4.5 Explore the availability of community health services.
APPROACHES STANDARDS	<ul style="list-style-type: none"> ❑ Recognize that personal goals and priorities affect the decision to parent. ❑ Recognize that health and genetics affect the decision to parent. ❑ Recognize the financial responsibility of parenting. ❑ Recognize the need for social and emotional readiness to parent.

Nevada Academic Standards Correlation:

Science Standards: 7.0, 8.0, 20.0

FAMILY AND CONSUMER SCIENCES

Content Standard 1.0: FAMILY AND HUMAN DEVELOPMENT–The student shall examine principles and roles of family and human development.

Performance Standard 1.5 Utilize developmentally appropriate activities for young children.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Apply the major learning theories when planning developmentally appropriate learning experiences for children. <input type="checkbox"/> Design developmentally appropriate learning environments. <input type="checkbox"/> Evaluate developmentally appropriate teaching methods and techniques. <input type="checkbox"/> Implement developmentally appropriate activities and lessons. <input type="checkbox"/> Adapt activities based on developmental levels of children.
MEETS STANDARDS	<p>1.5.1 Compare and contrast the major learning theories.</p> <p>1.5.2 Evaluate learning environments.</p> <p>1.5.3 Demonstrate developmentally appropriate teaching methods and techniques.</p> <p>1.5.4 Plan developmentally appropriate activities and lessons.</p> <p>1.5.5 Assess the developmental levels of children.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the major learning theories. <input type="checkbox"/> Identify learning environments. <input type="checkbox"/> Identify developmentally appropriate teaching methods and techniques. <input type="checkbox"/> Identify developmentally appropriate activities and lessons. <input type="checkbox"/> Identify developmental levels of children.

Nevada Academic Standards Correlation:

English Language Arts Standards: 5.0

FAMILY AND CONSUMER SCIENCES

Content Standard 1.0: FAMILY AND HUMAN DEVELOPMENT–The student shall examine principles and roles of family and human development.

Performance Standard 1.6 Determine opportunities and requirements for employment in early childhood education.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Justify legal requirements for employment in early childhood education. <input type="checkbox"/> Analyze employment opportunities in early childhood education. <input type="checkbox"/> Compare education and training requirements for careers in early childhood education.
MEETS STANDARDS	<p>1.6.1 Determine legal requirements for employment in early childhood education.</p> <p>1.6.2 Explore employment opportunities in early childhood education.</p> <p>1.6.3 Examine education and training requirements for careers in early childhood education.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize legal requirements for employment in early childhood education. <input type="checkbox"/> Identify employment opportunities in early childhood education. <input type="checkbox"/> Recognize the need for education and training in early childhood education.

FAMILY AND CONSUMER SCIENCES

Content Standard 2.0: FOOD SCIENCE AND NUTRITION–The student shall integrate knowledge, skills and practices in food science and nutrition.

Performance Standard 2.1 Demonstrate food safety and sanitation practices.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate, document and record sanitation practices to prevent foodborne illnesses. <input type="checkbox"/> Compare and contrast skills related to safety and safe working conditions. <input type="checkbox"/> Critique personal hygiene and health procedures. <input type="checkbox"/> Plan procedures for obtaining and storing fresh and prepared foods. <input type="checkbox"/> Prepare and pass the HAACP Sanitation Test.
MEETS STANDARDS	<p>2.1.1 Distinguish properties of microorganisms that cause food spoilage and foodborne illnesses.</p> <p>2.1.2 Demonstrate appropriate sanitation and food–handling practices.</p> <p>2.1.3 Practice skills related to safety and safe working conditions.</p> <p>2.1.4 Practice appropriate personal hygiene and health procedures.</p> <p>2.1.5 Demonstrate procedures for obtaining and storing fresh and prepared foods.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the importance of sanitary practices when handling food. <input type="checkbox"/> List the safety practices for food handling and kitchen safety.

Nevada Academic Standards Correlation:

Science Standards: 24.0

FAMILY AND CONSUMER SCIENCES

Content Standard 2.0: FOOD SCIENCE AND NUTRITION–The student shall integrate knowledge, skills and practices in food science and nutrition.

Performance Standard 2.2 Utilize nutrition principles and technology in food planning and preparation.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Assess nutrient requirements across the life span. <input type="checkbox"/> Design strategies that meet health and nutrition requirements. <input type="checkbox"/> Modify diet based on nutrition assessment. <input type="checkbox"/> Compare influences on past, current, and future eating patterns.
MEETS STANDARDS	<p>2.2.1 Examine the nutrients, their functions and food sources.</p> <p>2.2.2 Investigate effects of nutritional intake on health, appearance, job performance, and personal life.</p> <p>2.2.3 Apply the Dietary Guidelines for Americans to personal life.</p> <p>2.2.4 Apply the food guide pyramid to meet nutritional needs of individuals and families.</p> <p>2.2.5 Interpret and apply nutritional information utilizing technology.</p> <p>2.2.6 Evaluate social, cultural, psychological and economic influences on food choices.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Name the major nutrients and food sources. <input type="checkbox"/> Explain the food guide pyramid. <input type="checkbox"/> Use technology to review daily food intake. <input type="checkbox"/> List influences on food choices.

