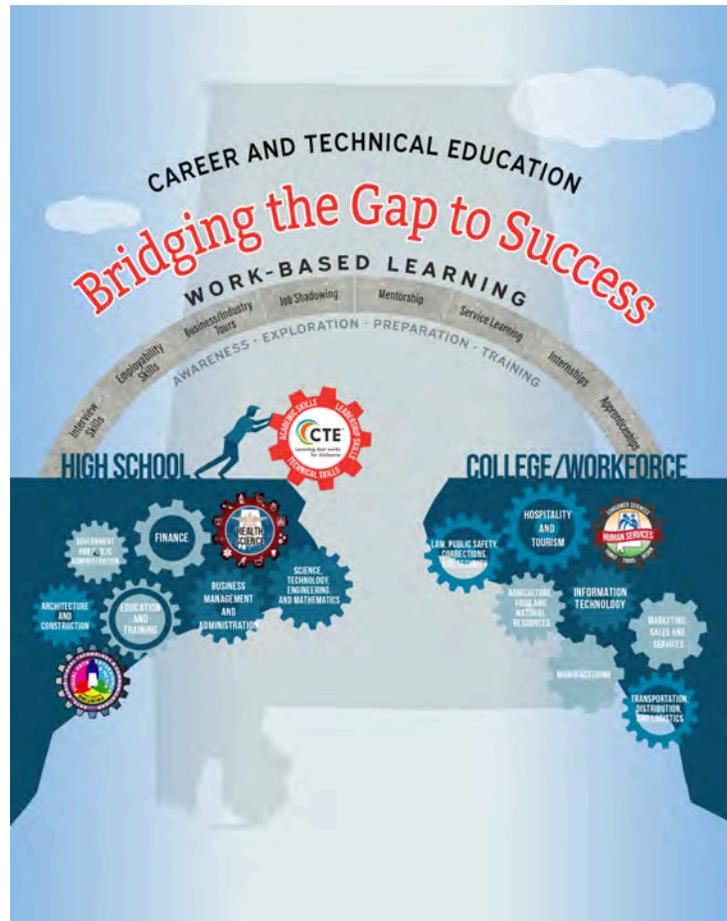


Alabama Course of Study Career and Technical Education



2023

Eric G. Mackey, State Superintendent of Education
Alabama State Department of Education



For information regarding the
Alabama Course of Study: Career and Technical Education
and other materials, contact:

Alabama State Department of Education
Instructional Services Section
3345 Gordon Persons Building
Montgomery, Alabama

P.O. Box 302101
Montgomery, AL 36130-2101

(334) 694-4768

©2023

Alabama State Department of Education
Eric G. Mackey, State Superintendent of Education

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 694-4717.

Alabama Course of Study

Human Services



Eric G. Mackey
State Superintendent of Education

**STATE SUPERINTENDENT OF EDUCATION’S
MESSAGE**

Dear Alabama Educator:

The *2023 Alabama Course of Study: Career and Technical Education, Human Services* presents standards designed to prepare students for the career and technical demands of the future, both in the workplace and in the postsecondary education setting.

This document contains a challenging set of standards designed to promote students’ engagement and career interests in Human Services fields. I encourage each system to use the document in developing local curriculum guides that determine how local school students will achieve and even exceed these standards.

The *2023 Alabama Course of Study: Career and Technical Education, Human Services* was developed by educators and business and community leaders to provide a foundation for building quality Human Services programs across the state. Implementing the content of this document through appropriate instruction will promote students’ exploration and enhance preparation for further study and careers in a variety of Human Services fields.

Eric G. Mackey
State Superintendent of Education

**MEMBERS
of the
ALABAMA STATE BOARD OF EDUCATION**

Governor Kay Ivey
President of the State Board of Education

District

- I. Jackie Zeigler**
- II. Tracie West**
Vice President
- III. Stephanie Bell**
- IV. Yvette Richardson, EdD**
- V. Tonya S. Chestnut, EdD**
President Pro Tem
- VI. Marie Manning**
- VII. Belinda McRae**
- VIII. Wayne Reynolds, EdD**

State Superintendent
Eric G. Mackey
Secretary and Executive Officer

Alabama Course of Study

Human Services

Table of Contents

PREFACE	vii
ACKNOWLEDGMENTS	viii
GENERAL INTRODUCTION	1
CONCEPTUAL FRAMEWORK	3
POSITION STATEMENTS	5
DIRECTIONS FOR INTERPRETING STANDARDS	9
CLUSTER OVERVIEW	12
CONTENT STANDARDS: MIDDLE SCHOOL COURSES	14
Fundamentals of Family and Consumer Sciences	14
Exploring Family and Consumer Sciences	18
Careers in Family and Consumer Sciences	22
CONTENT STANDARDS: HIGH SCHOOL COURSES	26
Architecture and Interior Design I	26
Architecture and Interior Design II	30
Career Pathway Project in Human Services	33
Child Development	36
Child Services	41
Consumer Affairs	46
Consumer Economics	50
Creative Design and Production	54
CTE Lab in Human Services	58
Family and Community Services	61

Family and Consumer Sciences	65
Family Financial Planning	70
Family Wellness	74
Fashion Fundamentals	79
Fashion Merchandising	83
Home Renovation and Sales	87
Human Lifespan Development	91
Small Business in FCS	96
BIBLIOGRAPHY	101

Alabama Course of Study

Human Services

PREFACE

The 2023 *Alabama Course of Study: Career and Technical Education, Human Services* provides the framework for Grades 6-12 Human Services programs in Alabama’s public schools. Content standards in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4). They are fundamental and specific, but not exhaustive. Human Services education courses are organized by programs, which are aligned with national standards. When developing local curriculum, school systems may include additional content standards to reflect local needs and philosophies. Systems are encouraged to add implementation guidelines, resources, and activities based upon the content standards in the Human Services course of study.

The 2023 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of the Human Services course of study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama’s career and technical education courses of study, and national standards. The Committee and Task Force also reviewed information from professional journals and Internet sites, listened to and read comments from interested individuals and industry groups throughout the state, considered suggestions from independent reviewers, sought input from advisory councils, and thoroughly discussed each issue and standard among themselves. The Committee and Task Force reached consensus and developed what members believe to be the best Human Services course of study for students in Alabama’s public schools.

Alabama Course of Study Human Services

ACKNOWLEDGMENTS

This document was developed by the Human Services Committee and Task Force of the 2023 Alabama Career and Technical Education Course of Study Committee and Task Force, composed of middle school, high school, and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began work in January of 2023 and submitted the document to the Alabama State Board of Education for adoption at the December 2023 meeting.

Human Services Course of Study Committee and Task Force

Chair: Lisa L. Connell, MEd, Superintendent, Washington County Schools

Mary Donna Bell, PhD, Associate Professor, University of Montevallo

Leslie Campbell, MEd, Teacher, Wetumpka High School, Elmore County Schools

Hannah Costanzo, EdS, Assistant Principal, Tuscaloosa County High School, Tuscaloosa County School System

Deborah Davenport Clark, BS, Teacher, Verbena High School, Chilton County Schools

Manda Deaile, BS, Teacher, Thompson High School, Alabaster City Schools

LaTonya Dixon, PhD, Nutrition and Hospitality Management Program Coordinator, Assistant Professor, Alabama A&M University

Kalie Faulk, MEd, Teacher, Good Hope Middle School, Cullman County Schools

Dawn Hopper, BS, Retired Teacher, Baldwin County Schools

Virginia Kochan-Lovett, MEd, Program Instructor, Limestone County Career Technical Center, Limestone County Schools

Morgan Milstead, MS, CFCS, Senior Instructor, The University of Alabama

Margaret Morton, EdS, CEO of Sylacauga Alliance for Family Enhancement, Inc., President of East Alabama Rural Innovation and Training Center Foundation (EARTH), Sylacauga

Katherine Murray, MEd, Career Tech Director, Opelika City Schools

Paige Shaddix, MS, Teacher, Alexandria High School, Calhoun County Schools

Lisa Swinney, MS, Teacher, Jacksonville High School, Jacksonville City Schools

Amethyst Vineyard, MEd, Teacher, Chilton County High School, Chilton County Schools

Kimberly Walker, MEd, Teacher, Lexington High School, Lauderdale County Schools

Kenitta Cooley-Willis, BS, Teacher, Choctaw County Elementary School, Choctaw County Schools

Appreciation is extended to **Dr. Kim Holdbrooks Townsel**, Educator, Gadsden City Schools, who served as a content reviewer of this document.

Alabama State Department of Education personnel who managed the development process were:

Eric G. Mackey, EdD, State Superintendent of Education

Angela Martin, Deputy State Superintendent

Melissa Shields, EdD, Assistant State Superintendent, Office of Student Learning

Jimmy Hull, EdD, Assistant State Superintendent, Career and Technical Education

Sean J. Stevens, MEd, Program Coordinator, Instructional Services

Cathy Jones, MS, Executive Secretary, State Courses of Study Committees, Instructional Services

Dawn Morrison, Education Administrator II, Career and Technical Education

Laura Bailey, MEd, Education Administrator, Career and Technical Education

Mikki Crenshaw, EdD, Education Administrator, Career and Technical Education

Holly Summerlin, Administrative Support Assistant, Instructional Services

Catherine Wilbourne, MEd, Editor, Courses of Study

Carol Sprayberry, MEd, NBCT, Consultant, Courses of Study

The Alabama State Department of Education specialists who assisted the Committee and Task Force in developing the document were:

Kayla Cantley, EdS, Education Specialist, Career and Technical Education

Theresa Long, MEd, Education Specialist, Career and Technical Education

Susanne Estes, MEd, Education Specialist, Educational Technology

Charles V. Creel, Graphic Arts Specialist, Communications
Susan Penton, MEd, EL Regional Specialist, Instructional Services
Tiffany Moore, MEd, NBCT, Education Specialist, Special Education Services

Alabama Course of Study

Human Services

GENERAL INTRODUCTION

Alabama’s Career and Technical Education programs empower students with the workplace-readiness skills required for success in the twenty-first century. Courses are designed to equip students to become productive, well-prepared citizens who possess the necessary knowledge and skills for postsecondary education and employment. Career and Technical Education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and expertise.

The *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. Alabama’s Career and Technical Education programs promote students’ career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with knowledge and skills that reinforce attainment of academic core content through hands-on, experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the sixteen national career clusters, separate course content standards have been developed for more than fifty career programs.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not reprinted in each course of study, but instead are indicated in the clusters’ program guides, which are the definitive listings of required courses for each cluster. Program guides can be found on the Alabama State Department of Education website.

Alabama’s Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and to be responsive to current and future workforce demands. Rigor in each course of study is derived from both core academic content and industry-specific knowledge and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each Career and Technical Education program, industry-recognized credentials of value and certifications have been established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements are developed in partnership with the Alabama Community College System to allow for a seamless transition for students to further their education.

Alabama’s growing economy calls for increasing numbers of highly skilled workers. Alabama’s Career and Technical Education programs, through the implementation of each career cluster’s course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

**Alabama Course of Study
Human Services
CONCEPTUAL FRAMEWORK**



Alabama Course of Study

Human Services

CONCEPTUAL FRAMEWORK

The Human Services cluster prepares students for a wide array of careers that promote the development of healthy, productive individuals and families. At the center of the Human Services conceptual framework is the family. The family unit is the basis on which individual, organizational, and community success is built. The four programs that make up the cluster surround the image of the family: Consumer Sciences, which focuses on family and individual financial health; Design, creating and maintaining healthy and functional human environments and apparel; Family, in which students learn the skills needed to connect families to resources and educate family members as caregivers; and Food, equipping students with the essential skills to promote nutrition and wellness across the lifespan and by breaking down cultural and socioeconomic barriers. Behind the map of Alabama, a new day is breaking across Alabama as our students prepare to enter the workforce and bring their skills to families and communities across the state.

