

Connecticut CTE

# **Family and Consumer Sciences (Grades 9-12)**

## Family Consumer Science

### A Early Childhood Education and Services FCS.EC

- 1 Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. FCS.EC.A
  - a Describe the impact of technology on individual and family resources as related to child development, parenting education, and early childhood education and services. FCS.EC.A.1
  - b Describe the roles of teamwork and leadership skills in the family, workplace, and community. FCS.EC.A.2
- 2 Principles of Human Growth and Development: Analyze principles of human growth and development during childhood. FCS.EC.B
  - a Analyze physical, emotional, social, moral, and intellectual development. FCS.EC.B.3
  - b Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood. FCS.EC.B.4
- 3 Factors Affecting Human Growth and Development: Analyze conditions that influence human growth and development during childhood. FCS.EC.C
  - a Describe the impact of heredity and environment on human growth and development during childhood. FCS.EC.C.5
  - b Explain how society's changing economic and technological conditions influence individual growth, including parenting practices of caregivers and family members. FCS.EC.C.6
  - c Compare the effects of gender, ethnicity, and culture on individual development during childhood. FCS.EC.C.7
  - d Analyze the effects of life events during childhood on an individual's physical and emotional development. FCS.EC.C.8
- 4 Strategies for Promoting Growth and Development: Analyze strengths that promote growth and development during childhood. FCS.EC.D
  - a Explain the role of nurturance on the growth and development of children. FCS.EC.D.9
  - b Explain the role of communication on the growth and development of children. FCS.EC.D.10
  - c Analyze the role of family and support systems in meeting the growth and development needs of children. FCS.EC.D.11
- 5 Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting. FCS.EC.E
  - a Examine parenting roles across the life span. FCS.EC.E.12
  - b Summarize expectations and responsibilities of the family unit. FCS.EC.E.13
  - c Identify potential consequences of parenting practices for the individual, family, and society. FCS.EC.E.14



- e Describe and demonstrate effective employability skills. [FCS.EC.I.32](#)
- 10 Developmentally Appropriate Practices: Analyze developmentally appropriate practices to plan for early childhood education and childcare services. [FCS.EC.J](#)
- a Apply child development theories and assess their implications for educational and childcare practices. [FCS.EC.J.33](#)
  - b Determine a variety of assessment methods to observe and interpret children's growth and development. [FCS.EC.J.34](#)
  - c Identify various cultural and environmental influences when assessing children's development. [FCS.EC.J.35](#)
- 11 Integration of Curriculum: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. [FCS.EC.K](#)
- a Identify a variety of curriculum and instructional models. [FCS.EC.K.36](#)
  - b Plan and implement learning activities in all curriculum areas that meet the developmental needs and learning styles of children. [FCS.EC.K.37](#)
  - c Develop and demonstrate a variety of teaching methods to meet individual needs of children. [FCS.EC.K.38](#)
  - d Determine and demonstrate methods to establish activities, routines, and transitions. [FCS.EC.K.39](#)
- 12 Safe and Healthy Learning Environment: Plan a safe and healthy learning environment for children. [FCS.EC.L](#)
- a Describe methods to manage physical space, maintaining a safe and healthy learning environment. [FCS.EC.L.40](#)
  - b Describe and implement strategies to teach children health, safety, and sanitation habits. [FCS.EC.L.41](#)
  - c Plan for the nutritional needs of children. [FCS.EC.L.42](#)
  - d Describe the process for recognizing and reporting suspected child abuse and neglect. [FCS.EC.L.43](#)
  - e Identify basic health practices and disease prevention procedures for workers and children regarding childhood illness and communicable diseases. [FCS.EC.L.44](#)
  - f Demonstrate security and emergency procedures. [FCS.EC.L.45](#)
- 13 Positive Collaborative Relationships: Demonstrate techniques for positive collaborative relationships with children. [FCS.EC.M](#)
- a Identify and implement developmentally-appropriate guidelines for behavior. [FCS.EC.M.46](#)
  - b Demonstrate problem-solving methods and skills used with children. [FCS.EC.M.47](#)
  - c Identify and apply interpersonal skills that promote positive and productive relationships with children and families. [FCS.EC.M.48](#)

- d Determine methods for constructive and supportive interactions with parent/caregiver. [FCS.EC.M.49](#)

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**B Nutrition and Food Production** FCS.N

