



Maryland Family and Consumer Sciences Voluntary State Curriculum January 2007



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What is Family and Consumer Sciences Education?

Family and consumer sciences education empowers individuals and families across the life span with information and processes that assist them as they address the enduring concerns associated with living and working in a diverse global societyⁱ.

The family is considered the basic unit of societyⁱⁱ. The well being of our nation is based on the social and economic well being of familiesⁱⁱⁱ. In Family and Consumer Sciences (FACS) classes, students explore and apply knowledge and processes that strengthen individuals, families and communities. FACS students also examine and implement those processes connected with workplaces that exist in relation to and in support of the family system.

Family and Consumer Sciences Content Standards: The six FACS content-related strands included in this component of the Maryland Voluntary Curriculum are:

- 1) Reasoning About Individual, Family, Community and Career Concerns
- 2) Concerns Related to Family and Human Development
- 3) Resource Concerns of Individuals, Families and Consumers
- 4) Food and Nutrition Concerns of Individuals, Families and Society
- 5) Textile and Apparel Concerns of Individuals, Families and Society
- 6) Housing Concerns of Individuals, Families and Communities

Organization: Based on the overarching standards, topic strands, indicators and objectives were written grade-by-grade at the middle school level (6th, 7th and 8th) and at the ninth through twelfth-grade band.

- 1) **Rationale:** The rationale provides background for and explains why the content should be addressed in FACS education courses. It is delineated by each overarching standard.
- 2) **Overarching Standards:** These are broad statements representing what students should know and be able to as a result of their engagement with FACS courses. This document has six overarching standards.
- 3) **Indicators Statements:** Each of the overarching standards has several indicators, which indicate the desired results (knowledge, attitudes and behaviors) that should be present in students' lives after they have participated in a family and consumer sciences program.
- 4) **Objectives:** Each indicator has several objectives. These are very specific statements that should assist local school systems in developing curriculum at appropriate grade levels.
- 5) **Crosswalks:** Where appropriate the document offers an alignment between the FACS content standards and Maryland's standards for Reading/English Language Arts, Mathematics, Science, Social Studies and Technology Education in the Voluntary State Curriculum. Crosswalks are also provided between these standards and the National Standards for Family and Consumer Sciences^{iv}.

Abbreviations used:

2. FACS: Family and Consumer Sciences
3. FCSNS: Family and Consumer Sciences National Standards^v
4. JSC: Jump\$tart Coalition's National Standards in Personal Finance^{vi}.
5. VSC: Maryland's Voluntary State Curriculum

Rationale by Overarching Standard

Reasoning About Individual, Family, Community and Career Concerns: Family and consumer sciences students live in a diverse, complex and changing world. The decisions they make throughout their lives will be influenced not only by change and complexity, but also by the perennial, continuing—often-uncertain—concerns associated with daily living. Continuing concerns:

“Are broad questions of social significance about what action to take. One of the biggest ongoing concerns for families is ‘What kind of life should we create and live as a family and society?’ Other concerns focus on how families relate to various forces and conditions affecting their lives and the environments in which they live, work, and contribute; such as the home, workplace, neighborhood, community, and [the] world^{vii}.”

Continuing concerns are inherently complex and multidimensional. They are also “often interrelated and interdependent^{viii}.” “Responding to these issues requires practical reasoning as well as declarative, procedural and value knowledge from a variety of disciplines^{ix}” “including the social, physical and biological sciences, mathematics, language arts, economics, psychology, philosophy, and the arts^x.” “How and whether families address these concerns can have a strong impact on individual members of the family, but also on society at large. Students need to develop the skills necessary to identify and understand continuing concerns of families^{xi}.”

Practical reasoning is a process that provides a “human response to problem situations that arise in private and public contexts from felt needs and uncertainty about what to do or believe^{xii}.” Such reasoning fosters critical and creative thinking as students make morally defensible decisions^{xiii} regarding what they, their families and communities should do to address the continuing concerns of their existence. Effective practical reasoning should lead to “conclusions on which [students] will act and for which they will be held responsible^{xiv}.”

Concerns Related to Family and Human Development: Maryland family and consumer sciences students, their families and society benefit greatly from students’ engagement with and understanding of concerns associated with family and human development and relationships. All Maryland residents have family connections, and many residents—69 percent^{xv}--live in family-based households.

Nationally, it may seem that marriage is less central to family life now than in previous generations^{xvi}. The majority of today’s children throughout the country will not be raised in homes where both biological parents are present^{xvii}. Although data reveal that the number of children who are living with married parents has remained unchanged since 1996^{xviii}, “divorce rates in the United States remain the highest in the world. An estimated 40 to 50 percent of all marriages end in separation or divorce, affecting approximately one million children each year^{xix}.” Nationally, close to one-third of births are now occurring outside of marriage^{xx}.” “Out-of-wedlock childbearing has now overtaken divorce as the primary cause of father absence^{xxi}.” The divorce rate, however, appears to have leveled off^{xxii} and parents are reportedly more involved in their children’s lives than they were in previous generations^{xxiii}.

These data and conditions notwithstanding, it is important to note, as Klein (2004) does, that marriage remains a valued institution within today’s society:

Though we have higher rates of divorce, cohabitation, and unwed parenthood than ever before, marriage is still a central aspiration and important value for many Americans. [Glenn] (1996) reports data showing that high school seniors rate ‘having a good marriage and family life’ as a high aspiration and an ‘extremely important goal.^{xxiv}’ College students also want one happy marriage, but are pessimistic about the possibility.^{xxv} [Glenn] identifies the paradox: marriage is important but the proportion of Americans who are married and successfully married has declined.

If high school students are seeking a long-term committed relationship [in marriage], but are discouraged by the wreckage they see and experience, then sound principles about how to achieve a happy marriage would be beneficial as part of their educational experience.

“Even today, with our historically high rates of divorce, most married couples define their relationship as permanent and expect it to last. More than 70 percent of adult Americans believe that “marriage is a lifelong commitment that should not be ended except under extreme circumstances.” Even 81 percent of divorced and separated Americans still believe marriage should be for life. And of recent marriages that are first marriages for both partners, about 60 percent will last for life(Waite and Gallagher)^{xxvi} .”

“. . . [In family and consumer sciences classrooms where fundamental ideas stemming from social science research about marriage, family, and human development are taught], secondary students could learn . . . how to weigh the arguments on both sides of controversial, current issues that involve family life: divorce, out-of-wedlock childbearing, absent fathers, cohabitation, etc. High school is the best time to help teens learn what it takes to have a strong [marriage and] family—they can use their family of origin as a referent, then with that knowledge, be better prepared when it is time for them to establish their own family.^{xxvii}”

In addition to learning to weigh arguments about family life and recognizing what makes families and marriages strong, students can gain insights by learning about family demographics. For example, families are smaller today than in the past^{xxviii} . And, family members are getting older. “By 2030, over half of all U.S. adults will be eligible to join the American Association of Retired Person which means they will be age 50 or greater. At the same time, a baby boom is projected^{xxix} .”

Research reveals the following regarding family and human development-related concerns within Maryland:

- 1) Age distribution of Maryland residents: In 2002, 11 percent of the population was 65 or over, 24 percent was 45 to 64 years of age, 30 percent was 25-44, 8 percent was 18 to 24 and 26 percent was under the age of 18 years^{xxx}.
- 2) Childcare excellence: Maryland has been recognized during the past six years as one of the top ten states in the country for the quality of childcare offered^{xxxi} . There are currently 18 family and consumer sciences childcare completer programs in Maryland that prepare family and consumer sciences students for careers as childcare and guidance workers and managers^{xxxii} .
- 3) Low Birth-Weight Babies: Although a majority of pregnant women in Maryland receive prenatal care, Maryland mothers continue to have a greater than the national average number of low birth weight babies^{xxxiii} .
- 4) Teenage pregnancy: Maryland's teenage pregnancy rate has declined since the 1990s, yet Maryland still has the 13th highest teen pregnancy rate in the United States. The abortion rate among Maryland teens is the third highest in the nation^{xxxiv} .
- 5) Grandparent households: Seven percent of Maryland's children are members of their grandparent's households. In one-half of these households, grandparents are primarily responsible for the care of their grandchildren^{xxxv} .
- 6) Household size: The average size of a household in Maryland —the majority of which are family households—is 2.61^{xxxvi} .
- 7) Mothers in the workforce: Seventy-five percent of Maryland's children under the age of 12 had mothers who worked in 2002^{xxxvii} . Many of these children receive some form of childcare outside the home.
- 8) Single-parent households: According to the Annie E. Casey Foundation, “28 percent of Maryland's families were headed by single parents in 2000^{xxxviii} .”