POSITION STATEMENTS

Human Services

The Career and Technical Education Human Services Program prepares students for employment in careers that relate to growth and development across the lifespan, innovative human environments, and family and individual wellness. Certain fundamental understandings which support the Human Services program are outlined below. They must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Human Services Program.

Classroom and Laboratory Environment

The effective human services classroom should be a safe space which is fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their skills. As in other clusters in Career and Technical Education, human services instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world situations in the human services field.

Technology, Equipment, and Facilities

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have access to other classroom supplies and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the technology and materials necessary for a superior career and technical education program.

Safety

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each career and technical education program. An effective plan may include federal, state, local, school, and program guidelines. Care must be taken to ensure that students are in safe environments both on and off campus. Safety includes not only physical and emotional well-being but also digital and online security. Students are required to pass safety tests with one hundred percent accuracy.

Professional Development

Because both technology and instructional methods continue to evolve, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations pertaining to their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

Administrative Support

Full support from district and local administrators is essential in providing the necessary components of a Human Services Program. Administrators should recruit highly qualified teachers who possess appropriate credentials and secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Human Services cluster. Administrators should actively promote the Human Services Program within the school and in the community.

Instructional Model

The human services course of study is designed to address the challenges of a changing, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The human services curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard, then use the local curriculum guide to plan appropriate learning experiences. Teachers must understand that there are differences among standards, curriculum, and resources. The human services content standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic core content should be integrated into the Human Services Program. To achieve the solution to a given problem, students must possess an adequate foundation in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Human Services Program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by human services instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Human Services program.

Career and Technical Student Organizations

Nationally-affiliated Career and Technical Student Organizations (CTSOs) are integral, co-curricular components of instruction in each career and technical education course, designed to help students develop an understanding of all aspects of industry and technology. These organizations enhance classroom instruction while helping students develop teamwork and leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Human Services course.

Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA). FCCLA makes a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through family and consumer sciences education. Goals of FCCLA are:

- to provide opportunities for personal development and preparation for adult life;

- to strengthen the function of the family as a basic unit of society;
- to encourage democracy through cooperative action in the home and community;
- to encourage individual and group involvement in helping achieve global cooperation and harmony;
- to promote greater understanding between youth and adults;
- to provide opportunities for making decisions and for assuming responsibilities;
- to prepare for the multiple roles of men and women in today's society; and
- to promote family and consumer sciences and related occupations.

Business-Industry-School Relationships

The very nature of human services requires a close relationship between the school and the business community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and business leaders in the local community. The relationship between schools and businesses can be immensely beneficial to all parties involved.

Student Work Experience

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from continuous feedback from students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

Advisory Councils and Partnerships

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council made up of representatives of the local business community that provides professional, real-world input regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying equipment, resource materials, or qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

Community Involvement and Service

There are many ways for human services students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, and community adult education programs are valuable resources for human services programs. Open houses, tours, and presentations allow families and other interested citizens to become informed about human services and involved in the education environment.

Postsecondary and Higher Education Credit

Postsecondary and higher education articulation is a significant element in a student's career path. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and must make students aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One of the benefits is the earning of postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers may offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with that student's participating school.

DIRECTIONS FOR INTERPRETING STANDARDS

The 2023 *Alabama Course of Study: Human Services* is organized around the following elements: foundational standards, topics, and content standards.

Foundational standards are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth

opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. Each foundational standard completes the stem “*Students will...*”

Related content standards are grouped under **Topics**. In the example below, the topic is “Fashion History.” Standards from different topics may be closely related.

Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Some have **sub-standards**, indicated with *a, b, c, d...*, which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which present options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught.

Each content standard completes the stem “*Students will...*” When “including” appears in standards, it should be construed as “including but not limited to.” The items listed after “including” must be taught; others may also be incorporated in instruction.

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the course of study. The standards in each course are to be used as a minimal framework and should encourage innovation. Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not reprinted in each course of study, but instead are indicated in the clusters’ program guides, which are the definitive listings of required courses for each cluster. They can be found on the Alabama State Department of Education website.

CLUSTER OVERVIEW

Human Services

Human Services as a discipline focuses on the elements that make up the human environment and the study of human interaction, development, nutrition, and design. This cluster is divided into four programs, outlined below. Students in Grades 9-12 may choose to pursue further studies in any one of these four programs after successfully completing the required foundation course, Family and Consumer Sciences.

The Consumer Services program focuses on the role of economics and financial planning in all life stages. This program presents fundamental financial concepts for individuals and families, including insurance, taxes, savings and retirement, and banking services. The program's goal is to prepare students to pursue higher education and certifications in fields that provide essential knowledge and services to protect the resources of families, businesses, and communities.

The Family Studies and Community Services program is designed to prepare students for careers that serve the most vulnerable members of society, including children, special populations, and families in crisis. Students in this program study human growth and development, the role of caregivers in human development, and the resources available to those in need.

The Nutrition and Wellness program looks closely at food as an essential part of human health and the human experience. Courses in this program explore food preparation, food product development and marketing, and the flavors and cultural significance of foods from around the globe. The goal of this program is to prepare students for post-secondary education and careers in a wide variety of fields, from food technology to small business ownership.

The Clothing, Textiles, and Interior Design program encompasses the role of textiles, apparel, architecture, and merchandising in daily life. Courses in this program cover topics such as fashion design, trend analysis, textile construction, retail marketing, home and landscape design, and real estate sales. This program is designed to prepare students for a variety of careers including merchandisers, marketers, real estate agents, and home stagers.

In addition to the high school courses, the course of study offers three courses for students in Grades 6-8 that provide exploration opportunities in the areas of personal and family relationships, financial awareness, apparel and interior design, nutrition and wellness, consumer economics, and career investigation. These courses are designed to give students multiple opportunities to apply their learning and demonstrate relevant interpersonal and workforce skills. While the middle school courses can be taught to any grade level, 6-8, local education agencies who choose to offer all three

courses may wish to use the the following course sequencing: Fundamentals of Family and Consumer Sciences in sixth grade, Exploring Family and Consumer Sciences in the seventh grade, and Careers in Family and Consumer Sciences in eighth grade.

Course of Study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize the application of knowledge and skills to solve practical problems.

CONTENT STANDARDS: MIDDLE SCHOOL COURSES

Fundamentals of Family and Consumer Sciences	
Course Duration	Nine weeks (standards 1, 5, 10, 15, 17, and 20 are required) OR One semester (standards 1, 3, 5, 8, 10, 11, 13, 15, 16, 17, 18, and 20 are required) OR One year (all standards are required)
Grade Levels	6-8
Prerequisites	

Fundamentals of Family and Consumer Sciences provides exposure to content in the areas of personal and family development, consumer sciences, apparel, interior design, and food and nutrition. The course presents multiple opportunities for students to apply their learning and demonstrate real-world skills. A fully-equipped, residential-style kitchen is recommended but not required.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards	<ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
-------------------------------	---

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FUNDAMENTALS OF FAMILY AND CONSUMER SCIENCES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Personal and Family Development

1. Identify the characteristics of healthy friendships in early adolescence and beyond.
Examples: positive communication and interactions, mutual support and respect, healthy boundaries, positive influence
2. Identify and describe personal strengths, interests, and challenges.
 - a. Research and report on ways to increase proficiency in areas of interest.
Examples: free courses, extracurricular activities, hobbies, certifications, secondary education programs and courses
3. Utilize communication and conflict resolution skills in a variety of social situations.
4. Compare and contrast the roles of family and peers in personal development and growth.
5. Identify family structures and describe the strengths and challenges of each family type.
6. Research and report on ways to strengthen family bonds.
Examples: family dinners, game nights, shared interests and goals, communication

**Consumer
Sciences**

7. Investigate and report on the role of adolescents as consumers and how they impact the economy.
8. Identify character traits of leaders and explain how to develop these traits throughout adolescence.
9. Identify leadership opportunities available to adolescents within their community.
10. Describe marketing strategies aimed at adolescents and young adults.
Examples: digital marketing, augmented reality, celebrity endorsements
11. Research and report on methods of saving, planning for large purchases, and managing money.
Examples: saving to buy a phone or gaming console, investing in high-end clothing, creating a college savings plan

**Apparel
and
Interior Design**

12. Describe apparel and textile construction techniques using industry-recognized terminology.
13. Demonstrate sewing or textile construction skills.
14. Describe how to store and care for clothing.
15. Identify housing and interior design styles.
16. Research and report on the costs of furnishings and accessories needed for an adolescent's room.
17. Describe the elements and principles of design and explain how they are used in the clothing, textile, and housing industries.

**Food
and
Nutrition**

18. Investigate and report on the nutritional needs of adolescents and young adults and explain how those needs differ from requirements of other age groups.
19. Utilize safe and sanitary food preparation methods.
20. Plan and prepare snacks that meet the specific nutritional needs of adolescents.

- 
21. Determine the quality and costs of food items from a variety of sources, including grocery stores, discount stores, wholesale stores, and farmers markets.
 22. Examine the impact of food science and food technology on food production.

Exploring Family and Consumer Sciences

Course Duration	Nine weeks (standards 1, 3, 9, 10, 15, 17, 19, and 20 are required) OR One semester (standards 1, 3, 5, 9, 10, 11, 13, 14, 15, 17, 19, and 20 are required) OR One year (all standards are required)
Grade Levels	6-8
Prerequisites	

Exploring Family and Consumer Sciences is designed to familiarize students with Family and Consumer Sciences content. Content includes exploration and demonstration of skills related to family dynamics, financial responsibility, apparel, interior design, nutrition, and safe food preparation. A fully-equipped, residential-style kitchen is recommended but not required.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

EXPLORING FAMILY AND CONSUMER SCIENCES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Family and Community

1. Describe characteristics of healthy relationships with family and friends.
Examples: communication, conflict resolution
 - a. Investigate and report on the role of family and friendships in social and emotional development during adolescence and beyond.
 - b. Demonstrate healthy communication in a variety of relationships.
Example: role play interactions between friends or siblings
2. Describe leadership skills needed by professionals working with families and the community.
Examples: work ethic, communication, dependability
3. Utilize and explain techniques for goal-setting, problem-solving, time management, and decision-making.
4. Summarize the physical and emotional changes that occur during adolescence and explain how they may affect family dynamics.
5. Determine causes of teen conflict and demonstrate conflict resolution skills.
Example: disagreements or bullying over social media
6. Compare and contrast positive and negative peer influence and describe the effect of peer influence on behavior and self-image.

7. Explain the importance of self-respect for adolescents.
8. Explain child care practices that maintain safety and health for children of various ages.
Examples: choosing safe toys and activities when baby-sitting, cutting foods into small pieces for younger siblings

Financial Skills

9. Investigate and report on the impact of young consumers on the global economy.
10. Debate the pros and cons of targeted marketing to young consumers.
11. Research employment opportunities for young adolescents, including age requirements for various positions.
Examples: babysitting, lawn care, pressure washing
12. Develop a plan for personal financial fitness.
Examples: budgeting allowance, saving for larger purchases, managing windfalls such as monetary gifts

Apparel and Interior Design

13. Identify apparel construction techniques and explain how they are used.
 - a. Identify apparel construction tools and explain how they are used.
14. Apply the engineering design process to create an item of household decor or apparel using basic sewing and construction techniques.
Examples: decorative pillows, plush toys; aprons, fashion accessories
15. Describe basic textile types and their uses in apparel and interiors.
Examples: knits, woven fabrics, jacquard, bouclé
16. Identify and describe elements of their own personal style in both apparel and interior design.
17. Design a living space for an adolescent or young adult.
Examples: home bedroom, game room

Food Preparation and Planning

18. Demonstrate safety and sanitation practices when preparing snacks and meals.
19. Explain the importance of diet, exercise, and rest for teen health.
20. Plan meals that meet federal dietary guidelines and the budgets of individuals and families at various stages.
21. Explore and describe cultural foods and the role they play in cultural identity.
22. Compare and contrast the flavor, nutritional value, and costs of convenience foods and homemade foods.
Example: “make or buy” analysis
23. Set a table for a family meal.
Example: Place utensils, plates, cups or glasses, napkins, serving pieces, and condiments.