- 1 Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. FCS.N.A
  - a Analyze ways in which individuals and families manage resources to meet goals related to food acquisition, and production, and nutrition. FCS.N.A.1
- 2 Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the life span. FCS.N.B
  - a Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices. FCS.N.B.2
  - b Describe the impact of global and local events and conditions on the cost and availability of foods. FCS.N.B.3
- 3 Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. FCS.N.C
  - a Describe the effect of nutrients on health, appearance, and peak performance. FCS.N.C.4
  - b Explain the relationship of nutrition and wellness to individual and family health throughout the life span addressing the diversity of people, culture, and religions. FCS.N.C.5
  - c Describe the impact of food and diet fads, food addictions, and eating disorders on wellness. FCS.N.C.6
  - d Evaluate sources of food and nutrition information, including food labels, related to health and wellness. FCS.N.C.7
- 4 Acquisition, Handling, and Use of Foods: Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. FCS.N.D
  - a Demonstrate the ability to select, store, prepare, and serve nutritious foods. FCS.N.D.8
  - b Describe principles to maximize nutrient retention in prepared foods. FCS.N.D.9
  - c Utilize USDA dietary guidelines to select foods that promote a healthy lifestyle. FCS.N.D.10
- 5 Food Safety: Evaluate factors that affect food safety, from production through consumption. FCS.N.E
  - a Determine conditions and practices that promote safe food handling, production, and consumption. FCS.N.E.11
  - b Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. FCS.N.E.12
  - c Describe food borne illness as a health issue for individuals and families. FCS.N.E.13
- 6 Career Paths: Analyze career paths within hospitality, food production and services, and food science. FCS.N.F

- a Determine education and training requirements and opportunities for career paths in food production and services. [FCS.N.F.14](#)
- b Identify opportunities for employment. [FCS.N.F.15](#)
- 7 Safety Issues: Demonstrate procedures applied to safety issues. [FCS.N.G](#)
  - a Demonstrate procedures applied to safety issues. [FCS.N.G.16](#)
  - b Demonstrate skills in safe handling of knives, tools, and equipment. [FCS.N.G.17](#)
  - c Examine procedures for safe and secure storage for equipment and tools. [FCS.N.G.18](#)
- 8 Food Safety and Sanitation: Demonstrate food safety and sanitation procedures. [FCS.N.H](#)
  - a Describe and practice good personal hygiene/health procedures, and report symptoms of illness. [FCS.N.H.19](#)
  - b Explain and demonstrate methods for properly handling and storing both raw and prepared foods. [FCS.N.H.20](#)
  - c Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products. [FCS.N.H.21](#)
  - d Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils. [FCS.N.H.22](#)
- 9 Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment. [FCS.N.I](#)
  - a Describe and demonstrate techniques for operating tools and equipment following safety procedures. [FCS.N.I.23](#)
  - b Describe and demonstrate the process for maintaining tools and equipment following safety procedures. [FCS.N.I.24](#)
  - c Describe and demonstrate the proper procedures for storing equipment and tools. [FCS.N.I.25](#)
- 10 Planning Menu Items: Demonstrate menu planning based on standardized recipes. [FCS.N.J](#)
  - a Describe and apply menu planning principles to develop, adjust, and modify recipes and menus. [FCS.N.J.26](#)
  - b Analyze food, equipment, and supplies needed for menus. [FCS.N.J.27](#)
- 11 Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products. [FCS.N.K](#)
  - a Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection. [FCS.N.K.28](#)
  - b Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods. [FCS.N.K.29](#)

- c Describe and demonstrate the process for preparing various meats and poultry. [FCS.N.K.30](#)
  - d Describe and demonstrate the process for preparing various stocks, soups, and sauces. [FCS.N.K.31](#)
  - e Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items. [FCS.N.K.32](#)
  - f Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings. [FCS.N.K.2833](#)
  - g Describe and demonstrate the process for preparing baked goods and desserts. [FCS.N.K.34](#)
  - h Describe and demonstrate the process for preparing, eggs, grains, and batter products. [FCS.N.K.35](#)
  - i Describe and demonstrate techniques for food presentation. [FCS.N.K.36](#)
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**C Culinary and Food Production** [FCS.C](#)

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## **D Textiles and Design** FCS.TD

