

Family and Consumer Sciences Standards



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Draft for review by the Nevada State Board of Education on
November 3, 2022

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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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Acknowledgements

The development of Nevada career and technical education (CTE) standards and assessments is a collaborative effort sponsored by the Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning, and Education Options. The Nevada Department of Education relies on educators and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. More importantly, the NDE would like to recognize the time and commitment by the writing team members in developing the career and technical standards for Family and Consumer Sciences.

Standards Development Members

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Kayla Kinney	Former Family and Consumer Sciences (FCS) program Student	Uses personal adult life preparation from the FCS curriculum to balance home, work, and community life	Carlin, Nevada

Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content; or (3) nationally recognized standards currently endorsed by business and industry.

The Family and Consumer Sciences standards were validated through active participation of business and industry representatives on the development team.

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Family and Consumer Sciences program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalks and alignment sections of the document show where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Family and Consumer Sciences program perform learning activities that connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Family and Consumer Sciences program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, FACS is the Standards Reference Code for Family and Consumer Sciences. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be FACS.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)***Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTSOs
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

Performance Standard 1.2: Develop Leadership Skills

- 1.2.1 Discuss the purpose of parliamentary procedure
- 1.2.2 Demonstrate the proper use of parliamentary procedure
- 1.2.3 Differentiate between an office and a committee
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

Performance Standard 1.3: Participate in Community Service

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity
- 1.3.3 Engage with business and industry partners for community service

Performance Standard 1.4: Develop Professional and Career Skills

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™
- 1.4.4 Participate in authentic contextualized instructional activities
- 1.4.5 Demonstrate technical skills in various student organization activities/events

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

- 1.5.1 Make a connection between program standards to career pathway(s)
- 1.5.2 Explain the importance of participation and completion of a program of study
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs

*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

CONTENT STANDARD 2.0: EXPLORE CAREERS AND EDUCATIONAL OPPORTUNITIES**Performance Standard 2.1: Analyze Opportunities for Employment and Entrepreneurial Endeavors**

- 2.1.1 Explore career pathways
- 2.1.2 Analyze career paths in family and consumer sciences
- 2.1.3 Determine how interests, abilities, personal priorities, and family responsibilities affect career choices
- 2.1.4 Summarize Education and Training Requirements for Career Opportunities

Performance Standard 2.2: Explore Postsecondary Options

- 2.2.1 Assess a variety of postsecondary options based on previous plans and performance
- 2.2.2 Develop a ten-year life plan (e.g., education, career, family)

CONTENT STANDARD 3.0: EXAMINE FASHION, DESIGN, TEXTILES, CONSTRUCTION, AND CARE**Performance Standard 3.1: Utilize Elements and Principles of Design**

- 3.1.1 Apply the elements and principles of design
- 3.1.2 Examine ways in which elements and principles of design can affect appearance, theme, and mood
- 3.1.3 Analyze the effects of textile characteristics of design

Performance Standard 3.2: Evaluate Performance Characteristics of Fibers, Fabrics, and Finishes

- 3.2.1 Investigate fibers, yarns, and fabrics
- 3.2.2 Compare and contrast natural and synthetic fibers
- 3.2.3 Investigate sustainability concepts which conserve, repurpose, and recycle resources

Performance Standard 3.3: Analyze the Effects of Textile Characteristics on the Care, Use, and Preservation of Products

- 3.3.1 Investigate product care labels
- 3.3.2 Select appropriate fabric care products
- 3.3.3 Demonstrate appropriate fabric care procedures (i.e., stain removal, pressing, storage, and dry cleaning)
- 3.3.4 Demonstrate the safe use and care of a washing machine and dryer

Performance Standard 3.4: Demonstrate Skills Using Equipment, Tools, Notions, and Supplies

- 3.4.1 Demonstrate the safe use, care, and maintenance of a sewing machine
- 3.4.2 Demonstrate the safe use, care, and maintenance of cutting, marking, and measuring tools
- 3.4.3 Demonstrate the safe use, care, and maintenance of pressing, cleaning, and steaming equipment