Careers in Family and Consumer Sciences	
Course Duration	Nine weeks (Standards 1, 5, 6, 11, 13, 19, and 23 are required) OR One semester (Standards 1, 5, 6, 8, 11, 13, 15, 16, 18, 19, 20, and 23 are required) OR One year (All standards are required)
Grade Levels	6-8
Prerequisites	

Careers in Family and Consumer Sciences is designed to expose students to career pathways in human services. It provides opportunities for students to explore career options related to consumer economics, apparel, interior design, food and wellness, and family studies. A fully-equipped, residential-style kitchen is recommended but not required.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CAREERS IN FAMILY AND CONSUMER SCIENCES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Education and Career Planning

1. Explore and report on personal strengths and interests as they relate to possible future career paths.
Example: Utilize interest survey, personality assessment, aptitude test, GPA, and/or standardized tests to identify strengths.
2. Explain how work is related to meeting the needs of the economy, the functions of society, and the need for personal fulfillment.
3. Compare and contrast characteristics of a job, an occupation, and a career.
4. Utilize goal-setting techniques and critical-thinking skills to develop an academic and extracurricular plan for high school and beyond.
5. Investigate leadership and employability skills and create a plan for group or individual leadership development.

**Consumer
Economics**

6. Outline financial issues and opportunities facing young teens, including first jobs, saving for large purchases, and budgeting for educational expenses.
7. Develop personal spending plans based on a variety of income levels representing various careers and educational levels.
8. Research and report on an economic issue that impacts young teens.
Examples: identify theft, consumerism and peer pressure

**Apparel
and Interior
Design**

9. Compare and contrast a variety of textile and apparel construction techniques.
10. Explain the differences between fast fashion, mid-range, and luxury brand clothing items, including cost, availability, durability, and environmental impact.
11. Utilize apparel construction tools and techniques.
12. Develop a marketing plan for an original apparel design.
 - a. Develop a logo for an original apparel design and use it in a marketing tool.
13. Identify interior and exterior design styles of commercial and residential buildings throughout cultures and historical periods.
14. Investigate and describe new trends and technology in housing and interior design.
Examples: alternative building materials, design trends, smart homes, universal design
15. Develop an interior design portfolio based on a client scenario.

**Food
and Wellness**

16. Identify the skills and tools needed to prepare and store meals and snacks.
17. Investigate and explain the nutritional needs of adolescents and barriers to nutrition that are characteristic of this age group.
Examples: empty calories, food marketing techniques and product placement, time constraints

18. Describe causes of foodborne illness and outline food safety and sanitation practices that prevent foodborne illness outbreaks.
19. Prepare healthy snacks or meals using a variety of foods and preparation methods, using mathematical skills for measuring ingredients.
20. Demonstrate manners and proper etiquette used in various settings.
21. Research and report on careers in food and nutrition.
Examples: registered dietitian, food scientist, restaurateur, food product development, food product marketing

Family Studies

22. Investigate and report on the impact of a career choice on an individual's and/or family's lifestyle.
23. Demonstrate skills for positive guidance and caregiving for children, incorporating principles of child development from birth to adolescence.
24. Explain effective coping strategies and stress management practices used in daily life, including those needed in family interactions and when acting as a caregiver.
Examples: manage social media time, spend time in nature, read a book, spend time with friends and family, talk with others
25. Research and report on careers and entrepreneurial opportunities in child services and family and community services.

CONTENT STANDARDS: HIGH SCHOOL COURSES

Architecture and Interior Design I	
Course Credit	0.5 (Standards, 1, 2, 3, 8, 9, 10, 11, 12, 14, 15, 18, 19, and 19c are required) OR 1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Architecture and Interior Design I introduces historical and contemporary trends in residential and commercial architecture and interior design. Course content provides opportunities for students to explore architectural design; elements and principles of design; floor planning; creation of functional, safe, and aesthetically pleasing spaces; technology; and careers in the field of architecture and interior design.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards	<ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
-------------------------------	---

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

ARCHITECTURE AND INTERIOR DESIGN I CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Architecture and Planning

1. Explain the concepts and functions of architecture.
Examples: structure, visual appeal, purpose
2. Describe the influences of culture, geography, and individual architects on residential and commercial design and housing styles.
 - a. Describe how elements of architectural design have reflected, recorded, and shaped history.
Examples: the availability of materials, cultural influences, economic status, environmental influences, structural elements, technology
3. Classify different residential and commercial structures into architectural styles and describe characteristic features of each type.
Examples: Cape Cod, contemporary, Craftsman, Prairie, ranch, Southern colonial, Spanish, modern farmhouse, traditional farmhouse, Victorian, Neoclassical, Georgian, colonial revival, Gothic
4. Gather, evaluate, and share information on ways that housing styles influence interior design elements.
Examples: furniture, window treatments, wall coverings, backgrounds, flooring, lighting, art

Interiors

5. Compare various roof styles used in residential and commercial architectural designs.
Examples: flat, gable (high pitch, low pitch, and dormer), gambrel, hip, mansard, shed
6. Compare various window types used in architectural design.
Examples: picture, bow, casement (sliding, double hung), bay, jalousie
7. Describe features of exterior and interior doors used in architectural design.
Examples: wood, metal fiberglass, panel doors, flush doors
8. Investigate the advantages and disadvantages of construction materials and methods to determine their suitability for exterior and interior applications.
Examples: concrete, masonry, timber framing, formwork, prefabrication, tile, stone, granite, trim, paint, plumbing and lighting fixtures
9. Investigate and report on the use of ADA (Americans with Disabilities Act) universal design standards and building codes in architectural designs.
10. Interpret architectural symbols, legends, and keys provided on architectural and interior design documents.
Examples: blueprints, floor plans, price lists
11. Calculate measurements, estimates, purchasing, and pricing for interior design products and supplies.
Examples: square footage; window treatments
12. Demonstrate basic techniques used to decorate and repair interior spaces.
Examples: hammering a nail, laying tile, hanging wall decor and window treatments, simple plumbing, caulking
13. Critique aspects of a well-designed living space, including elements of a functional kitchen, bathroom, bedroom, and home office.
Examples: social, work, private, and storage zones

**Backgrounds
and Furnishings**

14. Analyze and apply the elements and principles of design to residential and commercial interior design.
Examples: room arrangement, wall coverings, window treatments, flooring, accessories
15. Identify and describe period furniture styles.
16. Describe factors that affect the design, selection, and placement of furniture and equipment in residential and commercial interior design.
Examples: lifestyle, cost, maintenance, durability, suitability, special needs, traffic flow, fire code, ADA requirements
17. Critique the quality of furniture and equipment based on budget, materials, workmanship, construction details, and style.
18. Determine the advantages and disadvantages of various types of interior treatments for residential and commercial properties, including basic textiles, floor and wall coverings, window treatments, and lighting fixtures.

**Application
of
Interior Design**

19. Utilize drawing skills and computer aided design applications to create residential and commercial floor plans using industry-recognized symbols.
 - a. Identify and describe technological advances incorporated in residential and commercial design.
Examples: smart spaces and consumer goods such as appliances, security systems, lighting, HVAC, motion sensors
 - b. Explain how environmental factors influence residential and commercial design.
Examples: thermal and moisture protection, energy efficiency, well-designed landscape, lead-based paint, asbestos, safety code issues
 - c. Create and use scale drawings to determine placement of fixtures and furnishings in interior spaces.

Architecture and Interior Design II	
Course Credit	1.0
Grade Levels	10-12
Prerequisites	Architecture and Interior Design I

Architecture and Interior Design II introduces students to business practices and procedures of the interior design industry. This course is designed to provide opportunities for students to explore design project development, business planning and operations, and interior design techniques by applying technology, drawing and digital skills, and elements and principles of design.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards	<ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
-------------------------------	--

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

ARCHITECTURE AND INTERIOR DESIGN II CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Interior Design Industry

1. Summarize the history of the interior design industry from 1900 to the present.
2. Explain basic characteristics and uses of textiles in the interior design industry.
3. Determine space, tools, equipment, and furnishings needed to operate a variety of interior design businesses.
Examples: independent, small business, multi-partner firm
4. Summarize laws, regulations, and licensure requirements for becoming an interior designer.
5. Demonstrate design processes utilized in interior design, including determining the scope of the project, research, and concept development.

Client Relationship

6. Explain how a designer considers and incorporates a client's preferences, values, ideas, and budget when carrying out a design project.
7. Explain how choices of housing, home furnishings, and equipment vary according to family characteristics including size, stage of life, style preferences, and financial resources.
8. Select elements for interior design projects that meet specific client expectations.
Examples: floor coverings, window treatments, wall coverings, hard surfaces, furnishings, bedding, lighting

**Architectural
Design**

- 9. Assess the impact of architectural details when planning a client design project.
Examples: Decide how to highlight ornate woodwork on a stairway in a Victorian structure. Design simple window treatments in keeping with the character of a Craftsman bungalow.
- 10. Compare historical architectural details to features highlighted in current housing and interior designs.
Examples: coal-burning fireplaces to supply heat vs. ornamental fireplaces, telephone niches in hallways vs. the addition of infrastructure for smart appliances

**Space and Floor
Planning**

- 11. Evaluate the function and design of a variety of interior design spaces, including convenience, efficiency, and aesthetic appeal.
Examples: lofts, studio apartments, speciality rooms, dorm rooms
- 12. Plan residential spaces that meet a client’s specifications, including providing safety and privacy, meeting aesthetic needs, creating efficient traffic patterns and workspaces, and providing areas for relaxation.
- 13. Develop a commercial design that incorporates current ADA standards and creates efficient workspaces and traffic patterns.

**Furniture
and Interior
Treatments**

- 14. Compare various materials and finishes used in furniture construction and explain the care required for each one.
- 15. Sketch furnishings and interior spaces to create interior designs that meet client specifications.

**Application
of
Interior Design**

- 16. Utilize technology to create an original two- or three-dimensional design that applies the elements and principles of design, displays industry-standard scale and proportion, and considers health and environmental factors to solve specific problems related to client needs.

Career Pathway Project (CPP) in Human Services

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Successful completion of two or more courses in the Human Services cluster

Career Pathway Project (CPP) in Human Services is a capstone course which allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

During the CPP, the student works with his or her coordinating teacher, academic teachers, and a product or process mentor who has expertise in the student’s field of study. At the conclusion of the CPP, the student presents or demonstrates the knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the mentor, peers, and community and business representatives.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CAREER PATHWAY PROJECT IN HUMAN SERVICES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Project Proposal

1. Create a formal, narrative proposal that communicates a specific concept, creates a process, or develops a product related to human services.
Examples: Produce a student-led, end-of-course fashion show. Establish a non-profit organization. Create an interior design project for a commercial or residential client. Create and carry out a business plan for a startup venture in the human services industry.