Resource Concerns of Individuals, Families and Consumers: Resources are things, supplies, abilities, skills, means and supports that provide relief and assist individuals, families and communities as they address the continuing concerns associated with their existence^{xxxix}. Resources of concern to family and consumer sciences programs include finances and time in addition to the food, housing and textile resources focused on in other strands identified in this document. The specific foci of this strand of family and consumer sciences content standards are concerns associated with personal, family and consumer-related resources, generally, as well as financial and time-related resources specifically.

Maryland is one of the wealthiest states in the United States, with income levels that are the fifth highest in the nation^{xl}. Yet, according to Maryland's Child Care Resource Network, 11.4 percent of Maryland's children lived in poverty in 2002^{xli}. The greatest percentage (17 percent) of these children lived in single parent families headed by women^{xlii}.

Research reveals a need for financial education. Nationally, "the average student who graduates from high school lacks basic skills in the management of personal financial affairs^{xliii}." Maryland data reveal that Maryland students follow this national trend. "In Maryland, 1500 students earned an average score of 57 percent on the online 2002 Money Test sponsored by the Maryland Bankers Association's *SoundCents* program^{xliv}." One California study reveals that financial education may not be offered at home. "[Fifty-three percent] of children say that they rarely discuss money management with their parents.^{xlv}"

Family and consumer sciences students, their families and communities benefit greatly when they are financially literate. "An understanding of basic economic principles and our free enterprise system is vital to an individual's ability to be a responsible consumer, a productive worker, a prudent saver, an investor, and an informed voter.^{xlvi}" Statewide, family and consumer sciences is the one content area that consistently prepares secondary students to make informed decisions regarding individual and family finances.

Another important resource concern relates to the time use of individuals, families, communities and society. Individuals and families spend more time working today than they have done in the past. Maryland residents who commute spend an average of 30 minutes commuting to work each day^{xlvii}. Nationally, "the proportion of married wage and salaried employees who live in dual-earner [households] has increased substantially over the past 25 years, from 66 percent in 1977 to 78 percent today. . . Combined work hours for dual-earner couples with children rose 10 hours a week, from 81 hours a week in 1977 to 91 hours a week today^{xlviii}." Clearly individuals and families must make informed, value-based choices regarding how they allocate their time.

Food and Nutrition Concerns of Individuals, Families and Society: Food and nutrition concerns are some of the most basic concerns addressed by individuals, families and societies throughout the life cycle. Practical questions associated with food selection, preparation and storage are addressed on a daily basis. The quality of action taken by individuals and families as food-related decisions are made is associated with their health and well-being.

Poor food and nutrition choices may not only impact those individuals who make them, but these may also impact society as well. Consider, for example, the case of obesity among children and adolescents in the U.S. The number of obese children tripled between 1979 and 1999 with "13 [percent] of children aged 6 to 11 years and 14 [percent] of adolescents aged 12 to 19 years" considered obese in 1999^{xlix}. Overweight children often become overweight adults who have an increased risk of Type 2 diabetes, heart disease, high blood pressure and some forms of cancer^l. Overweight members of our society may also experience poor self-esteem and depression^{li}. "The estimated total annual health cost attributed to obesity is \$117 billion^{lii}."

Another example of the far-reaching impact of food-related choices can be found as one examines the impact of food-borne illnesses. "According to the Centers for Disease Control and Prevention . . . , food-borne diseases cause an estimated 76 million illnesses, 325,000 hospitalizations, and 5,200 deaths in the United States each year^{liii}."

Family and consumer sciences classes prepare students to take informed action that promotes health and wellness related to food and nutrition concerns. As an outgrowth of their participation in these classes, students should know how to select, store and prepare foods for optimal health and nutrition throughout the life cycle. Family and consumer sciences students should also leave food and nutrition classes prepared to make informed decisions related to nutrition and food-related consumer issues and concerns such as the application of

biotechnology to the food supply, animal to human transfer of diseases, community hunger, emerging technologies associated with food production, distribution and preparation and weight control. Additionally, to meet the demand^{liv} for food service, restaurant and hospitality workers, family and consumer sciences food and nutrition courses prepare students to embrace career options in the food service industry, thereby contributing to the service needs of our society.

Textile and Apparel Concerns of Individuals, Families and Society: Concerns related to the selection, care and production of textile-based products and apparel are perennial. In family and consumer sciences textile and clothing courses, textile-related construction and fabrication methods are examined to prepare family and consumer sciences students to select, care for and repair textile and apparel resources of individuals, homes, families and communities. In addition to construction methods, the exploration of textile-related characteristics and art principles, such as the elements and principles of design, assist students as they make decisions regarding the acquisition and management of individual, family and community textile needs. Such an understanding is fundamental to careers associated with textiles including, but not limited to, fashion merchandising, fashion design, textile manufacturing, textile marketing and interior design.

Housing Concerns of Individuals, Families and Communities: Our need for shelter is a basic concern of our existence throughout the life span. To satisfy this need, we devote a large proportion of our available financial resources. Nationally, “it takes an hourly wage of at least \$15.21 to rent an affordable two-bedroom unit.” Yet “in Maryland this number rises to almost \$19—or about \$40,000 a year” to “rent an affordable two-bedroom unit^{lv}.” With respect to the proportion of a household’s income needed to finance housing in Maryland, according to a U.S. Census Bureau report of 2002 data, “twenty-five percent of owners with mortgages, 9 percent of owners without mortgages, and 39 percent of renters in Maryland spent 30 percent or more of household income on housing^{lvi}.” Sixty-nine percent of Maryland residents own their homes and the remaining 31 percent rent^{lvii}. Seventy-three percent of Maryland’s housing units are single-family homes, 24 percent are multi-unit structures and 2 percent are mobile homes^{lviii}.

Maryland’s secondary-level students benefit from curricula that prepares them to make informed choices related to the selection, care and maintenance of living environments. Society and the environment also benefit when informed housing decisions are made and acted upon as “healthy ecological neighborhoods depend on sustainable practices.

Standard 1: Reasoning About Individual, Family, Community and Career Concerns – Students will analyze and apply reasoning processes to address the needs of individuals and families within a diverse, global society

| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
|---|---|--|--|
| <p>1. Students will demonstrate an understanding of the elements of the practical reasoning process including:</p> <ul style="list-style-type: none"> a) Define continuing/perennial concerns b) Define practical problems c) Relate valued ends to perennial concerns faced by individuals d) Examine the possible impact of the context and diversity on one's choices throughout the life span e) Evaluate alternate means for action and related possible consequences including their potential influence and impact on individuals | <p>1. Students will demonstrate an understanding of the elements of the practical reasoning process including:</p> <ul style="list-style-type: none"> a) Define continuing/perennial concerns b) Define practical problems c) Relate valued ends to perennial concerns faced by individuals and families d) Examine the possible impact of the context and diversity on one's choices throughout the life span e) Evaluate alternate means for action and related possible consequences including their potential influence and impact on individuals and families f) Incorporate the elements of the practical reasoning process in the investigation of perennial concerns faced by families throughout the life span | <p>1. Students will demonstrate an understanding of the elements of the practical reasoning process including:</p> <ul style="list-style-type: none"> a) Define continuing/perennial concerns b) Define practical problems c) Relate valued ends to perennial concerns faced by families and society d) Examine the possible impact of the context and diversity on one's choices throughout the life span e) Evaluate alternate means for action and related possible consequences including their potential influence and impact on individuals, families and society f) Incorporate the elements of the practical reasoning process in the investigation of perennial concerns faced by families throughout the life span | <p>1. Students will demonstrate an understanding of the elements of the practical reasoning process including:</p> <ul style="list-style-type: none"> a) Define continuing/perennial concerns b) Define practical problems c) Relate valued ends to perennial concerns faced by families and society d) Examine the possible impact of the context and diversity on one's choices throughout the life span e) Evaluate alternate means for action and related possible consequences including their potential influence and impact on individuals, families and society f) Formulate judgments considering valued ends, the context, the problem in focus, alternate means for action and their suggested consequences g) Incorporate the elements of the practical reasoning process in the investigation of perennial concerns faced by families throughout the life span |
| <p>2. Students will demonstrate an understanding of perennial concerns faced by individuals.</p> <ul style="list-style-type: none"> a) Identify perennial/continuing concerns, including: family and human development, food and nutrition, textile and apparel, housing, and resource concerns. | <p>2. Students will demonstrate an understanding of the perennial concerns faced by families.</p> <ul style="list-style-type: none"> a) Identify perennial/continuing concerns, including: family and human development, food and nutrition, textile and apparel, housing, and resource concerns. | <p>2. Students will demonstrate an understanding of perennial concerns faced by members of communities.</p> <ul style="list-style-type: none"> a) Identify perennial/continuing concerns, including: family and human development, food and nutrition, textile and apparel, housing, and resource concerns. | <p>2. Students will compare reasoning processes available to assist individuals, families and communities as they address continuing concerns including:</p> <ul style="list-style-type: none"> a) Scientific reasoning and the scientific method (VSC Science: Skills and Processes /Scientific Method). b) Decision-making c) Goal-setting process d) Practical reasoning |

