

# Vision

## A Framework for Family and Consumer Sciences Middle Level Standards

### Framework Language

The Framework for Middle Level Family and Consumer Sciences is a guide to creating an effective and robust middle level family and consumer sciences program.

The framework organizes Family and Consumer Sciences content into eight overarching themes that align with initiatives and priorities of high school FCS programs, pathways, and courses.

The framework themes are defined by standards and competencies that identify the foundational content for middle level FCS programs.

### Committee of LEADFCS Members

#### LEADFCS Members

- State Administrators
- Teacher Educators
- FCCLA State Advisors

## Timeline

Date	Activity
February	Determine Themes for Standards and Workgroups
March – April	Create Overarching Standards
April – May	Create Competencies for each Standard
May – June	Share Draft Information with LEADFCS Members via Survey for Feedback
June	Present Edited Standards to AAFCS Members
September	Present Edited Standards to FCCLA State Adviser and Distribute Survey
October	Committee updates standards from feedback
December	Present Middle Level Standards and Survey at ACTE
December - January	Share Middle Level Standards broadly with FCS community with a focus on teachers via Survey for Feedback
January	Committee meets to make final edits
January	Present standards to LEADFCS
June	Present Middle Level Standards in a Session at AAFCS

## Survey Participation

- 142 Participants
- 20 States Responded
- All comments were reviewed and considered

## Who responded?

- 41.55% Middle Level Teachers
- 20.42% Middle Level and High School Teachers
- 9.15% FCS Teacher Educator
- 8.45% High School Teachers
- 8.45 FCS State Administrator
- 2.82% CTE Administrator
- 2.82% Pre-service Teacher

## All themes met proficiency

1.0 Exploring Self and Careers 81.25% leave as written	5.0 Human Development, Caregiving, Education, and Training 79.28% leave as written
2.0 Financial Literacy and Resource Management 75.68% leave as written	6.0 Interpersonal and Family Relationships 86.61% leave as written
3.0 Foods, Food Science, and Nutrition 83.04% leave as written	7.0 Interior Design and Housing 79.46% leave as written
4.0 Hospitality and Culinary Arts 75% leave as written	8.0 Textiles and Fashion 78.18% leave as written

## Results

Framework for Middle Level Family and Consumer Sciences

- Guidance for utilizing the framework
- Eight Overarching Themes connected to National Standards 3.0
- Standards and competencies for each theme

## Standards and Competencies

The standards and competencies are equivalent to the end of a middle level program. The standards and competencies within the framework are meant to serve as a guideline for middle level programs. As middle level programs occur for various lengths of time and formats, it is reasonable to assume that not all standards will be addressed.

Middle Level FCS programs serve many purposes including engaging students in exploring career pathways, building lifelong skills, and engaging students in project-based learning. The framework is intended to support those purposes.

# A Framework for Middle Level Family and Consumer Sciences

## 1. Exploring Self and Careers

**Comprehensive Standard 1.0** Analyze factors that impact self-knowledge and career decisions.

- 1.1 Investigate personality traits, strengths, interests, and values.
  - 1.1.1 Develop skills that promote work and life balance.
  - 1.1.2 Investigate motivating factors for entering the workforce.
- 1.2 Demonstrate transferable knowledge, attitudes, behaviors, and technical and employability skills in school, community, and workplace settings.
  - 1.2.1 Investigate opportunities available in career and technical student organizations.
  - 1.2.2 Engage in career and technical student development opportunities to develop personal, career, and leadership skills.
  - 1.2.3 Demonstrate ethical behaviors (for example: integrity, responsibility, accountability) in a global work environment.
  - 1.2.4 Demonstrate digital citizenship.
- 1.3. Investigate career paths.
  - 1.3.1 Recognize the benefits of employment.
  - 1.3.2 Explore entrepreneurial endeavors to pursue a potential career.
  - 1.3.3 Research jobs, education, and training for specific career pathways.
  - 1.3.4 Explore aptitudes, interests, education, and training opportunities for potential career pathways.