Research

2. Conduct independent research related to the selected human services project.
Examples: Internet research, related reading, library databases

Project Report

3. Write a detailed report on the chosen human services project, following established conventions for format, grammar, usage, and citation of sources.

Presentation

4. Produce an original multimedia presentation based upon career pathway project research and results.
Examples: producing a digital presentation and oral explanation, creating a documentary, presenting a project model and explanation

Portfolio

5. Design and create a project portfolio that documents all components of the human services pathway project and demonstrates the validity of the process.

Child Development	
Course Credit	1.0
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Child Development introduces students to the essential concepts and skills needed to work effectively with children and families. This course focuses on the growth and development of children from birth through adolescence in the four domains of development (physical, social, intellectual, and emotional) and invites students to explore the challenges and opportunities that arise when dealing with children throughout infancy and childhood. It also provides opportunities to examine the role of caregivers, educators, and others in supporting children’s development. This course is designed to prepare students for further study and careers in family and community services. A fully-equipped, residential-style kitchen is recommended but not required.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards	<ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
-------------------------------	---

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CHILD DEVELOPMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Learning About Children

1. Describe the stages of physical, intellectual, social, and emotional development of children of various ages and explain why a basic understanding of development is critical when working with children in a variety of settings.
 - a. Explain the importance of objective observations when assessing a child’s development throughout multiple stages of development.
2. Explain how various factors influence the growth and development of children throughout infancy, childhood and adolescence.

Examples: heredity, environment, nutrition, physical activity, developmental disorders, birth defects, exceptionalities
3. Explain the contributions of child development theorists to the study of children and families and the implications of their theories for child services professionals.

Examples: Freud, Piaget, Erikson, Skinner, Havighurst, Maslow, Bronfenbrenner

Prenatal Stage

4. Describe the stages of prenatal development, labor, and birth.
 - a. Describe potential risks to mother and child at each stage of prenatal development, labor, and birth.
5. Identify and describe physical and emotional needs of the mother and newborn child.
6. Research and report on possible birth defects including types, causes, prevention, and treatment.
Examples: spina bifida, Down syndrome, fetal alcohol syndrome, cleft palate

Physical Development

7. Summarize physical development milestones from birth through adolescence and use the information to select developmentally appropriate play or leisure time activities.

Intellectual Development

8. Research and report on current studies in brain development and early learning.
9. Identify brain structures and explain their functions in learning and intellectual development from birth through adolescence.
10. Compare and contrast teaching and learning methods for preschool, elementary, and secondary levels.
11. Create developmentally appropriate learning activities for children and adolescents of various ages, based on theories of intellectual development.
Examples: stacking games, board games, puzzles, memory games

Emotional Development

12. Outline ways to help children deal with stress and family crises throughout multiple stages of development.
13. Explain the importance of consistency when guiding children.
Examples: behavior, schedules
14. Gather, evaluate, and share information on the impacts of social and family structures on emotional development.
Examples: parental guidance, peer influence, educational settings



- 15. Select developmentally appropriate books that encourage positive self-concept and emotional growth for children and adolescents of various ages.
- 16. Research and report on the importance of developing a personal identity in adolescence.
 - a. Examine the effects of physical changes and societal expectations on the adolescent’s developing identity.



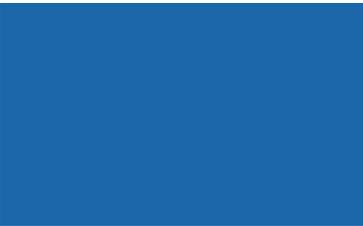
- 17. Identify and describe key milestones in social development, including parallel play, social interaction, developing friendships, and displaying empathy for others.
 - a. Compare and contrast the role and function of dating during adolescence with dating and socialization during other life stages.
- 18. Design a learning space that incorporates materials and arranges furnishings to encourage positive social interactions.

Examples: preschool learning stations, elementary school reading nook, flexible seating for adolescents



- 19. Determine dietary needs for infants, toddlers, children, and adolescents based on USDA guidelines.
- 20. Prepare nutritious meals and snacks that meet current USDA dietary guidelines for infants, toddlers, children, and adolescents.
- 21. Demonstrate sanitation and food safety practices for childcare and educational settings.

Examples: sanitizing bottles, demonstrating proper handwashing and glove use; holding foods at appropriate temperatures
- 22. Outline and explain ways to meet health and safety needs in the childcare and educational environment, including eliminating safety hazards; selecting safe, age-appropriate toys; and teaching online safety.

- 
23. Demonstrate procedures for managing emergency situations, caring for children and adolescents with illnesses or special health needs, and maintaining health records.
 24. Identify the signs of child abuse and neglect and explain the procedures for reporting suspected abuse or neglect.

Child Services

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Child Services prepares students for careers as child services professionals. Topics covered in this course include child growth and development, community support services, family and community relationships, advocacy, professionalism and ethics, health and safety, and management. Standards in this course are designed to equip students with a deeper understanding of the role of child services professionals.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

<h2>Foundational Standards</h2>	<ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
---------------------------------	--

- 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CHILD SERVICES CONTENT STANDARDS

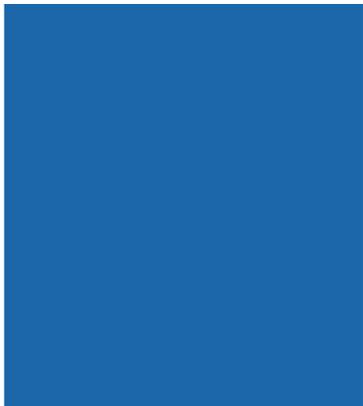
Each content standard completes the stem “*Students will...*”

Growth and Development

- 1. Identify and explain strategies that promote children’s physical, intellectual, emotional, and social development.
Examples: implementing an assortment of creative, stimulating learning opportunities; explaining the impact of parenting style on the child’s social development
- 2. Explain how a family's values, culture, and practices impact children's development.
Examples: religion, child-rearing practices
- 3. Investigate and explain developmentally-appropriate behaviors of children at each stage of development.
Examples: asking questions, tantrums, tattling
 - a. Identify and explain strategies for dealing with children’s behaviors at various stages of development.
Examples: de-escalation of aggressive behavior, positive and negative reinforcement

Community Support Services

- 4. Identify local, state, and national agencies that provide resources to children and their families and describe situations that the agencies’ programs are designed to address.
Examples: Alabama Department of Rehabilitation Services, Alabama Department of Public Health, Centers for Disease Control and Prevention



5. Investigate and explain intervention strategies for crisis situations, including child abuse, neglect, homelessness, and illness.
Examples: foster care and shelters, counseling, law enforcement intervention, referrals to specialists
6. Develop a plan for establishing and operating a child services program.
Examples: startup budget, operating budget, funding sources
7. Identify government-sponsored programs and referral options that support children in the local community and describe their funding sources, program benefits, and eligibility criteria.
Examples: CASA, WIC, food stamps, Head Start, Alabama's Early Intervention System

Family and Community Relationships

8. Identify and explain communication skills that family services professionals use to establish positive relationships with children, families, and the community
9. Identify and explain strategies that promote supportive relationships between parents and professional caregivers.
Examples: establishing a parent reception area; distributing parent handbooks, brochures, bulletins, and newsletters; conducting parent meetings and home visits

Advocacy

10. Investigate and report on the role of caregivers as child advocates.
Examples: meeting basic needs (food, clothing, shelter, medical care); advocating for literacy and access to a quality education; influencing public policy; mandatory reporting
11. Describe advocacy strategies that promote the well-being of children.
Examples: researching case law, administrative code, legislation; focusing on building relationships; launching media campaigns
12. Research and report on agencies and nonprofit organizations that advocate for children.
Examples: Alabama Network of Children's Advocacy Centers, Inc.; VOICES for Alabama's Children; Court Appointed Special Advocates for Children; Alabama Department of Mental Health; National Children's Advocacy Center



- 13. Research and present information on a public policy issue that affects the rights of children.
Examples: literacy initiatives, child protections, bullying prevention, suicide prevention, school violence prevention, access to mental health services, Medicaid expansion, funding for pre-k programs

Professionalism and Ethics

- 14. Summarize the ethical responsibilities of child services professionals, including responsibilities for reporting incidents and maintaining accurate, confidential documentation.
- 15. Research and report on licensing regulations, credentials, and legislation associated with child services professions.
- 16. Research and report on ethical standards for child services professionals.

Health and Safety

- 17. Explain how living conditions, health conditions, and socioeconomic status can impact children and their families.
- 18. Outline basic health practices and disease prevention procedures to protect workers and clients in child services programs.
- 19. Compare and contrast federal, state, and local regulations for child service facilities.
Examples: space per child, number of toilets, fire safety features, sanitation, indoor and outdoor safety features, adherence to Americans with Disabilities Act (ADA) regulations, program accreditation and licensure requirements for child services programs
- 20. Create a first aid and emergency response plan for children and staff of a child services program.
- 21. Utilize the current United States Department of Agriculture (USDA) dietary guidelines to create snack or meal menus for infants, toddlers, preschoolers, elementary children, teens, and young adults.

Management

22. Describe practices and characteristics of effective leaders in child services professions.
Examples: communication, goal-setting, team building; empathy, confidence, delegation, integrity, vision
23. Explain the continuous improvement process and how it could be applied to a child services program.
Example: Use the PDCA cycle (planning, doing, checking, and acting) to set goals, implement change, evaluate situations, and create results.
24. Describe the responsibilities of the director in managing a child services program.
Examples: planning, organizing, implementing, evaluating
25. Outline employment procedures for a child services program.
Example: policies presented in an employee handbook
 - a. Summarize and discuss procedures for training new employees.
 - b. Research and report on local, state, and federal requirements for employees who work with children.
Examples: background checks, educational requirements

Consumer Affairs

Course Credit	0.5 (Standards 1, 2, 6, 7, 8, 10, 12, 14, 15, and 18 are required) OR 1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Consumer Affairs focuses on the relationship between the consumer and economic activities. Topics include forecasting, trend analysis and product development, consumer awareness and product safety, product pricing, and consumer decisions. This course provides information to assist individuals and families in making informed purchasing decisions and presents the skills needed for careers in consumer sciences and consumer advocacy.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CONSUMER AFFAIRS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Career Pathways

1. Investigate and report on the role of consumer sciences professionals in advising families and individuals regarding their financial behaviors.
Examples: Certified Financial Planner (CFP), estate planning firms, insurance brokers, consumer affairs representative
 - a. Research and report on consumer interest careers and their role in advocating for the financial well-being of individuals and families.
Example: consumer advocates, county extension agents, financial planners
 - b. Research and report on ethical considerations within consumer interest careers.

Forecasting, Trend Analysis, and Product Development

2. Conduct market research to determine consumer trends and product development needs for a selected population and product.
Examples: school population, age-group peers, location-specific groups; smart textiles, automotive technology, robots, drones
3. Assess the labeling, packaging, and support materials of consumer goods for compliance with current packaging and labeling laws.

