

Technical Committee Report and Curriculum Guide for

Idaho Family and Consumer Sciences

*Family and Consumer Sciences
Professions*

ISEE 199980



IDAHO

**Division of
Professional-Technical
Education**

*This report was prepared by the
Idaho Division of Professional-Technical Education
Family and Consumer Sciences Education
Boise, Idaho*

June 2013

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INTRODUCTION

The technical report development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of family and consumer sciences educators at the secondary and postsecondary levels. For development of the Family and Consumer Sciences Professions technical report the majority of committee members were educators who have taught Family and Consumer Sciences and were recommended by their colleagues. Industry personnel were consulted where their expertise and opinions were required. The new Family and Consumer Sciences Professions curriculum framework was developed by state staff and university personnel using the National Standards for Family and Consumer Sciences Education and resources from other state guides. This report was prepared upon completion of the committee's assignment. The list of key competencies and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in the Family and Consumer Sciences Professions course. Students who complete this course will be better prepared to meet the challenges of living and working in today's society in the areas related to Family and Consumer Sciences education and other occupational areas.

The result of the work of the committee members is this statewide technical report. These individuals have written overall outcomes, key competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards for operation. Schools offering Family and Consumer Sciences Education should use program advisory committees to reflect local and community needs.

ACKNOWLEDGMENTS

The committee process involved personnel from Idaho high schools, the University of Idaho, Idaho State University, and the Idaho Division of Professional- Technical Education. The team members serve with the approval of their employers. The Idaho Division of Professional-Technical Education is appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so.

The following people gave their time, energy and expertise in the development of this curriculum framework:

<p>Curriculum Project Director Sonya Meyer, Ph.D. Director School of Family and Consumer Sciences University of Idaho Moscow, ID</p>	<p>Project Coordinator Shannon Phillips, M.Ed. Family and Consumer Sciences Meridian High School Meridian, ID</p>
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FAMILY and CONSUMER SCIENCES PROFESSIONS

COURSE DESCRIPTION:

Family and Consumer Sciences Professions is a one semester/trimester course for students with previous Family and Consumer Sciences course completion considering a career in the field of family and consumer sciences. It will help the student develop awareness about the many available options in this career area. Interview with Family and Consumer Sciences professionals, career and ability assessments, and an emphasis in community leadership and presentation is the core of this course's content.

IMPORTANT INFORMATION

Delivery of the Family and Consumer Sciences Professions course

It is recommended that this course emphasize full-class participation, teamwork and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take actions for the well-being of self and others in the home, workplace, community and world. Students also practice action through participation in Family, Career and Community Leaders of America, FCCLA, as an intra-curricular student organization.

Articulation Eligibility

To be determined by Idaho postsecondary institutions with Family and Consumer Sciences education programs.

Teacher Qualifications

The teacher of this course must hold a Standard Secondary Teaching Certificate with an endorsement in Family and Consumer Sciences Education.

Length and Level of this Course

This course is a minimum of one semesters/trimester experience preferably at the 11th or 12th grade level.

Career Clusters

This course is recommended for students who have selected Human Services, Education and Training, as their Career Cluster choice. Industries associated with this course are vast, however will include aspects of education, and other areas of Family and Consume Sciences, such as Food and Nutritional Sciences, Dietetics, Nutrition and Fitness, Human Environments, Fashion/Textile Design and Merchandising, Hospitality, Education, Financial Planning, and Human Development and Family Sciences.

Foundation knowledge and skill topic areas include:

- Academic foundations
- Communications
- Problem solving and critical thinking
- Information technology
- Systems
- Safety, health and environment
- Leadership and teamwork
- Ethics and legal responsibilities
- Employability and career development
- Technical skills

For more information about Career Clusters, visit the Career Cluster website at:

www.careerclusters.org

PROGRAM AREA: Family and Consumer Sciences

Idaho Division of Professional-Technical Education

EFFECTIVE DATE: June 2013

PROGRAM TITLE: Family and Consumer Sciences Professions

ISEE 199980

I. MAJOR CONCEPTS/CONTENT:

Today's economic demands and social climate have created a lifestyle in which a majority of our population works outside the home. This course will explore career opportunities in family and consumer sciences and challenge students to apply the sciences and technologies to develop healthier people and thriving communities. Family and consumer sciences professions are increasing as demands for highly qualified educators continues. There are many diverse and rich opportunities to learn, grow, and apply skills in the field of family and consumer sciences.

II. WORK BASED LEARNING ACTIVITIES:

It is recommended that students have an opportunity to observe and volunteer in a variety of settings related to family and consumer sciences.