## 2. Financial Literacy and Resource Management

**Comprehensive Standard 2.0** Compare and contrast factors that affect individual and family finances and resource management.

- 2.1 Explore careers related to financial literacy and resource management.
- 2.2 Develop strategies to set financial goals, make intentional financial decisions, and maintain spending plans throughout the lifespan.
  - 2.2.1 Apply decision making skills to budgeting and consumer purchasing.
  - 2.2.2 Describe consumer protection principles and practices.
  - 2.2.3 Explain the impact of marketing strategies and the roles of media.
- 2.3 Explore a variety of strategies to manage resources (i.e. time, energy, finances, personal skills) and improve the environment.
  - 2.3.1 Explain the importance of sustainability.
  - 2.3.2 Examine behaviors that sustain, reuse, and recycle resources and improve the environment.
  - 2.3.3 Describe the impact of environmental advocacy on individuals, families, communities, and society.
- 2.4 Explore the effects of technology on individual and family resources locally and globally.
  - 2.4.1 Assess the use of technology and its effect on quality of life.

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### 3. Foods, Food Science, and Nutrition

**Comprehensive Standard 3.0** Explore knowledge, skills, and practices used in food preparation, food science, food technology, and nutrition careers.

- 3.1 Explore careers in food science, food technology, and nutrition.
- 3.2 Investigate nutrition and wellness practices that enhance individual and family well-being.
  - 3.2.1 Examine basic nutrition and wellness principles and guidelines across the lifespan.
  - 3.2.2 Apply nutritional knowledge to healthy meal planning.
- 3.3 Explore the impacts of food science and food technology on food supply and food preparation.
  - 3.3.1 Conduct basic food science experiments and food technology procedures.
  - 3.3.2 Investigate locally grown food, gardens, local suppliers, and food systems.
- 3.4 Demonstrate basic food preparation methods and techniques to produce a variety of food products.
  - 3.4.1 Apply basic safety and sanitation practices in food production settings.
  - 3.4.2 Demonstrate basic food preparation skills to plan and produce a variety of foods and food products. .
- 3.5 Demonstrate teamwork and leadership skills in foods, food science, and nutrition.
  - 3.5.1 Engage in FCCLA programs to develop teamwork and leadership skills.

### 4. Hospitality and Culinary Arts

**Comprehensive Standard 4.0** Explore knowledge, skills, and practices required for careers in culinary arts and hospitality.

- 4.1 Explore careers in food production, culinary arts, and hospitality.
- 4.2 Demonstrate foundational methods and techniques in the culinary and hospitality industries.
  - 4.2.1 Explore industry standards for safety and sanitation procedures in hospitality and culinary settings.
  - 4.2.2 Demonstrate safe and efficient use of culinary and hospitality tools and equipment.
- 4.3 Examine customer service concepts and techniques involved in hospitality and culinary occupations.
  - 4.3.1 Explore management and service of facilities, equipment, and supplies.
  - 4.3.2 Identify potential safety hazards and issues in hospitality and culinary arts settings.
- 4.4 Demonstrate teamwork and leadership skills in hospitality and culinary arts.
  - 4.4.1 Engage in FCCLA programs to develop teamwork and leadership skills.

### **5.0 Human Development, Caregiving, Education, and Training**

**Comprehensive Standard 5.0** Examine principles of child and human growth and development, including caregiving and education concepts across the lifespan.

- 5.1 Explore careers in human development, caregiving, education, and training.
- 5.2 Explore developmental milestones, and their challenges, throughout the lifespan.
  - 5.2.1 Identify the life stages and related milestones for each stage.
- 5.3 Analyze conditions and situations that influence human growth and development.
  - 5.3.1 Recognize diverse needs (physical, emotional, intellectual, and social) and related nurturing practices that maximize human growth and development.
  - 5.3.2 Analyze strategies that promote growth and development across the lifespan.
- 5.4 Analyze roles and responsibilities of caregiving, education, and training.
  - 5.4.1 Create a safe environment for individuals across the lifespan.
- 5.5 Demonstrate teamwork and leadership skills in human development, caregiving, education, and training.
  - 5.5.1 Engage in FCCLA programs to develop teamwork and leadership skills.