Consumer Awareness and Product Safety

4. Create and present a plan to educate an audience about a new product on the retail market.
5. Interpret, summarize, and analyze data regarding consumer trends.
Examples: create and use graphs and tables to represent quantities, use equations and percentages to calculate profit margins and discounts
6. Research and report on ways media and advertising influence family and consumer decisions.
7. Research and present information on the role of social media influencers in creating demand for certain brands and shaping consumer purchasing decisions.
8. Gather, evaluate, and share information on ways that apps and other mobile technology affect the shopping experience for consumers.
9. Gather and share information on marketing strategies used in online selling.
Examples: artificial intelligence and targeted advertising, social media analytics
10. Describe ways individuals and groups can advocate for consumers.
Examples: join consumer advocacy groups, investigate product safety, develop consumer awareness campaigns, lobby lawmakers
11. Compare and contrast the effects of various consumer protection laws and agencies on consumer safety and awareness, including the Consumer Product Safety Commission.
Examples: Consumer Product Safety Act, FDA, USDA, FTC
12. Describe fraudulent and deceptive practices in business and the financial services industry.
Example: Create an infographic or commercial outlining how scammers take advantage of consumers.
 - a. Outline strategies individuals can use to reduce the risk of becoming victims of consumer fraud.
 - b. Explain the processes for reporting various types of deception and fraud.
Examples: identity theft, false advertising, fraudulent charges

**Product Pricing
and Consumer
Decisions**

13. Create and publicize a plan advocating for a position on a selected consumer issue.
Example: Design a campaign warning senior citizens about on-line scams.
14. Differentiate among the roles of the producer, consumer, and consumer advocate in product recalls.
15. Research the Consumer Bill of Rights and identify and explain the rights and responsibilities it encompasses.
16. Describe the path of a product from production to purchaser and explain how each step affects costs, retail pricing, and consumer decisions.
17. Explain how elements of overall retail operations affect retail pricing.
Examples: labor costs, lease/mortgage payments, insurance costs, marketing costs, cost of goods
18. Compare and contrast purchasing options available to retail customers, considering how price, availability, quality, and convenience influence consumer decisions.
Examples: high-end apparel and discount store clothing, groceries from a warehouse club and from a grocery chain store, online shopping and in-store shopping

Consumer Economics

Course Credit	0.5 (standards 1, 2, 6, 7, 8, 9, 11 13, 15, 15a, 17, and 18 are required) OR 1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Consumer Economics is designed to help students develop the skills needed to make important financial decisions throughout their lifespan and understand the processes behind these decisions. The course also addresses the language used in financial services and institutions and provides knowledge for making informed choices regarding transportation, housing, and investments. Consumer Economics also addresses challenges including fraud and identity theft and their impact on individuals and families. Throughout this course, students will have multiple opportunities to examine related career paths in the real estate, marketing, and investment industries.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CONSUMER ECONOMICS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Transportation

1. Compare and contrast transportation options to meet the needs of individuals across the lifespan.
 - a. Evaluate costs and responsibilities of owning and maintaining a new or used vehicle, including purchase price or lease payments, insurance, maintenance, tags and taxes, and repairs.
 - b. Compare owning a vehicle to leasing a vehicle, outlining advantages and disadvantages of each.
2. Compare and contrast types, sources, and costs of car loans, including loan terms and interest rates.
3. Evaluate the effectiveness, safety, and affordability of rideshare, carpooling, and other services as a personal transportation option in both rural and urban settings.

Real Estate

4. Compare and contrast the services that real estate agents and brokers provide to prospective home buyers and sellers.
5. Summarize the procedures used to estimate property values.
Example: examining the selling prices for comparable properties (“comps”)

6. Describe and estimate the costs incurred when selling, purchasing, and maintaining a home in given scenarios.
Examples: closing costs, property survey, appraisal, escrow accounts, homeowners insurance, maintenance fees, property taxes, homeowner association fees
7. Describe types of housing in the real estate market and explain factors that affect housing choices, including location and budget.
Examples: apartments, townhomes, manufactured homes, single-family dwellings
 - a. Outline the pros and cons of renting a home versus buying a home.

Consumer Investments

8. Explore and evaluate investment options and opportunities and explain how they may contribute to the financial stability of individuals and families throughout the life cycle.
Examples: risk-to-return relationships, long- and short-term investments, developing a portfolio, types of commercial investment accounts, retirement planning and accounts
 - a. Explain how major purchases may be considered investments.
Examples: homes, land, stocks, bonds, precious metals
9. Compare and contrast types of savings accounts and investment programs offered by financial institutions.
Examples: banks, credit unions, investment companies
10. Graph and explain the benefits of earning compound interest on savings and investments.

Consumer Challenges

11. Research and report on identity theft, fraud, and financial scams and explain the process for reporting incidents and recovering financial losses.
12. Describe the financial and emotional costs of recovering from identity theft or fraud.
13. Explain the effects of economic factors on personal income, individual and family security, and consumer decisions.
Examples: scarcity, supply and demand, inflation, interest rates

Financial Literacy

14. Develop short-term and long-term financial goals and budgets that support families and individuals across the lifespan.
15. Identify and explain the components of a pay stub.
 - a. Explain the purposes of optional employer payroll deductions.
Examples: retirement, employer savings plans, childcare savings, investment options, flexible spending accounts
16. Interpret a credit report and explain how a credit score affects a consumer's purchasing ability, including its effects on loan interest rates and eligibility for credit.
17. Identify and describe types of taxes an individual may encounter during their lifetime.
Examples: property tax, income tax, inheritance tax, sales tax
18. Compare and contrast insurance options for a variety of needs throughout the lifespan.
Examples: car insurance, whole and term life insurance, medical and disability insurance, business policies, homeowners' or renters' insurance
19. Simulate maintaining a budget for an individual or family based on a given scenario.
Example: Create a hypothetical spending plan and track expenditures and savings for two months.

<h2>Creative Design and Production</h2>	
Course Credit	0.5 (Standards 1, 2, 4, 6, 9, 10, 11, 13, 15, 16, and 20 are required) OR 1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Creative Design and Production provides opportunities for students to learn and practice creative design skills in the fashion and design industries. These skills are taught through the use of a variety of equipment, which may include heat transfer and digital printers, cutters, embroidery machines, heat presses, quilting machines, or computer design software programs. Content may be conveyed through a school-based enterprise, computer and technology applications, projects related to business ownership, and real or simulated occupational experiences. Standards are designed to include the use of technology throughout the course, allowing students to create artwork to produce marketable finished products. Skills needed to organize and manage a business and employability skills needed to be effective in the workforce are included in the course content.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CREATIVE DESIGN AND PRODUCTION CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Business Practices

1. Identify the target market and analyze product trends, pricing, and time factors to select products or services to sell in a small business focused on creative design.
2. Determine effective methods of advertising and promoting a small-business product or service to a particular target market.
3. Formulate a plan to promote services and products to a wide market.

Design

4. Create a pricing guide for products or services, factoring in the costs of production, time considerations, and consumer demand.
Examples: types of products, supply chain, lead time, overhead
5. Calculate and demonstrate the effect of mark-up on prices and profit margin in various scenarios and explain how retailers balance pricing with customers' willingness to spend.
6. Explain the importance of business records and describe the types of records necessary for a small business.
Examples: sales, purchasing, invoice, inventory, customer lists, expenses, payroll, sales tax, equipment
7. Develop and implement a customer service training program.
Examples: interactions between employees, suppliers, managers, and customers
8. Summarize copyright laws and policies regarding ownership and use of digital and non-digital content.
Examples: fair use, creative commons license
9. Research and create names for products and/or businesses.
10. Demonstrate advanced computer design skills, including converting, importing, exporting, and backing up files; transferring data among applications; and uploading templates.
11. Utilize a variety of industry-standard equipment and software programs to design and create finished products.
Examples: software for photo editing, vector graphics editing, drawing, designing, cutting, embroidering, quilting
12. Create and produce visually appealing business logos and product branding to communicate company identity and uniqueness.
13. Develop ads for creative products, using both traditional and non-traditional forms of media.
14. Describe the personal, emotional, sensory, and intellectual responses to elements of design.
Examples: elements of design found in architecture, fashion, housing, interior fixtures, and furnishings

	<p>15. Apply design elements and principles to design original products, using traditional, digital, and multimedia techniques. <i>Examples: sketching and designing clothing and accessories, landscape design, interior design and furnishings, instructional video design, food styling and plate presentation</i></p>
<p>Production</p>	<p>16. Produce two- and three-dimensional products using original designs. <i>Examples: a sticker to decorate a mug, theme-decorated cupcakes</i></p> <p>17. Create and utilize an inventory management system for the organization of materials during production, replenishment, clean-up, and storage.</p>
<p>Post-Production</p>	<p>18. Inspect products, using industry-standard quality-control practices.</p> <p>19. Evaluate the production cycle, lead time, inventory, down time, and defect rate in the production process. a. Evaluate the final product for quality and determine if the product meets customers' expectations.</p> <p>20. Repurpose and redesign products that do not meet marketable standards.</p>

CTE Lab in Human Services

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Successful completion of two or more courses in the Human Services cluster

CTE Lab in Human Services is designed to enhance the student’s general understanding and mastery of the cluster. This course is designed as a learning laboratory to support students’ individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CTE LAB IN HUMAN SERVICES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Occupational Expertise

1. Demonstrate expertise in a specific occupation within the Human Services cluster.
 - a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student’s assessed needs.

Research and Presentation

2. Conduct research on a selected topic related to human services using approved research methodology, interpret findings, and prepare a presentation to defend results.
 - a. Select an investigative study based on research and prior knowledge.
 - b. Collect, organize, and analyze data accurately and precisely.
 - c. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts.
3. Demonstrate higher-order critical thinking and reasoning skills appropriate for a career in the human services field.

Examples: Make inferences, explain connections, or express an in-depth understanding of how the career connects to the human services field.

 - a. Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
 - b. Locate, evaluate, and interpret information related to the chosen occupation in oral, print, and digital formats.
 - c. Analyze and apply data and/or measurements to solve problems and interpret documents.
 - d. Construct charts, tables, or graphs using functions and data.

Leadership

4. Apply leadership and professional career skills needed in human services careers.
Examples: decision-making, time management, long-term planning, commitment, professional communication
 - a. Develop and deliver a professional presentation offering potential solutions to a current issue.
 - b. Demonstrate leadership and career skills in job placement, job shadowing, entrepreneurship, or internship, or by obtaining an industry-recognized credential of value.
 - c. Participate in leadership development opportunities available through the appropriate student organization and/or professional organizations in human services fields.
 - d. Demonstrate written and oral communication skills through presentations, public speaking, live or virtual interviews, and/or an employment portfolio.

Family and Community Services

Course Credit	0.5 (Content standards 1, 4, 6, 8, 10, 11, 14, 15, 16, and 18 are required) OR 1.0 (All content standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Family and Community Services provides students interested in human services careers with an opportunity to examine various career paths available to community services professionals. The course requires students to demonstrate the necessary skills of successful family and community service professionals, analyze the role of service providers in the lives of individuals and families, and investigate the qualities of impactful programs and providers.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FAMILY AND COMMUNITY SERVICES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Community Support Services

1. Identify agencies and organizations that provide services for individuals and families.
Examples: Medicaid, Medicare, assisted-living facilities, area councils on aging, charitable organizations
2. Describe community support programs and services for infants and toddlers, preschoolers, school-aged children, adolescents, and adults to help meet their physical, social, emotional, and intellectual developmental needs.
Examples: Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Head Start, senior centers
3. Summarize the rights and responsibilities of clients and families receiving services.
Examples: Family First Act, Family First Prevention Services Act
4. Describe legal and ethical responsibilities of agencies and their staff members regarding suspected abuse or neglect of clients.
5. Summarize local and global policies, issues, and trends that affect individuals and families.
Examples: paternity and maternity leave, disaster assistance

Individual and Family Wellness

6. Identify special population subgroups and discuss community resources available to assist members of each group.
Examples: military families, persons with disabilities, persons experiencing homelessness
7. Research and report on ways that personal and community factors impact individual, family, and community wellness.
Examples: availability of quality medical care, recreation, and educational opportunities; social networks; employment opportunities, environmental quality
8. Explain how individuals and families can create or access support systems across the lifespan and why such systems are important.
Examples: friends, family members, community relationships, support groups
9. Investigate and summarize the health, safety, and wellness issues of individuals and families with a variety of conditions.
Examples: transportation and housing for people with special needs; meeting nutritional needs of individuals with allergies or food intolerances
10. Research the ways nutrition, exercise, and other lifestyle choices impact the health and wellness of clients.
Examples: food choices, sedentary occupations, substance abuse, obesity
11. Develop a health and wellness management plan for clients in given scenarios.

