

Title 28
EDUCATION

Part LXXIII. Bulletin 109—Family and Consumer Sciences
Content Standards Curriculum Framework

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Title 28 EDUCATION

Part LXXIII. Bulletin 109—Family and Consumer Sciences Content Standards Curriculum Framework

Chapter 1. Education

§101. Mission and Goals of the State Board of Elementary and Secondary Education (SBESE)

A. As part of the scope of education in Louisiana, Family and Consumer Sciences Education embraces the mission and goals of education as adopted by the State Board of Elementary and Secondary Education.

1. The Board of Elementary and Secondary Education pledges its commitment to the proposition that every child is valued and every child will learn.

2. In order that we may honor this commitment, the board will aggressively pursue new and different ideas, develop a strong systemic process for change, and dedicate our energies and resources to that mission.

3. The board recognizes that education is an on-going process in which learning is the constant and time is the variable. It is for this reason that we propose and adopt the following goals that we believe will help chart the course for every child in Louisiana:

- a. focus on the early years;
- b. prepare students for the workplace;
- c. increase literacy, reduce dropouts;
- d. support teachers;
- e. support children and families;
- f. provide performance based accountability.

B. The mission and goals of education in Louisiana are achieved in part through implementation of the Louisiana Content Standards Foundation Skills and of the Information Literacy Model for Lifelong Learning.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2701 (December 2003).

§103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. Communication: A process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This

process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry, in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials; word processors; computers; interactive devices; telecommunication; and other emerging technologies.

4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2702 (December 2003).

§105. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. With the rapid growth of technology, the amount of information available is accelerating so quickly that teachers no longer are able to

impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team.

B. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **Defining/Focusing:** The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. **Selecting Tools and Resources:** After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. **Extracting and Recording:** Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. **Processing Information:** After recording information, students must examine and evaluate the data to use the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. **Organizing Information:** Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. **Presenting Findings:** Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. **Evaluating Efforts:** Throughout the information problem-solving process, students evaluate their efforts. This evaluation assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2702 (December 2003).

Chapter 3. Family and Consumer Sciences in Louisiana

§301. Introduction

A. Family and Consumer Sciences Education is a broad, comprehensive curriculum that enables individuals to function effectively as consumers, homemakers, parents, and employees or employers and to balance these roles successfully. It empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The unique focus is on families, work, and their interrelationships. Instruction strengthens basic academic skills in language arts, mathematics, science, and social studies and develops critical thinking skills through practical applications in real-life situations. Students gain a wide range of transferable skills that prepare them for multiple roles in today's society. The curriculum also allows entrance into the job market with the flexibility to function in new and emerging occupations. Through mastery of the key concepts (standards) and skills (benchmarks) outlined in this framework, students will become accomplished problem-solvers and informed decision makers. They will also be able to assume their places in the family and in the economic workforce as effective producers and consumers. Students of this state will also gain the skills needed to become lifelong learners.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§303. Mission and Goals

A. The mission of Family and Consumer Sciences Education is to prepare students for family, work, and careers by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

1. strengthening the well-being of individuals and families across the life span;
2. becoming responsible citizens and leaders in family, community, and work settings;
3. promoting optimal nutrition and wellness across the life span;
4. managing resources to meet the needs of individuals and families;
5. balancing personal, home, family, and work lives;
6. using critical and creative thinking skills to address problems in diverse family, community, and work environments;
7. achieving successful life management, employment, and career development;
8. functioning effectively as providers and consumers of goods and services; and

9. appreciating human worth and accepting responsibility for one's actions and successes in family and work life.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§305. Description of Framework

A. In this document, framework refers to the entire field of Family and Consumer Sciences. A strand is the name of one of the five fields of study:

1. clothing and textiles;
2. housing, interiors, and furnishings;
3. human development and family relationships;
4. management of resources;
5. nutrition and foods.