Nevada Academic Standards Correlation:

Science Standards: 4.0

FAMILY AND CONSUMER SCIENCES

Content Standard 2.0: FOOD SCIENCE AND NUTRITION–The student shall integrate knowledge, skills and practices in food science and nutrition.

Performance Standard 2.3 Apply management principles related to food and nutrition.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Create food labels and advertisements. <input type="checkbox"/> Design an efficient kitchen work center. <input type="checkbox"/> Develop a food budget. <input type="checkbox"/> Create a variety of daily menus using principles of meal planning.
MEETS STANDARDS	<p>2.3.1 Analyze the influence of advertising on food purchases.</p> <p>2.3.2 Analyze information on food labels.</p> <p>2.3.3 Relate the effects of workspace, tools, equipment, and technology on food preparation.</p> <p>2.3.4 Analyze food costs and budgeting needs.</p> <p>2.3.5 Evaluate menus based on the principles of meal planning.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the influence of advertising on food purchases. <input type="checkbox"/> Read and interpret food labels. <input type="checkbox"/> Recognize the effects of workspace, tools, equipment, and technology on food preparation. <input type="checkbox"/> Tabulate food costs and budgeting needs. <input type="checkbox"/> Identify the principles of meal planning.

Nevada Academic Standards Correlation:

Mathematics Standards: 1.0

FAMILY AND CONSUMER SCIENCES

Content Standard 2.0: FOOD SCIENCE AND NUTRITION–The student shall integrate knowledge, skills and practices in food science and nutrition.

Performance Standard 2.4 Demonstrate skills and procedures in food preparation and service.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ❑ Organize, manage, prepare and serve a catered event.
MEETS STANDARDS	<ul style="list-style-type: none"> 2.4.1 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods. 2.4.2 Practice etiquette, food presentation, and table service appropriate for specific situations. 2.4.3 Demonstrate traits of an effective team member. 2.4.4 Follow recipe directions in food preparation. 2.4.5 Demonstrate proper measurement techniques. 2.4.6 Apply the fundamentals of time and temperature to cooking. 2.4.7 Demonstrate skills in knife, tool, and equipment handling.
APPROACHES STANDARDS	<ul style="list-style-type: none"> ❑ Identify methods to select, store, prepare, and serve nutritious and aesthetically pleasing foods. ❑ Discuss etiquette, food presentation, and table service. ❑ Describe traits of an effective team member. ❑ Observe preparation techniques including following recipes, proper measurement technique and proper use of tools and equipment.

Nevada Academic Standards Correlation:

Science Standards: 1.0, 23.0, 24.0

English Language Arts Standards: 4.0

FAMILY AND CONSUMER SCIENCES

Content Standard 2.0: FOOD SCIENCE AND NUTRITION–The student shall integrate knowledge, skills and practices in food science and nutrition.

Performance Standard 2.5 Demonstrate food science principles that affect food product quality.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare, conduct, evaluate and summarize a laboratory research project that affects food product quality.
MEETS STANDARDS	<ul style="list-style-type: none"> 2.5.1 Apply science skills in conducting laboratory activities. 2.5.2 Explain the chemical reactions that occur during food processing and utilization. 2.5.3 Compare the effects of various cooking utensils and equipment on food products. 2.5.4 Evaluate the effect of various temperatures, procedures, and ingredients on food products. 2.5.5 Apply the principles of food preparation to preserve the quality and nutritive value of food. 2.5.6 Summarize research and trends. 2.5.7 Assess methods of food processing and their impact on product quality and nutrition. 2.5.8 Explain the roles of additives in food processing. 2.5.9 Contrast the effects of packaging on the properties and quality of the food. 2.5.10 Utilize research skills to obtain and evaluate information about food science. 2.5.11 Investigate the use of current technology in food production, development, and marketing. 2.5.12 Compile a record of procedures, data and analyses of scientific investigations.
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize science skills while reproducing laboratory activities. <input type="checkbox"/> Review food science research and trends. <input type="checkbox"/> Record results of a food science laboratory activity.

Nevada Academic Standards Correlation:

Science Standards: 1.0, 2.0, 3.0, 4.0, 6.0, 13.0, 18.0, 19.0, 20.0, 21.0, 22.0, 23.0, 24.0

Mathematics Standards: 3.0, 5.0

English Language Arts Standards: 4.0, 10.0, 11.0

FAMILY AND CONSUMER SCIENCES

Content Standard 2.0: FOOD SCIENCE AND NUTRITION–The student shall integrate knowledge, skills and practices in food science and nutrition.

Performance Standard 2.6 Determine opportunities and requirements for employment in nutrition and the food industry.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Justify legal requirements for employment in nutrition and food industry. <input type="checkbox"/> Analyze employment opportunities in nutrition and food industry. <input type="checkbox"/> Compare education and training requirements for careers in nutrition and food industry. <input type="checkbox"/> Evaluate self in relation to opportunities and requirements for employment in nutrition and food industry.
MEETS STANDARDS	<p>2.6.1 Determine legal requirements for employment in nutrition and food industry.</p> <p>2.6.2 Explore employment opportunities in nutrition and food industry.</p> <p>2.6.3 Examine education and training requirements for careers in nutrition and food industry.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize legal requirements for employment in nutrition and food industry. <input type="checkbox"/> Identify employment opportunities in nutrition and food industry. <input type="checkbox"/> Recognize the need for education and training in the food industry.