Professional Practices

12. Compare and contrast strategies for self-management and responsible decision-making.
Examples: coping skills, breathing techniques, conflict prevention and resolution, goal-setting
13. List and explain situations that require professional intervention.
Examples: bullying, eating disorders, domestic abuse
14. Demonstrate procedures for maintaining and submitting accurate, confidential documentation to appropriate community and government agencies.

Professionalism

- 15. Identify and describe strategies that help individuals and families access resources and support, make informed decisions, and follow through with responsibilities.
- 16. Demonstrate compassionate and empathetic communication to support individuals and families.
- 17. Identify networking opportunities available to human services professionals.
- 18. Explain the roles and functions of professionals in family and community service careers.
- 19. Create and present an employment portfolio for a career in family and community services.

Family and Consumer Sciences

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Family and Consumer Sciences, the foundation course for classes in the Human Services cluster, allows students to engage with content from all four programs in the cluster. Its broad scope is designed to give students insight into financial literacy, consumer sciences, child and family studies, housing, apparel and interior design, and food and nutrition. In addition, it is intended to prepare students to select future courses and investigate career opportunities in those fields. A fully-equipped, residential-style kitchen is recommended but not required.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

- 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FAMILY AND CONSUMER SCIENCES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Financial Literacy and Consumer Advocacy

- 1. Investigate and report on consumer issues and activities.
Examples: purchasing a home, saving, retirement, credit, tax preparation, credit counseling
- 2. Develop a financial plan for an individual based on resources and financial goals.
- 3. Describe the functions of financial planners, consumer specialists, and financial counselors.
- 4. Compare and contrast advertising techniques and explain how they influence consumer behavior.
- 5. Investigate and report on the activities and efficacy of agencies that provide consumer protections.

Consumer and Family Resources

- 6. Compare and contrast resources and support systems for individuals, families, and consumers.
Examples: food banks, nonprofit organizations, public health systems
- 7. Outline the functions of family and community service professionals.
Examples: social workers, child life specialists, family life educators, extension agents, mental health counselors
- 8. Investigate and report on public policies that affect families and consumers.
Examples: Family Medical Leave Act, Earned Income Tax Credit, education policies, public health policies such as smoke-free spaces

**Housing
and
Property
Management**

9. Explain how housing needs for individuals and families change across the lifespan.
10. Compare and contrast types of housing.
Examples: single-family dwellings, condominiums, apartments
 - a. Compare and contrast methods of securing and financing housing.
Examples: mortgages, leases; advantages and disadvantages of renting and owning a home
11. Identify maintenance and safety issues facing property managers and homeowners and summarize measures to resolve them.
Examples: presence of carbon monoxide, ADA accessibility, insurance requirements; smoke detectors, radon detectors
12. Outline opportunities for entrepreneurial endeavors within the housing industry.
Examples: real estate sales, home renovations, home staging services

**Human
Development
and
Family Studies**

13. Compare and contrast diverse family units, including blended families, multi-generational households, single-parent households, and two-parent households.
14. Summarize the stages of the family life cycle and describe the choices and responsibilities that individuals encounter in each stage.
15. Summarize the characteristics of high-quality caregivers that family members may need across the lifespan.
Examples: dependable, respectful, qualified, trustworthy
16. Demonstrate teamwork and leadership skills in the family, workplace, and community.
Examples: participating in an FCCLA National Program or competing in an FCCLA STAR Event

**Interpersonal
Relationships
and
Communication**

17. Describe and demonstrate skills for building, developing, and maintaining healthy interpersonal relationships.
Examples: communication and conflict resolution skills, the role of digital media in interpersonal communication, setting boundaries, recognizing the signs of abuse
18. Discuss teen violence, identifying its underlying issues and means of prevention.
Examples: bullying, child abuse, dating violence, suicide

**Food and
Nutrition**

19. Describe stress management strategies for school, work, family, and community settings.
20. Compare and contrast workplace norms across professions, cultures, and business types.
Examples: dress code, time management, deadlines, chain of command, project management

21. Plan basic menus that meet nutrition and wellness needs across the lifespan in accordance with current dietary guidelines.
22. Prepare a variety of foods, using safe practices for food handling and sanitation.
Examples: a snack, an entree, a salad, a dessert, a vegetable
23. Demonstrate appropriate etiquette for a variety of settings and situations.
Examples: table settings and customs; business lunches, social occasions, formal dining
24. Describe the roles and functions of food professionals, including dietitians, food technologists, food product developers, and restaurateurs.

**Clothing,
Textiles,
and Design**

25. Identify the elements and principles of design and explain their role in human environments, including their use in apparel and housing.
- Apply the elements and principles of design to product merchandising and marketing.
Examples: Design a store window for retail merchandising. Create social media marketing for a boutique.
 - Create a design for a product in the clothing, textiles, or housing industry, using the elements and principles of design.
 - Demonstrate the selection and placement of furniture, equipment, and home accessories to meet individual or family needs.
26. Demonstrate skills for constructing and caring for apparel or textiles.
Examples: basic maintenance and repair; alteration techniques, hand sewing, machine sewing, knitting, crocheting, draping, creating patterns, laundering, storing

27. Describe the cycle of design trends in housing and apparel.

Examples: color patterns and palettes

28. Describe the roles and functions of professionals in the design industry.

Examples: visual merchandisers, sourcing agents, product developers, home stagers, interior designers, interior decorators, textile manufacturers

Family Financial Planning

Course Credit	0.5 (Standards 1, 5, 5a, 8, 9, 10, 11, 13, and 14 are required) OR 1.0 (All standards are required.)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Family Financial Planning introduces students to the fundamentals of personal and family finance, asset protection, and financial services through the life cycle. Topics include financial planning, consumer credit, emerging technologies, consumer debt, consumer insurance, global markets, and sustainability. This course is designed to help students develop the skills necessary to be informed consumers and prepare for their financial future, including the creation of a personal financial plan.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FAMILY FINANCIAL PLANNING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

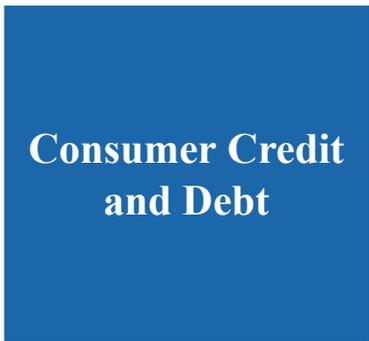
Financial Planning

1. Describe the financial planning process, distinguishing among needs, wants, goals, and economic resources for various groups and individuals in real-life scenarios.
 - a. Obtain, evaluate, and share information about how education, income, career, and life choices relate to achieving financial goals.
2. Explain the effects of key life cycle transitions on family finances and how financial planning can impact these situations.

Examples: child care, unexpected medical expenses, end-of-life care
3. Compare and contrast housing and transportation options for families.
 - a. Explain how housing and transportation costs fit into family financial planning and long-term goals.
4. Analyze relationships between the economic system and consumer actions in a global context.



5. Compare and contrast various financial institutions and the services they offer to meet individual and family needs.
Examples: credit unions, banks, check cashing services; checking accounts, savings accounts, loans, ATMs, online banking, virtual banks, cash advances
 - a. Explain and demonstrate the process for opening a checking or savings account.
6. Compare and contrast various retirement plans and retirement account options.
Examples: 401(k), Roth IRA, employer-based pension plans, Social Security retirement benefits
7. Research the role of consumer advocates and agencies and explain how advocacy affects the development of public policy.
Examples: Better Business Bureau, the National Safety Foundation, Center for Responsible Lending



8. Explain how using credit can positively or negatively affect individual and family finances and long-term financial security.
Examples: personal loans, credit cards, payday loans, mortgages, student loans, car loans
 - a. Read a credit report and interpret components used to determine a credit score.
9. Examine the short- and long-term impact of debt on family financial decisions.
 - a. Compare and contrast methods of debt resolution.
Examples: debt settlement, bankruptcy



10. Research and explain how technology affects family and consumer decision-making.
Examples: social media marketing, online shopping, online banking, virtual payment apps
 - a. Research and report on various types of emerging technologies available to families for financial planning.
Examples: types of devices, artificial intelligence
 - b. Investigate and report on the use of technology and explain its effect on quality of life.
Examples: smart home devices, money management apps

Consumer Insurance

11. Analyze the features of insurance, its role in balancing risk, and benefits in financial planning.
 - a. Explain why it is important for families to allocate resources for insurance coverage.
 - b. Describe various types, sources, and purposes of health insurance for individuals and families.
Examples: employer-provided coverage, individual coverage, government insurance programs
 - c. Describe types of insurance coverage required by law for individuals and businesses.
Example: liability coverage to register or operate a vehicle

Consumer Behaviors

12. Research and report on the impact of consumer behaviors on global systems and resources.
Examples: the global fashion and textile industry, international water supply systems, energy resources and production
13. Explain how conserving, reusing, and recycling resources can benefit the environment and family finances.

Developing a Financial Plan

14. Create and present a portfolio that demonstrates financial planning skills, including a personal financial plan, insurance options, retirement planning, and investment planning.

Family Wellness	
Course Credit	0.5 (Content standards 1, 2, 5, 6, 9, 12, 13, 14, 16, 19, 22, and 24 are required) OR 1.0 (All content standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Family Wellness is designed for students interested in health issues affecting families and communities. It provides opportunities for students to explore health throughout the lifespan. Topics include community, consumer, environmental, family, personal, mental and emotional health; nutrition, injury prevention and safety, and disease prevention. A fully-equipped, residential-style kitchen is recommended but not required.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards	<ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
-------------------------------	--

- 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FAMILY WELLNESS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Community Health

- 1. Identify services provided by school and community professionals and explain how they impact the health and wellness of individuals and families.
- 2. Research and report on cultural influences on health and behaviors.
Examples: social media, family traditions, socioeconomic status
- 3. Research and report information on the immediate and long-term effects of community-wide trauma on the health of community members.
Examples: school violence, natural disasters, armed conflict
 - a. Identify resources available to community members during recovery from traumatic events.