III. OUTCOMES: After successfully completing this course, the student will be able to:

01. Investigate and reflect on the variety of career options available to professionals in Family and Consumer Sciences
02. Analyze their personal dimension related to occupational fit
03. Emphasize and evoke the importance of leadership through professional presentation opportunities
04. Examine their role in contributing to positive organizational culture
05. Develop employability skills

SCOPE AND SEQUENCE Family and Consumer Sciences Professions
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- | | |
|-----|---|
| 15% | 1. Investigate the History of Family and Consumer Sciences <ul style="list-style-type: none">1.01 Investigate the history of family and consumer sciences1.02 Investigate current events related to family and consumer sciences1.03 Examine Family and Consumer Sciences as a discipline of study |
| 35% | 2. Develop an awareness of careers in Family and Consumer Sciences <ul style="list-style-type: none">2.01 Analyze the concept of a career in family and consumer sciences2.02 Examine careers in Fashion and Textile Design2.03 Examine careers in Fashion and Textile Merchandising2.04 Examine careers in Dietetics2.05 Examine careers in Education2.06 Examine careers in Food and Nutrition Services2.07 Examine careers in Human Development and Family Sciences2.08 Examine careers in Hospitality2.09 Examine careers in Interior Design2.10 Examine careers in Nutrition and Fitness2.11 Examine careers in Consumer Economics and Financial Planning |
| 30% | 3. Explore the importance of the Professional-Technical Student Organization related to Family and Consumer Sciences <ul style="list-style-type: none">3.01 Investigate the Professional-Technical Student Organization (PTSO) related to Family and Consumer Sciences: Family, Career and Community Leaders of America (FCCLA) |
| 20% | 4. Develop Professional Employability Skills <ul style="list-style-type: none">4.01 Explore professional employability skills4.02 Demonstrate skills needed to obtain employment |

CURRICULUM FRAMEWORK Family and Consumer Sciences Professions
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1. Content Standard: EXPLORE THE FOUNDATIONS OF FAMILY AND CONSUMER SCIENCES

1.01 Competency: Investigate the history of family and consumer sciences

PERFORMANCE INDICATORS:

1. Outline major historical events affecting individuals, families, and communities
2. Compare and contrast past social issues affecting individuals, families, and communities
3. Evaluate past social events and issues and how they relate to the growth of Family and Consumer Sciences

1.02 Competency: Investigate current events related to family and consumer sciences

PERFORMANCE INDICATORS:

1. Outline current events affecting individuals, families, and communities
2. Explain the impact of current events on the growth of Family and Consumer Sciences

1.03 Competency: Examine Family and Consumer Sciences as a discipline of study

PERFORMANCE INDICATORS:

1. Define family and consumer sciences
2. Describe the values and concepts of family and consumer sciences
3. Explain societal influences family and consumer sciences has on individuals, families, and communities
4. Describe societal systems family and consumer sciences impacts
5. Relate the needs of individuals, families, and communities with the values of family and consumer sciences

2.0 Content Standard: DEVELOP AN AWARENESS OF CAREERS IN FAMILY AND CONSUMER SCIENCES

2.01 Competency: Analyze the concept of a career in Family and Consumer Sciences

PERFORMANCE INDICATORS:

1. Identify personal interests
2. Perform assessments to identify personality types
3. Complete a career assessment
4. Compare and contrast career assessment results with personal interests and personality types
5. Categorize personal interests, strengths, and personality type with career options in Family and Consumer Sciences

2.02 Competency: Examine careers in Fashion and Textile Design

PERFORMANCE INDICATORS:

1. Outline careers in Fashion, Apparel and Textile Design
2. Research employment, entrepreneurial opportunities, and preparation requirements for design careers
3. Identify opportunities to enhance job preparation skills
4. Participate in (an) job shadow experience(s)

2.03 Competency: Examine careers in Fashion and Textile Merchandising

PERFORMANCE INDICATORS:

1. Outline careers in Fashion, Apparel and Textile Merchandising
2. Research employment, entrepreneurial opportunities, and preparation requirements in apparel and textile merchandising careers
3. Identify opportunities to enhance job preparation skills
4. Participate in (an) job shadow experience(s)

2.04 Competency: Examine careers in Dietetics

PERFORMANCE INDICATORS:

1. Outline careers in Dietetics
2. Research educational requirements, salary, job outlook, and professional organizations of careers related to Dietetics
3. Compare and contrast applicable national and/or state licensing, credentialing or registration requirements for Dietetics careers
4. Prepare an oral, written, and/or visual presentation of a typical day in the life of, potential practice settings, and code of ethics related to careers in Dietetics

5. Participate in (a) job shadow experience(s)

2.05 Competency: Examine careers in Education

PERFORMANCE INDICATORS:

