

# **Academic Standards for Family and Consumer Sciences**



*Pennsylvania Department of Education*

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## XXXII. INTRODUCTION

This document includes Academic Standards for Family and Consumer Sciences at four grade levels (third, sixth, ninth and twelfth) with the emphasis on what students will know and be able to do in the following areas:

- ◇ 11.1. Financial and Resource Management
- ◇ 11.2. Balancing Family, Work, and Community Responsibility
- ◇ 11.3. Food Science and Nutrition
- ◇ 11.4. Child Development.

The focus of the Academic Standards for Family and Consumer Sciences education is the individual, the family and the community. The economic, social and political well-being of our state depends on the well-being of Pennsylvania's families. The family is responsible for nurturing its members. Family experiences, to a great extent, determine who a person is and what a person becomes. Family and Consumer Sciences, working with Pennsylvania's families, supports the development of the knowledge and skills that students need as family members both now and in the future. The 21<sup>st</sup> Century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life.

Family and Consumer Sciences is a discipline composed of strong subject matter concentrations with a commitment to integration. Concepts form a framework for learning based on these tenets:

- Families are the fundamental unit of society.
- A life-span approach to individual and family development contributes to creating lifelong learners.
- Meeting individual and family needs inside and outside the home are shared responsibilities.
- Individual, family and community well-being is strengthened through an awareness of diversity.
- The use of diverse modes of inquiry strengthens intellectual development.
- The content learning in Family and Consumer Sciences classes enhances the mastery of academic standards.
- Standards-based learning within Family and Consumer Sciences classrooms can best be demonstrated through performance based assessment.

Learners in Family and Consumer Sciences nurture themselves and others, taking increased responsibility for improving their quality of living.

The Academic Standards for Family and Consumer Sciences are written to empower individuals and families to manage the challenges of living and working in a diverse, global society. These Academic Standards address the functioning of families and their interrelationships with work, community and society. The focus is on the reoccurring, practical problems of individuals and families. An integrative approach is used to help individuals and families identify, create and evaluate goals and alternative solutions to significant problems of everyday life. Students are taught to take responsibility for the consequences of their actions. Comprehensive classroom experiences allow students to develop the knowledge and skills needed in making choices to meet their personal, family and work responsibilities.

A glossary is included to assist the reader in understanding terminology contained in the standards.

## ***XXXIII. GLOSSARY***

<b>Aesthetics:</b>	Appreciation of and responsive to beauty.
<b>CDC:</b>	Center for Disease Control
<b>Child-care provider considerations:</b>	Criteria to use in evaluating child care facilities. These include well-trained and highly motivated staff, pleasant sanitary surroundings, variety in toys and supplies, ratio of staff to children.
<b>Child development stage:</b>	An age range with similar growth characteristics: infancy, early childhood, middle childhood, late childhood, adolescence.
<b>Consumer responsibilities:</b>	The need to interpret information in care instructions, safety precautions and proper use of consumable goods as a user of goods and services.
<b>Consumer rights:</b>	The guarantee to be safe, the right to be informed, to be heard, to choose consumer education and to redress as a user of goods and services.
<b>Dietary guidelines:</b>	A set of seven recommendations developed by the United States Department of Agriculture and Health and Human Services to help healthy people over age two know what to eat to stay healthy.
<b>Developmental tasks:</b>	Changes in the thinking and behavior of individuals over time.
<b>Empathy:</b>	The action of understanding another's thoughts, feelings and behaviors.
<b>EPA:</b>	Environmental Protection Agency

**FCCLA Action planning procedure:** The decision making process endorsed by the Family, Career and Community Leaders of America, involving five steps:

1. Identify concerns - brainstorm and evaluate, narrow choices to workable ideas.
2. Set your goals - write what you want to accomplish as an achievable objective.
3. Form a plan - who, what, when, where and how.
4. Act - carry out the plan.
5. Follow up - determine if your goal was met and create an improvement plan.

**FDA:** Food and Drug Administration

**Family, Career and:  
Community Leaders  
Of America:** Vocational student organization sponsored by Family and Consumer sciences' classrooms.

**Food guide pyramid:** A visual tool used to help people plan healthy diets according to the Dietary Guidelines for America.

**Guided practices:** Interaction with a child based on age appropriate developmental principles.

**I message:** A statement containing three parts:

1. The situation
2. How it makes the speaker feel
3. What will happen if it continues.

**Kinship:** Relationships or relatives.

**Leadership skills:** The ability to:

- Use resources
- Delegate authority
- Communicate effectively
- Assess composition of group

- Determine and rank goals
- Evaluate consequences.

<b>Microbial contamination:</b>	Most common food contaminants causing foodborne illnesses.
<b>Nutrient:</b>	A basic component of food that nourishes the body.
<b>Opportunity cost:</b>	The tangible and non-tangible trade-off necessary to procure a good or service or to take an action.
<b>Practical reasoning:</b>	A decision making process unique because of its emphasis on relationships and involving six steps: <ol style="list-style-type: none"><li>1. Identify situation to be solved</li><li>2. Identify reliable information</li><li>3. List choices and examine consequences</li><li>4. Develop plan of action</li><li>5. Draw conclusions</li><li>6. Reflect on decisions.</li></ol>
<b>Redress:</b>	To set right or remedy.
<b>Toxic chemical:</b>	Contaminants found in natural, environmental and pesticide residue forms that are poisonous to the body.
<b>Scarcity:</b>	The lack of provisions for the support of life.
<b>Team work skills:</b>	The ability to: <ul style="list-style-type: none"><li>• Collaborate</li><li>• Cooperate</li><li>• Set community goals</li><li>• Reach consensus.</li></ul>
<b>Trade-off:</b>	Exchange of goods, services or monies.

**USDA:**

United States Department of Agriculture