



## **Section IV**

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Wisconsin Standards for Family and Consumer Sciences



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### Wisconsin Standards for Family and Consumer Sciences

Family and Consumer Sciences is a discipline based on the family and on the relationship between work and the family. The mission is to empower people to effectively manage emerging life issues by applying skills, analyzing options and strengthening interpersonal competencies through an interrelated curriculum. Participation in the program enables students to develop skills to manage their own personal, family and career lives, as well as develop insights into the interaction within families and the relationship of work and family.

Career and technical skills are developed through career clusters and pathways. The Wisconsin Standards for Family and Consumer Sciences develop focus on content and additional direction for specific career pathways. Family and Consumer Sciences (FCS) career areas provide focused and enhanced content detail and additional direction for specific career pathways within the career clusters: Human Services, Education, Finance, Health Science, Hospitality and Tourism, STEM (Science, Technology, Engineering and Mathematics), Architecture and Construction and Marketing, Sales and Services. Students have the opportunity to explore and prepare for careers in culinary arts, nutrition and wellness, food science, education, early childhood, fashion design and construction, interior design, textiles, tourism and hospitality, social services and human services. Family and Consumer Sciences programming addresses individual, family and or community needs in authentic experiences to successfully live and work through the following experiences:

- Work-Based Learning Programs such as Assistant Child Care Teacher, Infant Toddler, State Certified Skills Cooperative Education Certificate, Employability Skills;
- Career and Technical Student Organization such as Wisconsin Association of FCCLA; and
- classroom delivery of learning priorities that document the integration of academic and technical skills.

### Courses in Family and Consumer Sciences

Middle level and high school Family and Consumer Sciences programs are taught by licensed Family and Consumer Sciences teachers. The K-12 framework addresses 16 content standards plus the Reasoning for Action standard. The reasoning for action comprehensive standard assists learners to use the reasoning processes, individually and collectively, to take responsible action in families, workplaces and communities.

The framework is organized by grade levels: K-5, 6-8 and 9-12 and is intended to serve as a guideline for school districts in developing curriculum for family and consumer sciences programs. The Wisconsin FCS standards add alignment with FCCLA programs; Career Clusters and Pathways; and 21<sup>st</sup> century skills.

#### Family and Consumer Sciences Standards

Reasoning for Action  
Career, Community and Family  
Consumer and Family Resources  
Education and Early Childhood  
Facilities Management and Maintenance  
Family  
Family and Community Services  
Food Production and Services  
Food Science, Dietetics, and Nutrition  
Hospitality, Tourism and Recreation  
Housing and Interior Design  
Human Development  
Interpersonal Relationships  
Nutrition and Wellness  
Parenting  
Textiles, Fashion and Apparel



The following chart outlines a curriculum alignment of the content area standards into a variety of course types that may be developed within local school districts.

*Note: The following chart identifies the primary standard source (P) for a specific type of course. Additionally, the secondary standard sources (s) may also be used to complement the primary standard source within a type of course. The types of courses listed are not inclusive of all health science courses. School districts may have a variety of names for these types of courses.*

P=Primary source/s=secondary source

Type of Course	Common Career & Technical Standards						Family and Consumer Sciences Standards																	
	Global Awareness	Life & Career Skills, Career Development, & Employability Skills	Information, Media & Technology	Sustainability, Environmental, & Safety	Leadership	Communication, Creativity, Collaboration, & Critical Thinking	Reasoning for Action	Career, Community and Life Connections	Consumer and Family Resources	Consumer Services	Early Childhood Education	Facilities Mgt. and Maintenance	Family	Family and Community Services	Food Production and Services	Food Science, Dietetics, and Nutrition	Hospitality, Tourism, and Recreation	Housing, Interiors, and Furnishings	Human Development	Interpersonal Relationships	Nutrition and Wellness	Parenting	Textiles and Apparel	
Apparel, Textiles, & Design	s	s	s	s	s	s	s			s		s	s	s				s						P
Assistant Child Care Teacher (ACCT)	s	s	s	s	s	s	s	s			P		s											
Careers/Employability Skills	s	s	s	s	s	s	s	s	P	P	P	P	s	P	P	P	P	P	P	P	P	P	P	P
Child Development	s	s	s	s	s	s	s	s			P		P							P	P		P	
Child Care Teacher (CCT)	s	s	s	s	s	s	s	s			P		P	s						P	s	s	s	
Comprehensive FCS	s	s	s	s	s	s	s	P	P	s	s	s	s	s	P	s		P	P	P	P	P	P	s
Consumer Economics/Personal & Family Finance		s	s	s	s	s	s		P	P														
Culinary Arts	s	s	s	s	s	s	s					s			P	P			s	s	s			
Facilities Management/Work Based Learning (WBL)	s	s	s	s	s	s	s					P		s		s	s	s			s			
Family Living/Interpersonal Relationships	s	s	s	s	s	s	s	s					s	s					s	P		s		
Fashion Design/Construction	s	s	s	s	s	s	s											s						P
Health and Wellness/Food and Nutrition	s	s	s	s	s	s	s	s							s	P	s		s			P		
Food Science	s	s	s	s	s	s	s	s							s	P	s							
Food Services	s	s	s	s	s	s	s	s							P	s	s		s					
Health Occupations-Introduction	s	s	s	s	s	s	s	s					s	s		s			s	s	s			
Hospitality/Tourism or Lodging Management Internship		s	s	s	s	s	s	s		s		s			s	s	P			s	s			
Hospitality/Tourism and Food Service Management		s	s	s	s	s	s	s		s		s			s	s	P			s	s			
Human Growth and Development	s	s	s	s	s	s	s						s			s			P		s			
Infant and Toddler (IT)			s	s	s	s	s					s	s						s			s		
Interior Design	s	s	s	s	s	s	s	s										P						s



Type of Course	Common Career & Technical Standards						Family and Consumer Sciences Standards																
	Global Awareness	Life & Career Skills, Career Development, & Employability Skills	Information, Media & Technology	Sustainability, Environmental, & Safety	Leadership	Communication, Creativity, Collaboration, & Critical Thinking	Reasoning for Action	Career, Community and Life Connections	Consumer and Family Resources	Consumer Services	Early Childhood Education	Facilities Mgt. and Maintenance	Family	Family and Community Services	Food Production and Services	Food Science, Dietetics, and Nutrition	Hospitality, Tourism, and Recreation	Housing, Interiors, and Furnishings	Human Development	Interpersonal Relationships	Nutrition and Wellness	Parenting	Textiles and Apparel
Internships/Cooperative Education-WBL	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S			S		S
Life Skills	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Lodging Management/ProStart		S	S	S	S	S	S	S				S	S				<b>P</b>	<b>P</b>					
Medical Terminology	S	S	S	S	S	S	S	S							S				S				
Parenting	S	S	S	S	S	S	S			S		S							<b>P</b>		S	<b>P</b>	
Principles of Baking and Pastry	S	S	S	S	S	S	S	S							<b>P</b>	<b>P</b>	S	S					

**Program Structure**

The progression of instruction related to the Family and Consumer Sciences standards should be developed throughout the PK-12 system as reflected by the learning priorities that are identified within the three grade bands featured in this document. Family and Consumer Sciences licensed staff at each of the grade levels can be critical to the fluidity of standards development across the PK-12 grade bands, provide flexibility of delivery options, support best practices that are researched based within content instruction, develop additional resources with other academic classroom teachers in related areas of instruction and develop a collaborative relationship with elementary classroom teachers who are teaching fundamental skills to only their own students.

Grades PK-5	Grades 6-8	Grades 9-12
<ol style="list-style-type: none"> <li>1. Foundational skills are incorporated into elementary level course work in multiple disciplines.</li> </ol>	<ol style="list-style-type: none"> <li>1. A dedicated career exploration program that integrates course work that introduces and/or expands upon Family and Consumer Sciences.</li> <li>2. Exploratory units in comprehensive required or elective programs that support career development and skills needed across content areas.</li> <li>3. Elective course options for students in Career and Technical Education subjects, including Family and Consumer Sciences.</li> </ol>	<ol style="list-style-type: none"> <li>1. An integrated sequence of courses within Family and Consumer Sciences that develops coursework related to Programs of Study in multiple career pathways.</li> <li>2. A balanced Family and Consumer Sciences Program that supports student career development in a variety of career clusters.</li> <li>3. A career cluster program that provides dedicated curriculum and resources that feature capstone coursework, postsecondary credit attainment, and/or industry connections through certifications.</li> </ol>

**Delivery of Family and Consumer Sciences Courses**

These are multiple ways that students access Family and Consumer Sciences courses within the K-12 system:

- Face-to-Face Classroom Instruction



- Digital Learning (models may include blended, hybrid, and online distance learning at multiple grade levels)
- Transcribed Credit (partnering with local Technical College or University should be strongly considered)
- Youth Options
- Work-Based Learning (State Certified Skill Standards, Youth Apprenticeship, etc.)

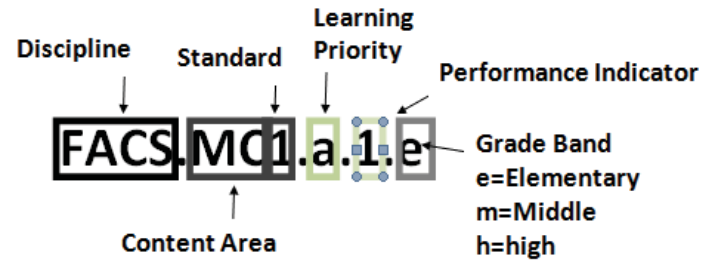
In Wisconsin, each district determines the best setting for courses within the school. Adaptability and accessibility are important elements as a wide variation in what, how much, and when concepts in FCS are introduced to students and in the level of depth in which any particular standard is developed. The standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspiration, interests or motivations.



## Standard Structure

The Wisconsin Standards for Career and Technical Education, including the Wisconsin Common Career Technical Standards, each follow a similar structure.

### Standard Coding



**Performance Indicator by Grade Band:**  
 Measurable degree to which a standard has been developed and/or met

### Standard Formatting

- Discipline** →
- Content Area** →
- Standard:** Broad statement that tells what students are expected to know or be able to do →
- Learning Priority:** Breaks down the broad statement into manageable learning pieces →

Wisconsin Standards for Family and Consumer Sciences (FACS)			
Content Area: CCLC/Career, Community and Life Connections			
Standard: CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.			
Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
CCLC1.a: Analyze strategies to manage multiple roles and responsibilities (i.e., individual, family, career, community and global).	CCLC1.a.1.e: Identify cause and effect of the roles and responsibilities of family members within families, careers and communities.	CCLC1.a.7.m: Recognize local and global policies, issues and trends in the workplace and community that affect individuals and families.	CCLC1.a.13.h: Summarize local and global policies, issues and trends in the workplace and community that affect individuals and families.
	CCLC1.a.2.e: Recognize the various roles children have within the family (i.e., son/daughter, brother/sister).	CCLC1.a.8.m: Identify the effects of social, economic and technological changes in society.	CCLC1.a.14.h: Analyze the effects of social, economic and technological change on work and family dynamics.
	CCLC1.a.3.e: Identify need of the family.	CCLC1.a.9.m: Discuss and summarize ways career plans affect the family.	CCLC1.a.15.h: Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
	CCLC1.a.4.e: Explore ways to help parents balance work and family.	CCLC1.a.10.m: Analyze potential effects of career path decisions on balancing work and family.	CCLC1.a.16.h: Synthesize potential effects of career path decisions on balancing work and family.

### Grade Bands

Grade bands of PK-5, 6-8 and 9-12 align to typical elementary, middle and high school levels.

- Grade band PK-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum. Career and technical education teachers in districts are an excellent resource to assist in the development of curriculum and activities.
- Career and technical education should be part of the core curriculum for all middle school students. Awareness, exploration and building foundational skills for career pathways occur in middle school. The performance indicators in grade band 6-8 showcase foundational skills with an emphasis on career development.
- Career and technical education at the high school level must go beyond awareness and exploration. Students should be developing specific knowledge and skills that are transferrable to other coursework, a job-site or postsecondary options. Performance indicators for grades 9-12 align specifically to industry standards and expectations for career clusters and pathways.



## Discipline: Family & Consumer Sciences (FCS)

**Content Area:** PAS/Process for Areas of Study

**Standard: PAS1:** Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>PAS1.a:</b> Evaluate reasoning for self and others.	<b>PAS1.a.1.e:</b> Make decisions for self.	<b>PAS1.a.2.m:</b> Distinguish between adequate and inadequate decisions of information.	<b>PAS1.a.3.h:</b> Contrast consequences for decision making for self, others, culture/society and global environment.
<b>PAS1.b:</b> Analyze recurring and evolving family, workplace and community concerns.	<b>PAS1.b.1.e:</b> Use concern in making decisions.	<b>PAS1.b.2.m:</b> Classify concerns such as theoretic, technical, practice.	<b>PAS1.b.3.h:</b> Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.
<b>PAS1.c:</b> Analyze practical reasoning components.	<b>PAS1.c.1.e:</b> Use decision making in daily living.	<b>PAS1.c.2.m:</b> Differentiate types of knowledge needed for reasoned action: contextual factors, valued-ends, goals, action taken and consequences.	<b>PAS1.c.3.h:</b> Analyze adequate and in-adequate information and sources in making decisions.
<b>PAS1.d:</b> Implement practical reasoning for responsible action in families, workplaces and communities.	<b>PAS1.d.1.e:</b> Use information to solve issues and problems.	<b>PAS1.d.2.m:</b> Evaluate short and long term consequences of possible actions of self, others, culture/society and global environment.	<b>PAS1.d.3.h:</b> Design plans for accomplishing a selected action using the reasoning process of self, others, culture/society and global environment.
<b>PAS1.e:</b> Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.	<b>PAS1.e.1.e:</b> Use observations to generate conclusions based on evidence of problems.	<b>PAS1.e.2.m:</b> Test hypotheses based on scientific principles, observations, evidence.	<b>PAS1.e.3.h:</b> Judge validity and reliability of information, sources, opinions and evidence.





## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: CCLC/Career, Community and Life Connections

**Standard: CCLC1:** Students will integrate multiple life roles and responsibilities in family, work and community settings.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>CCLC1.a:</b> Analyze strategies to manage multiple roles and responsibilities (i.e., individual, family, career, community and global).	<b>CCLC1.a.1.e:</b> Identify cause and effect of the roles and responsibilities of family members within families, careers and communities.	<b>CCLC1.a.7.m:</b> Recognize local and global policies, issues and trends in the workplace and community that affect individuals and families.	<b>CCLC1.a.13.h:</b> Summarize local and global policies, issues and trends in the workplace and community that affect individuals and families.
	<b>CCLC1.a.2.e:</b> Recognize the various roles children have within the family (i.e., son/daughter, brother/sister).	<b>CCLC1.a.8.m:</b> Identify the effects of social, economic and technological changes in society.	<b>CCLC1.a.14.h:</b> Analyze the effects of social, economic and technological change on work and family dynamics.
	<b>CCLC1.a.3.e:</b> Identify need of the family.	<b>CCLC1.a.9.m:</b> Discuss and summarize ways career plans affect the family.	<b>CCLC1.a.15.h:</b> Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
	<b>CCLC1.a.4.e:</b> Explore ways to help parents balance work and family.	<b>CCLC1.a.10.m:</b> Analyze potential effects of career path decisions on balancing work and family.	<b>CCLC1.a.16.h:</b> Synthesize potential effects of career path decisions on balancing work and family.
	<b>CCLC1.a.5.e:</b> Recognize differences between needs and wants.	<b>CCLC1.a.11.m:</b> Differentiate needs and wants which may influence opportunities for family members.	<b>CCLC1.a.17.h:</b> Define goals for life-long learning and leisure opportunities for all family members.
	<b>CCLC1.a.6.e:</b> Recognize interests and skills.	<b>CCLC1.a.12.m:</b> Explore pathways of skills needed to support families.	<b>CCLC1.a.18.h:</b> Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family and career goals.
<b>CCLC1.b:</b> Demonstrate transferable and employability skills in school, community and workplace settings.	<b>CCLC1.b.1.e:</b> List jobs that community members perform.	<b>CCLC1.b.8.m:</b> Investigate potential career choices to determine the knowledge, skills and attitudes associated with each career.	<b>CCLC1.b.16.h:</b> Analyze potential career choices to determine the knowledge, skills and attitudes associated with each career.
	<b>CCLC1.b.2.e:</b> Complete tasks at home and school.	<b>CCLC1.b.9.m:</b> Explore and discuss job seeking and job keeping skills.	<b>CCLC1.b.17.h:</b> Demonstrate job seeking and job keeping skills.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>CCLC1.b.10.m:</b> Apply communication skills in school, community and part time jobs or chores and tasks.	<b>CCLC1.b.18.h:</b> Apply communication skills in school, community and workplace settings
	<b>CCLC1.b.3.e:</b> Demonstrate teamwork skills in school and community (i.e., group work, playground).	<b>CCLC1.b.11.m:</b> Demonstrate teamwork skills in school, community and part time jobs (i.e., clubs).	<b>CCLC1.b.19.h:</b> Demonstrate teamwork skills in school, community and workplace settings (i.e., clubs, committees).
	<b>CCLC1.b.4.e:</b> Explore changes in technology for individual and family settings.	<b>CCLC1.b.12.m:</b> Experiment with technologies.	<b>CCLC1.b.20.h:</b> Analyze strategies to manage the effects of changing technologies in workplace settings.
	<b>CCLC1.b.5.e:</b> Recognize qualities that good leaders share.	<b>CCLC1.b.13.m:</b> Demonstrate leadership skills and abilities in school and community settings.	<b>CCLC1.b.21.h:</b> Demonstrate leadership skills and abilities in school, workplace and community settings (i.e., office, leader).
	<b>CCLC1.b.6.e:</b> Recognize school and community safety.	<b>CCLC1.b.14.m:</b> Explore factors that contribute to maintaining safe and healthy school, work and community environments.	<b>CCLC1.b.22.h:</b> Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
	<b>CCLC1.b.7.e:</b> Identify the qualities of a hard worker during classroom activities.	<b>CCLC1.b.15.m:</b> Demonstrate work ethic in the classroom and CTSO and club programs.	<b>CCLC1.b.23.h:</b> Demonstrate work ethics and professionalism in the workplace.
<b>CCLC1.c:</b> Evaluate the reciprocal effects of individual and family participation in community activities.	<b>CCLC1.c.1.e:</b> Practice civic responsibility in the classroom and community.	<b>CCLC1.c.6.m:</b> Create goals that support individuals and family members in carrying out community and civic responsibilities.	<b>CCLC1.c.12.h:</b> Create and analyze goals that support individuals and family members in carrying out community and civic responsibilities.
	<b>CCLC1.c.2.e:</b> Describe community service skills that individuals and families can use.	<b>CCLC1.c.7.m:</b> Practice community service skills that individuals and families can use through school activities.	<b>CCLC1.c.13.h:</b> Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
	<b>CCLC1.c.3.e:</b> Explore how individuals and groups work to make a community.	<b>CCLC1.c.8.m:</b> Explore personal and family participation in the community.	<b>CCLC1.c.14.h:</b> Analyze personal and family assets and skills that provide service to the community.
	<b>CCLC1.c.4.e:</b> Identify school resources and support systems available to students.	<b>CCLC1.c.9.m:</b> Explore community resources and support systems available to individuals and families.	<b>CCLC1.c.15.h:</b> Analyze community resources and systems of formal and informal support available to individuals and families.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
	<b>CCLC1.c.5.e:</b> Explore agencies and institutions that assist families.	<b>CCLC1.c.10.m:</b> Recognize/explore the effects of public policies agencies and institutions that affect the family.	<b>CCLC1.c.16.h:</b> Analyze the effects of public policies, agencies and institutions on the family.
		<b>CCLC1.c.11.m:</b> Identify ways individuals and families can influence change in policies, agencies and institutions that affect individuals and families.	<b>CCLC1.c.17.h:</b> Compare ways individuals and families can influence change in policies, agencies and institutions that affect individuals and families in different environments.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: CFR/Consumer and Family Resources