| Standard 2: Concerns Related to Family and Human Development: Students will analyze and apply reasoning processes to address family and human development needs throughout the life span. | | | |
|--|--|---|---|
| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>1. Students will examine and appreciate the meaning and value of individuals.</p> <p>a) Communicate an awareness of unique qualities of individuals. (FCSNS 6.2.1)</p> <p>b) Identify factors that influence the development of self concept.</p> <p>c) Identify factors that influence personality development.</p> | <p>1. Students will explore and appreciate the meaning and value of family.</p> <p>a) Examine the family as the basic unit of society. (FCSNS 6.1.1)</p> <p>b) Analyze the influence of family structure and size on family relationships.</p> <p>c) Explain the functions of family.</p> <p>d) Define characteristics of well-functioning families:</p> <ul style="list-style-type: none"> ● Member roles and responsibilities ● Common goals ● Communication <p>e) Interpret the influence of changes in family structure related to roles assumed by family members:</p> <ul style="list-style-type: none"> ● Birth and adoption ● Marriage, divorce and remarriage ● Illness and death ● Abuse and violence | <p>1. Students will assess and appreciate the meaning and value of individuals and family within a diverse, global society.</p> <p>a) Explore the interdependence of families, neighborhoods, communities and society.</p> <p>b) Investigate and use community resources and services that exist in relation to and in support of the family system at various stages of the life cycle. (FCSNS 1.3.4; 15.3.1; VSC Reading: Comprehension/ Informational Texts)</p> | <p>1. Students will analyze and appreciate the meaning and value of individuals and family within a diverse, global society.</p> <p>a) Evaluate the significance and universality of family and its impact on the well-being of individuals and society.</p> <p>b) Investigate various family structures throughout the life span.</p> <p>c) Assess the roles and functions of family members throughout the life span in various family structures.</p> <p>d) Examine policies, issues and trends in the workplace and community that impact individuals and families. (FCSNS 1.1.1)</p> <p>e) Investigate and support community resources and services that exist in relation to and in support of the family system. (FCSNS 1.3.4; 15.3.1)</p> <p>f) Explore the global issues affecting individuals and families.</p> |
| <p>2. Students will describe and appreciate caring relationships.</p> <p>a) Examine processes for building and maintaining interpersonal relationships. (FCSNS 13.1.1).</p> <p>b) Determine factors that contribute to healthy and unhealthy relationships with peers.</p> <p>c) Explore personal needs and characteristics and their impact on interpersonal relationships (FCSNS 13.2)</p> | <p>2. Students will demonstrate an understanding of respectful and caring relationships within the family.</p> <p>a) Examine factors for building and maintaining relationships within families.</p> <p>b) Assess the impacts of issues and behaviors of family members on the family unit.</p> <p>c) Evaluate the impact of the life cycle on relationships within the family.</p> | <p>2. Students will assess and appreciate respectful and caring relationships within the family and community.</p> <p>a) Describe the functions and expectations associated with various types of relationships within and outside the family. (FCSNS 13.1)</p> <p>b) Explore community programs that support respectful and caring relationships within families and communities.</p> | <p>2. Students will evaluate and appreciate respectful and caring relationships within the family, workplace and community.</p> <p>a) Analyze the functions and expectations associated with various types of relationships within and outside the family. (FCSNS 13.1)</p> <p>b) Assess community programs that support respectful and caring relationships within families and communities. (FCSNS 13.4.6)</p> |

| Standard 2: Concerns Related to Family and Human Development: Students will analyze and apply reasoning processes to address family and human development needs throughout the life span. | | | |
|--|---|---|--|
| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | d) Employ problem-solving approaches to manage conflict within the family system. (FCSNS 13.4.3) | | c) Analyze processes for handling unhealthy relationships. (FCSNS 13.1.5) <ul style="list-style-type: none"> ● Problem-solving approaches to manage conflict. (FCSNS 13.4.3) ● Nonviolent strategies to resolve conflict. (FCSNS 13.4.4) ● Stress management strategies |
| <p>3. Students will examine the growth and development of individuals.</p> <p>a) Explore the influence of heredity and the environment on individual growth and development.</p> <p>b) Describe unique characteristics of adolescence.</p> | <p>3. Students will examine the growth and development of individuals and family members throughout the life cycle.</p> <p>a) Describe the stages of human growth and development throughout the life cycle.</p> <p>b) Examine the interrelationships between physical, emotional, social and intellectual aspects of human growth and development. (FCSNS 12.2.2)</p> <p>c) Describe the impact of parenting practices on human growth and development.</p> <p>d) Describe the impact of parenting practices on interpersonal relationships.</p> | <p>3. Students will examine the growth and development of individuals and family members in society.</p> <p>a) Describe resources that support families.</p> <p>b) Investigate the reciprocal relationships among individual, families and society.</p> | <p>3. Students will analyze the growth and development of individuals and family members throughout the life cycle.</p> <p>a) Analyze principles of human growth and development: <ul style="list-style-type: none"> ● The interrelationships between aspects of human growth and development. (FCSNS 12.2.2) ● The multiple Influences on individual growth and development ● The needs and challenges of individuals and families at each stage of human development. </p> <p>b) Compare individual and family configurations: <ul style="list-style-type: none"> ● Single living ● Marriage ● Nontraditional </p> <p>c) Explain the roles, responsibilities and expectations associated with parenting. (FCSNS 15.1; 15.1.1) <ul style="list-style-type: none"> ● Readiness for parenting ● Characteristics of effective parents ● Value of shared parenting ● Community agencies and support systems </p> <p>d) Examine parenting styles and strategies.</p> |

| Standard 2: Concerns Related to Family and Human Development: Students will analyze and apply reasoning processes to address family and human development needs throughout the life span. | | | |
|---|---|---|---|
| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | | | e) Analyze options for the care of family members: <ul style="list-style-type: none"> ● Children ● Aging ● Disabilities ● Illness |
| 4. Students will explore potential careers related to individual, family and human development. <ul style="list-style-type: none"> a) Investigate career paths associated with individual, family and human development. b) Identify personal values and aptitudes related to careers associated with individual, family and human development. | 4. Students will explore potential careers related to individual, family and human development. <ul style="list-style-type: none"> a) Investigate career paths associated with individual, family and human development. b) Examine education and training requirements and opportunities for career paths related to individual, family and human development. (FCSNS 3.1.3) c) Assess personal values and aptitudes related to careers associated with individual, family and human development. | 4. Students will explore potential careers related to individual, family and human development. <ul style="list-style-type: none"> a) Investigate career paths associated with individual, family and human development. b) Examine education and training requirements and opportunities for career paths related to individual, family and human development. (FCSNS 3.1.3). c) Assess personal values and aptitudes related to careers associated with related to individual, family and human development. | 4. Students will assess potential careers related to individual, family and human development. <ul style="list-style-type: none"> a) Appraise careers within individual, family and human development (FCSNS 3.1) <ul style="list-style-type: none"> ● Determine the knowledge and skills associated with careers related to individual, family and human development ● Determine the roles and functions of individuals engaged in careers related to individual, family and human development ● Explore opportunities for employment and entrepreneurial endeavors. ● Examine education and training requirements b) Assess personal skills, interests and goals related to career opportunities associated with individual, family and human development. c) Propose solutions for balancing work and family responsibilities. |