FAMILY AND CONSUMER SCIENCES

Content Standard 3.0: TEXTILES AND APPAREL—The students shall integrate knowledge, skills, and practices in textiles and apparel.

Performance Standard 3.1 Demonstrate skills needed to produce, alter and repair textile products and apparel.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Explore current technology and trends that facilitate design and production of textile products. <input type="checkbox"/> Incorporate production processes for creating fibers, yarn, woven and knit fabrics, and non-woven textile products. <input type="checkbox"/> Demonstrate advanced skills in the production of a garment or textile product.
MEETS STANDARDS	<p>3.1.1 Construct, alter and repair apparel and textile products using a variety of equipment, tools, and supplies.</p> <p>3.1.2 Examine production processes for creating fibers, yarn, woven and knit fabrics, and non-woven textile products.</p> <p>3.1.3 Demonstrate fundamental skills for producing and altering textile products and apparel.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Construct, alter and repair apparel and textile products with guided instruction.

Nevada Academic Standards Correlation:

Science Standards: 23.0

Mathematics Standards: 3.0

English Language Arts Standards: 4.0

FAMILY AND CONSUMER SCIENCES

Content Standard 3.0: TEXTILES AND APPAREL –The students shall integrate knowledge, skills, and practices in textiles and apparel.

Performance Standard 3.2 Evaluate the use and care of fiber, fabrics and textile materials.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Justify the use of specific fibers in textiles and apparel. <input type="checkbox"/> Research textile legislation, standards, and labeling in the global economy. <input type="checkbox"/> Recommend appropriate procedures for maintenance of apparel and textile products.
MEETS STANDARDS	<p>3.2.1 Compare performance characteristics of fibers and textiles.</p> <p>3.2.2 Review textile legislation, standards, and labeling in the global economy.</p> <p>3.2.3 Select appropriate procedures for use and care of textile products.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify textile fibers. <input type="checkbox"/> Read and follow instructions on product care labels.

FAMILY AND CONSUMER SCIENCES

Content Standard 3.0: TEXTILES AND APPAREL –The students shall integrate knowledge, skills, and practices in textiles and apparel.

Performance Standard 3.3 Examine elements and principles of design in creating, constructing and altering textile products to enhance visual appearance.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Apply elements and principles of design to assist consumers and businesses in making decisions.
MEETS STANDARDS	<p>3.3.1 Utilize elements and principles of design in designing, constructing, and altering textile products.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize ways in which fabric, color, texture, and pattern can affect visual appearance.

Nevada Academic Standards Correlation:

Science Standards: 23.0

Mathematics Standards: 4.0

FAMILY AND CONSUMER SCIENCES

Content Standard 3.0: TEXTILES AND APPAREL –The students shall integrate knowledge, skills, and practices in textiles and apparel.

Performance Standard 3.4 Examine the consumer skills needed to effectively manage the apparel dollar.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a wardrobe plan. <input type="checkbox"/> Justify apparel-purchasing decisions. <input type="checkbox"/> Develop an apparel-recycling plan.
MEETS STANDARDS	<ul style="list-style-type: none"> 3.4.1 Describe social, cultural, and life-cycle influences on apparel preferences. 3.4.2 Apply principles of wardrobe planning. 3.4.3 Demonstrate skills needed to recycle apparel. 3.4.4 Compare sources of apparel purchases.
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the need for wardrobe planning. <input type="checkbox"/> Identify human and financial resources. <input type="checkbox"/> Identify sources of apparel purchases. <input type="checkbox"/> Recognize the advantages of recycling apparel.

Nevada Academic Standards Correlation:

Mathematics Standards: 3.0

FAMILY AND CONSUMER SCIENCES

Content Standard 3.0: TEXTILES AND APPAREL –The students shall integrate knowledge, skills, and practices in textiles and apparel.

Performance Standard 3.5 Evaluate the factors influencing the apparel industry.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Debate the merits of free trade. <input type="checkbox"/> Determine local resources that provide legal assistance to employees in the apparel industry. <input type="checkbox"/> Evaluate a given environment for safe working conditions. <input type="checkbox"/> Utilize technological advances in the apparel industry.
MEETS STANDARDS	<p>3.5.1 Describe the interrelationship of the apparel industry in the United States and international economies.</p> <p>3.5.2 Explain the impact of labor laws.</p> <p>3.5.3 Analyze factors that contribute to a safe working environment.</p> <p>3.5.4 Describe technological advancements influencing the apparel industry.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify sources of textile and apparel products. <input type="checkbox"/> Identify child labor laws. <input type="checkbox"/> Recognize safe working environments.

FAMILY AND CONSUMER SCIENCES

Content Standard 3.0: TEXTILES AND APPAREL –The students shall integrate knowledge, skills, and practices in textiles and apparel.

Performance Standard 3.6 Determine opportunities and requirements for employment in the textile and apparel industry.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Justify legal requirements for employment in the textile and apparel industry. <input type="checkbox"/> Analyze employment opportunities in the textile and apparel industry. <input type="checkbox"/> Compare education and training requirements for careers in the textile and apparel industry.
MEETS STANDARDS	<p>3.6.1 Determine legal requirements for employment in the textile and apparel industry.</p> <p>3.6.2 Explore employment opportunities in the textile and apparel industry.</p> <p>3.6.3 Examine education and training requirements for careers in the textile and apparel industry.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize legal requirements for employment in the textile and apparel industry. <input type="checkbox"/> Identify employment opportunities in the textile and apparel industry. <input type="checkbox"/> Recognize the need for education and training in the textile and apparel industry.