**Standard: CFR1:** Students will evaluate management practices related to the human, economic and environmental resources.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>CFR1.a:</b> Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.	<b>CFR1.a.1.e:</b> Develop management and planning skills and processes to organize tasks and responsibilities (i.e., keep assignment notebook).	<b>CFR1.a.7.m:</b> Apply management and planning skills and processes to organize resources such as food, clothing, shelter, healthcare, recreation, transportation, time and human capital.	<b>CFR1.a.16.h:</b> Evaluate the types of skills necessary for organizing and utilizing resources in homes, families and the workplace.
	<b>CFR1.a.2.e:</b> Identify how individuals and families make choices to satisfy needs and wants.	<b>CFR1.a.8.m:</b> Discuss how individuals and families make choices to satisfy needs and wants.	<b>CFR1.a.17.h:</b> Explain strategies for selection of clothing based on resources available.
	<b>CFR1.a.3.e:</b> Explore decisions about providing safe and nutritious food for individuals and families.	<b>CFR1.a.9.m:</b> Utilize nutrition standards and guidelines from recommended intake in analyzing safe and nutritious food for individuals and families.	<b>CFR1.a.18.h:</b> Utilizing MyPyramid for menu planning, prepare nutritious meals and snacks for individuals and families.
		<b>CFR1.a.10.m:</b> Practice consumer skills in producing and maintaining or altering textile products and apparel.	<b>CFR1.a.19.h:</b> Use appropriate industry products and materials necessary for cleaning, pressing or maintaining textile, apparel and fashion products.
	<b>CFR1.a.4.e:</b> Identify ways that housing has changed over the years.	<b>CFR1.a.11.m:</b> Discuss ways that housing/costs influence the family.	<b>CFR1.a.20.h:</b> Apply consumer skills to decisions about housing, utilities and furnishings.
	<b>CFR1.a.5.e:</b> Practice basic hygiene (i.e., hand washing, teeth brushing).	<b>CFR1.a.12.m:</b> Develop awareness of proper hygiene on health of family.	<b>CFR1.a.21.h:</b> Summarize information to maintain healthcare to meet the needs of individuals and family members.
	<b>CFR1.a.6.e:</b> Explore many ways money is necessary in our communities.	<b>CFR1.a.13.m:</b> Apply consumer skills to decisions about recreation	<b>CFR1.a.22.h:</b> Apply consumer money management skills to decisions about recreation.
		<b>CFR1.a.14.m:</b> Discuss ways family transportation needs are met.	<b>CFR1.a.23.h:</b> Apply consumer skills to acquire and maintain transportation needs that meet the needs of individuals and families.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>CFR1.a.15.m:</b> Demonstrates competence in using information resources, including procedural knowledge and technical texts to perform specific tasks.	<b>CFR1.a.24.h:</b> Compare information resources used to manage individual and family needs.
<b>CFR1.b:</b> Analyze the relationship of the environment to family and consumer resources.	<b>CFR1.b.1.e:</b> Identify individual and family responsibility in relation to the environmental trends and issues (i.e., recycling).	<b>CFR1.b.4.m:</b> Demonstrate individual and family responsibility in relation to the environmental trends and issues.	<b>CFR1.b.8.h:</b> Analyze individual and family responsibility in relation to the environmental trends and issues.
		<b>CFR1.b.5.m:</b> Identify environmental trends and issues affecting families and future generations.	<b>CFR1.b.9.h:</b> Summarize environmental trends and issues affecting families and future generations.
	<b>CFR1.b.2.e:</b> Explore decisions about providing safe and nutritious food for individuals and families.	<b>CFR1.b.6.m:</b> Make decisions about providing safe and nutritious food for individuals and families.	<b>CFR1.b.10.h:</b> Analyze decisions about providing safe and nutritious food for individuals and families.
	<b>CFR1.b.3.e:</b> Model practices that conserve natural resources.	<b>CFR1.b.7.m:</b> Analyzes and evaluates environmental issues.	<b>CFR1.b.11.h:</b> Explain government regulations for conserving natural resources.
<b>CFR1.c:</b> Analyze policies that support consumer rights and responsibilities.		<b>CFR1.c.1.m:</b> Examine local community policies that provide consumer protection.	<b>CFR1.c.4.h:</b> Analyze state and federal policies and laws providing consumer protection.
		<b>CFR1.c.2.m:</b> Investigate how policies become laws relating to consumer rights.	<b>CFR1.c.5.h:</b> Analyze how policies become laws relating to consumer rights.
		<b>CFR1.c.3.m:</b> Identify skills used in seeking information to consumer rights.	<b>CFR1.c.6.h:</b> Analyze skills used in seeking information to consumer rights.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>CFR1.d:</b> Evaluate the effects of technology on individual and family resources.	<b>CFR1.d.1.e:</b> Identify types of technology used by the family.	<b>CFR1.d.3.m:</b> Summarize types of technology that affect family and consumer decision-making.	<b>CFR1.d.5.h:</b> Apply strategies and technology to perform tasks that affect family and consumer decisions.
	<b>CFR1.d.2.e:</b> Discuss how technology impacts the family.	<b>CFR1.d.4.m:</b> Explore how media and technological advances affect family and consumer decisions.	<b>CFR1.d.6.h:</b> Analyze how media and technological advances affect family and consumer decisions.
<b>CFR1.e:</b> Analyze relationships between the economic system and consumer actions.	<b>CFR1.e.1.e:</b> Explore how individuals make choices that satisfy needs and wants of individuals and families.	<b>CFR1.e.2.m:</b> Identify the use of resources in making choices that satisfy needs and wants of individuals and families.	<b>CFR1.e.6.h:</b> Analyze resources used in making choices that satisfy needs and wants of individuals and families.
		<b>CFR1.e.3.m:</b> Examine individual and family roles in the economic system.	<b>CFR1.e.7.h:</b> Differentiate individual and family roles in the economic system.
		<b>CFR1.e.4.m:</b> Demonstrates competence in using various information sources, including reading and mathematics to compare economic system and consumer actions.	<b>CFR1.e.8.h:</b> Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
		<b>CFR1.e.5.m:</b> Demonstrate practices that allow families to maintain economic self-sufficiency.	<b>CFR1.e.9.h:</b> Predict and determine practices that allow families to maintain economic self-sufficiency.
<b>CFR1.f:</b> Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	<b>CFR1.f.1.e:</b> Explore the need for saving to meet needs and wants (i.e., how pennies add up).	<b>CFR1.f.2.m:</b> Identify the need for personal and family financial planning.	<b>CFR1.f.5.h:</b> Evaluate the specific need for personal and family financial planning.
		<b>CFR1.f.3.m:</b> Identify management principles used to make decisions to individual and family financial practices.	<b>CFR1.f.6.h:</b> Apply management principles to decisions to individual and family financial practices.
		<b>CFR1.f.4.m:</b> Demonstrates competence in using various information sources to perform specific tasks in financial management.	<b>CFR1.f.7.h:</b> Apply management principles to decisions about financial planning for individuals and families.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: CS/Consumer Services

**Standard: CS1:** Students will integrate knowledge, skills and practices needed for a career in consumer services.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
CS1.a: Analyze career paths within consumer service industries.	CS1.a.1.e: Identify careers in consumer service careers.	CS1.a.6.m: Discuss roles and functions of individuals engaged in consumer service careers.	CS1.a.12.h: Explain roles and functions of individuals engaged in consumer service careers.
	CS1.a.2.e: Introduce opportunities for employment and entrepreneurial endeavors.	CS1.a.7.m: Explore opportunities for employment and entrepreneurial endeavors.	CS1.a.13.h: Analyze opportunities for employment and entrepreneurial endeavors.
	CS1.a.3.e: Introduce career paths in consumer services.	CS1.a.8.m: Investigate education and training requirements and opportunities for career paths in consumer services.	CS1.a.14.h: Summarize education and training requirements and opportunities for career paths in consumer services.
	CS1.a.4.e: Discuss current events related to consumer services.	CS1.a.9.m: Discuss the effects of the consumer service industry on local, state, national and global economies.	CS1.a.15.h: Analyze the effects of the consumer service industry on local, state, national and global economies.
	CS1.a.5.e: Recognize individual's strengths and achievements.	CS1.a.10.m: Identify and discuss the skills employers look for in careers within the consumer service industries.	CS1.a.16.h: Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.
		CS1.a.11.m: Research professional organizations in consumer service professions.	CS1.a.17.h: Analyze the role of professional organizations in consumer service professions.
CS1.b: Analyze factors that affect consumer advocacy.	CS1.b.1.e: Introduce advocacy groups at state and national levels.	CS1.b.9.m: Research advocacy groups at state and national levels.	CS1.b.17.h: Analyze the role of advocacy groups at state and national levels.
	CS1.b.2.e: Introduce how a bill is made.	CS1.b.10.m: Discover how a bill is passed and carried out.	CS1.b.18.h: Analyze the contributions of policy makers to consumer advocacy.
	CS1.b.3.e: Introduce strategies that enable consumers to become advocates.	CS1.b.11.m: Identify strategies that enable consumers to become advocates.	CS1.b.19.h: Demonstrate strategies that enable consumers to become advocates.
	CS1.b.4.e: Identify the difference between producer and consumer.	CS1.b.12.m: Discuss protection laws on advocacy.	CS1.b.20.h: Analyze the effects of consumer protection laws on advocacy.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>CS1.b.5.e:</b> Identify the risks of consumer fraud.	<b>CS1.b.13.m:</b> Discuss the risks of consumer fraud.	<b>CS1.b.21.h:</b> Apply strategies to reduce the risk of consumer fraud.
	<b>CS1.b.6.e:</b> Identify different forms of media.	<b>CS1.b.14.m:</b> Develop roles of media in consumer advocacy.	<b>CS1.b.22.h:</b> Analyze the role of media in consumer advocacy.
	<b>CS1.b.7.e:</b> Identify businesses in local community.	<b>CS1.b.15.m:</b> Identify and discuss businesses in the state and national level.	<b>CS1.b.23.h:</b> Analyze the effects of business and industry policies and procedures on advocacy.
	<b>CS1.b.8.e:</b> Introduce the use of educational and promotional materials in consumer advocacy.	<b>CS1.b.16.m:</b> Develop educational and promotional materials in consumer advocacy.	<b>CS1.b.24.h:</b> Analyze the use of educational and promotional materials in consumer advocacy.
<b>CS1.c:</b> Analyze factors in developing a long-term financial management plan.	<b>CS1.c.1.e:</b> Introduce how the economy affects family, work or career decisions.	<b>CS1.c.9.m:</b> Discuss the effects of the economy on personal income, individual and family security and consumer decisions.	<b>CS1.c.17.h:</b> Explain the effects of the economy on personal income, individual and family security and consumer decisions.
	<b>CS1.c.2.e:</b> Define the difference between a short-term and long-term goal.	<b>CS1.c.10.m:</b> Develop short-term and long-term financial goals.	<b>CS1.c.18.h:</b> Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals and economic resources.
	<b>CS1.c.3.e:</b> Introduce the effect of consumer credit in long-term financial planning.	<b>CS1.c.11.m:</b> Discuss the effect of consumer credit in long-term financial planning.	<b>CS1.c.19.h:</b> Analyze the effect of consumer credit in long-term financial planning.
	<b>CS1.c.4.e:</b> Explain the importance of savings.	<b>CS1.c.12.m:</b> Discuss investment and savings alternatives.	<b>CS1.c.20.h:</b> Compare investment and savings alternatives.
	<b>CS1.c.5.e:</b> Introduce the possible risks in financial planning.	<b>CS1.c.13.m:</b> Develop strategies for long-term financial planning.	<b>CS1.c.21.h:</b> Analyze the effects of risk management strategies on long-term financial planning.
	<b>CS1.c.6.e:</b> Introduce to the different stages of the lifecycle.	<b>CS1.c.14.m:</b> Identify the lifecycle and apply financial situations for each stage.	<b>CS1.c.22.h:</b> Analyze the effect of key life transitions on financial planning.
	<b>CS1.c.7.e:</b> Identify the importance of financial planning.	<b>CS1.c.15.m:</b> Discuss the role of estate planning in long-term financial planning.	<b>CS1.c.23.h:</b> Explain the role of estate planning in long-term financial planning.
	<b>CS1.c.8.e:</b> Introduce the importance of meeting financial deadlines.	<b>CS1.c.16.m:</b> Discuss how handling your finances properly can help improve your credit score and reduce rates on credit and insurance.	<b>CS1.c.24.h:</b> Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>CS1.d:</b> Analyze resource consumption for conservation and waste management practices.	<b>CS1.d.1.e:</b> Introduce the importance of keeping the environment clean.	<b>CS1.d.6.m:</b> Identify sources of residential and commercial energy, water policy and usage, waste disposal and pollution issues in the local environment.	<b>CS1.d.11.h:</b> Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal and pollution issues.
	<b>CS1.d.2.e:</b> Introduce the importance of recycling in their community, as well as other energy reduction resources.	<b>CS1.d.7.m:</b> Apply local, state and national private and government consumer programs and services to recycle and conserve energy environmental resources.	<b>CS1.d.12.h:</b> Evaluate local, state and national private and government consumer programs and services to recycle and conserve energy and environmental resources.
	<b>CS1.d.3.e:</b> Discuss strategies and practices to conserve energy and reduce waste.	<b>CS1.d.8.m:</b> Explore strategies and practices to conserve energy and reduce waste.	<b>CS1.d.13.h:</b> Demonstrate strategies and practices to conserve energy and reduce waste.
	<b>CS1.d.4.e:</b> Introduce waste management issues.	<b>CS1.d.9.m:</b> Examine waste management issues.	<b>CS1.d.14.h:</b> Analyze waste management issues.
	<b>CS1.d.5.e:</b> Introduce roles of government, industry and family in energy consumption.	<b>CS1.d.10.m:</b> Examine roles of government, industry and family in energy consumption.	<b>CS1.d.15.h:</b> Analyze roles of government, industry and family in energy consumption.
<b>CS1.e:</b> Demonstrate skills needed for product development, testing and presentation.	<b>CS1.e.1.e:</b> Introduce the basic steps of researching.	<b>CS1.e.9.m:</b> Conduct market research to determine consumer trends and product development needs.	<b>CS1.e.17.h:</b> Analyze market research to determine consumer trends and product development needs.
	<b>CS1.e.2.e:</b> Compare consumer products.	<b>CS1.e.10.m:</b> Design or analyze a consumer product.	<b>CS1.e.18.h:</b> Design or analyze a consumer product.
	<b>CS1.e.3.e:</b> Identify what are the marketing tools used to sell a product.	<b>CS1.e.11.m:</b> Analyze a product for its marketing techniques.	<b>CS1.e.19.h:</b> Analyze features, prices, product information, styles and performance of consumer goods for potential trade-offs among the components.
	<b>CS1.e.4.e:</b> Identify products and purpose for its use.	<b>CS1.e.12.m:</b> Create a product using the scientific method.	<b>CS1.e.20.h:</b> Evaluate a product utilizing valid and reliable testing procedures.
	<b>CS1.e.5.e:</b> Identify how to collect data.	<b>CS1.e.13.m:</b> Discuss a statistical analysis processes to interpret, summarize and report data from tests.	<b>CS1.e.21.h:</b> Compare statistical analysis processes to interpret, summarize and report data from tests.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
	<b>CS1.e.6.e:</b> Identify key components of a design.	<b>CS1.e.14.m:</b> Create a product that contains the components of a good design.	<b>CS1.e.22.h:</b> Evaluate the labeling, packaging and support materials of consumer goods.
	<b>CS1.e.7.e:</b> Identify new products.	<b>CS1.e.15.m:</b> Demonstrate a product to educate an audience about a new product on the consumer market.	<b>CS1.e.23.h:</b> Research new products and explore the product reviews. Analyze the findings.
	<b>CS1.e.8.e:</b> Identify and discover different marketing techniques.	<b>CS1.e.16.m:</b> Explain marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.	<b>CS1.e.24.h:</b> Utilize marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: EC/Education and Early Childhood Comprehensive Standard