B. The focus of each strand explains the discipline's importance to the overall education of students. The standards are descriptions of what a student should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of studying that strand. Some strands have as many as 40 standards. Each standard is accompanied by benchmarks that identify processes and/or content that are used as a reference to assess student progress for the related standard. Curriculum was not addressed during the development of this framework. Each school system should assume responsibility for developing the local curriculum, using this document and the benchmarks in particular, as a guide. Content, instruction, and assessment methods should be approached by the individual teacher at the school level, based upon the approved curriculum. The relationship of each of these components is illustrated in the generic framework and the sample framework from Clothing and Textiles.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§307. Purpose and Development

A. This framework document articulates, organizes, and integrates the content and processes of Family and Consumer Sciences. Further, it establishes standards for Louisiana Family and Consumer Sciences Education programs, defines the parameters of the FACS discipline, and provides a guide for curriculum writers to use in developing sound programs in Family and Consumer Sciences. The standards are designed to develop students' comprehension, knowledge, and competence.

B. In 1997, the National Association of State Administrators of Family and Consumer Sciences (NASAFACS), in partnership with the Vocational Consortium offsets (V-TECS) and Southern Association of Colleges and Schools (SACS), provided leadership to the national

standards project including research, development, validation/verification, implementation strategies, and dissemination phases.

C. The Louisiana FACS Content Standards Committee, comprised of FACS teachers, teacher-educators, and state and local supervisors, used the National Family and Consumer Sciences standards as a basis for Louisiana's standards. First, the national standards and benchmarks were adapted to meet the needs of Louisiana's educational goals. The benchmarks were then cross-referenced to academic content standards and to the Louisiana Content Standards Foundation Skills.

D. The resulting framework uses the national standards to provide a unifying structure of course content, while maintaining sufficient flexibility to permit adaptability within local districts for the development of curriculum.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§309. Intended Audiences and Use

A. This framework is intended to be used by teachers and curriculum developers to plan curriculum, instruction, and assessment for teachers and students. It also serves as a general reference to the basic principles of Family and Consumer Sciences:

1. for teachers and curriculum developers: a guide for planning curriculum, instruction, and assessment;
2. for parents: a means of assessing the effectiveness of their children's Family and Consumer Sciences education;
3. for administrators, supervisors, and school board members: an insight for planning resource allocations, material purchases, local curriculum development, and teachers' professional development;
4. for policy makers and state education staff: a basis for developing laws, policies, and funding priorities to support local reforms;
5. for staff developers: a basis for creating professional development materials and strategies designed to increase teachers' knowledge of Family and Consumer Sciences content, teaching methodologies, and assessment strategies;
6. for colleges and universities: a guide for content and design of teacher preparation programs; and
7. for business and industry leaders and government agencies: a basis for developing effective partnerships and local reforms for funding instructional materials and professional development.