| Standard 3: Resource Concerns of Individuals, Families, and Consumers: Students will analyze and apply processes to achieve resource goals | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>1. Students will make and justify resource-based decisions considering individual needs.</p> <p>a) Define and list resources used to meet food, shelter, textiles, nurturance, recreation and health/wellness needs. (VSC Reading: Vocabulary)</p> <p>b) Classify goals into categories such as short-term and long-term goals.</p> <p>c) Compare how needs, wants, values and standards impact priorities and goals.</p> <p>d) Set and justify goals to meet individual needs.</p> <p>e) Identify consumer rights and responsibilities</p> <p>f) Apply the decision-making process to resource-based decisions in various situations.</p> | <p>1. Students will make and justify resource-based decisions considering family needs.</p> <p>a) Research and classify resources associated with textiles, food, shelter, nurturance, recreation and health/wellness needs.</p> <p>b) Classify goals into categories such as short-term and long-term goals.</p> <p>c) Analyze how needs, wants, values and standards impact priorities and goals.</p> <p>d) Set and justify goals to meet family needs.</p> <p>e) Explain consumer rights and responsibilities</p> <p>f) Make resource-based decisions for families in various circumstances using the practical reasoning process.</p> <p>g) Investigate the interrelationships between personal and family values and beliefs, cultural and societal factors, technology/media, life cycle needs and resource-based choices for families. (VSC Social Studies: Location and Distribution of Resources)</p> <p>h) Investigate family resource consumption for conservation. (FCSNS 3.4; VSC Science: Scientific Inquiry)</p> <p>i) Examine the impact of technology on individual and family resources. (FCSNS 2.4; VSC Technology Education: Impact of Technology)</p> | <p>1. Students will make and justify resource-based decisions considering community and society needs.</p> <p>a) Research and evaluate resources provided for consumers by government agencies, businesses and organizations. (FCSNS 2.2.4; 3.4.2)</p> <p>b) Analyze how needs, wants, values and standards impact priorities and goals.</p> <p>c) Set and justify goals to meet community needs.</p> <p>d) Evaluate goals for relevance, specificity, achievability and moral defensibility. (VSC Science: Supporting Evidence)</p> <p>e) Analyze the possible consequences for society related to resource abuse and neglect.</p> <p>f) Defend a position on a community issue on economic, safety, health, environmental and other concerns confronting consumers within society (JSC: Spending and credit).</p> <p>g) Make resource-based decisions in a community setting using the practical reasoning process.</p> | <p>1. Students will make and justify resource-based decisions considering individual, family and community needs.</p> <p>a) Analyze resources associated with basic needs for textiles, food, shelter, nurturance, recreation, safety, spiritually, transportation and health/wellness (FCSNS 2.5.1)</p> <p>b) Set and justify goals to meet individual, family and community needs considering the impact of:</p> <ul style="list-style-type: none"> ● Beliefs ● Values ● Needs ● Wants ● Standards ● Types of goal (long-term/short-term) ● Goal relevance and achievability <p>c) Explore impacts such as marketing, media and technology on consumers and the economy (Technology Education: Impact of Technology)</p> <p>d) Investigate interrelationships that exist between:</p> <ul style="list-style-type: none"> ● Resource supply and demand ● Consumers and the economy <p>e) Evaluate the impact of resources and the possible consequences of their use</p> <p>f) Budget resources to meet specific needs</p> <p>g) Evaluate policies that support consumer rights and responsibilities (FCSNS 2.3; VSC Social Studies: Analyze Regulatory Agencies' Policies; JSC: Spending and Credit)</p> |

| Standard 3: Resource Concerns of Individuals, Families, and Consumers: Students will analyze and apply processes to achieve resource goals | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | | | h) Make resource-based decisions using the practical reasoning process. |
| <p>2. Students will manage money to meet individual needs.</p> <p>a) Understand that the financial choices that people make have benefits, costs, and future consequences. (JSC: Money Management)</p> <p>b) Compare product information associated with consumer products for reliability and accuracy. (JSC: Spending and Credit; VSC Reading: Comprehension/ Informational Texts)</p> | <p>2. Students will manage money to meet the needs of the family.</p> <p>a) List and classify the roles families play in the economic system.</p> <p>b) Investigate sources of family income.</p> <p>c) Evaluate the role of the following factors on family-based financial decisions: <ul style="list-style-type: none"> ● Available assets and financial resources. ● Career choice and education and skills of the family's wage earners. ● Personal and family values and attitudes. (JSC: Money Management) </p> <p>d) Develop a financial plan for a family including: <ul style="list-style-type: none"> ● Financial goals ● Income and expense record ● Budget (JSC: Money management; VSC Mathematics: Connections) </p> <p>e) Compare prices of similar items used by families at different stores. (JSC: Spending and Credit; VSC Mathematics: Connections; JSC: Spending and Credit)</p> | <p>2. Students will manage money to meet the needs of individuals and families within the community.</p> <p>a) List and classify the roles communities play in the economic system.</p> <p>b) Research and evaluate financial resources provided for consumers by government agencies, businesses and organizations. (FCSNS 2.2.4; 3.4.2)</p> <p>c) Identify ways that individuals contribute to the financial well-being of their community.</p> <p>d) Explore laws and regulations designed to protect consumers. (JSC: Spending and Credit)</p> | <p>2. Students will manage money to meet individual, family and community needs.</p> <p>a) Prepare a financial plan (JSC: Money Management [Risk Management]) considering: <ul style="list-style-type: none"> ● Income and benefits ● Money management ● Savings and investment ● Credit ● Consumer rights and responsibilities </p> <p>b) Analyze the cost and benefits of services provided by various financial institutions.</p> <p>c) Appraise long-term financial planning and investment options and related risks.</p> <p>d) Appraise the cost and benefits of various risk management options</p> <p>e) Demonstrate financial management practices, including: <ul style="list-style-type: none"> ● Budgeting ● Document preparation ● Tax filing ● Record keeping </p> <p>f) Analyze the costs and benefits associated with various housing options. (VSC Mathematics: Connections; JSC: Spending and Credit)</p> <p>g) Analyze the costs and benefits associated with various transportation options. (VSC Mathematics: Connections; JSC: Spending and Credit)</p> |

| Standard 3: Resource Concerns of Individuals, Families, and Consumers: Students will analyze and apply processes to achieve resource goals | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | | | h) Analyze the costs and benefits associated with various health products and services accessed across the lifespan. (VSC Mathematics: Connections; JSC: Money Management) i) Appraise the use of income for fixed and discretionary expenses. |
| 3. Students will manage time to meet individual needs. a) Analyze the use of personal time. b) Explore methods of time management. | 3. Students will manage time to meet individual and family needs. a) Analyze the use of personal and family time. b) Apply methods of time management. | 3. Students will manage time to meet the needs of individuals and families within the community. a) Develop a time management plan for completing a student service learning project. b) Identify ways that individuals contribute their time to benefit well-being of their community. c) Investigate recreational and other resources available within the community for individuals and families. d) Explore concerns related to the balance of work and family. | 3. Students will manage time to meet individual, family and community needs. a) Apply time management skills designed to maximize time use, including: <ul style="list-style-type: none"> ● prioritizing ● scheduling ● delegating ● multitasking ● dovetailing b) Research individual and family time-related needs throughout the life cycle c) Analyze concerns individuals and families face as they strive to attain short and long-term goals. d) Propose solutions to concerns related to the balance of work and family. e) Practice stress management techniques |