FAMILY AND CONSUMER SCIENCES

Content Standard 4.0: FAMILY AND CONSUMER RESOURCE MANAGEMENT–The student shall develop management skills related to individual, family, and community resources.

Performance Standard 4.1 Demonstrate management of individual and family resources, which includes food, clothing, housing, health care, recreation, and transportation.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Critique how individuals and families make choices to satisfy needs and wants. <input type="checkbox"/> Evaluate decisions about providing safe and nutritious food. <input type="checkbox"/> Evaluate decisions about creating, purchasing, and maintaining clothing. <input type="checkbox"/> Evaluate decisions about selecting housing and furnishings. <input type="checkbox"/> Critique information about obtaining and maintaining health care. <input type="checkbox"/> Evaluate decisions about recreation. <input type="checkbox"/> Evaluate decisions about acquiring and maintaining transportation.
MEETS STANDARDS	<p>4.1.1 Examine how individuals and families make choices to satisfy needs and wants.</p> <p>4.1.2 Implement decisions about providing safe and nutritious food.</p> <p>4.1.3 Implement decisions about creating, purchasing, and maintaining clothing.</p> <p>4.1.4 Implement decisions about selecting housing and furnishings.</p> <p>4.1.5 Examine information about obtaining and maintaining health care.</p> <p>4.1.6 Implement decisions about recreation.</p> <p>4.1.7 Implement decisions about acquiring and maintaining transportation.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how individuals and families make choices about food, clothing, housing, health care, recreation, and transportation.

Nevada Academic Standards Correlation:

Mathematics Standards: 3.0, 4.0, 5.0

FAMILY AND CONSUMER SCIENCES

Content Standard 4.0: FAMILY AND CONSUMER RESOURCE MANAGEMENT The student shall develop management skills related to individual, family, and community resources.

Performance Standard 4.2 Demonstrate interpersonal relationship skills, which includes effective communication and conflict resolution.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Assess functions and expectations of various types of relationships. <input type="checkbox"/> Prioritize personal needs and characteristics and their impact on interpersonal relationships. <input type="checkbox"/> Facilitate communication that contributes to positive relationships. <input type="checkbox"/> Facilitate effective conflict prevention and management techniques. <input type="checkbox"/> Evaluate standards that guide behavior in interpersonal relationships.
MEETS STANDARDS	<ul style="list-style-type: none"> 4.2.1 Examine functions and expectations of various types of relationships. 4.2.2 Examine personal needs and characteristics and their impact on interpersonal relationships. 4.2.3 Demonstrate communication skills that contribute to positive relationships. 4.2.4 Demonstrate effective conflict prevention and management techniques. 4.2.5 Demonstrate standards that guide behavior in interpersonal relationships.
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify needs and characteristics of relationships. <input type="checkbox"/> Identify communication skills recognizing the need for conflict resolution. <input type="checkbox"/> Recognize appropriate behavior in interpersonal relationships.

Nevada Academic Standards Correlation:

English Language Arts Standards: 10.0

FAMILY AND CONSUMER SCIENCES

Content Standard 4.0: FAMILY AND CONSUMER RESOURCE MANAGEMENT –The student shall develop management skills related to individual, family, and community resources.

Performance Standard 4.3 Analyze consumer rights and responsibilities within the economic system.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate how federal policies related to consumer protection become law. <input type="checkbox"/> Recommend procedures used to seek information related to consumer products and rights. <input type="checkbox"/> Critique communication skills related to consumer rights. <input type="checkbox"/> Analyze behaviors that conserve, reuse, and recycle resources to maintain the environment.
MEETS STANDARDS	<p>4.3.1 Examine state and federal policies and laws that provide consumer protection.</p> <p>4.3.2 Examine procedures used in seeking information related to consumer products and rights.</p> <p>4.3.3 Demonstrate communication skills related to consumer rights.</p> <p>4.3.4 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify consumer rights and responsibilities. <input type="checkbox"/> Identify consumer protection agencies.

Nevada Academic Standards Correlation:

English Language Arts Standards: 10.0

FAMILY AND CONSUMER SCIENCES

Content Standard 4.0: FAMILY AND CONSUMER RESOURCE MANAGEMENT –The student shall develop management skills related to individual, family, and community resources.

Performance Standard 4.4 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a personal financial plan across the individual’s life span. <input type="checkbox"/> Analyze financial practices. <input type="checkbox"/> Compare types and costs of insurance. <input type="checkbox"/> Interpret personal, legal, and financial documents. <input type="checkbox"/> Evaluate the impact of consumer credit on a long-term basis.
MEETS STANDARDS	<p>4.4.1 Examine the components of financial planning, saving, and investing to achieve personal goals.</p> <p>4.4.2 Demonstrate financial practices including banking, income tax, and budgeting.</p> <p>4.4.3 Examine types and costs of insurance.</p> <p>4.4.4 Inventory personal, legal, and financial documents.</p> <p>4.4.5 Determine the impact of consumer credit.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the need for financial planning, saving, and investing to achieve personal goals. <input type="checkbox"/> Recognize the components of a balanced budget. <input type="checkbox"/> Identify the importance of retaining personal, legal, and financial documents. <input type="checkbox"/> Recognize the cost of credit.