1. Outline careers in Education
2. Research requirements and education for post-secondary traditional and alternative teacher licensure
3. Compare and contrast career opportunities in Education
4. Participate in (a) job shadow experience(s)
5. Assess the personal rewards and benefits of careers in Education
6. Reflect and report on observations of staff meetings, school board meetings, county commissions and/or legislative sessions
7. Explain the need for ongoing professional development

2.06 Competency: Examine careers in Food and Nutrition Services

PERFORMANCE INDICATORS:

1. Outline careers in Food and Nutrition Services
2. Compare and contrast various career paths within Food and Nutrition Services
3. Investigate employment, entrepreneurial opportunities and skills, along with preparation requirements for careers in Foods and Nutrition Services
4. Create an organizational chart for typical foodservice restaurant
5. Participate in (a) job shadow experience(s)
6. Describe and evaluate Food and Nutrition Services career choices and the effect on family and lifestyle

2.07 Competency: Examine careers in Human Development and Family Sciences

PERFORMANCE INDICATORS:

1. Outline careers in Human Development and Family Sciences
2. Identify employment, entrepreneurial opportunities, and preparation requirements in various careers from prenatal services to geriatric services
3. Assess occupational and personal skills needed to work with individuals throughout the lifespan from the prenatal period to the geriatric period
4. Outline career paths within family and community services
5. Participate in (a) job shadow experience(s)

2.08 Competency: Examine careers in Hospitality

PERFORMANCE INDICATORS:

1. Outline careers in Hospitality
2. Assemble organizational chart diagramming the organizational structure of the various departments in the hospitality industry
3. List advantages and challenges of a hospitality career
4. Investigate entry level, technical level, and professional level careers in Hospitality
5. Participate in (a) job shadow experience(s)
6. Explain education, training experiences, and advancement opportunities in Hospitality
7. Describe and evaluate Hospitality career choices and the effect on family and lifestyle

2.09 Competency: Examine careers in Interior Design

PERFORMANCE INDICATORS:

1. Outline careers in Interior Design
2. Research employment, entrepreneurial opportunities, and education requirements in Interior Design careers
3. Explain job skills, required education, personal qualifications, salary, and job outlook for Interior Design career options
4. Participate in (a) job shadow experience(s)

2.10 Competency: Examine careers in Nutrition and Fitness

PERFORMANCE INDICATORS:

1. Outline careers in Nutrition and Fitness
2. Compare and contrast various career paths within Nutrition and Fitness
3. Investigate employment, entrepreneurial opportunities and skills, along with preparation requirements for careers in Nutrition and Fitness
4. Participate in (a) job shadow experience(s)

2.11 Competency: Examine careers in Consumer Economics and Financial Planning

PERFORMANCE INDICATORS:

1. Outline careers in Consumer Economics and Financial Planning
2. Investigate and prepare a report on the types of businesses and organizations that employ workers trained in finance
3. Participate in (a) job shadow experience(s)
4. Prepare a presentation on job requirements and duties
5. Investigate local area bank training programs for entry-level employment

3. Content Standard: EXPLORE THE IMPORTANCE OF THE PROFESSIONAL-TECHNICAL STUDENT ORGANIZATION RELATED TO FAMILY AND CONSUMER SCIENCES

3.01 Competency: Investigate the Professional-Technical Student Organization (PTSO) related to Family and Consumer Sciences: Family, Career and Community Leaders of America (FCCLA)

PERFORMANCE INDICATORS:

1. Interpret and explain FCCLA's purposes, mission statement, and creed
2. Explain benefits of actively participating in FCCLA
3. Outline historical events of FCCLA since its existence
4. Compare the benefits of FCCLA membership with professional opportunities
5. Categorize leadership opportunities received through active participation in FCCLA
6. Summarize levels of membership in FCCLA
7. Create a 30-second "elevator speech" about FCCLA
8. Prepare a "What is FCCLA?" presentation to educate other populations
9. Participate in local, regional, state and/or national FCCLA leadership opportunities

4. Content Standard: DEVELOP PROFESSIONAL EMPLOYABILITY SKILLS

4.01 Competency: EXPLORE PROFESSIONAL EMPLOYABILITY SKILLS

PERFORMANCE INDICATORS:

1. Define factors that influence career success
2. Investigate reasons people lose jobs
3. Research professional behavior and appearance expectations

4.02 Competency: DEMONSTRATE SKILLS NEEDED TO OBTAIN EMPLOYMENT

PERFORMANCE INDICATORS:

1. Identify personal career goals
2. Demonstrate proper handshaking, introductions, and greetings
3. Complete personal resume, job applications, simulated interviews, and follow-up procedures
4. Demonstrate positive interpersonal communication skills
5. Create an employment portfolio