| Standard 3: Resource Concerns of Individuals, Families, and Consumers: Students will analyze and apply processes to achieve resource goals | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>4. Students will explore potential career within resource management industries.</p> <p>a) Investigate career paths associated with resource management.</p> <p>b) Identify personal values and aptitudes related to careers associated with resource management.</p> | <p>4. Students will explore potential careers within resource management industries.</p> <p>a) Investigate career paths associated with resource management.</p> <p>b) Examine education and training requirements and opportunities for career paths related to resource management careers. (FCSNS 3.1.3)</p> <p>c) Assess personal values and aptitudes related to careers associated with resource management.</p> | <p>4. Students will explore potential careers within resource management industries.</p> <p>a) Investigate career paths associated with resource management.</p> <p>b) Examine education and training requirements and opportunities for career paths related to resource management careers. (FCSNS 3.1.3).</p> <p>c) Assess personal values and aptitudes related to careers associated with resource management.</p> | <p>4. Students will assess potential careers within resource management industries</p> <p>a) Appraise careers within consumer service industries (FCSNS 3.1)</p> <ul style="list-style-type: none"> ● Determine the knowledge and skills associated with careers within the resource management industry ● Determine the roles and functions of individuals engaged in resource management careers ● Explore opportunities for employment and entrepreneurial endeavors. ● Examine education and training requirements <p>b) Assess personal skills, interests and goals related to career opportunities associated with resource management.</p> |

| Standard 4: Food and Nutrition Concerns of Individuals, Families and Society: Students will analyze and apply processes to address food and nutrition needs. | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>1. Students will consider the influences of culture, tradition and society on nutrition and wellness across the life span as they make food choices.</p> <p>a) Explore the interrelationships between nutritious food choices, physical activity and health/wellness.</p> <p>b) Describe the physical, social and emotional aspects of wellness.</p> <p>c) Assess personal food values, attitudes and beliefs related to food and nutrition.</p> <p>d) Analyze individual food consumption patterns.</p> | <p>1. Students will consider the influences of culture, tradition and society on nutrition and wellness across the life span as they make food choices for families.</p> <p>a) Explore the possible impact of the following factors on the nutrition and wellness practices associated with family life:</p> <ul style="list-style-type: none"> ● Culture, religion and tradition ● Schedule and available time ● Socioeconomic status ● Values ● Life cycle changes ● Preferences and needs of individual family members. ● Technology (VSC Technology Education: Impact of Technology) <p>b) Assess family values, attitudes and beliefs related to food and nutrition.</p> <p>c) Evaluate family food consumption patterns with respect to religious and culture-based practices and beliefs.</p> | <p>1. Students will consider the influences of culture, tradition and society on nutrition and wellness across the life span as they make food choices.</p> <p>a) Explore the possible impact of the following factors on the nutrition and wellness practices of members of their community:</p> <ul style="list-style-type: none"> ● Economy ● Environmental conditions. ● Geographical location. ● Government policy and programs. ● Laws regulating food production, marketing and distribution. ● Nutrition information provided by businesses, the government and research institutions. ● Physical and emotional disabilities. ● Work trends. <p>b) Analyze the relationships among individual and family food choices, societal food habits and the environment.</p> <p>c) Compare and contrast food consumption patterns of various cultures.</p> <p>d) Evaluate community food consumption patterns with respect to religious and culture-based practices and beliefs.</p> | <p>1. Students will consider the influences of culture, tradition and society on nutrition and wellness across the life span as they make food choices.</p> <p>a) Explore the interrelationships between nutritious food choices, physical activity and health/wellness.</p> <p>b) Evaluate the possible impact of influences on nutrition and wellness practices:</p> <ul style="list-style-type: none"> ● Food availability ● Culture and tradition ● Economy (VSC Social Studies: Economic Costs and Benefits) ● Geographical location ● Globalization of the food supply ● Food packaging by manufacturers ● Multiple life roles in the family, work place and community ● Politics ● Food consumption patterns (e.g. time, money and skills) ● Socioeconomic status ● Technology (VSC Technology Education: Nature of Technology; Impact of Technology) ● Individual and family values. <p>c) Analyze the commonalities and uniqueness of various cultures, religions and other groups through the study of their food patterns, symbols, practices and traditions.</p> <p>d) Interpret the meanings associated with food.</p> <ul style="list-style-type: none"> ● Personal and family food values, attitudes and beliefs related to food and nutrition. |

| Standard 4: Food and Nutrition Concerns of Individuals, Families and Society: Students will analyze and apply processes to address food and nutrition needs. | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>2. Students will select, store and prepare foods for optimal health and nutrition.</p> <p>a) Evaluate individual eating and activity habits using the food guide pyramid and the dietary guidelines.</p> <p>b) Incorporate the food guide pyramid in individual menu planning.</p> <p>c) Establish practices to select and prepare foods to conserve resources and optimize nutrition, health and wellness. <ul style="list-style-type: none"> • Kitchen safety and sanitary practices in the preparation and service of food. (VSC Science: Safety Procedures) • Food preparation methods • Identification and classification of equipment and technology used in connection with food preparation. (VSC Science: Applications; Technology Education: Impact of Technology) </p> | <p>2. Students will select, store and prepare foods for optimal health and nutrition.</p> <p>a) Review and explain the roles and functions of nutrients in the promotion of health and wellness.</p> <p>b) Describe the roles and functions of nutrients such as water, carbohydrates, proteins, fats, vitamins and minerals in nurturing health and wellness. (VSC Writing: Composition)</p> <p>c) Support recommendations of the food guide pyramid based on scientific evidence (VSC Science: Supporting Evidence)</p> <p>d) Evaluate family eating habits in connection with the food guide pyramid and dietary guidelines.</p> <p>e) Plan meals for a family using menu-planning skills.</p> <p>f) Prepare meals appropriate for families in various contexts.</p> <p>g) Establish safety and sanitation practices including: <ul style="list-style-type: none"> • The prevention of food-borne illness • Personal hygiene/health procedures. (FCSNS 9.2.5) • Storage of raw and prepared foods to prevent food-borne illness. (FCSNS 9.2.) • Food product dating • Use of small appliances </p> | <p>2. Students will select, store and prepare foods for optimal health and nutrition.</p> <p>a) Establish safety and sanitation practices including: (VSC Science: Safety Procedures) <ul style="list-style-type: none"> • The prevention of food-borne illnesses • Personal hygiene/health procedures. (FCSNS 9.2.5) • Storage of raw and prepared foods • Food product dating • Waste disposal and recycling </p> <p>b) Evaluate foods in a variety of forms (fresh, canned, frozen, dried, etc.) from a variety of sources for optimal nutritional value. (VSC Writing: Composition)</p> <p>c) Compute and compare quantities of ingredients in recipes. (VSC Mathematics: Connections)</p> <p>d) Explore tools, technology and methods associated with food preparation. (VSC Science: Applications)</p> <p>e) Analyze the food preparation and nutrition information available in various print media. (VSC Reading: Comprehension/Informational Texts)</p> | <ul style="list-style-type: none"> • Food consumption patterns of various cultures. <p>2. Students will select, store and prepare foods for optimal health and nutrition.</p> <p>a) Describe nutrition needs. (FCSNS 9.3.1) <ul style="list-style-type: none"> • The roles and functions of nutrients in the promotion of health and wellness. • Nutrition and health practices recommended by government and other sources. • Eating habits connected to the food guide pyramid and other dietary guidelines. </p> <p>b) Establish practices to select and prepare foods to conserve resources and optimize nutrition, health and wellness across the life span. <ul style="list-style-type: none"> • Methods to evaluate and select foods in a variety of forms • Factors associated with the costs of purchasing and preparing food (JSC: Spending and Credit). • Cost of preparing food at home versus cost of buying prepared foods. • Factors that contribute to and prevent food-borne illness. (FCSNS 9.2.1) (VSC Science: Skills and Processes/Safety) • Fire and accident prevention practices in the preparation and service of foods. (VSC Science: Skills and Processes/Safety) • Impact of science and technology on food production, processing, selection, preparation and consumption. (VSC: Technology Education/Impact of Technology) </p> |