Nevada Academic Standards Correlation:

Mathematics Standards: 1.0, 2.0, 3.0

FAMILY AND CONSUMER SCIENCES

Content Standard 4.0: FAMILY AND CONSUMER RESOURCE MANAGEMENT –The student shall develop management skills related to individual, family, and community resources.

Performance Standard 4.5 Evaluate the impact of technology on individual and family resources.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze types of technology that impact family and consumer decision-making. <input type="checkbox"/> Optimize the use of media and technology.
MEETS STANDARDS	<p>4.5.1 Explore the types of technology that impact family and consumer decision-making.</p> <p>4.5.2 Examine how media and technology impact family and consumer decisions.</p> <p>4.5.3 Demonstrate the use of technology.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the types of technology that impact family and consumer decision-making. <input type="checkbox"/> Observe the use of technology.

FAMILY AND CONSUMER SCIENCES

Content Standard 4.0: FAMILY AND CONSUMER RESOURCE MANAGEMENT –The student shall develop management skills related to individual, family, and community resources.

Performance Standard 4.6 Develop responsible behavior and skills that include decision-making, goal setting, teamwork, and leadership.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Critique the decision-making process. <input type="checkbox"/> Assess the value of the goal-setting process. <input type="checkbox"/> Create an environment conducive to teamwork. <input type="checkbox"/> Optimize leadership skills. <input type="checkbox"/> Evaluate the impact of responsible behavior.
MEETS STANDARDS	<p>4.6.1 Apply the steps in the decision-making process.</p> <p>4.6.2 Demonstrate ability to set short- and long-term goals using a planning process.</p> <p>4.6.3 Demonstrate strategies to encourage effective teamwork.</p> <p>4.6.4 Demonstrate leadership skills in organizing and delegating responsibilities.</p> <p>4.6.5 Examine the impact of responsible behavior.</p> <p>4.6.6 Examine the short- and long-term consequences of drug, tobacco, and alcohol use.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the steps in the decision-making process. <input type="checkbox"/> Define short- and long-term goals. <input type="checkbox"/> Describe effective work habits. <input type="checkbox"/> Identify the characteristics of a leader and a team member. <input type="checkbox"/> Identify responsible behaviors. <input type="checkbox"/> Identify the short-term consequences of drug and alcohol use.

Nevada Academic Standards Correlation:

Science Standards: 20.0

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS—The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.1 Student shall demonstrate problem-solving skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Justify actions for specific situations. <input type="checkbox"/> Counsel peers in the problem-solving process. <input type="checkbox"/> Develop a complex work- or family-related problem scenario, solves the problem using the appropriate steps in the problem-solving process and creates an action plan necessary to avoid the problem situation in the future. <input type="checkbox"/> Develop methods to analyze the advantages and disadvantages of alternative solutions. <input type="checkbox"/> Evaluates the benefits of solving a work- or family-related problem.
MEETS STANDARDS	<ul style="list-style-type: none"> 5.1.1 Solve a work- or family-related problem using the appropriate steps in the problem-solving process. 5.1.2 Demonstrate brainstorming techniques. 5.1.3 Examine and explain the advantages and disadvantages of alternative solutions to one or more problems. 5.1.4 Create an action plan based upon a solution to a work-related problem. 5.1.5 Analyze information to determine appropriate action for specific situations. 5.1.6 Identify the benefits of solving a work- or family-related problem.
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify steps in the problem-solving process (e.g., state the problem, list solutions, weigh alternatives, formulate a plan, and evaluate the plan). <input type="checkbox"/> Identify alternative solutions to a problem. <input type="checkbox"/> Identify the basic components of an action plan.

Nevada Academic Standards Correlation:

English Language Arts Standards: 4.0, 8.0

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.2 Student shall demonstrate critical-thinking skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ❑ Judge accuracy of information. ❑ Analyze how critical-thinking skills affect work performance. ❑ Collect sufficient factual or textual evidence; analyzes evidence objectively and thoroughly; makes careful inferences and creates a tenable argument to support a position or viewpoint.
MEETS STANDARDS	<ul style="list-style-type: none"> 5.2.1 Identify and explain the essential elements of the critical-thinking process. 5.2.2 Demonstrate critical-thinking skills. 5.2.3 Explain how emotional thinking and logical thinking affect decision-making. 5.2.4 Explain the difference between reliable and unreliable observations and statements of facts. 5.2.5 Recognize patterns or relationships through observation and discovery.
APPROACHES STANDARDS	<ul style="list-style-type: none"> ❑ Define critical thinking. ❑ Identify the essential steps of critical thinking. ❑ Define emotional and logical thinking.