Performance Standard 3.5: Demonstrate the Skills Required for Pattern and Fabric Selection and Preparation

- 3.5.1 Select patterns for a variety of projects
- 3.5.2 Interpret and apply information found on commercial patterns
- 3.5.3 Determine yardage requirements for a variety of projects
- 3.5.4 Select appropriate fabrics and notions for a variety of projects
- 3.5.5 Prewash fabric, press, layout, pin, and cut a pattern, based on fabric characteristics
- 3.5.6 Demonstrate the ability to interpret and transfer pattern markings

Performance Standard 3.6: Demonstrate Skills for Constructing, Altering, and Repairing

- 3.6.1 Demonstrate a variety of seams, seam finishes, notion usage, and hems
- 3.6.2 Demonstrate various hand-stitching techniques
- 3.6.3 Demonstrate various machine techniques
- 3.6.4 Demonstrate appropriate pressing techniques
- 3.6.5 Demonstrate altering and repairing techniques
- 3.6.6 Demonstrate appropriate fabric care procedures

Performance Standard 3.7: Investigate Factors That Influence Clothing Decisions

- 3.7.1 Describe personal clothing needs and wants (i.e., wardrobe planning)
- 3.7.2 Differentiate between physical, social, and psychological needs
- 3.7.3 Describe cultural, social, and economic factors that influence clothing choices
- 3.7.4 Describe the stages in the fashion cycle
- 3.7.5 Differentiate between a classic and a fad

CONTENT STANDARD 4.0: EXPLORE MEAL MANAGEMENT AND PREPARATION**Performance Standard 4.1: Examine Influences on Food Choices**

- 4.1.1 Explain how culture, family, and social circles affect food choices
- 4.1.2 Identify how economics impact food choices
- 4.1.3 Recognize the effect of emotions on food choices
- 4.1.4 Analyze the effects of advertising media on food choices

Performance Standard 4.2: Explore the Effect of Nutrients on the Human Body

- 4.2.1 Describe the relationship between calories, energy, and food
- 4.2.2 Outline the basic nutrient groups, the individual nutrients, and their sources and roles
- 4.2.3 Explain food-packaging requirements (e.g., nutrition information, claims, ingredient list)

Performance Standard 4.3: Assess the Impact of Food Choices on Disease Prevention and Health Promotion

- 4.3.1 Research dietary guidelines (e.g., My Plate, USDA Dietary Guidelines, etc.)
- 4.3.2 Discuss the pros and cons of a variety of diets

Performance Standard 4.4: Investigate Microorganisms Found in Food and Their Role in Food-Borne Illness

- 4.4.1 Identify microbes that cause foodborne illnesses, sources, symptoms, and treatment
- 4.4.2 Identify potentially hazardous foods and processing methods

Performance Standard 4.5: Demonstrate Safe Food-Handling Principles

- 4.5.1 Recognize the impact of food temperature and time on food-borne illnesses
- 4.5.2 Practice proper temperature control and use of thermometers
- 4.5.3 Explain preventative measures when shopping, storing, preparing, cooling, and reheating food to minimize food contamination

Performance Standard 4.6: Utilize the Proper Techniques for Cleaning, Sanitation, and Resource Management

- 4.6.1 Demonstrate the proper use of cleaning products and equipment
- 4.6.2 Demonstrate proper hand-washing procedures
- 4.6.3 Demonstrate effective cleaning and sanitizing techniques
- 4.6.4 Practice appropriate waste disposal procedures

Performance Standard 4.7: Describe Procedures to Prevent Accidents and Treat Injuries

- 4.7.1 Discuss skills to prevent cuts, burns, falls, etc.
- 4.7.2 Apply proper electrical safety procedures
- 4.7.3 Wear proper personal protective equipment (PPE)
- 4.7.4 Describe proper procedures for mixing, using, and storing cleaning supplies