| Standard 4: Food and Nutrition Concerns of Individuals, Families and Society: Students will analyze and apply processes to address food and nutrition needs. | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | h) Appraise the possible impact of food production and processing trends on family life. (VSC Science: Technology) i) Identify and use comparison-shopping skills (VSC Mathematics: Connections; JSC: Money Management) j) Analyze the food preparation and nutrition information available in various print media. (VSC Reading: Comprehension/Informational Texts) | | <ul style="list-style-type: none"> ● Preparation methods to preserve optimal nutritional quality to meet the nutritional needs. c) Analyze the food preparation and nutrition information available in various print media. |
| 3. Students will make informed decisions about food-related issues and concerns. a) Identify the purpose and components of a food label. | 3. Students will make informed decisions about food-related issues and concerns. a) Interpret food labels. (VSC Reading: Comprehension/ Informational Texts; Science: Supporting Evidence) | 3. Students will make informed decisions about food-related issues and concerns. a) Investigate the possible consequences of special health concerns related to diet: <ul style="list-style-type: none"> ● Allergies ● Diabetes ● Eating disorders ● Osteoporosis ● Weight control b) Critique the nutritional adequacy of popular weight control plans. (VSC Science: Supporting Evidence) c) Use practical reasoning to make and justify courses of action for the community regarding food-related concerns such as: <ul style="list-style-type: none"> ● Hunger in the community ● Obesity | 3. Students will make informed decisions about food-related issues and concerns. a) Justify courses of action regarding food-related concerns: ^{lix} <ul style="list-style-type: none"> ● Applications of biotechnology to the food supply ● Animal to food transfer of diseases ● Hunger in the community ● Obesity ● Eating Disorders ● Food labeling in relation to food-based allergens ● Pesticide residues ● Mercury levels in fish ● Lead levels in the water supply b) Analyze use of economic resources for food. |

| Standard 4: Food and Nutrition Concerns of Individuals, Families and Society: Students will analyze and apply processes to address food and nutrition needs. | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>4. Students will explore potential career within food and nutrition industries.</p> <p>a) Investigate career paths associated with food and nutrition.</p> <p>b) Identify personal values and aptitudes related to careers associated with food and nutrition.</p> | <p>4. Students will explore potential careers within food and nutrition industries.</p> <p>a) Investigate career paths associated with food and nutrition.</p> <p>b) Examine education and training requirements and opportunities for career paths related to food and nutrition careers. (FCSNS 3.1.3)</p> <p>c) Assess personal values and aptitudes related to careers associated with food and nutrition.</p> | <p>4. Students will explore potential careers within food and nutrition industries.</p> <p>a) Investigate career paths associated with food and nutrition.</p> <p>b) Examine education and training requirements and opportunities for career paths related to food and nutrition careers. (FCSNS 3.1.3).</p> <p>c) Assess personal values and aptitudes related to careers associated with food and nutrition.</p> | <p>4. Students will assess potential careers within food and nutrition industries.</p> <p>a) Appraise careers within food and nutrition industries (FCSNS 3.1)</p> <ul style="list-style-type: none"> ● Determine the knowledge and skills associated with careers within the consumer service industry ● Determine the roles and functions of individuals engaged in consumer service careers ● Explore opportunities for employment and entrepreneurial endeavors. ● Examine education and training requirements <p>b) Assess personal skills, interests and goals related to career opportunities associated with consumer services</p> |

| Standard 5: Textile and Apparel Concerns of Individuals, Families and Society: Students will analyze and apply processes to address apparel and textile needs. | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>1. Students will select and care for textile products to meet individual needs.</p> <p>a) Provide examples of textile and apparel needs in their lives.</p> <p>b) Define fiber, textile, yarn and fabric. (VSC Reading: Vocabulary)</p> <p>c) Select appropriate procedures for the care of textile products (FCSNS 16.2.5) considering:</p> <p>d) Acquire basic hand-sewing skills needed to repair textile and apparel products. (FCSNS 16.4.5)</p> <p>e) Create a textile product that could be used by an individual incorporating basic sewing skills. (FCSNS 16.4.5)</p> | <p>1. Students will select and care for textile products for families at various stages of the life cycle.</p> <p>a) Evaluate factors influencing the family's textile-related decisions throughout the life cycle such as: (JSC: Income)</p> <ul style="list-style-type: none"> ● Life cycle stage. ● Family budget and resources. ● Family traditions and values. ● Intended use of the textile item. ● Available markets. ● Design of the textile item. ● Care requirements for textile item. ● Special needs of family members. <p>b) Develop a plan for family wardrobe and textile needs for families at various stages of the life cycle.</p> <p>c) Evaluate wardrobe and textile storage options for families.</p> <p>d) Investigate care and maintenance associated with textile and apparel needs.</p> | <p>1. Students will select and care for textile products to meet individual, family and community needs.</p> <p>a) Investigate the influence of society on individual and family textile choices.</p> <p>b) Evaluate the influence of the media and community groups on individual and family textile choices. (VSC Reading: Comprehension/Informational Texts)</p> <p>c) Generate examples of the influence of community groups (school, sports, culture-based and other community groups) on individual, family and community textile choices.</p> <p>d) Explore the impact of textile choices on the environment. (VSC Social Studies: Location and Distribution of Resources)</p> <p>e) Identify ways individuals and families can recycle and reuse textile products.</p> <p>f) Establish skills to mend and repair clothing to extend the use of textile resources by individuals and families.</p> <p>g) Compare the costs of making and buying textile items. (VSC Mathematics: Connections; JSC: Money Management)</p> <p>h) Investigate consumer laws and regulations that affect textiles and apparel. (VSC Social Studies: Role of Government)</p> <p>i) Investigate the impact of the globalization of textile product and apparel production on individuals and families.</p> | <p>1. Students will select and care for textile products to meet individual, family and community needs.</p> <p>a) Appraise factors influencing apparel and textile choices</p> <p>b) Determine apparel and textile needs.</p> <p>c) Explore the use of textiles in different cultures.</p> <p>d) Evaluate fiber and textile materials. (FCSNS 16.2)</p> <ul style="list-style-type: none"> ● Identification and analysis of textile fibers. ● Performance characteristics of fibers and textiles. (FCSNS 16.2.2) ● Production processes for textile products. (FCSNS 16.4.2) ● Influences of emerging technologies on textiles and related applications. (VSC Technology Education: Impact of Technology) ● Textile legislation, standards and labeling in the global economy. (FCSNS 16.2.3) ● Procedures to care for textiles products. (FCSNS 16.2.5) <p>e) Demonstrate apparel and textile design skills considering needs and available resources. (FCSNS 16.3)</p> <ul style="list-style-type: none"> ● Clothing goals ● Elements and principles of design (FCSNS 16.3.3) ● Economic aspects ● Aesthetic values ● Environmental standards |

| Standard 5: Textile and Apparel Concerns of Individuals, Families and Society: Students will analyze and apply processes to address apparel and textile needs. | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | | j) Explore human rights issues associated with textile product and apparel production. | f) Establish skills needed to produce, alter or repair textile products and apparel. (FCSNS 16.4) <ul style="list-style-type: none"> • Equipment and supplies for apparel and textiles construction, alteration and repair. (FCSNS 16.4.1) • Costs associated with producing and purchasing a textile product. (JSC: Money Management) • Materials for cleaning, pressing and finishing textile products. (FCSNS 16.4.3) • Technology that facilitates design and production of textile products and apparel. (FCSNS 16.4.4; VSC Technology Education: Impact of Technology) |
| 2. Students will explore potential career within textile industries. <p>a) Investigate career paths associated with textiles.</p> <p>b) Identify personal values and aptitudes related to careers associated with textiles.</p> | 2. Students will explore potential careers within textile industries. <p>a) Investigate career paths associated with textiles.</p> <p>b) Examine education and training requirements and opportunities for career paths related to textile careers. (FCSNS 3.1.3)</p> <p>c) Assess personal values and aptitudes related to careers associated with textiles.</p> | 2. Students will explore potential careers within textile industries. <p>a) Investigate career paths associated with textiles.</p> <p>b) Examine education and training requirements and opportunities for career paths related to textile careers. (FCSNS 3.1.3).</p> <p>c) Assess personal values and aptitudes related to careers associated with textiles.</p> | 2. Students will assess potential careers within textile industries <p>a) Appraise careers within textile industries (FCSNS 3.1) <ul style="list-style-type: none"> • Determine the knowledge and skills associated with careers within the textile industry • Determine the roles and functions of individuals engaged in textile careers • Explore opportunities for employment and entrepreneurial endeavors. • Examine education and training requirements </p> <p>b) Assess personal skills, interests and goals related to career opportunities associated with textiles.</p> |