Consumer Health

- 4. Identify health messages conveyed explicitly and implicitly in the media.
Examples: celebrities using tobacco and/or drugs and engaging in risky behavior
- 5. Investigate and report on how the use of technology impacts personal health in both positive and negative ways.
Examples: fitness apps, advanced medical treatments, screen time

	<p>6. Investigate and report on consumer goods that are advertised as health and wellness products. <i>Examples: vitamins, supplements, skin care products</i></p> <p>7. Explain how financial wellness influences physical health across the lifespan.</p> <p>8. Identify and describe money management skills that can be used to achieve financial wellness and improve the overall quality of life. <i>Examples: spending habits, saving, goal setting</i></p>
<p>Environmental Health</p>	<p>9. Analyze factors that affect community health. <i>Examples: rights of individuals, pollution, disease, bio-terrorism of food and water supply</i></p> <p>10. Select an environmental issue affecting a specified community or population and debate possible solutions. <i>Examples: contaminated water supply, manufacturing waste, air quality</i></p>
<p>Family Health</p>	<p>11. Outline the ways in which health conditions affect the family unit and human lifespan development. <i>Examples: long-term illnesses, communicable diseases within households, congenital or genetic abnormalities</i></p> <p>12. Describe methods for preventing disease and injury within families and households, based on current medical guidelines.</p>
<p>Personal Health</p>	<p>13. Analyze the impact of a variety of health and wellness values and practices on personal wellness throughout the lifespan. <i>Examples: physical activity, substance abuse awareness, spiritual practices, sleep, hygiene, avoiding risky behaviors</i></p> <p>14. Identify a variety of verbal and non-verbal refusal skills and describe scenarios in which they would be effective for dealing with high-risk situations. <i>Examples: peer pressure to use tobacco, shoplift, or engage in sexual behaviors</i></p>

	<p>15. Research and report on the impact of harmful behaviors on various body systems throughout the lifespan. <i>Examples: the effect of smoking and vaping on the respiratory system through youth, young adulthood, pregnancy, and advanced age</i></p>
<p>Mental and Emotional Health</p>	<p>16. Outline common mental health disorders, symptoms, and treatments and describe how they affect clients and families.</p> <p>17. Investigate and report on the effects of interpersonal relationships on mental health.</p> <p>18. Examine and describe the factors that may impact one’s mental health and wellness in positive or negative ways. <i>Examples: significant life events, financial stability, stress, chronic or acute disease or disability, interpersonal relationships</i></p>
<p>Nutrition</p>	<p>19. Describe the role of nutrition in human growth and wellness, including prevention of conditions caused by poor nutrition. <i>Examples: rickets, osteoporosis, stunted growth</i></p> <p>20. Outline changes in nutritional needs across the lifespan.</p> <p>21. Prepare nutritionally-balanced meals or snacks for a specified age group or population, demonstrating safe and sanitary food preparation skills.</p>
<p>Safety</p>	<p>22. Demonstrate cardiopulmonary resuscitation (CPR) and first aid skills.</p> <p>23. Describe the factors that affect safety within the home and create safety plans for a variety of emergency situations. <i>Examples: smoke and carbon monoxide detector maintenance, preventing and responding to accidental injury; fire evacuation</i></p>

Disease Prevention

24. Identify the most common types of diseases and infections and discuss their effect on individual and family life.

Examples: viruses, bacterial infection, autoimmune disorders

25. Research and report on the treatment and management of common health problems affecting family life.

Examples: ADHD, diabetes, asthma, influenza; hand, foot, and mouth disease

Fashion Fundamentals

Course Credit	0.5 (Standards 1, 2, 4, 5, 6, 9, 13, 14, 15, and 16 are required) OR 1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Fashion Fundamentals introduces students to the design and selection of apparel and textile products. It provides opportunities for students to explore fashion history, fashion design, apparel and construction methods, and sustainability and globalization in fashion. Fashion Fundamentals exposes students to career options in the fashion industry and addresses the safe use of relevant tools and machinery.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

- 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FASHION FUNDAMENTALS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Fashion History

- 1. Outline the history of fashion and the historical influences on the fashion industry.
 - a. Investigate and explain factors that influence the evolution of fashion.
Examples: economy, world events, textile development and availability, politics, religion, technology, culture, geography
 - b. Compare various styles of clothing throughout history.
- 2. Compare and contrast the work of various key designers, past and present, in the fashion industry.
- 3. Investigate and report on the role of major domestic and international fashion centers in the creation, display, and merchandising of clothing.

Fashion Design

- 4. Identify, compare, and analyze fashion design trends in the apparel and textile industries, using industry-specific terminology.
Examples: haute couture, ready-made, trickle-down, trickle-up, trickle-across, classic, fad, business, formal wear
- 5. Explain the designer's role in creating fashion trends, citing recent examples of styles and fads.

Apparel and Construction Analysis

6. Utilize elements and principles of design to select or create apparel.
Examples: color, line, shape, space, texture, pattern, balance
7. Recognize and describe textiles and construction techniques, using fashion industry terminology.
Examples: fiber characteristics, properties of natural and man-made fibers, weaving, knitting, dyeing and finishing, sewing
8. Explain how designer labels, manufacturers, and types of stores influence the marketing and sales of apparel and textiles.
9. Outline the process of fashion design.
Examples: inspiration, sketch, technical sketch, sample, sourcing
10. Describe and illustrate basic clothing silhouettes and parts.
Examples: wrap dress, peplum dress, A-line, double-breasted, single-breasted; collars, sleeves, cuffs
11. Analyze the effects of different garment styles on various body types, using multiple methods to make comparisons.
Examples: croquis, apps, adjustable dress forms
12. Demonstrate the procedures involved in using a pre-made pattern, including reading the envelope and instructions, choosing the clothing style and pattern size based on individual measurements, selecting an appropriate fabric, placing the fabric on the pattern, and cutting and marking pieces.
13. Determine the cost of constructing, altering, or repairing textile products.
14. Produce or repair an apparel or textile product.
15. Assess and describe the quality of the materials and construction of ready-made garments.

Sustainability and Globalization

16. Investigate and explain a variety of methods for recycling, redesigning, and repurposing apparel and textiles.
 - a. Create an original apparel or textile product using recycled or repurposed materials.
Examples: utilizing scrap material and products that don't meet marketable standards
17. Research and defend a position on an ethical issue facing the textile and apparel industries.
Examples: fast fashion, organic materials, use of chemical processes, environmental impact, human resources, copyright laws
18. Research and present information on the globalization of the fashion industry.
 - a. Diagram the path of textiles from raw materials to product.
 - b. Analyze the impact of national and international regulations and legislation for fashion.

Fashion Merchandising

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Fashion Fundamentals

Fashion Merchandising extends the content of Fashion Fundamentals by focusing on the retail sector of the fashion industry. Topics include buying, marketing, and media. This course simulates real-world experiences through the creation of advertising campaigns and merchandising displays.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

FASHION MERCHANDISING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Merchandising

1. Determine factors that influence consumer decision-making for individual and family fashion choices throughout the lifespan.
Examples: age, gender, career, special needs, quality, fashion styles and trends, economics, climate, care requirements, wardrobe planning
2. Explain how physical, psychological, and social needs are met by selecting and purchasing fashion products.
3. Design a merchandising display for a physical or e-commerce store.
Examples: store window, display case, seasonal, type of fashion, visual display for a photoshoot
4. Explain how trade associations and publications influence fashion retailers.
5. Explain the relationship between consumer demographics and apparel industry advertising.
Examples: print publications, radio, TV, social media platforms
6. Research merchandising strategies that influence customer behavior and use them to create a floor plan for a retail establishment.

	<p>7. Analyze factors that contribute to good customer relations in fashion merchandising, including how cultural expectations influence interactions.</p> <p>8. Demonstrate effective customer service skills in fashion merchandising. <i>Examples: empathy, technical knowledge, communication, active listening, tenacity, adaptability</i></p>
<p>Buying</p>	<p>9. Explain the role of the retail buyer in the fashion industry.</p> <p>10. Research and report on government regulations affecting the textiles, apparel, and fashion industries. <i>Examples: required content label, care label, flammability of children’s sleepwear</i></p> <p>11. Perform and use calculations to make buying decisions, including profit, mark-up, mark-downs, and turnover.</p> <p>12. Use research methods, including forecasting techniques, to develop a plan for buying textiles and apparel for retail sale.</p>
<p>Marketing</p>	<p>13. Analyze the effects of marketing on current and emerging fashion trends.</p> <p>14. Analyze factors that influence fashion marketing. <i>Examples: pricing, marketing information management, promotion, selling</i></p> <p>15. Create a plan for marketing textiles, fashion, and apparel to diverse populations. <i>Examples: product, price, place, promotion</i></p>
<p>Media</p>	<p>16. Compare and contrast the roles of various media covering the fashion and textiles industries.</p> <p>17. Identify and describe fashion writing and story forms for various media applications in the fashion industry. <i>Examples: investigative reporting, news, reviews, columns, feature writing</i></p> <p>18. Compare and contrast sources of information for fashion writing and determine which sources are reliable. <i>Examples: scholarly, peer-reviewed articles and books; trade publications</i></p>

- 
19. Investigate and report on the uses of social media sites in the fashion industry.
 20. Utilize journalistic writing practices in fashion writing, including identifying purpose, working with deadlines, conducting research, taking notes, and documenting sources.
 21. Produce newsworthy, illustrated fashion stories using images and written commentary.
 22. Present a multimedia advertising campaign for a fashion product or fashion line.

Home Renovation and Sales

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Home Renovation and Sales takes students through the journey of purchasing, renovating, staging, marketing, and selling a home. The course provides an examination of the real estate sales process from the viewpoints of both buyer and seller. In addition, it challenges students to plan a home renovation and market an updated property to attract a buyer.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

HOME RENOVATION AND SALES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

The Housing Industry

1. Interpret building and construction terminology, current local laws and regulations, and symbols used in architectural and planning drawings.
2. Compare and contrast the methods and procedures for purchasing housing, including loan types, rent-to-own agreements, down payments, and new construction contracts.
3. Explain how the needs and wants of individuals affect their choices when purchasing or renovating a home.
4. Describe the process of obtaining a home mortgage, including explanations of loan amortization, interest rates, and loan terms.
5. Evaluate factors that impact the real estate industry.
Examples: buyer’s or seller’s market, interest rates, housing bubbles
6. Examine and report on housing styles throughout history and how they reflect their geographical location and the technology available during that period.
7. Describe environmental concerns related to the housing industry and outline potential solutions.
Examples: energy efficiency, air pollution
8. Predict how trends in green architecture, green design, and sustainability in the housing industry will affect consumers.

Safety and Maintenance

9. Describe potential safety issues associated with housing and outline solutions to these issues.
Examples: lead-based paint, antiquated wiring and plumbing, accessibility issues, water and wind damage, asbestos, safety code issues
10. Develop a plan to provide insurance coverage and preventive maintenance for a property.
11. Develop a plan for maintaining a safe and healthy home.
Examples: storing items safely, creating floor plans and arranging furnishings to allow movement, installing smoke and carbon monoxide detectors

Interior and Exterior Features

12. Develop a residential floor plan that incorporates ADA and other accessible design standards.
Examples: appliance triangle, accessible door frame width, flush thresholds
13. Research and report on landscaping styles and the effect of landscaping on a home's aesthetic appeal.
14. Compare the benefits and costs of remodeling properties vs. investing in new construction.
15. Evaluate the exterior features of a selected property, considering cost, durability, and aesthetic appeal.

Property Ownership

16. Evaluate a variety of properties based on sale price, repairs and renovations needed, and potential resale value.
17. Select fittings and fixtures for a specified property, including countertops, bathroom fixtures, and appliances, adhering to a predetermined budget.
18. Select exterior finishes for a specified property according to homeowner needs and preferences.
Examples: durability, cost, aesthetic appeal, climate-appropriateness
19. Demonstrate basic home maintenance and repair skills.
Examples: replacing a light fixture, applying caulk, using measuring tools properly, hanging curtains and wall art using the appropriate tools and hardware
20. Develop and present a plan for renovating and remodeling a specific property that incorporates a knowledge of architectural style and increases the home's resale value.