**Standard: EC1:** Students will integrate knowledge, skills and practices required for careers in early childhood, education and services.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>EC1.a:</b> Investigate the necessity for and purpose of quality group care for young children.			<b>EC1.a.3.h:</b> Identify trends that impact child care.
	<b>EC1.a.1.m:</b> Identify available resources in the community for working parents.	<b>EC1.a.2.m:</b> Explore careers related to children.	<b>EC1.a.4.h:</b> Differentiate among the various types of quality child care programs.
<b>EC1.b:</b> Apply theories of developmentally appropriate practice to classroom situations.			<b>EC1.b.2.h:</b> Identify the historical contributions that have influenced how child care services are currently provided.
		<b>EC1.b.1.m:</b> Discuss developmental stages of children.	<b>EC1.b.3.h:</b> Apply theories of child development to various classroom situations.
<b>EC1.c:</b> Cultivate positive relationships with children in a child care setting.	<b>EC1.c.1.e:</b> Model strategies for constructive and supportive interactions between children and families.	<b>EC1.c.4.m:</b> Identify positive qualities of child care providers.	<b>EC1.c.7.h:</b> Demonstrate characteristics of a quality child care worker implementing developmentally appropriate practice.
	<b>EC1.c.2.e:</b> Present information to parents regarding developmental issues and concerns with children.	<b>EC1.c.5.m:</b> Demonstrate problem solving skills with children (i.e., crying, acting out, challenging situations).	<b>EC1.c.8.h:</b> Apply problem solving skills with children in a variety of early childhood settings.
	<b>EC1.c.3.e:</b> Establish developmentally appropriate guidelines for behavior.	<b>EC1.c.6.m:</b> Discuss various positive communications skills used in working with children.	<b>EC1.c.9.h:</b> Implement strategies for constructive and supportive interactions between children, families.
<b>EC1.d:</b> Guide children in appropriate behaviors.		<b>EC1.d.1.m:</b> Dramatize strategies for handling behavioral issues in working with young children.	<b>EC1.d.8.h:</b> Identify strategies for handling behavioral issues in early childhood programs.
		<b>EC1.d.2.m:</b> Identify developmentally appropriate practices in working with young children.	<b>EC1.d.9.h:</b> Respond to behavioral cues (i.e., comforting techniques, attachment behaviors, reducing stranger anxiety).



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>EC1.d.3.m:</b> Explore interpersonal skills that promote positive relationships with children.	<b>EC1.d.10.h:</b> Demonstrate interpersonal skills that promote positive and productive relationships with children.
		<b>EC1.d.4.m:</b> Recognize equity and respect of diversity.	<b>EC1.d.11.h:</b> Model equity and respect diversity of children.
		<b>EC1.d.5.m:</b> Select development appropriate activities with children when caring for them.	<b>EC1.d.12.h:</b> Identify appropriate behavioral limits for a child based on the developmentally appropriate practice.
			<b>EC1.d.13.h:</b> Create developmentally appropriate guidelines for behavior.
			<b>EC1.d.14.h:</b> Identify resources for positive guidance when caring for children.
		<b>EC1.d.6.m:</b> Discuss childcare guidelines (i.e., American Red Cross).	<b>EC1.d.15.h:</b> Apply state licensing rules related to guiding children.
		<b>EC1.d.7.m:</b> Select strategies that will appropriately address challenging behaviors.	<b>EC1.d.16.h:</b> Implement strategies that will appropriately address the challenging behaviors.
<b>EC1.e:</b> Create and facilitate developmentally appropriate activities for a variety of child care curricular areas.		<b>EC1.e.1.m:</b> Identify child development stages.	<b>EC1.e.6.h:</b> Choose developmentally appropriate activities (i.e., physical, social, emotional, moral and intellectual) for various ages (Include a learning objective and materials needed and reference appropriately).
		<b>EC1.e.2.m:</b> Plan creative activities for children in a caregiving situation.	<b>EC1.e.7.h:</b> Plan and implement lesson plans (i.e., objectives, content, supplies, motivation, introduction, step-by-step procedures, closure/transition and evaluation).
		<b>EC1.e.3.m:</b> Create possible activities for various age groups.	<b>EC1.e.8.h:</b> Monitor, reflect and adjust lesson plans as needed.
		<b>EC1.e.4.m:</b> Identify positive forms of guiding young children in a variety of situations.	<b>EC1.e.9.h:</b> Identify children’s accomplishments and provide constructive feedback.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>EC1.e.5.m:</b> Create possible activities for various age groups.	<b>EC1.e.10.h:</b> Implement learning activities in all curriculum areas that meet the developmental needs of children (i.e., child's language, learning styles, early experiences and cultural values).
			<b>EC1.e.11.h:</b> Create learning centers that provide for children's exploration, discovery and development.
			<b>EC1.e.12.h:</b> Develop activities, routines and transitions.
<b>EC1.f:</b> Develop a career portfolio.	<b>EC1.f.1.e:</b> Explore careers related to children (i.e., community helpers).	<b>EC1.f.2.m:</b> Investigate Career Clusters related to children.	<b>EC1.f.4.h:</b> Identify the roles and functions of individuals engaged in early childhood, education and services.
			<b>EC1.f.5.h:</b> Summarize education and training requirements and opportunities for career paths in child care services.
			<b>EC1.f.6.h:</b> Analyze opportunities for employment.
			<b>EC1.f.7.h:</b> Explain the role of professional organizations in education and early childhood.
		<b>EC1.f.3.m:</b> Discuss the opportunity for business development in areas related to working with children.	<b>EC1.f.8.h:</b> Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
<b>EC1.g:</b> Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.			<b>EC1.g.8.h:</b> Identify the nutritional needs of children.
		<b>EC1.g.2.m:</b> Recognize healthy food choices.	<b>EC1.g.9.h:</b> Plan safe and healthy meals and snacks.
	<b>EC1.g.1.e:</b> Practice good nutrition and basic sanitation.	<b>EC1.g.3.m:</b> Recognize proper sanitation procedures.	<b>EC1.g.10.h:</b> Follow center's daily safety and sanitation procedures i.e., hand washing and meals.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>EC1.g.4.m:</b> Identify food allergies.	<b>EC1.g.11.h:</b> Describe safety modifications of food choices for children of different ages and abilities.
		<b>EC1.g.5.m:</b> Demonstrate strategies for good health, safety and sanitation.	<b>EC1.g.12.h:</b> Implement strategies to teach children health, safety and sanitation habits.
		<b>EC1.g.6.m:</b> Describe modifications for children with special dietary needs and restrictions.	<b>EC1.g.13.h:</b> Explain modifications for children with special dietary needs and restrictions.
		<b>EC1.g.7.m:</b> Identify procedures for food safety, storage, preparation and handling.	<b>EC1.g.14.h:</b> Explain procedures for food safety, storage, preparation and handling.
			<b>EC1.g.15.h:</b> Implement federal, state and local standards, policies, regulations and laws that affect children, families and programs.
<b>EC1.h:</b> Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.	<b>EC1.h.1.e:</b> Implement strategies to teach children health, safety and sanitation habits.	<b>EC1.h.6.m:</b> Describe first aid, emergency, sanitary and routine care procedures.	<b>EC1.h.12.h:</b> Demonstrate skills in CPR and first aid.
	<b>EC1.h.2.e:</b> Encourage personal safety and sanitation.	<b>EC1.h.7.m:</b> Practice daily safety and sanitation procedures.	<b>EC1.h.13.h:</b> Adhere to center's daily safety and sanitation procedures (i.e., hand washing, diapering, disposal, meals).
	<b>EC1.h.3.e:</b> Demonstrate security and emergency procedures.	<b>EC1.h.8.m:</b> Define and demonstrate security and emergency procedures.	<b>EC1.h.14.h:</b> Demonstrate security and emergency procedures (i.e., choking, injuries, strangers, fire, tornado).
			<b>EC1.h.15.h:</b> Demonstrate state licensing protocol for center safety (i.e., extension cords, location of materials, child pick up/drop off).
		<b>EC1.h.9.m:</b> Discuss common signs and symptoms of illness in children and respond appropriately.	<b>EC1.h.16.h:</b> Identify common signs and symptoms of illness in children and respond appropriately.
			<b>EC1.h.17.h:</b> Recommend equipment and supplies for learning centers.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
			<b>EC1.h.18.h:</b> Describe how layout helps a child develop socially, physically cognitively, morally and emotionally.
			<b>EC1.h.19.h:</b> Inspect the safety of indoor and outdoor space, furniture and equipment.
			<b>EC1.h.20.h:</b> Discuss the Wisconsin licensing rules and regulations.
			<b>EC1.h.21.h:</b> Implement federal, state and local standards, policies, regulations and laws that affect children, families and programs.
	<b>EC1.h.4.e:</b> Identify child abuse, neglect and safety.	<b>EC1.h.10.m:</b> Describe behaviors and ways to prevent Shaken Baby Syndrome.	<b>EC1.h.22.h:</b> Participate in SIDS, Shaken Baby Syndrome and Child Abuse prevention training through state and national resources in required mandated reporting systems.
	<b>EC1.h.5.e:</b> Demonstrate health practices, such as hand washing and precautionary measures when coughing and sneezing.	<b>EC1.h.11.m:</b> Recognize basic health practices in the prevention and practices in caring for family members or caregiving non-family members.	<b>EC1.h.23.h:</b> Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
<b>EC1.i:</b> Implement modifications to accommodate special needs.			<b>EC1.i.3.h:</b> Differentiate the characteristics of children who are at-risk, gifted or have a disability.
			<b>EC1.i.4.h:</b> Identify specific modifications for special needs children.
			<b>EC1.i.5.h:</b> Implement learning activities in all curriculum areas that meet the developmental needs of children (i.e., modification).
	<b>EC1.i.1.e:</b> Recognize that some children have special needs.	<b>EC1.i.2.m:</b> Identify ways that classrooms meet the needs of all students.	<b>EC1.i.6.h:</b> Explain the need for inclusive programming.
			<b>EC1.i.7.h:</b> Promote and follow inclusive programming.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: FMM/Facilities Management and Maintenance

**Standard: FMM1:** Students will integrate knowledge, skills and practices required for careers in facilities management and maintenance.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>FMM1.a:</b> Analyze career paths within the facilities management and maintenance areas.	<b>FMM1.a.1.e:</b> Explain the importance of education and life-long learning.	<b>FMM1.a.5.m:</b> Determine the roles and functions of individuals engaged in facilities management and maintenance careers.	<b>FMM1.a.9.h:</b> Summarize education and training requirements and opportunities for career paths in facilities management and maintenance.
	<b>FMM1.a.2.e:</b> Explore the school's building and its grounds.	<b>FMM1.a.6.m:</b> Explore opportunities for employment and entrepreneurial endeavors in facilities management and maintenance careers.	<b>FMM1.a.10.h:</b> Analyze the effects of facilities management and maintenance occupations on local, state, national and global economies.
	<b>FMM1.a.3.e:</b> Introduce careers within Facilities Management and Maintenance.	<b>FMM1.a.7.m:</b> Analyze opportunities for employment and entrepreneurial endeavors.	<b>FMM1.a.11.h:</b> Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers.
	<b>FMM1.a.4.e:</b> Explore clubs and organizations.	<b>FMM1.a.8.m:</b> Explore professional organizations in careers within the facilities and maintenance areas.	<b>FMM1.a.12.h:</b> Analyze the role of professional organizations in facilities management professions.
<b>FMM1.b:</b> Demonstrate planning organizing and maintaining an efficient housekeeping operation for residential or commercial facilities.	<b>FMM1.b.1.e:</b> Explain the importance of good organization.	<b>FMM1.b.7.m:</b> Develop a cleaning program for your personal space at home or school.	<b>FMM1.b.13.h:</b> Apply housekeeping standards and procedures.
	<b>FMM1.b.2.e:</b> Comprehend the importance of cleanliness.	<b>FMM1.b.8.m:</b> Practice basic cleaning and sanitizing procedures and processes in maintenance.	<b>FMM1.b.14.h:</b> Operate cleaning equipment and tools.
	<b>FMM1.b.3.e:</b> Introduce safety concerns regarding chemicals and their uses.	<b>FMM1.b.9.m:</b> Identify safety and use of common cleaning items.	<b>FMM1.b.15.h:</b> Manage use of supplies.
	<b>FMM1.b.4.e:</b> Assist in cleaning personal spaces at school	<b>FMM1.b.10.m:</b> Assist in cleaning projects in residential or commercial facilities.	<b>FMM1.b.16.h:</b> Maintain interior surfaces, wall coverings, fabrics, furnishings and floor surfaces.
	<b>FMM1.b.5.e:</b> Practice energy saving techniques.	<b>FMM1.b.11.m:</b> Analyze energy efficient methods.	<b>FMM1.b.17.h:</b> Perform facilities maintenance based on established standards.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>FMM1.b.6.e:</b> Demonstrate courtesy when dealing with peers.	<b>FMM1.b.12.m:</b> Apply essential communication skills with peers.	<b>FMM1.b.18.h:</b> Demonstrate quality services in keeping with customer expectations.
<b>FMM1.c:</b> Demonstrate sanitation procedures for a clean and safe environment.	<b>FMM1.c.1.e:</b> Demonstrate the importance of a clean and sanitary environment.	<b>FMM1.c.6.m:</b> Identify the importance of a clean and sanitary environment.	<b>FMM1.c.12.h:</b> Analyze the various types of cleaning methods and their environmental effects.
	<b>FMM1.c.2.e:</b> Recognize the dangers of chemicals as outlined by the Environmental Protection Agency (EPA).	<b>FMM1.c.7.m:</b> Examine Material Safety Data Sheets (MSDS).	<b>FMM1.c.13.h:</b> Summarize federal and state regulations regarding safe handling use and storage of chemicals.
	<b>FMM1.c.3.e:</b> Explain how to report any and all accidents to the proper individuals.	<b>FMM1.c.8.m:</b> Analyze the potential health concerns when dealing with blood borne pathogens.	<b>FMM1.c.14.h:</b> Apply Occupational Safety and Health Administration (OSHA) regulations to situations in which blood borne pathogens exist and need to be labeled and carefully handled.
		<b>FMM1.c.9.m:</b> Explore Integrated Pest Management practices (IPM).	<b>FMM1.c.15.h:</b> Select a pest control system appropriate for the facility and the type(s) of pests likely to be present.
	<b>FMM1.c.4.e:</b> Recognize the importance of proper hand washing.	<b>FMM1.c.10.m:</b> Analyze the effectiveness of proper hand washing.	<b>FMM1.c.16.h:</b> Research Centers for Disease Control (CDC) standards.
	<b>FMM1.c.5.e:</b> Recognize differences in people.	<b>FMM1.c.11.m:</b> Explore options to assist people with disabilities.	<b>FMM1.c.17.h:</b> Comply with Americans with Disabilities Act (ADA) regulations.
<b>FMM1.d:</b> Apply hazardous materials and waste management procedures.	<b>FMM1.d.1.e:</b> Explore recycling opportunities within the school.	<b>FMM1.d.6.m:</b> Practice a recycling program for conservation of resources.	<b>FMM1.d.12.h:</b> Carry out federal, state and other regulations regarding waste management.
	<b>FMM1.d.2.e:</b> Develop an on-site composting program.	<b>FMM1.d.7.m:</b> Explore options to reduce classroom waste.	<b>FMM1.d.13.h:</b> Demonstrate a waste minimization plan.
	<b>FMM1.d.3.e:</b> Explain the importance of honesty.	<b>FMM1.d.8.m:</b> Practice maintaining records of practices and procedures.	<b>FMM1.d.14.h:</b> Record presence of hazardous materials and occurrence of hazardous situations accurately and communicate to authorities.
	<b>FMM1.d.4.e:</b> Comprehend the dangers of chemicals as outlined by the Environmental Protection Agency (EPA).	<b>FMM1.d.9.m:</b> Identify hazardous materials and proper care.	<b>FMM1.d.15.h:</b> Describe procedures for safely handling and storing hazardous materials and waste products.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>FMM1.d.5.e:</b> Identify energy saving measures in the home and school.	<b>FMM1.d.10.m:</b> Develop a school wide initiative to conserve energy in classrooms.	<b>FMM1.d.16.h:</b> Design energy efficient methods.
		<b>FMM1.d.11.m:</b> Comprehend the importance of safe storage and disposal of pesticides.	<b>FMM1.d.17.h:</b> Demonstrate safe storage and disposals of pesticides.
<b>FMM1.e:</b> Demonstrate a work environment that provides safety and security.	<b>FMM1.e.1.e:</b> Remember procedures for safety drills.	<b>FMM1.e.5.m:</b> Analyze current safety procedures utilized within your home.	<b>FMM1.e.10.h:</b> Design procedures for external and internal emergencies.
	<b>FMM1.e.2.e:</b> Comprehend the importance of following rules and safety procedures.	<b>FMM1.e.6.m:</b> Prepare safety and procedures in home and school.	<b>FMM1.e.11.h:</b> Apply security procedures.
	<b>FMM1.e.3.e:</b> Identify use and care of equipment storage in the home and community.	<b>FMM1.e.7.m:</b> Apply skills necessary for the use, care and storage of equipment.	<b>FMM1.e.12.h:</b> Demonstrate safe procedures in the use, care and storage of equipment.
	<b>FMM1.e.4.e:</b> Recognize potential dangers involved in kitchens.	<b>FMM1.e.8.m:</b> Summarize the importance of safety as it relates to food safety and work safety.	<b>FMM1.e.13.h:</b> Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA) and other agencies.
		<b>FMM1.e.9.m:</b> Review the importance of proper handling of infection and infectious materials.	<b>FMM1.e.14.h:</b> Apply procedures for control of infection and infectious materials.
<b>FMM1.f:</b> Demonstrate laundering processes aligned with industry standards and regulations.	<b>FMM1.f.1.e:</b> Introduce care and proper handling of clothing and other textiles.	<b>FMM1.f.3.m:</b> Demonstrate standard laundry procedures.	<b>FMM1.f.6.h:</b> Summarize the functions of machines and equipment used in laundering operations.
	<b>FMM1.f.2.e:</b> Identify the steps of laundering clothes.	<b>FMM1.f.4.m:</b> Learn proper laundering methods for clothing and other textiles.	<b>FMM1.f.7.h:</b> Apply procedures for the selection of textiles, chemicals and equipment associated with laundry.
		<b>FMM1.f.5.m:</b> Learn how to properly operate a laundry machine.	<b>FMM1.f.8.h:</b> Apply industry regulations to laundry/linen systems.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
FMM1.g: Demonstrate facilities management functions.	FMM1.g.1.e: Relate the importance of positive behavior versus negative behavior.	FMM1.g.7.m: Differentiate between positive/negative interactions with peers.	FMM1.g.16.h: Demonstrate quality customer service which exceeds customer expectations.
		FMM1.g.8.m: Identify employability skills needed in the workplace.	FMM1.g.17.h: Demonstrate the elements involved in staff planning, recruiting, interviewing, selecting, hiring and terminating of employees.
	FMM1.g.2.e: Follow time schedules in task analysis.	FMM1.g.9.m: Develop a time management outline.	FMM1.g.18.h: Design staff schedules.
	FMM1.g.3.e: Share with peers asset building traits.	FMM1.g.10.m: Conduct a peer to peer demonstration on how to do something.	FMM1.g.19.h: Conduct orientation, regular training and education and on the job training/retraining.
	FMM1.g.4.e: Use rubrics to create and self-evaluate projects.	FMM1.g.11.m: Develop a rubric as a means of evaluation of a project.	FMM1.g.20.h: Demonstrate techniques and strategies to measure work quality of employees.
	FMM1.g.5.e: List ways that you could save money.	FMM1.g.12.m: Create a budget plan to purchase a luxury item.	FMM1.g.21.h: Apply principles of purchasing and receiving in facility management operations.
		FMM1.g.13.m: Identify ways to conserve resources.	FMM1.g.22.h: Implement procedures to control inventory.
		FMM1.g.14.m: Uses mathematical practices to analyze cost savings of resources.	FMM1.g.23.h: Apply accounting principles in planning, forecasting and recording profit and loss.
	FMM1.g.6.e: Explore advertising methods.	FMM1.g.15.m: Analyze impact of advertising in the media.	FMM1.g.24.h: Develop a marketing plan for a business or department.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: F/Family