| Standard 6: Housing Concerns of Individuals, Families and Communities: Students will analyze and apply processes to address housing needs. | | | |
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| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| <p>1. Students will explore the meaning and the availability of living spaces for individuals.</p> <p>a) Explore factors influencing the selection of a living space by an individual including:</p> <ul style="list-style-type: none"> ● Personal values ● Personal goals related to space, health and disability concerns and life cycle stage. <p>b) Explore the meaning of the terms, “house” and “home” for individuals (VSC Reading: Vocabulary)</p> <p>c) Examine the characteristics of an individual’s living space for efficiency and aesthetics</p> | <p>1. Students will explore the meaning and the availability of living spaces for families.</p> <p>a) Explore factors influencing the selection of a living space by families including:</p> <ul style="list-style-type: none"> ● Family values ● Family goals related to space, health and disability concerns and life cycle stage ● Available resources (time and money) ● Available housing options ● Available transportation <p>b) Explore the meaning of the terms, “house” and “home” for families (VSC Reading: Vocabulary)</p> <p>c) Develop a floor plan for one room in a family’s living space using appropriate symbols.</p> <p>d) Explore emerging technologies available for the care of living spaces. (VSC Science: Technology)</p> | <p>1. Students will investigate the meaning and availability of living spaces for individuals and families within their community.</p> <p>a) Explore social factors influencing the selection of a living space by individuals and families including:</p> <ul style="list-style-type: none"> ● Rootedness ● Belonging ● Acceptance ● Security ● Sense of Community ● Family Unity ● Tradition <p>b) Compare housing options available for individuals and families with varying socioeconomic conditions within their community.</p> <p>c) Apply practical reasoning to a concern related to a local housing issue such as:</p> <ul style="list-style-type: none"> ● Fair housing practices ● Levels of minerals in the water supply ● The availability of affordable housing ● The needs of persons living in alternative environments ● The availability of schools and other community resources | <p>1. Students will analyze housing options considering available individual, family and community needs and resources.</p> <p>a) Analyze individual and family housing wants and needs as influenced by factors such as:</p> <ul style="list-style-type: none"> ● Values and goals. ● Space needs and concerns ● Housing proximity to community resources and public services ● Life cycle stage ● Health and disability-related needs <p>b) Evaluate resources available to obtain and maintain housing (FCNS 11.2) considering:</p> <ul style="list-style-type: none"> ● Available assets. (JSC: Savings and investing) ● Financing options and requirements (JSC: Spending and Credit) ● Renting vs. buying ● Time-related influences on housing acquisition and care. <p>c) Explore available housing considering:</p> <ul style="list-style-type: none"> ● Housing types ● Design principles ● Location of housing ● Environmental and safety concerns ● Taxes and assessments ● Federal, state and local laws and zoning requirements <p>d) Investigate consumer rights and responsibilities related to housing.</p> <p>e) Appraise housing availability and affordability for persons of all socio-economic levels in their community (VSC Science: Skills and Processes/Appraise and Evaluate Data)</p> |

| Standard 6: Housing Concerns of Individuals, Families and Communities: Students will analyze and apply processes to address housing needs. | | | |
|---|--|---|--|
| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | | | f) Address concerns related to housing appropriate for persons with a variety of health, lifestyle, individual and family needs and concerns using the practical reasoning process |
| | | | 2. Students will design living environments considering needs and available resources. <ul style="list-style-type: none"> a) Prepare floor plans, including furniture arrangement and traffic patterns, which consider the elements and principles of design and existing architectural features and illustrate the efficient use of space throughout various living environments. (FCSNS 11.4.4) b) Address energy, safety, care and maintenance and aesthetic concerns related to housing environments associated with: <ul style="list-style-type: none"> • Equipment and appliances • Surface treatments • Furnishings • Interior environment • Utility systems • Exterior considerations |
| 3. Students will explore potential career within housing, interior design and furnishings industries. <ul style="list-style-type: none"> a) Investigate career paths associated with housing, interior design and furnishings. b) Identify personal values and aptitudes related to careers associated with housing, interior design and furnishings. | 3. Students will explore potential careers within housing, interior design and furnishings industries. <ul style="list-style-type: none"> a) Investigate career paths associated with housing, interior design and furnishings. b) Examine education and training requirements and opportunities for career paths related to housing, interior design and furnishings careers. (FCSNS 3.1.3) c) Assess personal values and aptitudes related to careers associated with housing, interior design and furnishings. | 3. Students will explore potential careers within housing, interior design and furnishings industries. <ul style="list-style-type: none"> a) Investigate career paths associated with housing, interior design and furnishings. b) Examine education and training requirements and opportunities for career paths related to housing, interior design and furnishings careers. (FCSNS 3.1.3). c) Assess personal values and aptitudes related to careers associated with housing, interior design and furnishings. | 3. Students will compare potential careers within housing, interior design and furnishings industries. <ul style="list-style-type: none"> a) Appraise careers within housing industries (FCSNS 3.1) <ul style="list-style-type: none"> • Determine the knowledge and skills associated with careers within the housing, interior design and furnishings industry • Determine the roles and functions of individuals engaged in housing, interior design and furnishings careers |

| Standard 6: Housing Concerns of Individuals, Families and Communities: Students will analyze and apply processes to address housing needs. | | | |
|---|-----------------|-----------------|--|
| Grade 6: | Grade 7: | Grade 8: | Grades 9-12: |
| | | | <ul style="list-style-type: none"> • Explore opportunities for employment and entrepreneurial endeavors. • Examine education and training requirements <p>b) Assess personal skills, interests and goals related to career opportunities associated with housing, interior design and furnishings.</p> |

Glossary

Alternate Means for Action: “Alternate means are the possible courses of action that may be implemented to reach. . . valued ends and bring resolution to the problem that the reasoner considers acceptable^{lx}.” In connection with practical reasoning, “reasoner(s) should consider the possible consequences related to the implementation of the suggested course of action. How will individuals and various societal groups be affected by the action? Who benefits, who loses, when such action is employed? Is such action defensible in a variety of situations? Would [those who are reasoning about action] be willing to act in the manner suggested? Who benefits and who loses when the action is realized? How might society be affected by such action in large numbers of persons acted in the manner suggested? Will the valued ends suggested be upheld by such action?^{lxi}”

Context: Refers to “the interrelated conditions in which something exists or occur^{lxii}.” With respect to the practical reasoning process, a practical problem or continuing concern is considered in connection with a unique set of circumstances at a particular point in time and place. With respect to practical reasoning, “reasoners should consider any socioeconomic, historical, political and other facts related to the problem so that the truth of the situation in which the problem [or concern] exists may be represented^{lxiii}.”

Continuing Concerns: Continuing concerns are recurring, enduring and perennial. These “are broad questions of social significance about what action to take. One of the biggest ongoing concerns for families is ‘What kind of life should we create and live as a family and society?’ Other concerns focus on how families relate to various forces and conditions affecting their lives and the environments in which they live, work, and contribute; such as the home, workplace, neighborhood, community, and [the] world^{lxiv}.” Continuing concerns are inherently complex and multidimensional. They are also “often interrelated and interdependent^{lxv}.” “Responding to these issues requires practical reasoning as well as declarative, procedural and value knowledge from a variety of disciplines^{lxvi}” “including the social, physical and biological sciences, mathematics, language arts, economics, psychology, philosophy, and the arts^{lxvii}.”

Decision-making Process: As described by *HealthTeacher*^{lxviii}, the “decision-making involves choosing between alternative courses of action to deal with a problem. Steps in the Decision-Making Process [include]:

1. Analyze the situation. Define what is happening. Get input from others. Be objective rather than emotional.
2. Define the problem. Don’t deal with symptoms, but focus on the actual problem.
3. Consider options / Develop solution alternatives. Each alternative must solve the problem.
4. Evaluate the solution alternatives. Look at both the positive and the negative consequences of each alternative. Some alternatives will have fewer “side effects”, or unintended consequences. Get input from others if needed.
5. Make a choice / decision. Make the choice that has the least negative consequences and that solves the problem, accomplishes the purpose, and meets the goal.
6. Implement the plan and evaluate the decision. Make changes in the plan if needed, again using the steps of the decision-making process.”