Nevada Academic Standards Correlation:

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.3 Student shall demonstrate the ability to speak, write, and listen effectively.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate communication skills in the workplace. <input type="checkbox"/> Integrate multiple forms of communication. <input type="checkbox"/> Adjust communication according to audience feedback.
MEETS STANDARDS	<p>5.3.1 Explain the benefits of effective communication skills in the workplace.</p> <p>5.3.2 Effectively interpret and respond to verbal and nonverbal messages.</p> <p>5.3.3 Demonstrate proper telephone etiquette.</p> <p>5.3.4 Effectively communicate thoughts, ideas, and information in writing.</p> <p>5.3.5 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>5.3.6 Demonstrate sensitivity to cultural diversity in communication.</p> <p>5.3.7 Organize information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proofreading, editing/revising, and preparing final copy/publishing.</p> <p>5.3.8 Identify common communication barriers and methods for improving communication.</p> <p>5.3.9 Organize ideas and communicates orally.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify effective listening skills. <input type="checkbox"/> Identify the benefits of effective communication skills in the workplace. <input type="checkbox"/> Recognize the difference between respectful and disrespectful communication.

Nevada Academic Standards Correlation:

English Language Arts Standards: 6.0, 7.0, 8.0, 9.0, 10.0, 11.0

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.4 Students shall demonstrate the ability to select, apply, and maintain appropriate technology.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate knowledge of the basic technology systems currently available. <input type="checkbox"/> Critique the use, benefits, and cost of technological developments in the workplace, school, and home. <input type="checkbox"/> Provide routine maintenance and repair of technological equipment.
MEETS STANDARDS	<p>5.4.1 Demonstrate ability to utilize basic keyboarding techniques.</p> <p>5.4.2 Demonstrate ability to utilize other input devices.</p> <p>5.4.3 Demonstrate ability to utilize various electronic research methods.</p> <p>5.4.4 Investigate and explain the use, benefits, and costs of technological developments in the workplace, school, and home.</p> <p>5.4.5 Demonstrate knowledge of basic technology systems currently available and how they apply to a career(i.e., word processing, spreadsheets, multimedia applications, and database).</p> <p>5.4.6 Identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace, school, and home.</p> <p>5.4.7 Demonstrate routine maintenance and repair of technological equipment.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> List types of basic technology systems currently available. <input type="checkbox"/> Identify the use and benefits of technology in workplace, school, and home. <input type="checkbox"/> Identify sources of electronic information. <input type="checkbox"/> Recognize the need for routine maintenance and repair of technological equipment.

Nevada Academic Standards Correlation:

English Language Arts Standards: 10.0

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.5 Student shall demonstrate leadership and teamwork skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Match leadership strategies to the group situation. <input type="checkbox"/> Analyze personal traits and qualities and how they affect leadership and teamwork. <input type="checkbox"/> Evaluate team effectiveness. <input type="checkbox"/> Model leadership skills utilizing parliamentary procedures.
MEETS STANDARDS	<p>5.5.1 Work cooperatively with others when given a group project.</p> <p>5.5.2 Explain traits necessary to effectively lead and influence individuals and groups.</p> <p>5.5.3 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>5.5.4 Demonstrate respect for team members, team processes, and team goals.</p> <p>5.5.5 Participate in the implementation of a group’s decision and evaluate the results.</p> <p>5.5.6 Demonstrate the qualities of an effective team member.</p> <p>5.5.7 Describe the importance of a company dress code.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify leadership qualities. <input type="checkbox"/> Identify team roles. <input type="checkbox"/> Recognize the need for team goals.

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.6 Student shall demonstrate sound workplace ethics.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate ethical behavior in the workplace. <input type="checkbox"/> Comply with the confidentiality requirements of workplace policies and procedures. <input type="checkbox"/> Model appropriate business practices and etiquette in diverse situations. <input type="checkbox"/> Research culturally diverse business practices and etiquette.
MEETS STANDARDS	<p>5.6.1 Develop personal work ethics through work experience.</p> <p>5.6.2 Describe the importance of ethics practiced in the workplace.</p> <p>5.6.3 Demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task.</p> <p>5.6.4 Demonstrate appropriate personal and professional attitudes and behaviors.</p> <p>5.6.5 Maintain a safe, clean, and organized work area.</p> <p>5.6.6 Demonstrate awareness of legal responsibilities related to individual performance, safety, and customer satisfaction.</p> <p>5.6.7 Demonstrate knowledge of various types of harassment.</p> <p>5.6.8 Explain the importance of proper dress in the workplace.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify desirable personal and professional work habits and behaviors (including punctuality, regular attendance, quality performance, meeting or exceeding job expectations, self-motivation, and honesty). <input type="checkbox"/> Identify types of confidential information (including mail and information about personnel, customers, and company). <input type="checkbox"/> Recognize the differences associated with diversity (e.g., racial, ethnic, gender, educational, social, and age). <input type="checkbox"/> Recognize respectful behavior for diverse business practices and etiquette.

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.7 Student shall demonstrate the ability to effectively manage resources in high performance workplaces.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Critique strategies for balancing work and family roles. <input type="checkbox"/> Develop a system for organizing work. <input type="checkbox"/> Model effective use of resources.
MEETS STANDARDS	<p>5.7.1 Identify and organizes the human resources needed to complete a job assignment.</p> <p>5.7.2 Identify and organize the material resources and space requirements needed to complete a job assignment.</p> <p>5.7.3 Effectively use technology at its highest level to complete a job assignment.</p> <p>5.7.4 Demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>5.7.5 Utilize the basic components of effective time management.</p> <p>5.7.6 Recognize the need for management skills in the workplace with regard to stress, anger management, and substance abuse.</p> <p>5.7.7 Develop a time schedule and prioritized task list to complete a job assignment.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Identify strategies for balancing work and family roles. <input type="checkbox"/> Identify human and non-human resources. <input type="checkbox"/> Recognize the need for management skills in the workplace such as time, stress, and anger management. <input type="checkbox"/> Identify effective use of resources.