**Standard: F1:** Students will evaluate the significance of family and its effects on the well-being of individuals and society.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>F1.a:</b> Analyze the effects of family as a system on individuals and society.	<b>F1.a.1.e:</b> Discuss what makes a family.	<b>F1.a.4.m:</b> Analyze family as the basic unit of society.	<b>F1.a.7.h:</b> Analyze the role of family in transmitting societal expectations.
	<b>F1.a.2.e:</b> Discuss the various types of families.	<b>F1.a.5.m:</b> Identify global influences on today's families.	<b>F1.a.8.h:</b> Analyze the role of family in developing independence, interdependence and commitment of family members.
	<b>F1.a.3.e:</b> Describe titles for family members (i.e., Aunt, Uncle, Cousin).	<b>F1.a.6.m:</b> Recognize the role of family in teaching culture and traditions across the life span.	<b>F1.a.9.h:</b> Analyze the ways family and consumer sciences careers assist the work of the family.
<b>F1.b:</b> Evaluate the effects of diverse perspectives, needs and characteristics of individual and families.	<b>F1.b.1.e:</b> Identify different kinds of family structures.	<b>F1.b.2.m:</b> Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	<b>F1.b.4.h:</b> Demonstrate awareness of multiple diversities and their effects on individuals, families and society.
		<b>F1.b.3.m:</b> Recognize the effects of empathy for diversity on individuals in family, work and community settings.	<b>F1.b.5.h:</b> Analyze the effects of social and cultural diversity on individual and families.
			<b>F1.b.6.h:</b> Analyze the effects of globalization and increasing diversity on individuals, families and society.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: FCS/Family and Community Services

**Standard: FCS1:** Students will synthesize knowledge, skills and practices required for careers in family and community services.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>FCS1.a:</b> Analyze career paths within family and community.	<b>FCS1.a.1.e:</b> Discuss individual knowledge of different careers present in individual families and in the community.	<b>FCS1.a.5.m:</b> Explain the roles and functions of individuals engaged in family and community services careers.	<b>FCS1.a.11.h:</b> Demonstrate the roles and functions of individuals engaged in family and community services careers.
	<b>FCS1.a.2.e:</b> Identify ways to make money.	<b>FCS1.a.6.m:</b> Explore opportunities, including education, for employment and entrepreneurial endeavors.	<b>FCS1.a.12.h:</b> Analyze opportunities for employment and entrepreneurial endeavors.
		<b>FCS1.a.7.m:</b> List ways in which spending has an impact on the economy and careers.	<b>FCS1.a.13.h:</b> Summarize education and training requirements and opportunities for career paths in family and community services.
	<b>FCS1.a.3.e:</b> Demonstrate entrepreneurship to help those in need around the world.	<b>FCS1.a.8.m:</b> Examine the effects of family and community service occupations on local, state, national and global economies.	<b>FCS1.a.14.h:</b> Analyze and reflect the effects of family and community service occupations on local, state, national and global economies.
		<b>FCS1.a.9.m:</b> Discuss the use of cover letters, resumes and interviewing.	<b>FCS1.a.15.h:</b> Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.
	<b>FCS1.a.4.e:</b> Participate in a parent/career day.	<b>FCS1.a.10.m:</b> Explore the role of CTSO's in family and community services professions.	<b>FCS1.a.16.h:</b> Analyze the role of professional organizations in family and community services professions.
<b>FCS1.b:</b> Analyze factors relating to providing family and community services.		<b>FCS1.b.2.m:</b> Explain the role of professional organizations to families and communities.	<b>FCS1.b.8.h:</b> Describe local, state and national agencies and informal resources providing services.
		<b>FCS1.b.3.m:</b> Discuss ethics and morals and identify its importance to family and community.	<b>FCS1.b.9.h:</b> Analyze professional, ethical, legal and safety issues that confront human service employees.
		<b>FCS1.b.4.m:</b> Brainstorm laws and regulations that are specifically related to family and community services.	<b>FCS1.b.10.h:</b> Summarize licensing laws and regulations that affect service providers and their participants.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>FCS1.b.5.m:</b> Summarize the rights and responsibilities of human service participants and their families.	<b>FCS1.b.11.h:</b> Analyze harmful, fraudulent and deceptive human services practices.
	<b>FCS1.b.1.e:</b> Discuss the ways bullying (harassment) affects individuals as family and community members.	<b>FCS1.b.6.m:</b> List several ways to advocate for the rights of a community group.	<b>FCS1.b.12.h:</b> Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges.
		<b>FCS1.b.7.m:</b> Identify several local, state and national community agencies and their mission.	<b>FCS1.b.13.h:</b> Analyze community-networking opportunities in family and community services.
<b>FCS1.c:</b> Demonstrate professional behaviors, skills and knowledge in providing family and community services.	<b>FCS1.c.1.e:</b> Demonstrate school rules.	<b>FCS1.c.5.m:</b> Identify the correlation between school and work policies and regulations.	<b>FCS1.c.11.h:</b> Apply rules, regulations and work site policies that affect employer, employee, participant and family rights and responsibilities.
	<b>FCS1.c.2.e:</b> Learn about cooperation.	<b>FCS1.c.6.m:</b> Participate in a team collaboration activity.	<b>FCS1.c.12.h:</b> Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants and families.
		<b>FCS1.c.7.m:</b> Discuss the meaning of confidentiality.	<b>FCS1.c.13.h:</b> Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.
	<b>FCS1.c.3.e:</b> Identify technology resources.	<b>FCS1.c.8.m:</b> Identify personal qualities through formal and informal assessment that examine needs, preferences and interests across the life span	<b>FCS1.c.14.h:</b> Analyze participants' strengths, needs, preferences and interests across the life span.
		<b>FCS1.c.9.m:</b> Select community resources which allow families to receive support services and programs through various technologies.	<b>FCS1.c.15.h:</b> Demonstrate use of technology in human services.
	<b>FCS1.c.4.e:</b> Practices listening strategies to utilize verbal and nonverbal communication.	<b>FCS1.c.10.m:</b> Identify appropriate communication techniques as a professional.	<b>FCS1.c.16.h:</b> Demonstrate strategies for effective communication.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>FCS1.d:</b> Evaluate conditions affecting individuals and families with a variety of conditions.	<b>FCS1.d.1.e:</b> Engaging in community service activity to meet the needs of a disadvantaging condition.	<b>FCS1.d.3.m:</b> Discuss issues and concerns of poverty diversity for individuals, families and communities.	<b>FCS1.d.8.h:</b> Assess health, wellness and safety issues of individual and families with a variety of challenging conditions.
			<b>FCS1.d.9.h:</b> Analyze management and living environment issues of individuals and families with a variety of challenging conditions.
		<b>FCS1.d.4.m:</b> Discuss socioeconomic status and economic limitations for individuals, families and communities.	<b>FCS1.d.10.h:</b> Analyze personal, social, emotional, economic, vocational, educational and recreational issues for individuals and family with a variety of challenging conditions.
		<b>FCS1.d.2.e:</b> Identify ways in which you can advocate for self and situations which require adult Intervention.	<b>FCS1.d.11.h:</b> Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.
			<b>FCS1.d.12.h:</b> Analyze situations which require crisis intervention.
			<b>FCS1.d.13.h:</b> Summarize the appropriate support needed to address selected human services issues.
<b>FCS1.e:</b> Evaluate services for individuals and families with a variety of conditions.	<b>FCS1.e.1.e:</b> Discuss how personal differences can contribute to conflicting individual issues.	<b>FCS1.e.4.m:</b> Discuss examples of diverse groups working to resolve conflict issues.	<b>FCS1.e.10.h:</b> Describe needs and accommodations for people with a variety of challenging conditions.
		<b>FCS1.e.5.m:</b> Discuss ways families are affected by individual changes.	<b>FCS1.e.11.h:</b> Analyze ways in which individuals with challenging conditions affect the family and family members financially, socially, physically and emotionally.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
		<b>FCS1.e.6.m:</b> Identify coping skills strategies for a variety of disadvantaging conditions.	<b>FCS1.e.12.h:</b> Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver and family members.
		<b>FCS1.e.7.m:</b> Describe several community support systems for families.	<b>FCS1.e.13.h:</b> Summarize the importance of friends, family and community relationships for an individual with a variety of challenging conditions.
			<b>FCS1.e.14.h:</b> Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity and autonomy.
	<b>FCS1.e.2.e:</b> Discuss reasons why people use goal setting.	<b>FCS1.e.8.m:</b> Discuss goal setting strategies and ways in which they help individuals, families and communities.	<b>FCS1.e.15.h:</b> Demonstrate strategies that help participants make informed choices, access resources and utilize leadership strategies.
	<b>FCS1.e.3.e:</b> Practice appropriate speaking and listening skills.	<b>FCS1.e.9.m:</b> Discuss use of verbal and nonverbal communications in a variety of situations.	<b>FCS1.e.16.h:</b> Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of challenging conditions.





## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: FPS/Food Production and Services