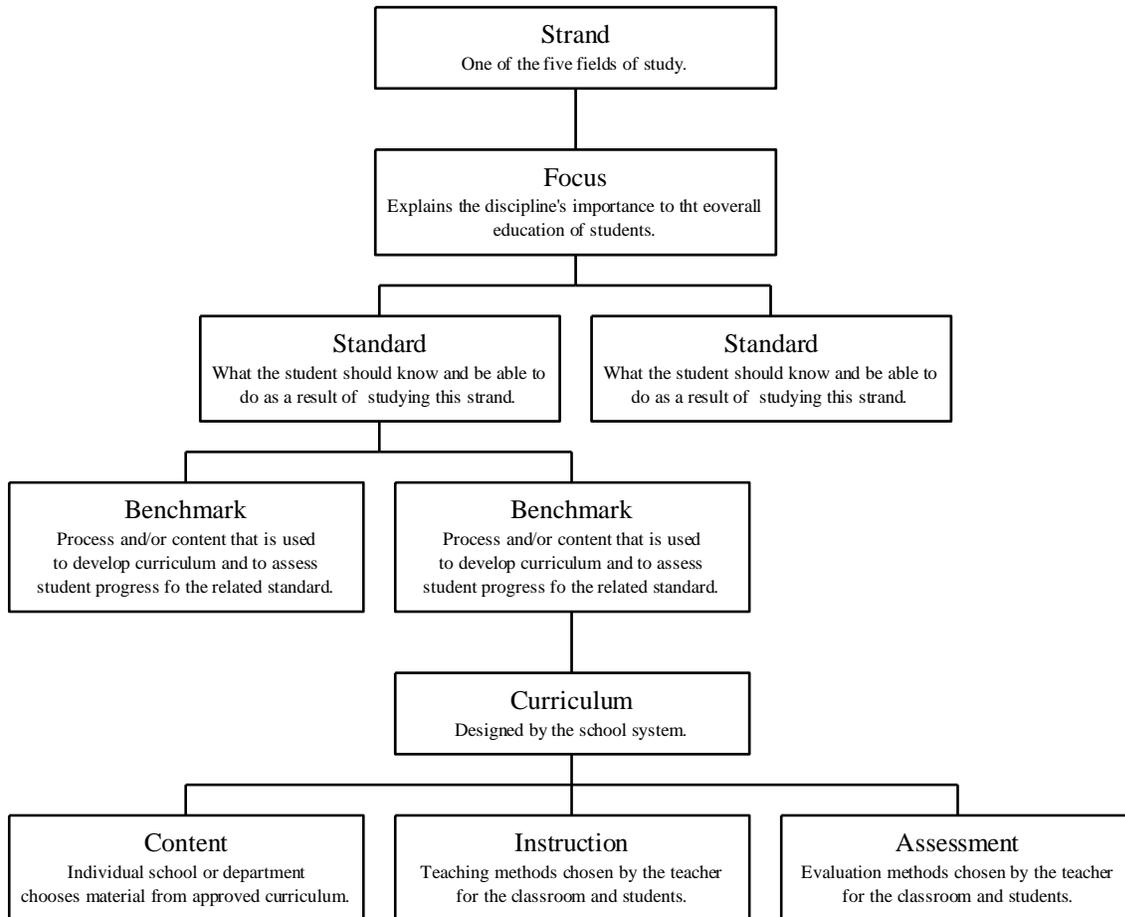
AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2704 (December 2003).