Performance Standard 4.8: Examine Recipes and Cooking Methods

- 4.8.1 Identify the basic components of a recipe
- 4.8.2 Define food preparation terminology and techniques
- 4.8.3 Apply cooking terminology and techniques
- 4.8.4 Compose a food preparation plan
- 4.8.5 Demonstrate appropriate measuring techniques
- 4.8.6 Utilize measuring equivalents and abbreviations appropriately

Performance Standard 4.9: Select a VARIETY OF FOODS

- 4.9.1 Evaluate the nutrient content and intended uses
- 4.9.2 Select appropriate food for intended uses
- 4.9.3 Describe purchasing and storage methods
- 4.9.4 Compare and contrast fresh, frozen, canned, and dried produce for nutrient quality, availability, cost, and intended use

Performance Standard 4.10: Prepare a Variety of Foods

- 4.10.1 Prepare a variety of nutritious meals and snacks
- 4.10.2 Apply preparation, cooking methods, and preservation techniques for a variety of foods

Performance Standard 4.11: Establish a Dining Atmosphere

- 4.11.1 Analyze food costs and develop a food budget
- 4.11.2 Demonstrate basic methods for serving a meal
- 4.11.3 Arrange tableware for a complete meal
- 4.11.4 Discuss the benefits of dining with others (e.g., family, friends, celebrations)
- 4.11.5 Demonstrate table manners, including the use of personal electronic devices

**CONTENT STANDARD 5.0: DESCRIBE THE SIGNIFICANCE OF FAMILY AND HUMAN DEVELOPMENT
AND THEIR EFFECTS ON THE WELL-BEING OF INDIVIDUALS AND SOCIETY****Performance Standard 5.1: Analyze Families in Societal Contexts**

- 5.1.1 Analyze family as the basic unit of society
- 5.1.2 Analyze global influences on today's families
- 5.1.3 Analyze the role of family in teaching culture and traditions across the lifespan
- 5.1.4 Identify different types of families
- 5.1.5 Analyze parenting styles and their effects on family dynamics

Performance Standard 5.2: Identify the Factors that Affect Human Growth and Development

- 5.2.1 Explain how nurturing promotes human growth and development
- 5.2.2 Determine how heredity and environment affect growth and development
- 5.2.3 Analyze the impact of social, economic, and technological forces on individual growth and development

CONTENT STANDARD 6.0: INVESTIGATE INDIVIDUAL AND INTERPERSONAL RELATIONSHIPS**Performance Standard 6.1: Analyze Relationship Elements**

- 6.1.1 Analyze roles and expectations of various types of relationships
- 6.1.2 Analyze personal needs and characteristics and their impact on interpersonal relationships
- 6.1.3 Utilize communication skills that contribute to positive relationships
- 6.1.4 Discuss conflict prevention and management techniques
- 6.1.5 Investigate personal needs, wants, and characteristics and their effects on interpersonal relationships (e.g., self-esteem, self-image, standards, life events, etc.)
- 6.1.6 Explain how changes and crises affect individual and interpersonal relationships
- 6.1.7 Identify the strategies to help cope with change
- 6.1.8 Assess the short- and long-term consequences of high-risk behaviors
- 6.1.9 Model self-care techniques (e.g., visualization, meditation, nutrition, exercise, socialization, engage support systems, etc.)

Performance Standard 6.2: Demonstrate Effective Decision Making

- 6.2.1 Explain how needs, wants, values, goals, and standards affect personal behaviors and outcomes
- 6.2.2 Apply management planning skills, as well as processes, to organize tasks and responsibilities
- 6.2.3 Develop short- and long-term goals using a planning process
- 6.2.4 Demonstrate strategies for effective time-management

Performance Standard 6.3: Demonstrate Financial Management of Individual and Family Resources

- 6.3.1 Examine the components of financial planning and management
- 6.3.2 Examine financial services

CONTENT STANDARD 7.0: DEMONSTRATE LIFE MANAGEMENT SKILLS**Performance Standard 7.1: Investigate Financial Management**