Human Lifespan Development

Course Credit	0.5 (Content standards 2, 4, 5, 7, 10, 11, 12, 14, 15, 16, 20, 23, 25, and 25a are required) OR 1.0 (All content standards are required)
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Human Lifespan Development focuses on making decisions, building relationships, and managing the demands of adult life. Topics of study cover finance, housing, nutrition, parenting, and communication through the stages of development. Standards in this course are designed to equip students with the skills necessary to cope with major life changes and to assist others as they face these changes.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

HUMAN LIFESPAN DEVELOPMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Entering Early Adulthood

1. Develop a career portfolio and resume based on personal interests and abilities.
2. Create a plan to manage resources for living independently as an adult.
Examples: securing food, clothing, shelter, transportation; budgeting for short-term expenditures and long-term goals; maintaining records
 - a. Identify common financial missteps throughout the stages of life and recommend ways to avoid or mitigate them.
Examples: acquiring debt, inadequate savings, poor record-keeping
3. Compare and contrast various housing options and how they can meet an individual or family’s needs in the different stages of life.
Examples: renting versus owning; apartments, single-family homes, condos
 - a. Determine costs associated with housing including insurance, utilities, furnishings, and home maintenance and explain how individuals and families manage these expenses.
4. Outline the social, emotional, and financial challenges of transitioning from late adolescence to early adulthood.

Relationships and Social Development in Adulthood

5. Obtain, evaluate, and share information on how personal characteristics influence relationships.
6. Evaluate an individual's readiness for long-term commitment to a relationship, including consideration of customs, traditions, finances, and conflict management preferences.
7. Explain methods to handle difficult relationships and identify unhealthy patterns of behavior.
8. Explain the significance of work in the development of an individual's self-concept and the role of work in family and society.
9. Demonstrate and explain skills for managing stress.
10. Demonstrate effective communication and conflict resolution skills with family, friends, and colleagues.
11. Research and report on the challenges and benefits of making and maintaining friendships throughout adulthood.

Parenting

12. Outline the financial, emotional, social, and educational challenges of parenthood and explain how individuals might prepare to be parents.
13. Explain how to utilize strategies for balancing work and family.
Examples: establishing priorities, managing time, setting personal boundaries
14. Research and share information on children's physical, intellectual, emotional, and social needs and explain how parents meet these needs throughout childhood.
Examples: implementing child development theories, fostering early brain development, engaging in parenting practices for children who are gifted or have a special need, modeling coping skills
15. Describe elements of appropriate care for children.
Examples: medical care, nutrition, time management
 - a. Explain how parents protect children from harm, disease, and illness.
 - b. Identify preventive health care practices and explain why they are important.
Examples: regular dental visits, immunizations, wellness checks

	<p>16. Compare and contrast various parenting styles and their effects on the developing child and adolescent. <i>Examples: authoritative, authoritarian, permissive, neglectful/uninvolved</i></p> <p>17. Research and report on the physical, intellectual, social, and emotional needs of adolescents and explain how parents can help ensure that these needs are met.</p>
<p>Middle Adulthood</p>	<p>18. Research and report on the challenges of caring for older adults in a variety of settings. <i>Examples: financial and emotional challenges associated with caring for elderly adults in the home, nursing home, or other elderly care facility</i></p> <p>19. Investigate and share information on the social, emotional, and financial effects of life events on individuals in the middle adulthood stage. <i>Examples: divorce, parenting, midlife crisis, empty nest</i></p> <p>20. Describe the challenges and benefits of intergenerational households, including details about living with aging parents.</p>
<p>Late Adulthood</p>	<p>21. Research and report on strategies older adults use to maintain financial independence.</p> <p>22. Investigate and report on the effects of aging on a person's physical, emotional, and intellectual well-being. <i>Examples: loss and grief, dementia, physical changes, retirement, housing modifications</i></p> <p>23. Plan menus to meet the nutritional and dietary needs of older adults.</p> <p>24. Research and share information on community resources and services for older adults. <i>Examples: counseling, recreation, transportation, consumer information, legal services, meals, physical therapy, assisted-living facilities, nursing homes</i></p> <p>25. Describe the work of agencies and organizations that advocate for older adults. <i>Examples: Medicare, Administration on Aging, Long-Term Care Community Coalition, Alabama Department of Senior Services</i></p> <p>a. Explain how to identify, prevent, and report elder abuse.</p>

26. Describe ways that older adults can contribute to society, maintain health and activity, and develop connections with others.

Examples: affiliating with organizations that seek to improve the community, exercising, taking classes in arts and crafts or language, joining social or athletic groups

Small Business in FCS

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Family and Consumer Sciences

Small Business in FCS offers students an opportunity to create and operate a real or simulated small business or cottage industry, taking the business from concept to reality over the course of the class. The course requires students to create a business related to family and consumer sciences, applying consumer and financial concepts and demonstrating financial, marketing, production, and management skills throughout the process of conceiving, planning, establishing, conducting, and liquidating the business.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

SMALL BUSINESS IN FCS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Small Businesses and Cottage Industries

1. Compare and contrast types of small business ownership and explain their advantages and disadvantages for entrepreneurs.
 - Examples: sole proprietorships, partnerships, corporations, LLCs*
 - a. Explain advantages and disadvantages of establishing, owning and operating a cottage industry.
 - b. Research and report on current laws governing cottage industries.
2. Research and describe traits and behaviors associated with entrepreneurial success.
 - Example: Research and write brief biographies of two or more successful entrepreneurs, highlighting the personal characteristics that helped them to succeed in business.*
 - a. Gather, evaluate, and share information on the ways mentors can benefit entrepreneurs.
 - b. Gather and share information regarding agencies and government programs that encourage or support small businesses.
 - Examples: Chambers of Commerce, Small Business Administration, county extension offices*
 - c. Demonstrate professional conduct and appearance in a business setting.
 - Examples: appropriate attire, complete assigned duties and responsibilities*

	<ol style="list-style-type: none"> 3. Analyze the impact of small businesses and cottage industries on the local, state, and national economies. 4. Assess the current economic outlook for entrepreneurship at local, state, and national levels.
<p>Business Plan</p>	<ol style="list-style-type: none"> 5. Explain the role of a business plan in securing funding and defining the scope of the business. 6. Research, develop, and present a business plan, including strengths, weaknesses, opportunities, and threat (SWOT) analysis, timelines, financing, long-term and short-term goals, planned operation, and reinvestment ideas. <i>Examples: growth and profitability plans, investment ventures</i>
<p>Financing Small Businesses</p>	<ol style="list-style-type: none"> 7. Explain financial concepts and activities associated with starting and running a small business, using industry terminology. <i>Examples: fixed costs, variable costs, break-even point, profit, revenue, risk</i> <ol style="list-style-type: none"> a. Describe advantages and disadvantages of various types of funding for small businesses and cottage industries. <i>Examples: savings, investments, grants, personal loans, commercial loans, government incentives</i> b. Identify and explain the components of common financial documents. <i>Examples: balance sheets, income statements, cash flow statements, payroll checks</i> 8. Create a record-keeping system for a small business, including plans for purchasing, inventory control, invoices, and receipts. 9. Describe financial challenges encountered by owners of small businesses and cottage industries. <i>Examples: managing cash flow, budgeting, securing funding, handling unforeseen expenses, managing debt, making marketing decisions, taxes</i> <ol style="list-style-type: none"> a. Identify sources of financial advice for small businesses. <i>Examples: CPA's, financial software</i>

Marketing, Advertising, and E-Commerce

10. Create and conduct a market survey for a chosen product or service for a small business or cottage industry.
11. Compare and contrast potential markets and channels of distribution for the product or service.
 - a. Explain the advantages and disadvantages of various methods of shipping products to consumers.
Examples: commercial parcel delivery, U.S. Postal Service,, automated shipping service, independent contractors
12. Explain how competition impacts product quality, price, service, and production.
13. Prepare a marketing plan for a small business product(s) or service(s).
14. Design a business logo and materials for an initial advertising campaign.
 - a. Explain how the logo design of a small business contributes to its overall brand.
15. Research and utilize Internet tools for advertising, marketing, and sales.
 - a. Summarize the advantages and disadvantages of using the Internet to do business.
 - b. Evaluate a variety of websites in terms of functionality, attractiveness, and customer usability.
Examples: resale sites, craft marketing sites, social media marketplaces, retail and resale apps

Business Law

16. Research and report on legal issues affecting small businesses and cottage industries, using industry-specific terminology.
Examples: copyright, trademark, patent, logo, license, permit
 - a. Identify governmental agencies and regulations affecting small business owners and the cottage industry.
 - b. Determine what licenses and permits are needed to operate a given small business and explain how to obtain them.
 - c. Investigate and explain the insurance and tax liabilities of small businesses.
Examples: liability policies, product policies, property and equipment coverage, sales and income taxes

**Production
Process**

- 17. Identify various divisions of the production process regarding workforce training, sequence of production, supplies, and equipment.
- 18. Develop a flow chart, time schedule, work sequence schedule, and human resources policies needed to produce a product or provide a service.

**The
Small Business
Project**

- 19. Manage and operate an actual or simulated small business or cottage industry.
 - a. Determine the product(s) or service(s) to be produced, ordered, or offered through the business.
 - b. Select a location for the business.
 - c. Implement the business plan and paperwork required for the small business project.
Examples: invoices, receipts, inventory
 - d. Evaluate the business ownership experience and profitability.
Example: interpret a profit and loss (P&L) statement
 - e. Determine steps needed to continue or liquidate the business.

BIBLIOGRAPHY

Alabama Course of Study: Career and Technical Education, Finance. Alabama State Department of Education, 2021.
www.alabamaachievers.org/wp-content/uploads/2021/08/2021-Finance-Course-of-Study.pdf

Alabama Course of Study: Career and Technical Education, Human Services. Alabama State Department of Education, 2008.
alabamaachievers.org

Bell, Donna. Fashion Merchandising Course Syllabus. University of Montevallo, 2023.

Business Management and Administration Career Cluster, Entrepreneurship. Georgia Department of Education, 2013.

Consumer Awareness. Family and Consumer Sciences. Georgia Department of Education, 2008.

Consumer Finance, Family and Consumer Sciences. Georgia Department of Education, 2008.

Dollars and Sense. Texas CTE, Texas Education Agency, 2017. www.txcte.org/course-binder/dollars-and-sense

Entrepreneurship in Family and Consumer Sciences. Alabama Course of Study: Career and Technical Education, 2008.
www.alabamaachievers.org/wp-content/uploads/2021/05/Entrepreneurship-in-Family-and-Consumer-Sciences.pdf

Family and Consumer Sciences Education Core. Utah Education Network, [n.d.]. www.uen.org/cte/family/

Family and Consumer Sciences: Human Services Cluster Standards. California Department of Education, 2023. www.ca-fcs.org/

Human Services. Florida Department of Education, 2023. www.fldoe.org/academics/career-adult-edu/career-tech-edu/human-services.stm

Human Services Cluster Standards, Career and Technical Education Program of Studies. Kentucky Department of Education. [n.d.]. education.ky.gov/CTE/cter/Documents/22-23_CTE_POS.pdf

Kansas Human Services Cluster Standards, 2022-2023. FCCS Pathway User Guide. Kansas State Department of Education, 2019. www.ksde.org

National Content Standards for Entrepreneurship Education. Consortium for Entrepreneurship Education, 2004. www.education.ne.gov/wp-content/uploads/2017/07/NCSEESTandards-Summary.pdf

National Standards for Family and Consumer Sciences Education. National Association of State Administrators of Family and Consumer Sciences (NASAFACS), 2018. www.leadfcsed.org

Nebraska Human Services Cluster Standards. Nebraska Department of Education, 2023. www.education.ne.gov/nce/state-model-programs-of-study/

Nevada Human Services Program Standards. Nevada Department of Education, 2022. doe.nv.gov/uploadedFiles/ndedoenvgov/content/CTE/Programs/EducationHospHumanSvcs/Standards/FACS-STDS.pdf

Texas Human Services Cluster Standards. Texas Administrative Code, 2015. [texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=130&sch=J&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=130&sch=J&rl=Y)

Virginia Human Services Cluster Standards. CTE Resource Center, [n.d.]. www.cteresource.org/career-clusters/human-services/?page=2