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.8 Students shall demonstrate career planning and development skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Select personal career paths. <input type="checkbox"/> Evaluate career options. <input type="checkbox"/> Predict how career choices influence family and personal life. <input type="checkbox"/> Predict future trends and occupations in the world of work. <input type="checkbox"/> Defend individual career plan.
MEETS STANDARDS	<ul style="list-style-type: none"> 5.8.1 Prepare a job application. 5.8.2 Prepare a personal résumé. 5.8.3 Complete a personal aptitude and interest inventory. 5.8.4 Participate in a job interview. 5.8.5 Establish the short-term career goals. 5.8.6 Establish the long-term career goals. 5.8.7 Uses the Nevada Career Information System (CIS) or a similar computer-based program to research careers in a chosen field. 5.8.8 Participate in an organized job-shadowing activity. 5.8.9 Participate in a community service project. 5.8.10 Construct a career portfolio.
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Determine own interests, personality characteristics, and aptitudes. <input type="checkbox"/> Identify career options. <input type="checkbox"/> Identify how career choices influence family and personal life. <input type="checkbox"/> Discuss future trends and occupations in the world of work.

FAMILY AND CONSUMER SCIENCES

Content Standard 5.0: EMPLOYABILITY SKILLS –The student shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 5.9 Student shall demonstrate job-retention and lifelong-learning skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain a current career portfolio. <input type="checkbox"/> Review and revise individual career plan. <input type="checkbox"/> Analyze various educational options needed for job advancement.
MEETS STANDARDS	<p>5.9.1 Maintain an employment/career portfolio.</p> <p>5.9.2 Identify strategies for balancing work and family roles.</p> <p>5.9.3 Demonstrate understanding of the need for lifelong learning in a rapidly changing job market.</p> <p>5.9.4 Identify strategies to maintain employment in the face of job reductions.</p> <p>5.9.5 Develop long-term career-planning strategies.</p> <p>5.9.6 Identify various educational options needed for job advancement.</p> <p>5.9.7 Demonstrate interpersonal skills needed for job retention.</p> <p>5.9.8 Identify and model sound workplace ethics, such as loyalty, punctuality, and initiative.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the need for career planning. <input type="checkbox"/> Identify effective methods to secure employment (e.g., locating acceptable jobs, interviewing, completing a job application, resume, letters of recommendation, portfolio, and interpreting an employee contract). <input type="checkbox"/> Identify effective methods to maintain employment (e.g., problem solving, communication, work ethic, and interpersonal skills).

CROSSWALK OF FAMILY AND CONSUMER SCIENCES AND ACADEMIC STANDARDS

Family and Human Development

Performance Indicator	Academic Standards
1.1.9	19.12.2 (Science) Apply cost benefits and risk analyses in decision-making processes.
1.1.8	8.12.3 (Science) Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.
1.1.2	20.12.5 (Science) Identify the types of hazards, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.
1.2.7	7.12.4 (Science) Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.
1.4	7.12.4 (Science) Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.
1.4.2	8.12.3 (Science) Investigate and describe how storing and recombination of genes in sexual reproductions results in a great variety of possible gene combinations.
1.4.2	8.12.4 (Science) Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.
1.4.2	8.12.5 (Science) Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.
1.4.2	20.12.5 (Science) Identify the types of hazards, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.
1.5.4	5.12.2 (English) Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.
1.5.2, 1.5.5	5.12.3 (English) Write reflective texts that draw comparisons between specific incidents and broader themes.

Food Science

Performance Indicator	Academic Standards
2.1.3	24.12.1 (Science) Demonstrate personal responsibility for using safety equipment and observing all safety standards.
2.1.3	24.12.2 (Science) Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.
2.2.2	4.12.3 (Science) Investigate and describe how chemical reactions may release or consume energy.
2.3.4	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.
2.4.6	1.12.4 (Science) Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.
2.4.5	23.12.4 (Science) Use derived quantities, ratios, proportions and constants.
2.4.7	24.12.3 Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.
2.4.4	4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.
2.5.1, 2.5.3, 2.5.4, 2.5.4	1.12.4 (Science) Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.
2.5.1	2.12.1 (Science) Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.
2.5.1	2.12.2 (Science) Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.
2.5.2	2.12.3 (Science) Explain how atoms may bond with another by transferring or sharing electrons that are farthest from the nucleus.
2.5.2	2.12.4 (Science) Explain that the electromagnetic force between the nucleus and electrons holds the atom together.
2.5.2	2.12.5 (Science) Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.
2.5.3, 2.5.4	3.12.1 (Science) Investigate and describe how pressure may affect changes of state.
2.5.3, 2.5.4	3.12.2 (Science) Investigate and describe how pressure may affect changes of state.
2.5.1	4.12.1 (Science) Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.
2.5.2	4.12.4 (Science) Relate the chemical properties of an element to the outermost electrons of an element.