Chapter 5. Framework

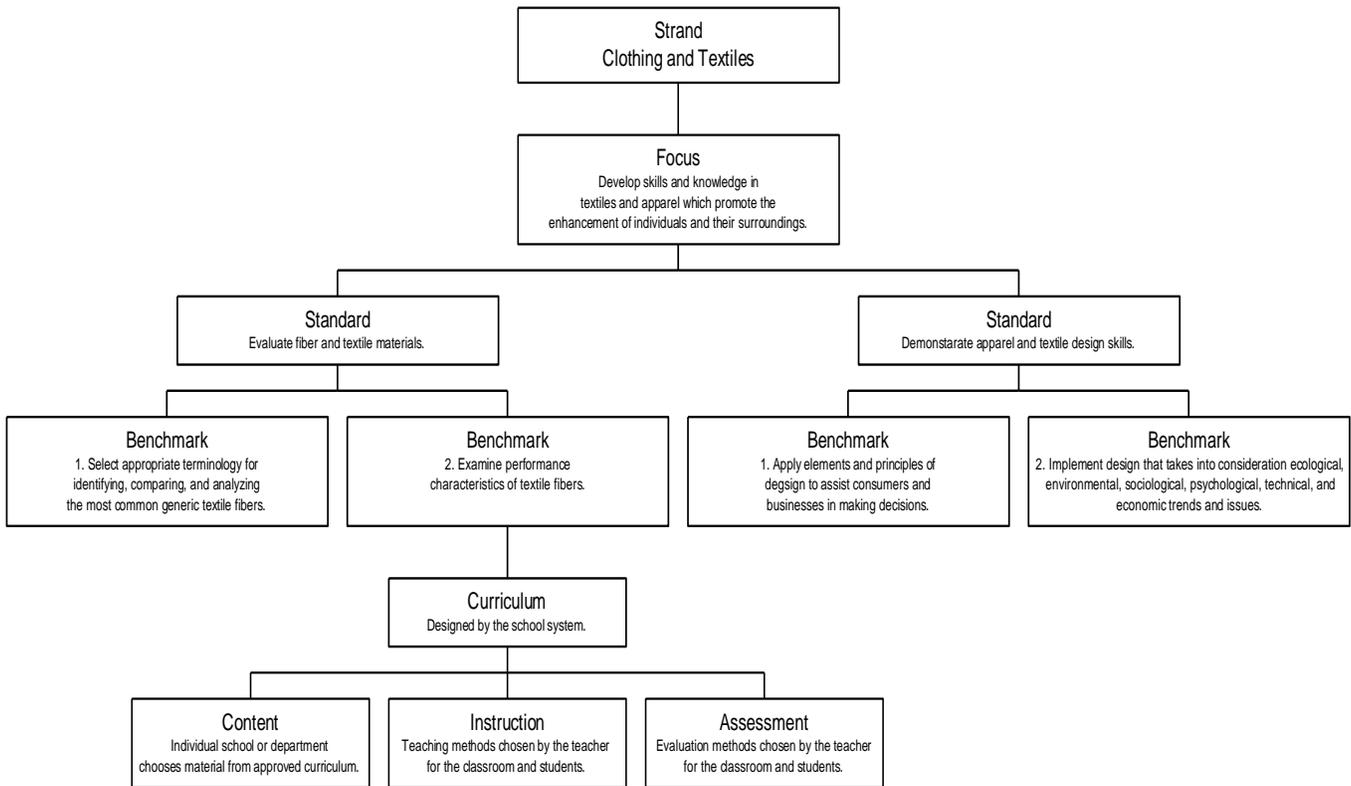
§501. General

A. The Entire Field of Study



B. Quick Use References for Family and Consumer Sciences

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AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2705 (December 2003).

§503. Strand: Clothing and Textiles

A. Focus. Develop skills and knowledge in textiles and apparel which promote the enhancement of individuals and their surroundings.

B. Standards

1. Evaluate fiber and textile materials.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Select appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.	ELA 1-1,3,4,5 3-1,2,3 4-1,2 5-1,2,3,5,6 7-1,2,4	Social Studies G-1B-1,2,4 G-1C-1,2,5,6 G-1D-3,4 C-1C-2,3 C-1D-3,4	1,2,3,4,5
2. Examine performance characteristics of textile fibers.	Math P-1,3,5 Science SI-A-2,5,7 PS-D-1,7 SE-A-11 SE-B-4,5 SE-C-2,4 SE-D-1,2,4,5,6	E-1A-2,6 H-1A-5 H-1B-6,9 H-1C-11	
3. Examine textile legislation, standards, and labeling in the global economy.			
4. Assess effects of textile characteristics on design, construction, care, use, and maintenance of products.			
5. Select appropriate procedures for care of textile products.			

2. Demonstrate apparel and textile design skills.

FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Apply elements and principles of design to assist consumers and businesses in making decisions.	ELA 1-1,3,4 3-1,2,3 4-1,2 5-4,6 7-2,4 Math M-1,2,3,4 G-1,2,3,6 P-1 Science SE-A-1,3,11 SE-C-1,2,3,4 SE-D-1,2,3,4,5,6	Social Studies G-1B-1 G-1C-2,3,5,6 G-1D-3,4 E-1A-6,8 E-1B-2 H-1B-6	1,2,3,4,5
2. Implement design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.			
3. Demonstrate the ability to create or use a pattern from a sketch or photograph.			
4. Demonstrate the ability to use technology for fashion design.			
5. Demonstrate hand and/or technological designs and textile procedures.			
6. Determine elements and principles of design for use in the textile industry.			

Benchmarks	Academic Cross-References		Louisiana
7. Apply basic and complex color schemes and color theory to develop and enhance visual effects. 8. Examine the ways in which the elements and principles of design can affect visual appearance. 9. Utilize elements and principles of design in designing, constructing and/or altering textile products.			

3. Demonstrate basic construction techniques used to produce, alter, or repair textile products.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Use a variety of equipment, tools, and supplies for apparel and textile construction. 2. Demonstrate the ability to use sewing equipment. 3. Demonstrate basic skills for producing and altering textile products. 4. Use appropriate industry materials for cleaning, pressing, and finishing textile products.	ELA 1-5 3-2 4-1,2,3,4 Math N-1,2,3,4,5 M-1,2,3,4 G-1 D-3	Social Studies G-1B-1,2,4 G-1C-2,3,4,6 G-1D-1,2,3,4,5 C-1C-3 H-1A-1,2 H-1B-6,9 H-1C-11	1,2,3,4,5