- 7.1.1 Demonstrate the skills necessary to manage finances (e.g., budgeting, record keeping, personal financial planning, etc.)
- 7.1.2 Assess the advantages, disadvantages, and impact of consumer debt/credit
- 7.1.3 Discuss consumer protection and risk-management strategies related to investments, fraud, identity theft, etc.
- 7.1.4 Explore banking, saving, and investing
- 7.1.5 Interpret financial and legal documents (e.g., banking reports, pay stubs, taxes, contracts, credit reports, etc.)
- 7.1.6 Examine types and costs of insurance
- 7.1.7 Research information about obtaining and maintaining healthcare
- 7.1.8 Analyze the options, costs, and responsibilities of various forms of transportation

Performance Standard 7.2: Analyze Consumers' Rights and Responsibilities

- 7.2.1 Investigate state and federal policies and laws that provide consumer protection
- 7.2.2 Describe how to resolve consumer complaints and concerns
- 7.2.3 Research civic responsibility related to resource consumption, conservation, and waste management

Performance Standard 7.3: Evaluate the Impact of Technology on Individuals and Families

- 7.3.1 Explore ways to optimize the use of media and technology
- 7.3.2 Assess how media and technology impact quality of life for individuals and their relationships
- 7.3.3 Explain cyber responsibility related to maintaining personal privacy and practicing legal behaviors, ethical behaviors, digital etiquette, etc.

CONTENT STANDARD 8.0: INVESTIGATE HOUSING OPTIONS**Performance Standard 8.1: Apply Consumer Skills to Housing Decisions and Maintenance**

- 8.1.1 Evaluate the influence of needs and wants on housing choices
- 8.1.2 Analyze the impact of other factors on housing choices (e.g., lifestyle, culture, values, status, efficiency, safety, etc.)
- 8.1.3 Investigate housing alternatives
- 8.1.4 Evaluate the process for securing housing (e.g., contracts, finances, insurance, utilities, etc.)
- 8.1.5 Examine housekeeping standards and procedures
- 8.1.6 Discuss a home safety/emergency plan

Performance Standard 8.2: Evaluate Living Space Design

- 8.2.1 Utilize elements and principles of design
- 8.2.2 Evaluate furnishings, appliances, and lighting
- 8.2.3 Evaluate home organization management (e.g., efficiency, clutter control, etc.)

CONTENT STANDARD 9.0: INVESTIGATE COMMUNITY AND CIVIC ENGAGEMENT

Performance Standard 9.1: Examine the Impact and Opportunities of Community Engagement

- 9.1.1 Explore the value of strong communities
- 9.1.2 Discuss the importance of civic/community engagement
- 9.1.3 Examine volunteer opportunities in the community

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Crosswalks and Alignments

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses.

Crosswalks (Academic Standards)

The crosswalks of the Family and Consumer Sciences Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Family and Consumer Sciences program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Family and Consumer Sciences Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Family and Consumer Sciences program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Family and Consumer Sciences Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Family and Consumer Sciences program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Family and Consumer Sciences Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Family and Consumer Sciences program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Family and Consumer Sciences Standards are crosswalked to the Career Cluster Career Cluster™ and the Career Pathway Career Pathway.

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**Crosswalk of Family and Consumer Sciences Standards
and the Nevada Academic Content Standards**

Content Standard 1.0: Integrate Career and Technical Student Organizations (CTSOs)

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.1.2	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.1.3	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
1.2.1	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.4	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.5	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.4.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Performance Indicators	Nevada Academic Content Standards
1.4.2	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.3	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.4	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
1.4.5	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Performance Indicators	Nevada Academic Content Standards
1.5.2	<p>English Language Arts: Language Standards</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Content Standard 2.0: Explore Careers and Educational Opportunities

Performance Indicators	Nevada Academic Content Standards
2.1.2	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
2.2.1	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
2.2.1	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.2.2	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