Performance Indicator	Academic Standards
2.5.2	6.12.3 (Science) Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.
2.5.2	6.12.4 (Science) Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of material energy, transfer, protein building, waste disposal, information feedback, and movement.
2.5.2	6.12.5 (Science) In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy-rich compounds and oxygen.
2.5.2	13.12.3 (Science) Investigate and describe how water is a solvent, (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).
2.5.6	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
2.5.11	19.12.1 (Science) Identify and determine the credibility of sources of information based on the techniques used to gather that information.
2.5.11	19.12.11 (Science) Determine the limits of generalizations, assumptions, analogies, and models.
2.5.6	20.12.4 (Science) Compare groups of data, taking into account both percentages and actual numbers.
2.5.6	21.12.1 (Science) Repeat experimentation for statistical analysis and to produce conclusions that are without bias.
2.5.6	21.12.2 (Science) Repeat experimentation for statistical analysis and to produce conclusions that are without bias.
2.5.2, 2.5.10	22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.
2.5.1	23.12.6 (Science) Select samples by some random system to avoid bias.
2.5.1, 2.5.3	24.12.3 (Science) Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.
2.5.1, 2.5.12	24.12.4 (Science) Maintain a permanent record of procedures, data, analyses, decisions, and understanding of scientific investigations.
2.5.1, 2.5.12	24.12.5 (Science) Write procedures of the investigation of delegated or original scientific problems.
2.5.1, 2.5.6	24.12.6 (Science) Carry out an independent scientific investigation.
2.5.1, 2.5.12	3.12.1 (Math) Convert among customary and metric systems; convert between monetary systems.
2.5.1, 2.5.12	3.12.2 (Math) Select and use measurement tools, techniques, and formulas to calculate and compare rates, costs, distances, interest, temperatures, and weight/mass.

Performance Indicator	Academic Standards
2.5.12	5.12.1 (Math) Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.
2.5.12	5.12.6 (Math) Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).
2.5.12	5.12.5 (Math) Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors, including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.
2.5.1	4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.
2.5.12	10.12.1 (English) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.
2.5.10	11.12.1 (English) Formulate cross-curricular research questions and use an appropriate research design to gather information.
2.5.6	11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.
2.5.10	11.12.3 (English) Cite sources of information using standard methods of documentation.
2.5.10	11.12.5 (English) Organize and present research findings using appropriate media.

Textiles and Apparel

Performance Indicator	Academic Standards
3.1.1	3.12.2 (Math) Select and use measurement tools, techniques, and formulas to calculate and compare rates, costs, distances, interest, temperatures, and weight/mass.
3.1.1, 3.1.3	23.12.4 (Science) Use derived quantities, ratios, proportions, and constants.
3.1.1	4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.
3.3.1	23.12.5 (Science) Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standard for precision.
3.3.1	4.12.8 (Math) Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.
3.4.4	3.12.2 (Math) Select and use measurement tools, techniques, and formulas to calculate and compare rates, costs, distances, interest, temperatures, and weight/mass.

Consumer and Family Resource Management

Performance Indicator	Academic Standards
4.1.3	3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.
4.1.4	4.12.8 (Math) Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.
4.1.2	5.12.5 (Math) Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors, including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.
4.2.3	10.12.1 (English) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.
4.3.3	10.12.1 (English) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.
4.4.1, 4.4.2, 4.4.5	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.
4.4.5	2.12.3 (Math) Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I=PRT$ or $R=I/PT$), solving for the needed variable as necessary in given situations.
4.4.2, 4.4.5	3.12.2 (Math) Select and use measurement tools, techniques, and formulas to calculate and compare rates, costs, distances, interest, temperatures, and weight/mass.
4.4.5	3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.
4.6.6	20.12.5 (Science) Identify the types of hazards, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.

Employability Skills

Performance Indicator	Academic Standards
5.1.2	4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.
5.1.1	8.12.2 (English) Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.
5.2.5	6.12.1 (English) Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.
5.2.5	6.12.2 (English) Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme or purpose.
5.2.5	6.12.3 (English) Write compositions that present complex ideas in a sustained and compelling manner.
5.2.5	6.12.4 (English) Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.
5.2.5	6.12.5 (English) Edit for use of standard English.
5.2.5	6.12.7 (English) Share final drafts with a designated audience.
5.2.2, 5.2.5	7.12.1 (English) Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.
5.2.2, 5.2.5	7.12.2 (English) Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.
5.2.2, 5.2.5	7.12.3 (English) Use rules of punctuation; manipulate conventions for emphasis in writing.
5.2.2, 5.2.5	7.12.4 (English) Use rules of capitalization.
5.2.2, 5.2.5	7.12.5 (English) Demonstrate conventional spelling.
5.2.3	8.12.1 (English) Summarize and evaluate communications that inform, persuade, and entertain.
5.2.2, 5.2.5	9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.
5.2.2, 5.2.5	9.12.2 (English) Make formal oral and multi-media presentations, using vocabulary and public-speaking techniques appropriate to audience and purpose.
5.2.2, 5.2.3	10.12.1 (English) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.
5.2.2, 5.2.5	11.12.5 (English) Organize and present research findings using appropriate media.
5.3.4, 5.3.6	10.12.1 (English) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.