### **6. Interpersonal and Family Relationships**

**Comprehensive Standard 6.0** Examine functions and expectations of various types of family and interpersonal relationships.

- 6.1 Explore careers related to interpersonal and family relationships.
- 6.2 Explore interpersonal and family relationship concepts.
  - 6.2.1 Identify characteristics that guide behavior in interpersonal relationships.
  - 6.2.2 Examine types of interpersonal and family relationships across the lifespan.
- 6.3 Examine diverse perspectives, needs, and characteristics of individuals and families.
  - 6.3.1 Compare and contrast the stages and characteristics of the family life cycle.
- 6.4 Describe factors contributing to healthy relationships.
  - 6.4.1 Determine factors that contribute to healthy and unhealthy relationships.
  - 6.4.2 Demonstrate communication skills that contribute to healthy relationships.
  - 6.4.3 Demonstrate techniques to prevent and manage conflict.
  - 6.4.4 Examine the impact of technology on communication in relationships.
- 6.5 Demonstrate teamwork and leadership skills in interpersonal relationships.
  - 6.5.1 Engage in FCCLA programs to develop teamwork and leadership skills.

## 7. Interior Design and Housing

**Comprehensive Standard 7.0** Investigate knowledge, skills, and practices used in the fields of interior design and housing.

- 7.1 Explore career pathways in the interior design and housing industries.
- 7.2 Demonstrate interior design knowledge and skills.
  - 7.2.1 Apply the elements and principles of design.
  - 7.2.2 Demonstrate the design thinking process.
- 7.3 Describe safe and healthy living environments.
  - 7.3.1 Identify ways to create a safe and secure home environment.
  - 7.3.2 Explore the concepts of sustainability and universal design.
  - 7.3.3 Explore trends and cultural influences on interior design and housing.
- 7.4 Describe the impact of housing and interior design on the quality of life for individuals and families.
  - 7.4.1 Identify personal, family, and multi-use spaces within a home.
  - 7.4.2 Examine factors that influence housing decisions.
- 7.5 Demonstrate teamwork and leadership skills in interior design and housing.
  - 7.5.1 Engage in FCCLA programs to develop teamwork and leadership skills.

## 8. Textiles and Fashion

**Comprehensive Standard 8.0** Demonstrate knowledge and skills used in the textiles, apparel, and fashion industries.

- 8.1 Explore careers in the textiles, apparel, and fashion industries.
- 8.2 Investigate the care, choice, and construction of apparel and textiles products.
  - 8.2.1 Explore how apparel meets the needs of individuals and families.
  - 8.2.2 Demonstrate basic construction skills to create, repair, or repurpose clothing or textile items.
  - 8.2.3 Investigate care methods for clothing and textiles.
  - 8.2.4 Compare and contrast different textile fibers, fabrics, and finishes.
- 8.3 Examine textiles and fashion knowledge and skills.
  - 8.3.1 Investigate trends and cultural influences on textiles and fashion.
  - 8.3.2. Apply the elements and principles of design in textiles and fashion settings.
  - 8.3.3 Utilize the design thinking process.
- 8.4 Explore concepts of sustainability, redesign, and repurpose in textiles and fashion.
  - 8.4.1 Engage in FCCLA programs related to sustainability, redesign, and repurpose of textiles.
  - 8.4.2 Investigate design techniques and behaviors that conserve, reuse, and recycle resources.
- 8.5 Demonstrate teamwork and leadership skills in apparel and textiles.
  - 8.5.1 Engage in FCCLA programs to develop teamwork and leadership skills.