**Standard: FPS1:** Students will integrate knowledge, skills and practices required for careers in food production and services.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>FPS1.a:</b> Analyze career paths within the food production and food services industries.	<b>FPS1.a.1.e:</b> Name the jobs of people who work with food.	<b>FPS1.a.4.m:</b> Explain the roles, duties and functions of individuals engaged in food production and services careers.	<b>FPS1.a.8.h:</b> Summarize education and training requirements and opportunities for career paths in food production and services.
	<b>FPS1.a.2.e:</b> Identify jobs/careers in a restaurant/food processing company.	<b>FPS1.a.5.m:</b> Analyze opportunities for employment and entrepreneurial endeavors.	<b>FPS1.a.9.h:</b> Analyze the effects of food production and services occupations on local, state, national and global economies.
	<b>FPS1.a.3.e:</b> Match photos of workers with job titles.	<b>FPS1.a.6.m:</b> Discuss qualities of a good employee.	<b>FPS1.a.10.h:</b> Create an employment portfolio for use with applying for internships and work-based learning opportunities.
		<b>FPS1.a.7.m:</b> Explore the role of professional organizations in food production and services.	<b>FPS1.a.11.h:</b> Analyze the role of professional organizations in food production and services.
<b>FPS1.b:</b> Demonstrate food safety and sanitation procedures.	<b>FPS1.b.1.e:</b> Learn proper hand washing procedures.	<b>FPS1.b.10.m:</b> Recognize how germs spread in foods.	<b>FPS1.b.19.h:</b> Identify characteristics of major food borne pathogens, their role in causing illnesses, foods involved in outbreaks and methods of prevention.
	<b>FPS1.b.2.e:</b> Tell how to call for help if someone is hurt.	<b>FPS1.b.11.m:</b> Demonstrate basic first aid techniques and hand washing procedures.	<b>FPS1.b.20.h:</b> Employ food service management safety/sanitation program procedures, including CPR and First aid.
	<b>FPS1.b.3.e:</b> Identify the causes and prevention of food borne illnesses.	<b>FPS1.b.12.m:</b> Report on a current food borne illness or outbreak.	<b>FPS1.b.21.h:</b> Use knowledge of systems for documenting, investigating, reporting and preventing food borne illnesses.
	<b>FPS1.b.4.e:</b> Determine the importance of proper storage of food items in relationship to prevention of food borne illnesses.	<b>FPS1.b.13.m:</b> Distinguish between refrigerated, freezer and room temperature food storage.	<b>FPS1.b.22.h:</b> Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illnesses.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>FPS1.b.5.e:</b> Describe how to brush teeth and keep your body clean.	<b>FPS1.b.14.m:</b> Identify signs of illnesses that would result in staying home from school or work.	<b>FPS1.b.23.h:</b> Practice good personal hygiene/health procedures, including dental health and weight managements and report systems of illness.
	<b>FPS1.b.6.e:</b> Explore proper handling of both raw and prepared foods.	<b>FPS1.b.15.m:</b> Check proper purchasing, receiving, storage and handling of both raw and prepared foods through case studies.	<b>FPS1.b.24.h:</b> Demonstrate proper purchasing, receiving, storage and handling of both raw and prepared foods.
	<b>FPS1.b.7.e:</b> Recite (List) when and why hands should be washed.	<b>FPS1.b.16.m:</b> Identify protein foods found at home and in a restaurant and explain how to prevent cross contamination with those foods.	<b>FPS1.b.25.h:</b> Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods and between animal and fish sources and other food products.
	<b>FPS1.b.8.e:</b> Recognize the dangers of chemicals as outlined by the EPA (Environmental Protection Agency).	<b>FPS1.b.17.m:</b> Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.	<b>FPS1.b.26.h:</b> Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
	<b>FPS1.b.9.e:</b> Devise a recycling program within the classroom.	<b>FPS1.b.18.m:</b> Demonstrate safe and environmentally responsible waste disposal and recycling methods.	<b>FPS1.b.27.h:</b> Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment and other elements of food preparation, storage and presentation.
<b>FPS1.c:</b> Demonstrate industry standards in selecting, using and maintaining food production and food service equipment.	<b>FPS1.c.1.e:</b> Label common cooking tools and equipment.	<b>FPS1.c.5.m:</b> Demonstrate proper usage of common cooking tools and equipment.	<b>FPS1.c.9.h:</b> Operate tools and equipment following safety procedures and OSHA requirements.
	<b>FPS1.c.2.e:</b> Identify common cooking tools and equipment.	<b>FPS1.c.6.m:</b> Store common cooking tools and equipment in a safe manner.	<b>FPS1.c.10.h:</b> Maintain tools and equipment following safety procedures and OSHA requirements.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>FPS1.c.3.e:</b> Describe how to wash and dry dishes.	<b>FPS1.c.7.m:</b> Demonstrate how to properly wash and sanitize dishes and cooking surfaces.	<b>FPS1.c.11.h:</b> Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware and utensils to meet industry standards and OSHA requirements.
	<b>FPS1.c.4.e:</b> List the cooking tools and equipment.	<b>FPS1.c.8.m:</b> Use cooking tools and equipment needed to prepare a class recipe.	<b>FPS1.c.12.h:</b> Analyze equipment purchases based on long-term business needs, specific regulations and codes related to foods.
<b>FPS1.d:</b> Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	<b>FPS1.d.1.e:</b> Recall what you ate for dinner and compare it to USDA “myplate.”	<b>FPS1.d.3.m:</b> Analyze and modify restaurant menus according to principles of menu planning.	<b>FPS1.d.8.h:</b> Use computer based menu systems to develop and modify menus.
		<b>FPS1.d.4.m:</b> Plan sample menus for home and family situations.	<b>FPS1.d.9.h:</b> Apply menu-planning principles to develop and modify menus.
	<b>FPS1.d.2.e:</b> Identify cooking tools and equipment.	<b>FPS1.d.5.m:</b> Prepare a list of cooking tools and equipment needed for menus.	<b>FPS1.d.10.h:</b> Analyze food, equipment and supplies needed for menus.
		<b>FPS1.d.6.m:</b> Develop a variety of menu layouts, themes and design styles.	<b>FPS1.d.11.h:</b> Prepare requisitions for food, equipment and supplies to meet production requirements.
		<b>FPS1.d.7.m:</b> Observe computer based menu systems at the high school or in work place situations.	<b>FPS1.d.12.h:</b> Record performance of menu items to analyze sales and determine menu revisions.
<b>FPS1.e:</b> Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	<b>FPS1.e.1.e:</b> Identify knife safety and other safety steps around sharp objects in the food service industry.	<b>FPS1.e.12.m:</b> Demonstrate basic skills in handling knives, tools and equipment safely.	<b>FPS1.e.26.h:</b> Demonstrate professional skills in safe handling of knives, tools and equipment.
		<b>FPS1.e.13.m:</b> Identify tools used in kitchen preparation and service.	<b>FPS1.e.27.h:</b> Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>FPS1.e.2.e:</b> Explore basic kitchen measuring devices and tools.	<b>FPS1.e.14.m:</b> Apply measurement skills in a class recipe.	<b>FPS1.e.28.h:</b> Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
	<b>FPS1.e.3.e:</b> Manipulate the use of a food thermometer.	<b>FPS1.e.15.m:</b> Demonstrate how to use a food thermometer.	<b>FPS1.e.29.h:</b> Apply the fundamentals of time, temperature and cooking methods to cooking, cooling, reheating and holding of variety of foods.
	<b>FPS1.e.4.e:</b> Associate illnesses caused by improper handling of meat, seafood or poultry.	<b>FPS1.e.16.m:</b> Prepare a class recipe using meat, seafood or poultry by demonstrating basic safe handling techniques.	<b>FPS1.e.30.h:</b> Prepare various meats, seafood and poultry using safe handling and professional preparation techniques
		<b>FPS1.e.17.m:</b> Prepare a soup recipe.	<b>FPS1.e.31.h:</b> Prepare various stocks, soups and sauces using safe handling and professional preparation techniques.
	<b>FPS1.e.5.e:</b> Prepare a basic recipe using fruits and vegetables.	<b>FPS1.e.18.m:</b> Prepare recipes with fruit, vegetables or dairy products.	<b>FPS1.e.32.h:</b> Prepare various fruits, vegetables, starches, legumes, dairy products, fats and oils using safe handling and professional preparation techniques.
	<b>FPS1.e.6.e:</b> Identify basic ingredients needed to compose a salad.	<b>FPS1.e.19.m:</b> Prepare a salad and salad dressing.	<b>FPS1.e.33.h:</b> Prepare various salads, dressings, marinades and spices using safe handling and professional preparation techniques.
	<b>FPS1.e.7.e:</b> Prepare a sandwich.	<b>FPS1.e.20.m:</b> Prepare a sandwich, canapé or appetizer.	<b>FPS1.e.34.h:</b> Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.
	<b>FPS1.e.8.e:</b> Identify ingredients commonly used when making baked goods and dessert.	<b>FPS1.e.21.m:</b> Prepare baked goods or desserts.	<b>FPS1.e.35.h:</b> Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>FPS1.e.9.e:</b> Identify healthful options when creating breakfast foods.	<b>FPS1.e.22.m:</b> Prepare a breakfast.	<b>FPS1.e.36.h:</b> Prepare breakfast meats, eggs, cereals and batter products using safe handling and professional preparation techniques.
		<b>FPS1.e.23.m:</b> Identify garnishes on photos of food.	<b>FPS1.e.37.h:</b> Demonstrate professional plating, garnishing and food presentation techniques.
	<b>FPS1.e.10.e:</b> List common examples of convenience foods.	<b>FPS1.e.24.m:</b> Compare and contrast convenience foods used in the menu based on cost, time and use of resources.	<b>FPS1.e.38.h:</b> Examine the applicability of convenience food items.
	<b>FPS1.e.11.e:</b> Identify low fat snack or entrée options.	<b>FPS1.e.25.m:</b> Prepare a low fat snack or entrée.	<b>FPS1.e.39.h:</b> Demonstrate cooking methods that increase nutritional value, lower calorie and fat content and utilize herbs and spices to enhance flavor.
<b>FPS1.f:</b> Demonstrate implementation of food service management and leadership functions.		<b>FPS1.f.2.m:</b> Recognize the differences between food expirations or best if used by labels.	<b>FPS1.f.12.h:</b> Apply principles of purchasing, receiving, issuing and storing in food service operations.
		<b>FPS1.f.3.m:</b> Arrange an order of food according to FIFO inventory procedures.	<b>FPS1.f.13.h:</b> Practice inventory procedures including first in/first out concept, date marking and specific record keeping.
		<b>FPS1.f.4.m:</b> Compare a cost serving of foods in a variety of menus.	<b>FPS1.f.14.h:</b> Apply accounting procedures in planning and forecasting profit and loss.
		<b>FPS1.f.5.m:</b> List a variety of legal responsibilities and liabilities in the food service industry.	<b>FPS1.f.15.h:</b> Examine the areas of risk management and legal liability within the food service industry.
		<b>FPS1.f.6.m:</b> Differentiate between discrimination and harassment in the workplace.	<b>FPS1.f.16.h:</b> Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination and harassment.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>FPS1.f.7.m:</b> Participate in a mock job interview.	<b>FPS1.f.17.h:</b> Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance, reviewing and terminating of employees.
		<b>FPS1.f.8.m:</b> Demonstrate a skill necessary that could lead to successful employment.	<b>FPS1.f.18.h:</b> Conduct staff orientation, training, consistent reinforcement of training standards and education and on the job training/retraining.
		<b>FPS1.f.9.m:</b> Market a new food innovation.	<b>FPS1.f.19.h:</b> Implement marketing plan for food service operations.
	<b>FPS1.f.1.e:</b> Recite safety drill procedures.	<b>FPS1.f.10.m:</b> Outline family safety plan.	<b>FPS1.f.20.h:</b> Design internal/external crisis management and disaster plans and response procedures.
		<b>FPS1.f.11.m:</b> Develop a time management outline for creating a meal item.	<b>FPS1.f.21.h:</b> Apply principles of inventory management, labor cost and control techniques, production planning and control and facilities management to front and back of the house operations.
<b>FPS1.g:</b> Demonstrate the concept of internal and external customer service.	<b>FPS1.g.1.e:</b> Role play respectful communications.	<b>FPS1.g.3.m:</b> Discuss when you have experienced good/poor service at a restaurant.	<b>FPS1.g.7.h:</b> Analyze the role of quality service as a strategic component of exceptional performance.
		<b>FPS1.g.4.m:</b> Demonstrate quality service that meets industry standard in the food service industry.	<b>FPS1.g.8.h:</b> Analyze the relationship between employees and customer satisfaction by discussing the consequences of communication (positive and negative)'
		<b>FPS1.g.5.m:</b> Verbal and non-verbal communication strategies used in interpersonal relationships.	<b>FPS1.g.9.h:</b> Apply strategies for addressing and resolving complaints.
	<b>FPS1.g.2.e:</b> Demonstrate compassion when dealing with diversity and individuals with special needs.	<b>FPS1.g.6.m:</b> Demonstrate sensitivity to diversity and individuals with special needs.	<b>FPS1.g.10.h:</b> Demonstrate competence in listening and speaking in managing and communicating in a variety of situations.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: FSDN/Food Science, Dietetics and Nutrition

**Standard: FSDN1:** Students will integrate the knowledge, skills and practices required for careers in food science, food technology, dietetics and nutrition.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>FSDN1.a:</b> Analyze career paths within food science, food technology, dietetics and nutrition industries.	<b>FSDN1.a.1.e:</b> Develop awareness of food related careers.	<b>FSDN1.a.7.m:</b> Identify potential careers in food science, technology, dietetics and nutrition.	<b>FSDN1.a.13.h:</b> Analyze the roles and function of individuals engaged in food science, food technology, dietetics and nutrition careers.
	<b>FSDN1.a.2.e:</b> Develop awareness of food related employers.	<b>FSDN1.a.8.m:</b> Identify potential employers in food science, technology, dietetics and nutrition.	<b>FSDN1.a.14.h:</b> Analyze opportunities for employment and entrepreneurial endeavors.
	<b>FSDN1.a.3.e:</b> Identify careers related to food.	<b>FSDN1.a.9.m:</b> Explore various career pathways for food related occupations by researching careers and define values supported by a career decision making.	<b>FSDN1.a.15.h:</b> Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics and nutrition.
	<b>FSDN1.a.4.e:</b> Identify healthy choices.	<b>FSDN1.a.10.m:</b> Research the impact of our choices on our health.	<b>FSDN1.a.16.h:</b> Analyze the impact of food science, dietetics and nutrition.
	<b>FSDN1.a.5.e:</b> Identify job skills in completing tasks in work.	<b>FSDN1.a.11.m:</b> Identify skills, knowledge and dispositions that are necessary to work in the food service, dietetics and nutrition industries.	<b>FSDN1.a.17.h:</b> Create an employment portfolio for use with applying for internships and work based learning opportunities in food science, food technology, dietetics and nutrition careers.
	<b>FSDN1.a.6.e:</b> Identify benefits of belonging to a club organization or team.	<b>FSDN1.a.12.m:</b> Explore professional organizations and the purpose(s) they serve.	<b>FSDN1.a.18.h:</b> Analyze the role of professional organizations in food science, food technology, dietetics and nutrition careers.
<b>FSDN1.b:</b> Apply risk management procedures to food safety, food testing and sanitation.	<b>FSDN1.b.1.e:</b> Practice proper food and personal safety & hygiene.	<b>FSDN1.b.9.m:</b> Explore food borne illness and discover ways to reduce the spread of microorganisms.	<b>FSDN1.b.18.h:</b> Analyze factors that contribute to food borne illness.
		<b>FSDN1.b.10.m:</b> Explain the importance of safety and sanitation procedures used by food service professionals.	<b>FSDN1.b.19.h:</b> Analyze food service management safety and sanitation programs.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>FSDN1.b.2.e:</b> Explain the importance of hand-washing in reducing the number of microorganisms during food production.	<b>FSDN1.b.11.m:</b> Investigate documented food borne illness outbreaks.	<b>FSDN1.b.20.h:</b> Implement industry standards for documenting, investigating and reporting food borne illness.
	<b>FSDN1.b.3.e:</b> Identify when hands should be washed when handling food.	<b>FSDN1.b.12.m:</b> Identify potential sources of food contamination between the origin of food and consuming the food.	<b>FSDN1.b.21.h:</b> Use HACCP during all food handling processes to minimize the risk of food borne illness.
	<b>FSDN1.b.4.e:</b> Practice personal hygiene.	<b>FSDN1.b.13.m:</b> Recognize principles of personal and work place health and hygiene.	<b>FSDN1.b.22.h:</b> Demonstrate practices and procedures that assure personal and workplace health and hygiene.
	<b>FSDN1.b.5.e:</b> Identify locations of proper food storage.	<b>FSDN1.b.14.m:</b> Practice proper storage of food.	<b>FSDN1.b.23.h:</b> Demonstrate standard procedures for receiving and storage of raw and prepared foods.
	<b>FSDN1.b.6.e:</b> Practice applying proper sanitation procedures.	<b>FSDN1.b.15.m:</b> Demonstrate applying proper sanitation procedures.	<b>FSDN1.b.24.h:</b> Classify current types of cleaning materials and sanitizers and their proper use.
	<b>FSDN1.b.7.e:</b> Identify hazardous materials.	<b>FSDN1.b.16.m:</b> Discuss safely handling hazardous materials.	<b>FSDN1.b.25.h:</b> Use OSHA Right to Know Law and MSDS and explain their requirements in handling hazardous materials.
	<b>FSDN1.b.8.e:</b> Identify recyclable materials.	<b>FSDN1.b.17.m:</b> Demonstrate waste disposal and recycling methods.	<b>FSDN1.b.26.h:</b> Analyze waste disposal and recycling methods.
<b>FSDN1.c:</b> Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	<b>FSDN1.c.1.e:</b> Identify nutrients.	<b>FSDN1.c.6.m:</b> Discover the functions of nutrients to meet dietary needs.	<b>FSDN1.c.13.h:</b> Analyze nutrient requirements across the life span addressing the diversity of people, culture and religions.
	<b>FSDN1.c.2.e:</b> Discuss nutritional information.	<b>FSDN1.c.7.m:</b> Identify reliable sources of nutrition information.	<b>FSDN1.c.14.h:</b> Analyze nutritional data.
	<b>FSDN1.c.3.e:</b> Identify ways to prepare food.	<b>FSDN1.c.8.m:</b> Practice food production techniques used to prepare food.	<b>FSDN1.c.15.h:</b> Apply principles of food production to maximize nutrient retention in prepared foods.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>FSDN1.c.9.m:</b> Demonstrate the ability to apply a decision making process to food choices.	<b>FSDN1.c.16.h:</b> Assess the influence of socio-economic and psychological factors on food and nutrition behavior.
	<b>FSDN1.c.4.e:</b> Identify unit measurements.	<b>FSDN1.c.10.m:</b> Practice recipe conversions.	<b>FSDN1.c.17.h:</b> Analyze recipe/formula proportions and modifications for food production.
		<b>FSDN1.c.11.m:</b> Compare food options for health benefits.	<b>FSDN1.c.18.h:</b> Critique the selection of foods to promote a healthy lifestyle.
	<b>FSDN1.c.5.e:</b> Identify food groups.	<b>FSDN1.c.12.m:</b> Categorize foods into exchange groups.	<b>FSDN1.c.19.h:</b> Plan menus, applying the exchange system to meet various nutrient needs.
<b>FSDN1.d:</b> Apply basic concepts of nutrition and nutritional therapy in a variety of settings.	<b>FSDN1.d.1.e:</b> Define nutrition.	<b>FSDN1.d.5.m:</b> Identify nutritional needs of individuals.	<b>FSDN1.d.10.h:</b> Analyze nutritional needs of individuals.
	<b>FSDN1.d.2.e:</b> Identify appropriate serving sizes.	<b>FSDN1.d.6.m:</b> Compare food labels, portions and serving sizes to aide in decision making.	<b>FSDN1.d.11.h:</b> Use nutritional information to support care planning.
		<b>FSDN1.d.7.m:</b> Identify factors that affect menu choices.	<b>FSDN1.d.12.h:</b> Utilize a selective menu.
	<b>FSDN1.d.3.e:</b> Identify health conditions that need nutritional needs.	<b>FSDN1.d.8.m:</b> Discuss a modified diet based on nutritional need and health conditions.	<b>FSDN1.d.13.h:</b> Construct a modified diet based on nutritional need and health conditions.
	<b>FSDN1.d.4.e:</b> Discuss disease prevention related to health practices.	<b>FSDN1.d.9.m:</b> Identify ways to maintain health and prevent disease.	<b>FSDN1.d.14.h:</b> Design instruction on nutrition for health maintenance and disease prevention.
<b>FSDN1.e:</b> Demonstrate use of current technology in food product development and marketing.	<b>FSDN1.e.1.e:</b> Identify ways to market food.	<b>FSDN1.e.4.m:</b> Identify factors that affect food preferences in the marketing of food.	<b>FSDN1.e.11.h:</b> Analyze various factors that affect food preferences in the marketing of food.
		<b>FSDN1.e.5.m:</b> Conduct a survey to assist in decision making in making development and marketing decisions.	<b>FSDN1.e.12.h:</b> Analyze data in statistical analysis in making development and marketing decisions.
		<b>FSDN1.e.6.m:</b> Prepare food for presentation and assessment.	<b>FSDN1.e.13.h:</b> Research food for presentation and assessment.
	<b>FSDN1.e.2.e:</b> Identify kitchen equipment and supplies.	<b>FSDN1.e.7.m:</b> Demonstrate the proper use of equipment and supplies.	<b>FSDN1.e.14.h:</b> Maintain test kitchen/ laboratory and related equipment and supplies.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>FSDN1.e.8.m:</b> Identify procedures that affect quality product performance.	<b>FSDN1.e.15.h:</b> Implement procedures that affect quality product performance.
	<b>FSDN1.e.3.e:</b> Identify the senses.	<b>FSDN1.e.9.m:</b> Evaluate food products.	<b>FSDN1.e.16.h:</b> Conduct sensory evaluations of food products.
		<b>FSDN1.e.10.m:</b> Research product safety.	<b>FSDN1.e.17.h:</b> Conduct testing for safety of food products, utilizing available technology.
<b>FSDN1.f:</b> Demonstrate food science, dietetics and nutrition management principles and practices.	<b>FSDN1.f.1.e:</b> Discuss likes and dislikes.	<b>FSDN1.f.6.m:</b> Identify food preferences for individuals and families.	<b>FSDN1.f.15.h:</b> Build menus to customer/ client preferences.
		<b>FSDN1.f.7.m:</b> Compare and contrast food preparation and production.	<b>FSDN1.f.16.h:</b> Implement food preparation, production and testing systems.
		<b>FSDN1.f.8.m:</b> Identify food quality standards.	<b>FSDN1.f.17.h:</b> Apply standards for food quality.
	<b>FSDN1.f.2.e:</b> Locate a recipe.	<b>FSDN1.f.9.m:</b> Practice writing recipes.	<b>FSDN1.f.18.h:</b> Create standardized recipes.
		<b>FSDN1.f.10.m:</b> Describe how factors such as age, physical activity and gender affect nutritional requirements.	<b>FSDN1.f.19.h:</b> Manage amounts of food to meet needs of customers, clients.
	<b>FSDN1.f.3.e:</b> Identify new food products.	<b>FSDN1.f.11.m:</b> Develop new food products.	<b>FSDN1.f.20.h:</b> Analyze new food products.
	<b>FSDN1.f.4.e:</b> Identify ways to save money.	<b>FSDN1.f.12.m:</b> Identify cost effective procedures.	<b>FSDN1.f.21.h:</b> Implement procedures that provide cost effective products.
		<b>FSDN1.f.13.m:</b> Create an order form.	<b>FSDN1.f.22.h:</b> Establish par levels for the purchase of supplies based on an organization's needs.
	<b>FSDN1.f.5.e:</b> Demonstrate proper hand washing practices.	<b>FSDN1.f.14.m:</b> Demonstrate Food Code Points of time, temperature, date marking, cross contamination, hand washing and personal hygiene as criteria for safe food preparation.	<b>FSDN1.f.23.h:</b> Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing and personal hygiene as criteria for safe food preparation.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: HTR/Hospitality, Tourism and Recreation

