**Components of the Standards**The FACS National Standards components include Areas of Study, Comprehensive Standards, Content Standards, Competencies, and Process Questions.

**Areas of Study**The Standards and Competencies for Reasoning for Action and  for each of the 16 FACS Areas of Study can be accessed through this site.

**Comprehensive Standards**Each Area of Study has a Comprehensive Standard that provides a broad description to assist individuals in understanding the content of the area.  These standards are not designed for measurement, but to provide a general description and overall direction.

**Content Standards**Content standards relate to what individuals need to know and be able to do, or what is expected of the learner.  They are directly related to the body of knowledge, skills, and practices belonging to the FACS discipline.  The verbs for content standards are written in an action and performance mode and represent high levels of desired learning in the cognitive and psychomotor domains.  Cognitive domain verbs are associated with higher order thinking skills, while psychomotor domain verbs, and Simpson's taxonomy was used as a reference for psychomotor verbs.

**Competencies**Competencies further define the knowledge, skills, and practices of content standards and provide the basis for measurement criteria.  They are composed of action verbs and the content to be acted upon. Similar to content standards, competencies contain verbs related to   
higher order thinking skills and performance, and are structured at the same level as those for the content standards.  Verbs for the content standards establish the learning expectation levels that are reflected in the competencies.  Competency verbs are expressed in terms that facilitate evaluation.

**Process Questions**Process questions are designed to guide students in engaging in thinking, reasoning, and reflecting on content as structured around contextual problems to be solved.  They are related to each content standard.  The process questions are designed to assist students in making meaningful interpretations and reflections related to the content standard.  They are structured to reflect process areas (thinking, communication, leadership, and management) and systems of action (technical, interpretive, and reflective), which are defined in the Process Framework section of this website.  Click on the Process Framework tab at the top of the page for more detailed information.