- 1** Family and Consumer Sciences Skills: Develop a core of skills related to areas of family and consumer resource management. FCS.TD.A
  - a** Apply consumer skills to providing and maintaining clothing. FCS.TD.A.1
  - b** Analyze how clothing and textile buying decisions are influenced through media and technology. FCS.TD.A.2
  - c** Demonstrate the management of financial resources and analyze how individuals and families manage resources to meet goals relating to textiles and apparel. FCS.TD.A.3
- 2** Fibers and Textiles: Evaluate fibers and textiles. FCS.TD.B
  - a** Identify, compare, and analyze the most common natural and manufactured textile fibers. FCS.TD.B.4
  - b** Evaluate performance characteristics of commonly used textile fibers and fabrics. FCS.TD.B.5
  - c** Describe and assess effects of textile characteristics on design, construction, care, use, and maintenance of products. FCS.TD.B.6
  - d** Apply appropriate procedures for care of textile products. FCS.TD.B.7
- 3** Apparel and Textile Design: Demonstrate apparel and textile design skills. FCS.TD.C
  - a** Describe the ways in which the texture and design of a fabric can affect visual appearance. FCS.TD.C.8
  - b** Apply basic and complex color schemes and color theory to develop and enhance visual effects. FCS.TD.C.9
  - c** Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products. FCS.TD.C.10
  - d** Apply elements and principles of design to assist consumers in making decisions. FCS.TD.C.11
- 4** Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products. FCS.TD.D
  - a** Explain the purposes and uses of a variety of common equipment, tools, and supplies for apparel and textile construction, alteration, and repair. FCS.TD.D.12
  - b** Describe and demonstrate basic skills for producing and altering textile products and apparel. FCS.TD.D.13
  - c** Implement the use of commercial pattern layouts, markings, and symbols. FCS.TD.D.14
  - d** Implement the use of commercial pattern envelope information to complete a project. FCS.TD.D.15
  - e** Implement the use of commercial pattern guide sheet instructions to construct a project. FCS.TD.D.16
  - f** Demonstrate the correct and safe operation of a consumer sewing machine. FCS.TD.D.17

- 5 Career Paths: Analyze career paths within textile and apparel industries. [FCS.TD.E](#)
  - a Identify education and training pathways in textile, apparel, and fashion careers. [FCS.TD.E.18](#)
  - b Demonstrate transferable and employability skills used in the community and workplace settings. [FCS.TD.E.19](#)

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**Career Paths: Analyze career paths within the food production and food services industries.** [FCS.C.A](#)

- a Explain the roles, duties, and functions of individuals engaged in food production and service careers. [FCS.C.A.1](#)
- b Summarize education and training requirements and opportunities for career paths in food production and services. [FCS.C.A.2](#)

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**Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.** [FCS.C.B](#)

- a Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. [FCS.C.B.3](#)
- b Describe food service management safety and sanitation program procedures. [FCS.C.B.4](#)
- c Demonstrate good personal hygiene and health procedures and report symptoms of illness. [FCS.C.B.5](#)
- d Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. [FCS.C.B.6](#)
- e 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. [FCS.C.B.7](#)

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**Food Service Equipment: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.** [FCS.C.C](#)

- a Operate and maintain tools and equipment following safety procedures and OSHA requirements. [FCS.C.C.8](#)
- b Demonstrate procedures for cleaning, sanitizing, and storing equipment, tools, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. [FCS.C.C.9](#)
- c Identify a variety of equipment used for food processing, cooking, holding, storing, and serving, including hand tools and small ware. [FCS.C.C.10](#)

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**Menu Planning: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.** [FCS.C.D](#)

- a Apply menu-planning principles to develop and modify menus. [FCS.C.D.11](#)
  - b Analyze food, equipment, and supplies needed for menus. [FCS.C.D.12](#)
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**Professional food Preparation Methods and Techniques:**  
Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. [FCS.C.E](#)

- a** Demonstrate professional skills in safe handling of knives, tools, and equipment. [FCS.C.E.13](#)

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- 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. [FCS.C.E.14](#)

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- c** Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. [FCS.C.E.15](#)

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- d** Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. [FCS.C.E.16](#)

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- e** Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. [FCS.C.E.17](#)

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- f** Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques. [FCS.C.E.18](#)

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- g** Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. [FCS.C.E.19](#)

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- h** Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques [FCS.C.E.20](#)

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- i** Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques. [FCS.C.E.21](#)

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- j** Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques. [FCS.C.E.22](#)

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- k** Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques. [FCS.C.E.23](#)

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- l** Demonstrate professional plating, garnishing, and food presentation techniques. [FCS.C.E.24](#)

**Customer Service:**  
Demonstrate the concept of internal and external customer service. [FCS.C.F](#)

- a** Demonstrate quality services that meet industry standards in the food service industry. [FCS.C.F.25](#)

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- b** Analyze the relationship between employees and customer satisfaction. [FCS.C.F.26](#)