**Standard: HTR1:** Students will synthesize knowledge, skills and practices required for careers in hospitality, tourism and recreation.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>HTR1.a:</b> Analyze career paths within the hospitality, tourism and recreation industries.	<b>HTR1.a.1.e:</b> Examine roles and functions of individuals engaged in hospitality, tourism and recreation careers.	<b>HTR1.a.4.m:</b> Explore skills needed to relate to others who work in the hospitality industry.	<b>HTR1.a.8.h:</b> Explain the roles and functions of individuals engaged in hospitality, tourism and recreation careers.
	<b>HTR1.a.2.e:</b> Examine careers within the hospitality, tourism and recreation industry.	<b>HTR1.a.5.m:</b> Describe careers within the hospitality, tourism and recreation industry.	<b>HTR1.a.9.h:</b> Analyze opportunities for employment in hospitality, tourism and recreation careers.
	<b>HTR1.a.3.e:</b> Examine the employment trends in employment in the hospitality, tourism and recreation industry.	<b>HTR1.a.6.m:</b> Describe the employment trends in employment in the hospitality, tourism and recreation industry.	<b>HTR1.a.10.h:</b> Summarize education and training requirements and opportunities for career paths in hospitality, tourism and recreation careers.
			<b>HTR1.a.11.h:</b> Analyze the impact of hospitality occupations on local, state, national and global economies.
			<b>HTR1.a.12.h:</b> Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism and recreation careers.
			<b>HTR1.a.7.m:</b> Explore the role of professional organizations in the hospitality, tourism and recreation professions.
<b>HTR1.b:</b> Demonstrate procedures applied to safety, security and environmental issues.		<b>HTR1.b.3.m:</b> Explain the present standards for meeting safety, security and environmental issues within the hospitality industry.	<b>HTR1.b.7.h:</b> Explain the importance of safety, security and environmental issues related to the hospitality, tourism and recreation industries.
		<b>HTR1.b.4.m:</b> Explain the positive and negative influences of safety, security and environmental issues.	<b>HTR1.b.8.h:</b> Demonstrate procedures for assuring guest or customer safety.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HTR1.b.1.e:</b> Practice evacuation plans and emergency procedures.	<b>HTR1.b.5.m:</b> Develop evacuation plans and emergency procedures.	<b>HTR1.b.9.h:</b> Evaluate evacuation plans and emergency procedures.
	<b>HTR1.b.2.e:</b> Explore ways to conserve resources.	<b>HTR1.b.6.m:</b> Develop ways to conserve resources.	<b>HTR1.b.10.h:</b> Demonstrate management and conservation of resources for energy efficiency and protection of the environment.
			<b>HTR1.b.11.h:</b> Design a system for documenting, investigating and taking action on safety, security and environmental issues.
<b>HTR1.c:</b> Apply concepts of quality service to assure customer satisfaction.		<b>HTR1.c.2.m:</b> Practice methods to exceed the expectations of customers.	<b>HTR1.c.6.h:</b> Apply industry standards for service methods that meet expectations of guests or customers.
		<b>HTR1.c.3.m:</b> Discuss personal traits that affect successful customer satisfaction.	<b>HTR1.c.7.h:</b> Analyze the relationship between employee attitude, appearance and actions and guest or customer satisfaction.
			<b>HTR1.c.8.h:</b> Apply a system to evaluate and resolve employee, employer, guest or customer complaints (General Employability).
		<b>HTR1.c.4.m:</b> Employ strategies for resolving complaints.	<b>HTR1.c.9.h:</b> Analyze effects of customer relations in the hospitality, tourism and or recreation industry.
	<b>HTR1.c.1.e:</b> Define conflict resolution skills.	<b>HTR1.c.5.m:</b> Apply conflict resolution skills relating to building healthy relationships.	<b>HTR1.c.10.h:</b> Analyze effects of customer relations on meeting the hospitality, tourism and recreation needs of special populations.
<b>HTR1.d:</b> Demonstrate practices and skills involved in lodging occupations.			<b>HTR1.d.12.h:</b> Demonstrate front desk, office and customer service skills.
	<b>HTR1.d.1.e:</b> List the forms of money.	<b>HTR1.d.6.m:</b> Practice money handling procedures.	<b>HTR1.d.13.h:</b> Perform cash handling, accounting and financial transactions.
			<b>HTR1.d.14.h:</b> Manage convention, meeting and banquet support functions.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HTR1.d.2.e:</b> Explore safety principles needed when working around food.	<b>HTR1.d.7.m:</b> Practice safety and sanitation principles needed to provide safe food.	<b>HTR1.d.15.h:</b> Apply basic food preparation and services skills in catering operations.
	<b>HTR1.d.3.e:</b> Demonstrate the proper care and storage of equipment, tools and supplies.	<b>HTR1.d.8.m:</b> Follow important steps for proper care and storage of equipment, tools and supplies.	<b>HTR1.d.16.h:</b> Manage use, care, storage, maintenance and safe operations of equipment, tools and supplies.
	<b>HTR1.d.4.e:</b> Follow a classroom maintenance schedule.	<b>HTR1.d.9.m:</b> Implement a classroom maintenance schedule.	<b>HTR1.d.17.h:</b> Apply facility management, maintenance and service skills to lodging operations.
	<b>HTR1.d.5.e:</b> Follow a time management schedule for a set of tasks.	<b>HTR1.d.10.m:</b> Devise a time management schedule for a set of tasks.	<b>HTR1.d.18.h:</b> Apply time and work management skills to facility service tasks.
		<b>HTR1.d.11.m:</b> Analyze sales and marketing functions in lodging operations.	<b>HTR1.d.19.h:</b> Develop a sales and marketing plan by developing a food product in an entrepreneurial situation.
<b>HTR1.e:</b> Demonstrate practices and skills for travel related services.			<b>HTR1.e.5.h:</b> Examine lodging, tourism and recreation customs of various regions and countries.
	<b>HTR1.e.1.e:</b> Explore food and beverages of various regions and countries.	<b>HTR1.e.3.m:</b> Practice etiquette techniques needed in social situations through role playing.	<b>HTR1.e.6.h:</b> Apply procedures for food, beverage and etiquette of various regions and countries to decisions about lodging, tourism and recreation.
	<b>HTR1.e.2.e:</b> Explore modes of transportation for domestic and international travel.	<b>HTR1.e.4.m:</b> Examine geography, climate, sites and time zones of various regions and countries that influence travel nationally and internationally.	<b>HTR1.e.7.h:</b> Assemble information needed for domestic and international travel.
			<b>HTR1.e.8.h:</b> Produce travel documents and itineraries, utilizing current technology.
			<b>HTR1.e.9.h:</b> Monitor travel arrangements using computerized systems.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>HTR1.f:</b> Demonstrate management of recreation, leisure and other programs and events.			<b>HTR1.f.8.h:</b> Coordinate client inquiries and requests.
	<b>HTR1.f.1.e:</b> Define a budget and its importance in relation to financial literacy.	<b>HTR1.f.3.m:</b> Plan a time plan, theme, budget and agenda for an event in the home or community.	<b>HTR1.f.9.h:</b> Design themes, time lines, budgets, agendas and itineraries.
			<b>HTR1.f.10.h:</b> Organize locations, facilities, suppliers and vendors for specific services.
		<b>HTR1.f.4.m:</b> Develop event promotional materials.	<b>HTR1.f.11.h:</b> Prepare for distribution of event materials.
		<b>HTR1.f.5.m:</b> Prepare for an event by marketing and distribution of materials for the event.	<b>HTR1.f.12.h:</b> Demonstrate skills related to promoting and publicizing events.
		<b>HTR1.f.6.m:</b> Devise an event within your school or community.	<b>HTR1.f.13.h:</b> Manage programs and events for specific age groups or diverse populations.
	<b>HTR1.f.2.e:</b> Explore wellness through recreation and leisure programs and event.	<b>HTR1.f.7.m:</b> Identify needs for wellness programs.	<b>HTR1.f.14.h:</b> Promote wellness through recreation and leisure programs and events.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

**Content Area: HIF/Housing, Interiors and Furnishings**

**Standard: HIF1: Students will integrate knowledge, skills and practices required for careers in housing, interiors and furnishings.**

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>HIF1.a:</b> Analyze career paths within the housing, interiors and furnishings industry.	<b>HIF1.a.1.e:</b> Introduce careers in housing, interiors and furnishings.	<b>HIF1.a.5.m:</b> Explain the roles and functions of individuals engaged in housing, interiors and furnishings careers.	<b>HIF1.a.10.h:</b> Analyze the roles and functions of individuals engaged in housing, interiors and furnishings careers.
	<b>HIF1.a.2.e:</b> Introduce opportunities for employment and entrepreneurial endeavors.	<b>HIF1.a.6.m:</b> Explore opportunities for employment and entrepreneurial endeavors.	<b>HIF1.a.11.h:</b> Analyze opportunities for employment and entrepreneurial endeavors.
	<b>HIF1.a.3.e:</b> Introduce career paths in housing, interiors and furnishings.	<b>HIF1.a.7.m:</b> Identify the education, training and credentialing requirements and opportunities for career paths in housing, interiors and furnishings.	<b>HIF1.a.12.h:</b> Summarize education, training and credentialing requirements and opportunities for career paths in housing, interiors and furnishings.
		<b>HIF1.a.8.m:</b> Investigate the impact of housing, interiors and furnishings careers on local, state, national and global economies.	<b>HIF1.a.13.h:</b> Analyze the impact of housing, interiors and furnishings occupations on local, state, national and global economies.
	<b>HIF1.a.4.e:</b> Identify qualities of a good employee.	<b>HIF1.a.9.m:</b> Explore skills needed to be successful in career opportunities in housing, interiors and furnishings.	<b>HIF1.a.14.h:</b> Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing, interiors and furnishings careers.
			<b>HIF1.a.15.h:</b> Analyze the role of professional organizations in housing, interiors and furnishings professions.
<b>HIF1.b:</b> Evaluate housing design concepts in relation to available resources and options.	<b>HIF1.b.1.e:</b> Introduce principles and elements of design.	<b>HIF1.b.5.m:</b> Identify the principles and elements of design.	<b>HIF1.b.9.h:</b> Apply the principles and elements of design.
	<b>HIF1.b.2.e:</b> Identify psychological effects on principles and elements of design.	<b>HIF1.b.6.m:</b> Describe the psychological impact that the principles and elements of design have on the individual.	<b>HIF1.b.10.h:</b> Analyze the psychological impact that the principles and elements of design have on the individual.
	<b>HIF1.b.3.e:</b> Define aesthetics and function.	<b>HIF1.b.7.m:</b> Identify the effects that the principles and elements of design have on aesthetics and function.	<b>HIF1.b.11.h:</b> Analyze the effects that the principles and elements of design have on aesthetics and function.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HIF1.b.4.e:</b> Demonstrate appropriate sizing and shapes of proportions.	<b>HIF1.b.8.m:</b> Identify principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors and furnishings.	<b>HIF1.b.12.h:</b> Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors and furnishings.
<b>HIF1.c:</b> Evaluate the use of housing and interior furnishings and products in meeting specific design needs.	<b>HIF1.c.1.e:</b> Identify different floor coverings and wall coverings.	<b>HIF1.c.4.m:</b> Research the differences between floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.	<b>HIF1.c.8.h:</b> Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
		<b>HIF1.c.5.m:</b> Identify manufacturer's products and materials considering care, maintenance, safety and environmental protection issues.	<b>HIF1.c.9.h:</b> Evaluate manufacturers, products and materials considering care, maintenance, safety and environmental protection issues.
	<b>HIF1.c.2.e:</b> Demonstrate basic measuring skills.	<b>HIF1.c.6.m:</b> Demonstrate measuring and estimating skills.	<b>HIF1.c.10.h:</b> Demonstrate measuring, estimating ordering, purchasing and pricing skills.
	<b>HIF1.c.3.e:</b> Identify the types of furniture and appliances needed in individual situations.	<b>HIF1.c.7.m:</b> Investigate various interior furnishings, appliances and equipment that provide cost and quality choices for clients, considering first cost and product life-cycle costing.	<b>HIF1.c.11.h:</b> Appraise various interior furnishings, appliances and equipment that provide cost and quality choices for clients, considering first cost and product life-cycle costing.
<b>HIF1.d:</b> Demonstrate computer-aided drafting design, blueprint reading and space planning skills required for the housing, interiors and furnishings industry.	<b>HIF1.d.1.e:</b> Introduce features on a blueprint.	<b>HIF1.d.5.m:</b> Explain information provided on blueprints.	<b>HIF1.d.11.m:</b> Analyze information provided on blueprints.
	<b>HIF1.d.2.e:</b> Observe floor plans on a diagram or blue print.	<b>HIF1.d.6.m:</b> Analyze floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns and storage.	<b>HIF1.d.12.m:</b> Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage and electrical and mechanical systems.
	<b>HIF1.d.3.e:</b> Draw the interior space of your home.	<b>HIF1.d.7.m:</b> Draw an interior space to mathematically accurate scale using correct architecture symbols.	<b>HIF1.d.13.m:</b> Draw an interior space to mathematically accurate scale using correct architecture symbols and drafting skills.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>HIF1.d.8.m:</b> Practice arranging furniture in a variety of situations.	<b>HIF1.d.14.m:</b> Arrange furniture placement using principles of design, traffic flow, activity and existing architectural features.
	<b>HIF1.d.4.e:</b> Introduce space planning in the home.	<b>HIF1.d.9.m:</b> Identify space planning concepts within building structures.	<b>HIF1.d.15.m:</b> Utilize applicable building codes, universal guidelines and regulations in space planning.
		<b>HIF1.d.10.m:</b> Create and draw a floor plan for one's own bedroom.	<b>HIF1.d.16.m:</b> Create floor plan using computer design software.
<b>HIF1.e:</b> Analyze influences on architectural and furniture design and development.		<b>HIF1.e.1.m:</b> Identify features of furnishings that are characteristic of various historical periods.	<b>HIF1.e.6.h:</b> Describe features of furnishings that are characteristic of various historical periods.
		<b>HIF1.e.2.m:</b> Discuss mass production and the impact of goods and services.	<b>HIF1.e.7.h:</b> Explain how prosperity, mass production and technology are related to the various periods.
		<b>HIF1.e.3.m:</b> Research architectural styles.	<b>HIF1.e.8.h:</b> Illustrate the development of architectural styles throughout history.
		<b>HIF1.e.4.m:</b> Discuss trends in housing and interior design.	<b>HIF1.e.9.h:</b> Compare and contrast historical architectural details to current housing and interior design trends.
		<b>HIF1.e.5.m:</b> Create a future design in architecture, interiors, furniture and furnishings.	<b>HIF1.e.10.h:</b> Analyze future design and development trends in architecture, interiors, furniture and furnishings.
<b>HIF1.f:</b> Evaluate client's needs, goals and resources in creating design plans for housing, interiors and furnishings.	<b>HIF1.f.1.e:</b> Identify human needs, safety, space and technology as they relate to housing.	<b>HIF1.f.5.m:</b> Discuss human needs, safety, space and technology as they relate to housing and interior design goods.	<b>HIF1.f.10.h:</b> Assess human needs, safety, space and technology as they relate to housing and interior design goods.
		<b>HIF1.f.6.m:</b> Introduce financial resources available to meet housing needs and interior goals.	<b>HIF1.f.11.h:</b> Assess community, family and financial resources needed to achieve clients' housing and interior goals.
	<b>HIF1.f.2.e:</b> Identify resources for housing and interior design.	<b>HIF1.f.7.m:</b> Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data.	<b>HIF1.f.12.h:</b> Apply a variety of available resources for housing and interior design, including ergonomic and anthropometric data.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HIF1.f.3.e:</b> Introduce design plans based on needs and wants.	<b>HIF1.f.8.m:</b> Discuss different plans that address client’s needs in the design process.	<b>HIF1.f.13.h:</b> Critique design plans that address client’s needs and the design process.
	<b>HIF1.f.4.e:</b> Introduce the design process.	<b>HIF1.f.9.m:</b> Create design solutions relative to client needs and the design process.	<b>HIF1.f.14.h:</b> Justify design solutions relative to client needs and the design process.
<b>HIF1.g:</b> Apply design knowledge, skills, processes and theories and oral, written and visual presentation skills to communicate design ideas.	<b>HIF1.g.1.e:</b> Introduce studio tools.	<b>HIF1.g.6.m:</b> Select appropriate studio tools.	<b>HIF1.g.12.h:</b> Apply appropriate studio tools.
	<b>HIF1.g.2.e:</b> Introduce an illustrative sketch.	<b>HIF1.g.7.m:</b> Create an illustrative sketch.	<b>HIF1.g.13.h:</b> Demonstrate illustrative sketching, presentation of color, materials and furnishings in preparation of renderings, elevations and sketches.
	<b>HIF1.g.3.e:</b> Introduce needs for a housing presentation.	<b>HIF1.g.8.m:</b> Compare and contrast different visual presentations with housing.	<b>HIF1.g.14.h:</b> Prepare visual presentations including legends, keys and schedules.
	<b>HIF1.g.4.e:</b> Identify different media presentations.	<b>HIF1.g.9.m:</b> Utilize a variety of presentation media such as photography, video, computer and software for client presentations.	<b>HIF1.g.15.h:</b> Utilize a variety of presentation media such as photography, video, computer and software for client presentations.
	<b>HIF1.g.5.e:</b> Demonstrate fire safety procedures.	<b>HIF1.g.10.m:</b> Identify building codes, universal guidelines and regulations in space planning.	<b>HIF1.g.16.h:</b> Utilize applicable building codes, universal guidelines and regulations in space planning.
		<b>HIF1.g.11.m:</b> Create floor plans using templates.	<b>HIF1.g.17.h:</b> Create floor plans using computer design software.
<b>HIF1.h:</b> Analyze professional practices, procedures for business profitability and career success and the role of ethics in the housing, interiors and furnishings industries.	<b>HIF1.h.1.e:</b> Introduce the importance of legislative regulations and public policies.	<b>HIF1.h.8.m:</b> Discuss legislation, regulation and public policy affecting the housing, interiors and furnishing industry.	<b>HIF1.h.15.h:</b> Analyze legislation, regulations and public policy affecting the housing, interiors and furnishing industry.
	<b>HIF1.h.2.e:</b> Identify personal and employer responsibilities and liabilities.	<b>HIF1.h.9.m:</b> Discuss personal and employer responsibilities and liabilities regarding industry related safety, security and environmental factors.	<b>HIF1.h.16.h:</b> Analyze personal and employer responsibilities and liabilities regarding industry related safety, security and environmental factors.
	<b>HIF1.h.3.e:</b> Introduce key concepts of law and regulations in a workplace.	<b>HIF1.h.10.m:</b> Discuss law and regulations between various worksites and the impact.	<b>HIF1.h.17.h:</b> Analyze how security and inventory control strategies, laws and regulations and worksite policies and procedures affect loss prevention and profit.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HIF1.h.4.e:</b> Introduce how to report an accident.	<b>HIF1.h.11.m:</b> Discuss procedures for reporting and handling accidents, safety and security incidents.	<b>HIF1.h.18.h:</b> Demonstrate procedures for reporting and handling accidents, safety and security incidents.
	<b>HIF1.h.5.e:</b> Introduce cash transactions.	<b>HIF1.h.12.m:</b> Identify procedures for maintaining inventory control and loss prevention, including cash and credit transactions.	<b>HIF1.h.19.h:</b> Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
	<b>HIF1.h.6.e:</b> Define operational costs.	<b>HIF1.h.13.m:</b> Describe how operational costs such as mark ups, mark downs, cash flow and other factors affect profit.	<b>HIF1.h.20.h:</b> Analyze operational costs such as mark ups, mark downs, cash flow and other factors affecting profit.
	<b>HIF1.h.7.e:</b> Define design industries in the local community.	<b>HIF1.h.14.m:</b> Discuss the importance of design industries and the impact on the local community.	<b>HIF1.h.21.h:</b> Summarize the influence of various resources and of cultural impact upon design industries.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: HD/Human Development