Content Standard 3.0: Examine Fashion, Design, Textiles, Construction, and Care

Performance Indicators	Nevada Academic Content Standards
3.2.2	<p>English Language Arts: Reading Standards for Literature</p> <p>RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
3.2.3	<p>English Language Arts: Reading Standards for Literature</p> <p>RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
3.3.3	<p>English Language Arts: Reading Standards for Literature</p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
3.4.1.	<p>English Language Arts: Reading Standards for Literature</p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
3.4.3	<p>English Language Arts: Reading Standards for Literature</p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
3.5.2	<p>English Language Arts: Reading Standards for Literature</p> <p>RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
3.7.3	<p>English Language Arts: Reading Standards for Literature</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>English Language Arts: Speaking and Listening Standard</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Content Standard 4.0: Explore Meal Management and Preparation

Performance Indicators	Nevada Academic Content Standards
4.1.1	<p>English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.2.1	<p>English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.2.3	<p>English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
4.3.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
4.3.2	<p>English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.5.2	<p>English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
4.5.3	<p>English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
4.6.1	<p>English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.6.3	<p>English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
4.6.4	<p>English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>

Performance Indicators	Nevada Academic Content Standards
4.7.2	English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.7.4	English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.8.1	English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
4.8.5	English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.9.1	English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
4.9.3	English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
4.9.4	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.10.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.10.2	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.11.4	English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Content Standard 5.0: Describe the Significance of Family and Human Development and Their Effects on the Well-Being of Individuals and Society

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.1.2	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.1.3	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.1.5	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.2.1	<p>English Language Arts: Speaking and Listening Standard SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Performance Indicators	Nevada Academic Content Standards
5.2.2	<p>English Language Arts: Reading Standards for Literature RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
5.2.3	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

Content Standard 7.0: Demonstrate Life Management Skills

Performance Indicators	Nevada Academic Content Standards
7.1.1	<p>English Language Arts: Reading Standards for Literature RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
7.1.2	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
7.1.5	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
7.1.7	<p>Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
7.1.8	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
7.2.1	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
7.2.2	<p>English Language Arts: Speaking and Listening Standard SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>
7.3.1	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
7.3.2	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
7.3.3	<p>English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>English Language Arts: Speaking and Listening Standard SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>

Content Standard 8.0: Investigate Housing Options

Performance Indicators	Nevada Academic Content Standards
8.1.4	English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
8.1.5	English Language Arts: Reading Standards for Literature RST.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
8.2.1	English Language Arts: Speaking and Listening Standard RST.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Alignment of Family and Consumer Sciences Standards
and the Mathematical Practices**

Mathematical Practices	Family and Consumer Sciences Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	2.2.2; 4.2.1; 7.2.27.2.3, 7.2.3, 7.2.4; 8.1.1
3. Construct viable arguments and critique the reasoning of others.	8.2.2
4. Model with mathematics.	3.5.3; 4.8.3-4.8.6; 4.9.1. 4.9.4; 4.10.1, 4.10.2; 4.11.1; 7.2.3 8.1.1
5. Use appropriate tools strategically.	3.3.3, 3.3.4; 3.4.1, 3.4.2, 3.4.3; 3.5.1, 3.5.2. 3.5.3, 3.5.4 3.5.5, 3.5.6; 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5; 4.5.2; 4.6.1 4.6.3; 4.8.3, 4.8.4, 4.8.5, 4.8.6; 4.10.1, 4.10.2; 8.1.5, 8.1.6 8.1.7, 8.1.8; 9.1.4
6. Attend to precision.	3.5.3, 3.5.4, 3.5.5; 4.10.1, 4.10.2
7. Look for and make use of structure.	4.2.3
8. Look for and express regularity in repeated reasoning.	