Diverse Society: (culturally, ethnically, politically, socio-economically, racially, and religiously)

Family: A unit of intimate, transacting and interdependent persons who share values and goals and responsibility for decisions and resources, and have commitment to one another over time.

Perennial Concerns: These are persistent, enduring, recurring and continuing concerns. See “continuing concerns.”

Practical Problem: “A practical problem is a problem about what to do^{lxix}.” A practical problem is a “broad [question] of social significance that continue[s] over time and across generations^{lxx}.” A practical problem calls for action, even if the response given to a problem is to do nothing^{lxxi}. A practical problem is a value question, a question that asks, “What should I/we do? What is the best thing for me/us to do?^{lxxii}.” Practical problems may be addressed using the practical reasoning process. When one reasons about practical problems, s/he

must negotiate between competing goals and values^{lxxiii}. Similar to continuing concerns, practical problems are bound to a particular context, a particular space in time, and have a unique relationship to the facts that surround them. Examples of practical problems include: What should be done about bio-engineered foods in Maryland in 2004? What should be done about food safety at the Maryland State Fair in 2004? What should Anita do about her present unplanned pregnancy? What should we do about our infertility after 10 years of marriage? What should be done about the current out-sourcing of textile products to Mexico?

Practical Reasoning: Practical reasoning is a non-linear process wherein a continuing or perennial concern (or practical problem) is examined considering the concern's unique context, values and goals reasoners have related to the concern, toward the identification of and action related to a decision designed to address the concern. It "is a process by which people, either individually or collectively, reason about what action should be taken regarding practical perennial problems [or concerns]. It is a comparative process where individuals examine the situation completely, consider alternative courses of action, then make a reasoned judgment about what action to take."^{lxxiv} Practical reasoning *is not*^{lxxv}: 1) a linear process; 2) "a quick fix to solving complex problems;" 3) synonymous with the decision-making process; 4) ""driven by a specific predetermined goal" or 5) ""a means for arriving at one 'right' answer." When possible, the decision made and justified on the basis of all of the elements of the practical reasoning process should be acted on and evaluated.

A diagram that may be used to illustrate the process follows on the next page. Each circle in the diagram represents one element of the process.

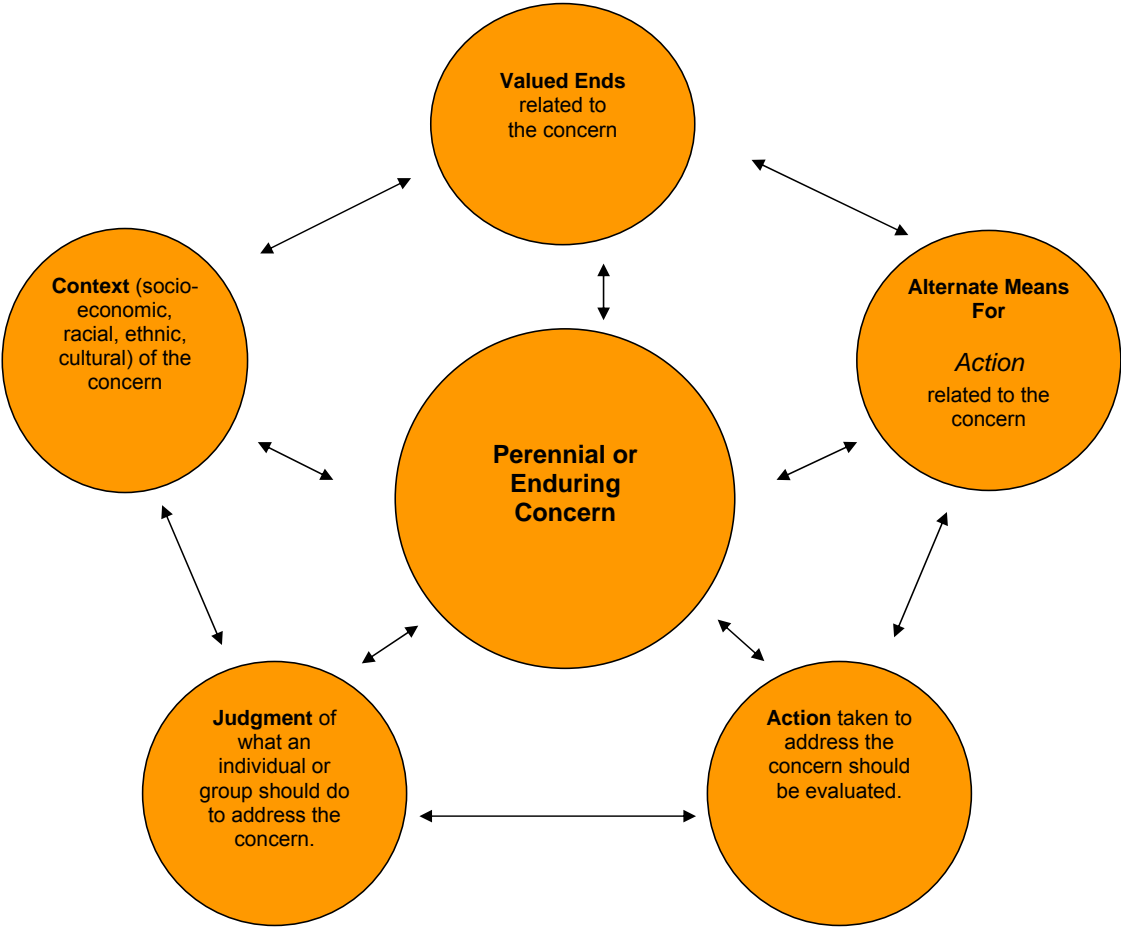
Resources: Resources are things, supplies, abilities, skills, means and supports that provide relief and assist individuals, families and communities as they address the continuing concerns associated with their existence^{lxxvi}.

Scientific Inquiry/Method: As characterized in the Maryland's Voluntary Science Curriculum (PK-8)^{lxxvii}, scientific inquiry includes the following components:

- "Access information from readings, investigations and/or oral communications."
- "Formulate and develop hypotheses that can be tested in well-designed investigations."
- "Develop and evaluate a well-designed investigation."
- "Identify and demonstrate safe procedures when conducting an investigation."
- "Collect organize and accurately display data in ways that others can verify using appropriate instruments."
- "Analyze data to identify possible explanations for trends."
- "Communicate findings from hands-on investigations and text resources."

Valued Ends: "Valued ends are the goals or desirable states/results that should exist when the problem [or concern] has been addressed in a satisfactory manner [to a reasoner or group or reasoners.] Valued ends should be stated in a way that describes the desired final state of affairs. Valued ends should be in harmony with one another; they should also be compatible with other elements of the [practical reasoning] process"^{lxxviii}.

The Practical Reasoning Process^{lxxix}



ⁱ This statement has been adapted from statements made by the American Vocational Association [now The Association for Career and Technology Education](1994, *Home economics vision and mission statement*, Alexandria, VA) and the National Association of State Administrators for Family and Consumer Sciences (1998, *National standards for family and consumer sciences education*, Decatur, GA: V-TECHS Southern Association of Colleges and Schools.)

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^{iv} National Association of State Administrators for Family and Consumer Sciences. (1998). National standards for family and consumer sciences. Decatur, GA: V-TECS. **Note:** When standards are quoted directly, the numbers identifying the standards are given in italics. When they have been modified in any way, the identifying numbers will not be italicized.

^v National Association of State Administrators for Family and Consumer Sciences. (1998).

^{vi} Jump\$tart Coalition for Personal Financial Literacy. (2002). National standards in personal finance: With benchmarks, applications and glossary for K-12 Classrooms, (2nd Ed). Washington, DC: Author. (Retrieved on February 20, 2004 from www.jumpstartcoalition.org).

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^{viii} Baker et al (1995), 5.

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