**Standard: HD1:** Students will analyze factors that influence human growth and development.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>HD1.a:</b> Analyze principles of human growth and development across the life span.	<b>HD1.a.1.e:</b> Identify differences in physical, emotional, social spiritual and intellectual development.	<b>HD1.a.4.m:</b> Recognize examples of physical, emotional, social, spiritual and intellectual development.	<b>HD1.a.7.h:</b> Distinguish between physical, emotional, social, spiritual and intellectual development.
	<b>HD1.a.2.e:</b> List different types of relationships within human growth and development.	<b>HD1.a.5.m:</b> Demonstrate interpersonal relationships among physical, emotional, social and intellectual areas of human growth and development.	<b>HD1.a.8.h:</b> Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development.
	<b>HD1.a.3.e:</b> Read a book about growing up.	<b>HD1.a.6.m:</b> Read and discuss a current article about human growth and development, including brain development.	<b>HD1.a.9.h:</b> Analyze current and emerging research about human growth and development, including research on brain development.
<b>HD1.b:</b> Analyze conditions that influence human growth and development.	<b>HD1.b.1.e:</b> Introduce heredity and environment.	<b>HD1.b.5.m:</b> Discuss the effect of heredity and environment on human growth and development.	<b>HD1.b.10.h:</b> Analyze the effect of heredity and environment on human growth and development.
		<b>HD1.b.6.m:</b> Identify social, economic and technological impacts on individual growth and development.	<b>HD1.b.11.h:</b> Analyze the impact of social, economic and technological forces on individual growth and development.
	<b>HD1.b.2.e:</b> Define gender, ethnicity and culture.	<b>HD1.b.7.m:</b> Identify effects of gender, ethnicity and culture on individual development.	<b>HD1.b.12.h:</b> Analyze the effects of gender, ethnicity and culture on individual development.
	<b>HD1.b.3.e:</b> List life events on individual's physical, intellectual, social, moral and emotional development.	<b>HD1.b.8.m:</b> Compare and contrast the effects of life events on individual's physical, intellectual, social, moral and emotional development.	<b>HD1.b.13.h:</b> Analyze the effects of life events on individuals' physical, intellectual, social, moral and emotional development.
	<b>HD1.b.4.e:</b> Brainstorm ways community influences on human growth and development.	<b>HD1.b.9.m:</b> Recognize community and national influences on human growth and development.	<b>HD1.b.14.h:</b> Analyze geographic, political and global influences on human growth and development.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>HD1.c:</b> Analyze strategies that promote growth and development across the life span.	<b>HD1.c.1.e:</b> Identify activities to promote growth and development across the life span.	<b>HD1.c.4.m:</b> Examine the role of nurturance on human growth and development.	<b>HD1.c.7.h:</b> Analyze the role of nurturance on human growth and development.
	<b>HD1.c.2.e:</b> Describe how we communicate.	<b>HD1.c.5.m:</b> Demonstrate the role of communication on human growth and development.	<b>HD1.c.8.h:</b> Analyze the role of communication on human growth and development.
	<b>HD1.c.3.e:</b> Identify helpful people in family, community and society.	<b>HD1.c.6.m:</b> Give examples of family and social services support systems in meeting human growth and development needs.	<b>HD1.c.9.h:</b> Analyze the role of family and social services support systems in meeting human growth and development needs.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: IR/Interpersonal Relationships

**Standard: IR1:** Students will demonstrate respectful and caring relationships in the family, workplace and community.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>IR1.a:</b> Analyze functions and expectations of various types of relationships.	<b>IR1.a.1.e:</b> Introduce social skills.	<b>IR1.a.7.m:</b> Apply social skills that lead to effective school and family relationships.	<b>IR1.a.13.h:</b> Analyze processes for building and maintaining interpersonal relationships.
	<b>IR1.a.2.e:</b> Identify stages of the life cycle.	<b>IR1.a.8.m:</b> Describe the stages of the life cycle.	<b>IR1.a.14.h:</b> Predict the effects of various stages of the family life cycle on interpersonal relationships.
	<b>IR1.a.3.e:</b> Identify characteristics of stable and unstable relationships.	<b>IR1.a.9.m:</b> Describe the effects of stable and unstable relationships.	<b>IR1.a.15.h:</b> Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.
	<b>IR1.a.4.e:</b> Identify examples of healthy and unhealthy relationships.	<b>IR1.a.10.m:</b> Identify factors that lead to healthy and unhealthy relationships.	<b>IR1.a.16.h:</b> Analyze factors that contribute to healthy and unhealthy relationships.
	<b>IR1.a.5.e:</b> Introduce resources for handling unhealthy relationships.	<b>IR1.a.11.m:</b> Identify resources for handling unhealthy relationships.	<b>IR1.a.17.h:</b> Analyze processes for handling unhealthy relationships and prepare for possible application.
	<b>IR1.a.6.e:</b> Identify effective stress management strategies.	<b>IR1.a.12.m:</b> Demonstrate effective stress management strategies.	<b>IR1.a.18.h:</b> Demonstrate stress management strategies for family, work and community settings.
<b>IR1.b:</b> Analyze personal needs and characteristics and their effects on interpersonal relationships.	<b>IR1.b.1.e:</b> Identify qualities and skills necessary to build and maintain friendships.	<b>IR1.b.6.m:</b> Demonstrate skills necessary to build and maintain friendships.	<b>IR1.b.11.h:</b> Analyze the effects of personal characteristics on relationships.
	<b>IR1.b.2.e:</b> Identify personal needs.	<b>IR1.b.7.m:</b> Describe the effects of personal need on relationships.	<b>IR1.b.12.h:</b> Analyze the effect of personal need on relationships.
	<b>IR1.b.3.e:</b> Define self-esteem and self-image.	<b>IR1.b.8.m:</b> Describe self-esteem and self-image effects on relationships.	<b>IR1.b.13.h:</b> Analyze the effects of self-esteem and self-image on relationships.
	<b>IR1.b.4.e:</b> Identify life span events.	<b>IR1.b.9.m:</b> Discuss life span events and the impact on relationships.	<b>IR1.b.14.h:</b> Analyze the effects of life span events and conditions on relationships.
	<b>IR1.b.5.e:</b> Identify personal needs in a relationship.	<b>IR1.b.10.m:</b> Demonstrate personal qualities that demonstrate caring, respectful relationships.	<b>IR1.b.15.h:</b> Establish personal standards and qualities that impact interpersonal relationships.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>IR1.c:</b> Demonstrate communication skills that contribute to positive relationships.	<b>IR1.c.1.e:</b> Recognize different communication styles.	<b>IR1.c.8.m:</b> Demonstrate different communication styles.	<b>IR1.c.15.h:</b> Analyze communication styles and their effects on relationships.
	<b>IR1.c.2.e:</b> Observe effective communication.	<b>IR1.c.9.m:</b> Identify effective communication strategies.	<b>IR1.c.16.h:</b> Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	<b>IR1.c.3.e:</b> Identify effective listening techniques.	<b>IR1.c.10.m:</b> Demonstrate effective listening and feedback techniques.	<b>IR1.c.17.h:</b> Analyze effective listening and feedback techniques that contribute to positive relationships.
	<b>IR1.c.4.e:</b> Identify communication barriers in school and family settings.	<b>IR1.c.11.m:</b> Describe communication barriers in school and family settings.	<b>IR1.c.18.h:</b> Analyze strategies to overcome communication barriers in family, community and work settings.
	<b>IR1.c.5.e:</b> Role play ways in which we respect the rights of others.	<b>IR1.c.12.m:</b> Compare and contrast ethical principles.	<b>IR1.c.19.h:</b> Apply ethical principles of communication in family, community and work settings.
	<b>IR1.c.6.e:</b> Identify communication technology.	<b>IR1.c.13.m:</b> Describe the effects of communication technology in family, work and community settings.	<b>IR1.c.20.h:</b> Analyze the effects of communication technology in family, work and community settings.
	<b>IR1.c.7.e:</b> Introduce roles and functions of communication.	<b>IR1.c.14.m:</b> Recognize roles and functions of communication in family, work and community settings.	<b>IR1.c.21.h:</b> Analyze the roles and functions of communication in family, work and community settings.
<b>IR1.d:</b> Evaluate effective conflict prevention and management techniques.	<b>IR1.d.1.e:</b> Introduce techniques to express emotions.	<b>IR1.d.7.m:</b> Explore skills to express emotions and resolve differences and conflict in school and family relationships.	<b>IR1.d.13.h:</b> Analyze the origin and development of attitudes and behaviors regarding conflict.
	<b>IR1.d.2.e:</b> Identify differences among people.	<b>IR1.d.8.m:</b> Describe similarities and differences among people that cause conflict.	<b>IR1.d.14.h:</b> Critique how similarities and differences among people affect conflict prevention and management.
	<b>IR1.d.3.e:</b> Describe conflict resolution skills.	<b>IR1.d.9.m:</b> Apply conflict resolution skills that lead to building healthy relationships.	<b>IR1.d.15.h:</b> Apply the roles of decision making and problem solving in reducing and managing conflict in non-violent ways.
	<b>IR1.d.4.e:</b> Identify strategies that resist peer pressure.	<b>IR1.d.10.m:</b> Apply strategies to resist peer pressure.	<b>IR1.d.16.h:</b> Evaluate the role of peer pressure in life scenarios.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>IR1.d.5.e:</b> Identify forms of harassment and choose effective responses to harassment in a variety of situations in family and school situations.	<b>IR1.d.11.m:</b> Demonstrate effective ways to respond to harassment.	<b>IR1.d.17.h:</b> Create a peer education program in responding to harassment.
	<b>IR1.d.6.e:</b> Introduce resources that support conflict prevention.	<b>IR1.d.12.m:</b> Identify community resources that support conflict prevention and management.	<b>IR1.d.18.h:</b> Assess community resources that support conflict prevention and management.
<b>IR1.e:</b> Demonstrate teamwork and leadership skills in the family, workplace and community.	<b>IR1.e.1.e:</b> Identify roles within a team.	<b>IR1.e.8.m:</b> Demonstrate roles within a team that encourage communication.	<b>IR1.e.15.h:</b> Create an environment that encourages and respects the ideas, perspectives and contributions of all group members.
	<b>IR1.e.2.e:</b> Identify strategies to build trust within a group.	<b>IR1.e.9.m:</b> Demonstrate strategies to motivate, encourage and build trust in group members.	<b>IR1.e.16.h:</b> Analyze effective strategies to motivate, encourage and build trust in group members.
	<b>IR1.e.3.e:</b> Identify personal strengths and limitations.	<b>IR1.e.10.m:</b> Identify strengths and limitations of individuals within a group.	<b>IR1.e.17.h:</b> Demonstrate strategies that utilize the strengths and minimize the limitations of group members.
	<b>IR1.e.4.e:</b> Identify techniques that create team and community spirit.	<b>IR1.e.11.m:</b> Develop techniques that create team and community spirit.	<b>IR1.e.18.h:</b> Demonstrate techniques that develop team and community spirit.
	<b>IR1.e.5.e:</b> Identify individual responsibilities of a team.	<b>IR1.e.12.m:</b> Demonstrate ways to delegate responsibilities.	<b>IR1.e.19.h:</b> Demonstrate strategies used to organize and delegate responsibilities.
	<b>IR1.e.6.e:</b> Identify ways to include new members.	<b>IR1.e.13.m:</b> Discuss strategies to integrate new members into the team.	<b>IR1.e.20.h:</b> Create strategies to integrate new members into the team.
	<b>IR1.e.7.e:</b> Develop techniques to cooperate and compromise.	<b>IR1.e.14.m:</b> Demonstrate cooperation, compromise and collaboration.	<b>IR1.e.21.h:</b> Demonstrate processes for cooperating, compromising and collaborating.
<b>IR1.f:</b> Demonstrate standards that guide behavior in interpersonal relationships.	<b>IR1.f.1.e:</b> Define ethics relative to a variety of family and community scenarios.	<b>IR1.f.5.m:</b> Compare and contrast ethical criteria.	<b>IR1.f.10.h:</b> Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
		<b>IR1.f.6.m:</b> Identify guidelines to follow when assessing situations.	<b>IR1.f.11.h:</b> Apply guidelines for assessing the nature of issues and situations.