**Alignment of Family and Consumer Sciences Standards
and the Science and Engineering Practices**

Science and Engineering Practices	Family and Consumer Sciences Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.2.2; 3.2.1; 4.9.1, 4.9.2; 4.11.1
2. Developing and using models.	2.1.1
3. Planning and carrying out investigations.	3.2.1
4. Analyzing and interpreting data.	3.5.1, 3.5.2, 3.5.3, 3.5.4
5. Using mathematics and computational thinking.	3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6; 3.6.1, 3.6.2, 3.6.3 4.5.2; 4.6.1, 4.6.3; 4.7.4; 4.8.2, 4.8.3, 4.8.4, 4.8.4, 4.8.6 4.9.1, 4.9.3; 4.10.1, 4.10.2; 4.11.1; 7.2.2, 7.2.3, 7.2.4; 8.1.1 8.1.5, 8.1.6, 8.1.8; 8.2.2
6. Constructing explanations (for science) and designing solutions (for engineering).	4.9.2; 9.1.6
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.1.1, 2.1.2; 2.2.2; 3.1.2; 3.2.2, 3.2.3; 3.3.1, 3.3.3, 3.3.4; 3.4.1 3.4.2, 3.4.3; 3.7.4; 4.1.2, 4.1.4; 4.2.1, 4.2.2, 4.2.3; 4.3.1, 4.3.2 4.4.1, 4.4.2; 4.5.3; 4.6.1, 4.6.2, 4.6.3, 4.6.4; 4.7.1, 4.7.2, 4.7.4 4.8.1, 4.8.4; 4.9.1, 4.9.3, 4.9.4; 4.11.1; 5.2.1, 5.2.2; 7.1.6, 7.1.8 7.2.1; 8.1.1, 8.1.5, 8.1.7, 8.1.8; 8.2.2, 8.2.3; 9.1.2, 9.1.3, 9.1.4 9.1.6; 9.2.2, 9.2.3

**Crosswalks of Family and Consumer Sciences Standards
and the Common Career Technical Core**

Arts, A/V Technology & Communications Career Cluster™ (AR)	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.	3.1.1, 3.1.2; 3.3.2, 3.3.3 3.4.1, 3.4.2, 3.4.3; 3.5.1 3.5.2, 3.5.3, 3.5.4, 3.5.5 3.5.6; 3.6.1, 3.6.2, 3.6.3 3.6.4, 3.6.5, 3.6.6; 3.7.4 3.7.5
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.	
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.	3.7.2, 3.7.3
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.	2.1.1, 2.1.2, 2.1.3, 2.1.4 2.2.1, 2.2.2
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.	

Human Services Career Cluster™ (HU)	Performance Indicators
1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in the human services.	
2. Evaluate the role of the family, community and human services in society and the economy.	4.1.1, 4.1.2
3. Use effective communication with human services clients and their families.	
4. Demonstrate ethical and legal conduct in human services settings.	
5. Evaluate career opportunities in each of the Human Services Career Pathways.	2.1.1, 2.1.2, 2.1.3
6. Explain how human development principles enhance the wellbeing of individuals and families.	

Career Ready Practices (CRP)	Performance Indicators
1. Act as a responsible and contributing citizen and employee.	6.1.1, 6.1.2, 6.1.3; 8.2.3
2. Apply appropriate academic and technical skills.	
3. Attend to personal health and financial well-being.	4.3.2; 4.4.1, 4.4.2; 4.5.1 4.5.2; 4.6.1, 4.6.2, 4.6.3 4.7.1, 4.7.2, 4.7.3, 4.7.4 4.9.1, 4.9.4; 4.10.1; 4.11.1 7.1.2, 7.1.9; 7.3.1, 7.3.2 8.1.1, 8.1.2, 8.1.3, 8.1.4 8.1.5, 8.1.6, 8.1.7, 8.1.8 8.2.2; 9.1.4, 9.1.6
4. Communicate clearly, effectively and with reason.	7.1.3, 7.1.4, 7.1.6
5. Consider the environmental, social and economic impacts of decisions.	3.7.3; 4.1.1; 7.1.5; 7.2.1 9.1.1, 9.1.2
6. Demonstrate creativity and innovation.	7.1.7, 7.1.8
7. Employ valid and reliable research strategies.	
8. Utilize critical thinking to make sense of problems and persevere in solving them.	7.2.4
9. Model integrity, ethical leadership and effective management.	7.1.1; 8.3.3
10. Plan education and career path aligned to personal goals.	2.1.1, 2.1.2, 2.1.3, 2.1.4 2.2.1, 2.2.2; 7.2.3
11. Use technology to enhance productivity.	8.3.1, 8.3.2
12. Work productively in teams while using cultural/global competence.	