	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
	<b>IR1.f.2.e:</b> Identify critical thinking skills.	<b>IR1.f.7.m:</b> Demonstrate critical thinking.	<b>IR1.f.12.h:</b> Apply critical thinking and ethical standards when making judgments and taking action.
	<b>IR1.f.3.e:</b> Role play appropriate behaviors in the home and school in a variety of situations.	<b>IR1.f.8.m:</b> Identify ethical behaviors in family, workplace and community settings.	<b>IR1.f.13.h:</b> Demonstrate ethical behavior in family, workplace and community settings.
	<b>IR1.f.4.e:</b> Identify behaviors that are appropriate in a variety of interpersonal relationships.	<b>IR1.f.9.m:</b> Discuss opposing points of current ethical issues.	<b>IR1.f.14.h:</b> Compare the relative merits of opposing points to view regarding current ethical issues.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: NW/Nutrition and Wellness

**Standard: NW1:** Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>NW1.a:</b> Analyze factors that influence nutrition and wellness practices across the life span.	<b>NW1.a.1.e:</b> Identify positive and negative health choices.	<b>NW1.a.5.m:</b> Identify and define the areas of wellness.	<b>NW1.a.10.h:</b> Explain physical, emotional, social, psychological and spiritual components of individual and family wellness.
	<b>NW1.a.2.e:</b> Identify why people need to eat different kinds of foods.	<b>NW1.a.6.m:</b> Identify factors that impact food choices and nutritional practice.	<b>NW1.a.11.h:</b> Analyze the effects of psychological, cultural and social influences on food choices and other nutrition practices.
	<b>NW1.a.3.e:</b> Assess eating habits utilizing “myplate”.	<b>NW1.a.7.m:</b> Identify historical changes that have altered food choices and practices.	<b>NW1.a.12.h:</b> Analyze the governmental, economic and technological influences on food choices and practices.
	<b>NW1.a.4.e:</b> Differentiate between hunger and non-hunger clues to eating.	<b>NW1.a.8.m:</b> Identify global and local nutrition trends of health promotion concepts.	<b>NW1.a.13.h:</b> Describe how food choices are influenced by availability, individual and family preferences and the media.
			<b>NW1.a.9.m:</b> Identify components of wellness policies.
<b>NW1.b:</b> Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	<b>NW1.b.1.e:</b> Recognize the concept of eating a variety of foods is important to health.	<b>NW1.b.5.m:</b> Identify key nutrients and list ways nutrients can promote health and prevent chronic disease.	<b>NW1.b.9.h:</b> Analyze the effect of nutrients on health, appearance and peak performance.
	<b>NW1.b.2.e:</b> Recognize the relationship between diet and chronic diseases, such as obesity and tooth decay.	<b>NW1.b.6.m:</b> Describe the relationship between food choices and health problems.	<b>NW1.b.10.h:</b> Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
	<b>NW1.b.3.e:</b> Identify a healthy eating habit.	<b>NW1.b.7.m:</b> Assess eating habits (meals and snacks), set a personal nutrition goal and track progress toward achieving this goal.	<b>NW1.b.11.h:</b> Critically analyze dietary habits related to health and how they may affect body weight and long term health.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>NW1.b.4.e:</b> Demonstrate how to use food labels to select a healthy food or snack.	<b>NW1.b.8.m:</b> Demonstrate how to use food labels to make healthier choices.	<b>NW1.b.12.h:</b> Describe the components of a nutrition label and how to use the information from labels in making informed decisions regarding food choices.
<b>NW1.c:</b> Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.	<b>NW1.c.1.e:</b> Identify foods by group and nutrient contributions.	<b>NW1.c.3.m:</b> Identify nutrients important in dietary needs for different stages of the life span.	<b>NW1.c.6.h:</b> Describe the relationship between the food guidance system and the Dietary Standards for Americans.
		<b>NW1.c.4.m:</b> Explore health related concerns that affect food choices.	<b>NW1.c.7.h:</b> Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
	<b>NW1.c.2.e:</b> Read and discuss nutrition and healthy eating with a reading buddy.	<b>NW1.c.5.m:</b> Demonstrate food preparation skills.	<b>NW1.c.8.h:</b> Demonstrate ability to select store, prepare and serve nutritious and aesthetically pleasing foods.
<b>NW1.d:</b> Evaluate factors that affect food safety from production through consumption.	<b>NW1.d.1.e:</b> Recognize that eating improperly prepared or spoiled food can cause illness.	<b>NW1.d.7.m:</b> Explain the relationship between food safety practices and health.	<b>NW1.d.13.h:</b> Analyze conditions and practices that promote safe food handling.
	<b>NW1.d.2.e:</b> Describe a food chain.	<b>NW1.d.8.m:</b> Construct a food chain.	<b>NW1.d.14.h:</b> Explain how contaminants may enter the food supply at various points in a food chain.
	<b>NW1.d.3.e:</b> Trace a food from origin to table.	<b>NW1.d.9.m:</b> Identify agencies responsible for monitoring the food supply.	<b>NW1.d.15.h:</b> Analyze how changes in national and international food production and distribution systems influence the food supply.
	<b>NW1.d.4.e:</b> Identify ways to keep food fresh and safe to eat.	<b>NW1.d.10.m:</b> Discuss the inspection and labeling systems on food.	<b>NW1.d.16.h:</b> Explain how food importing/exporting, processing, food handling and cooking methods can affect the safety of our food supply.
	<b>NW1.d.5.e:</b> Explain the importance of hand washing during food preparation.	<b>NW1.d.11.m:</b> Describe factors associated with a safe food supply.	<b>NW1.d.17.h:</b> Analyze food borne illness factors, including causes, foods at risk and methods of prevention commercially and by individuals and families.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>NW1.d.6.e:</b> Explain the importance of hand-washing during food preparation.	<b>NW1.d.12.m:</b> Identify the relationship between food safety practices and health.	<b>NW1.d.18.h:</b> Analyze public dialogue about food safety and sanitation.
<b>NW1.e:</b> Evaluate the influence of science and technology on food composition, safety and other issues.	<b>NW1.e.1.e:</b> Identify newly developed foods.	<b>NW1.e.2.m:</b> Give examples of how the food supply has changed over time.	<b>NW1.e.6.h:</b> Analyze how scientific and technical advances influence the nutrient content, availability and safety of foods.
		<b>NW1.e.3.m:</b> Identify food marketing strategies and food preservation techniques.	<b>NW1.e.7.h:</b> Analyze how scientific and technical advances in food processing, storage, product development and distribution influence nutrition and wellness.
		<b>NW1.e.4.m:</b> Identify advances and changes throughout the history of food.	<b>NW1.e.8.h:</b> Analyze the effects of technological advances on selection preparation and home storage of food.
		<b>NW1.e.5.m:</b> Identify examples of how the food companies, advertising and the media encourage people to buy and eat different foods.	<b>NW1.e.9.h:</b> Analyze the effects of food science and technology on meeting nutritional needs.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: P1/Parenting (Child Development and Parenting)

**Standard: P1:** Students will evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>P1.a:</b> Analyze roles and responsibilities of parenting.	<b>P1.a.1.e:</b> Distinguish that parents have different roles.	<b>P1.a.4.m:</b> Identify parenting roles across the life span.	<b>P1.a.9.h:</b> Analyze parenting roles across the life span.
	<b>P1.a.2.e:</b> Recognize parents have different responsibilities.	<b>P1.a.5.m:</b> Examine expectations and responsibilities of parenting.	<b>P1.a.10.h:</b> Analyze expectations and responsibilities of parenting.
		<b>P1.a.6.m:</b> Identify parenting practices.	<b>P1.a.11.h:</b> Analyze consequences of parenting practices to the individual, family and society.
		<b>P1.a.7.m:</b> Identify societal conditions that influence parenting.	<b>P1.a.12.h:</b> Analyze societal conditions that influence parenting across the life span.
	<b>P1.a.3.e:</b> Recognize that everyone is different in their own way.	<b>P1.a.8.m:</b> Examine cultural differences in roles and responsibilities of parenting.	<b>P1.a.13.h:</b> Explain cultural differences in roles and responsibilities of parenting.
<b>P1.b:</b> Evaluate parenting practices that maximize human growth and development.		<b>P1.b.4.m:</b> Choose nurturing practices that support human growth and development.	<b>P1.b.9.h:</b> Explain nurturing practices that support human growth and development.
	<b>P1.b.1.e:</b> Identify communication strategies that promote positive self-esteem in family members.	<b>P1.b.5.m:</b> Apply communication strategies that promote positive self-esteem in family members.	<b>P1.b.10.h:</b> Evaluate communication strategies that promote positive self-esteem in family members.
	<b>P1.b.2.e:</b> Explain human growth and development.	<b>P1.b.6.m:</b> Apply current and emerging research on human growth and development and parenting, including brain research, to assess parenting and nurturing practices.	<b>P1.b.11.h:</b> Assess common practices and emerging research about discipline on human growth and development.
	<b>P1.b.3.e:</b> Identify the effects of abuse and neglect on children and families and determine methods for prevention.	<b>P1.b.7.m:</b> Analyze impacts of abuse and neglect on children and families and determine methods for prevention.	<b>P1.b.12.h:</b> Assess the effects of abuse and neglect on children and families and determine methods for prevention.
		<b>P1.b.8.m:</b> Identify the care & services for children.	<b>P1.b.13.h:</b> Apply criteria for selecting care and services for children.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>P1.c:</b> Evaluate external support systems that provide services for parents and caregivers.		<b>P1.c.1.m:</b> Identify that there are community resources.	<b>P1.c.4.h:</b> Examine roles of support systems available in meeting early childhood growth and development needs, including children with handicaps or disadvantaging conditions.
		<b>P1.c.2.m:</b> Identify & examine the community resources.	<b>P1.c.5.h:</b> Appraise community resources that provide opportunities related to parenting.
		<b>P1.c.3.m:</b> Identify the laws that support parenting.	<b>P1.c.6.h:</b> Summarize current laws and policies related to parenting.
<b>P1.d:</b> Analyze factors related to preparing for parenthood.	<b>P1.d.1.e:</b> Describe the beginning of human development.	<b>P1.d.3.m:</b> Identify the different stages of development.	<b>P1.d.7.h:</b> Analyze biological processes related to prenatal development, birth and health of child and mother.
		<b>P1.d.4.m:</b> Identify the emotional factors of birth.	<b>P1.d.8.h:</b> Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
	<b>P1.d.2.e:</b> Identify different family life styles.	<b>P1.d.5.m:</b> Identify there are different forms of parenthood.	<b>P1.d.9.h:</b> Analyze implications of alternatives to biological parenthood.
		<b>P1.d.6.m:</b> Identify different ways to have a child and available resources.	<b>P1.d.10.h:</b> Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.



## Wisconsin Standards for Family and Consumer Sciences (FCS)

### Content Area: TFA/Textiles, Fashion and Apparel

**Standard: TFA1:** Students will integrate knowledge, skills and practices required for careers in textiles and apparel.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>TFA1.a:</b> Analyze career paths within textile apparel and design industries.		<b>TFA1.a.1.m:</b> Explain the roles and functions of individuals engaged in textiles and apparel careers.	<b>TFA1.a.4.h:</b> Analyze opportunities for employment and entrepreneurial endeavors.
		<b>TFA1.a.2.m:</b> Examine knowledge and skills needed to work in the textile, fashion and apparel industries.	<b>TFA1.a.5.h:</b> Describe education and training requirements and opportunities for career paths in textile and apparel services.
		<b>TFA1.a.3.m:</b> Identify employment opportunities in the textile and apparel services.	<b>TFA1.a.6.h:</b> Analyze the effects of textiles and apparel occupations on local, state, national and global economies.
			<b>TFA1.a.7.h:</b> Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion and apparel.
<b>TFA1.b:</b> Evaluate fiber and textile products and materials.	<b>TFA1.b.1.e:</b> Identify differences in fabrics.	<b>TFA1.b.2.m:</b> Evaluate performance characteristics of textile fiber and fabrics.	<b>TFA1.b.5.h:</b> Apply appropriate terminology for identifying, comparing and analyzing the most common generic textile fibers.
		<b>TFA1.b.3.m:</b> Describe textile legislation, standards and labeling in the global economy.	<b>TFA1.b.6.h:</b> Analyze effects of textile characteristics on design, construction, care, use and maintenance of products.
		<b>TFA1.b.4.m:</b> Apply appropriate procedures for care of textile products.	<b>TFA1.b.7.h:</b> Analyze appropriate procedures for care of various textile products.
<b>TFA1.c:</b> Demonstrate fashion, apparel and textile design skills.		<b>TFA1.c.1.m:</b> Select fabrics and fibers appropriate to various garments.	<b>TFA1.c.4.h:</b> Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.
		<b>TFA1.c.2.m:</b> Demonstrate ability to use technology for fashion, apparel and textile design.	<b>TFA1.c.5.h:</b> Apply basic and complex color schemes and color theory to develop and enhance visual effects.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
			<b>TFA1.c.6.h:</b> Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.
		<b>TFA1.c.3.m:</b> Discuss local recycle and redesign opportunities.	<b>TFA1.c.7.h:</b> Create a design that takes into consideration ecological, environmental, sociological, psychological, technical and economic trends and issues.
			<b>TFA1.c.8.h:</b> Apply elements and principles of design to assist consumers and businesses in making decisions.
<b>TFA1.d:</b> Demonstrate skills needed to produce, alter or repair fashion, apparel and textile products.		<b>TFA1.d.1.m:</b> Demonstrate skill for using equipment by constructing a single item in a class project.	<b>TFA1.d.4.h:</b> Demonstrate professional skills in using a variety of equipment, tools and supplies or fashion, apparel and textile construction, alteration and repair.
			<b>TFA1.d.5.h:</b> Explain production processes for creating fibers, yarn, woven and knit fabrics and non-woven textile products.
		<b>TFA1.d.2.m:</b> Assess effects of textile characteristics on design, construction, care, use and maintenance of products.	<b>TFA1.d.6.h:</b> Use appropriate industry products and materials for cleaning, pressing and finishing textile, apparel and fashion products.
			<b>TFA1.d.7.h:</b> Analyze current technology and trends that facilitate design and production of textile, apparel and fashion products.
		<b>TFA1.d.3.m:</b> Identify equipment and terminology used in fashion and apparel construction.	<b>TFA1.d.8.h:</b> Demonstrate basic skills for producing and altering textile products and apparel.
<b>TFA1.e:</b> Evaluate elements of textile, apparel and fashion merchandising.		<b>TFA1.e.1.m:</b> Apply marketing strategies for textile, apparel and fashion products.	<b>TFA1.e.3.h:</b> Analyze the cost of constructing, manufacturing, altering or repairing textile, apparel and fashion products.
			<b>TFA1.e.4.h:</b> Analyze ethical considerations for merchandising apparel and textile products.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
			<b>TFA1.e.5.h:</b> Evaluate varied methods for promoting apparel and textile products.
		<b>TFA1.e.2.m:</b> Explore use of media to market apparel and textile products.	<b>TFA1.e.6.h:</b> Apply research methods, including forecasting techniques for marketing apparel and textile products.
<b>TFA1.f:</b> Evaluate the components of customer service.		<b>TFA1.f.1.m:</b> Demonstrate the skills necessary for quality customer service.	<b>TFA1.f.4.h:</b> Analyze factors that contribute to quality customer relations.
		<b>TFA1.f.2.m:</b> Identify the influences of cultural diversity in customer service and relations.	<b>TFA1.f.5.h:</b> Analyze the influences of cultural diversity as a factor in customer relations.
		<b>TFA1.f.3.m:</b> Examine solutions to address customer satisfaction.	<b>TFA1.f.6.h:</b> Create solutions to address customer concerns.
<b>TFA1.g:</b> Demonstrate general operational procedures required for business profitability and career success.			<b>TFA1.g.3.h:</b> Analyze legislation, regulations and public policy affecting the textiles, apparel and fashion industries.
			<b>TFA1.g.4.h:</b> Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security and environmental factors.
			<b>TFA1.g.5.h:</b> Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws and worksite policies, on loss prevention and store profit.
		<b>TFA1.g.1.m:</b> Discuss procedures for reporting and handling incidents of customer complaints.	<b>TFA1.g.6.h:</b> Demonstrate procedures for reporting and handling accidents, safety and security incidents.
		<b>TFA1.g.2.m:</b> Explain the influences of sales and profit in the apparel and textile industry.	<b>TFA1.g.7.h:</b> Analyze operational costs such as mark ups, mark downs, cash flow and other factors affecting profit.
			<b>TFA1.g.8.h:</b> Demonstrate knowledge of the arts, of various resources and of cultural impact upon the textile, apparel and fashion industries.



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