4. Analyze concepts of textile design in the manufacturing of apparel and textile products.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine the manufacturing processes that produce fibers and knit, woven, and non-woven textiles. 2. Explore current technology to facilitate textile design and manufacturing.	ELA 1-1,4 4-2,4,5 5-1,2,3,6 Math G-1 P-1 Science SE-A-11 SE-C-2	Social Studies G-1A-1 G-1B-2 G-1C-1,2,6 G-1D-1,2,3,4,5 C-1C-3 E-1A-1,2 E-1B-1,2 E-1C-2 H-1A-1,2 H-1B-6,9 H-1C-11,15	1,2,3,4,5

5. Evaluate elements of textile and apparel merchandising.

Benchmarks	Academic Cross-References		Louisiana
1. Review marketing strategies for apparel and textile products. 2. Assess the cost of constructing, manufacturing, altering, or repairing textile products. 3. Examine ethical consideration for merchandising apparel and textile products. 4. Examine external factors that influence merchandising. 5. Critique varied methods for promoting apparel and textile products.	ELA 1-1,3,4,5 4-4,5 5-1,2,3,6 7-1,2,4 Math D-1,7,8,9 P-1,2 Science SE-C-2	Social Studies G-1B-1,2,4 G-1C-1 G-1D-1,2,3 C-1C-2,3 C-1D-1,3 E-1A-1,2 E-1B-1,2,4 E-1C-4 H-1A-1,2,6 H-1B-6,9 H-1C-11,15	1,2,3,4,5

6. Evaluate the components of customer service.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Assess factors that contribute to quality customer relations. 2. Assess the impact of cultural diversity as a factor in customer relations. 3. Determine the skills necessary for quality customer service. 4. Determine solutions to address customer concerns.	ELA 1-3,4 2-2 4-1,2,4,5,6 5-1,2,3,6 7-1,2,4 Math N-1,2,5,7 M-1,2,3,4	Social Studies G-1A-2 G-1B-1,4 G-1C-4 C-1B-1.2 C-1C-2 H-1A-6 H-1B-6 H-1C-15	1,2,3,4,5

7. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership. 3. Use accepted textile and apparel industry terminology and technical information. 4. Practice client and interpersonal relation skills. 5. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-1,3,4,5 A-1,3,4 M-1,2,3,4 G-1,2,3 D-1,5,7,8,9 P-1,2 Science SI-A-3,6 PS-A-1	Social Studies G-1B-1,2,3,4 G-1C-6 C-1D-1,2,3,4 E-1B-2 H-1A-6	1,2,3,4,5

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6. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements. 7. Exercise professional ethics in all matters related to the workplace.			
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8. Demonstrate employability skills and general operational procedures required for business profitability and career success.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate effective verbal, non-verbal, and technological communication skills.	ELA 1-1,3,4,5 2-2,4,6 3-1,2,3	Social Studies G-1B-1,2,3,4 G-1C-2,3,4 G-1D-1,2,3,4,5	1,2,3,4,5
2. Demonstrate interpersonal skills related to conflict resolution, negotiation, and leadership skills.	4-1,2,3,4,6 5-1,2,3,5,6 7-1,2,4 Math N-	C-1A-4,5,6 C-1B-4 C-1D-1 E-1A-3,7	
3. Demonstrate effective methods to locate, obtain, maintain, and terminate employment.	1,2,3,4,5,6 A-1,2,3,4 D-3,8	E-1B-1,2,3 E-1C-2,4 H-1A-1,6	
4. Examine legislation, government regulations, and public policy affecting the apparel and textile design, manufacturing, and merchandising industry.	Science SI-1-3	H-1B-6,7,9,11,15	
5. Examine personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.			
6. Examine security and inventory control strategies, laws, and worksite policies, and analyze how they affect loss prevention and store profit.			
7. Demonstrate procedures for reporting and handling accidents, safety, and security incidents.			
8. Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.			
9. Examine operational costs such as mark up, mark down, cash flow, and other factors affecting profit.			
10. Demonstrate knowledge of the arts, the use of various resources, and cultural impact upon design industries.			

9. Evaluate career paths in the textile and apparel design, manufacturing, and merchandising industries.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Research the roles and functions of individuals engaged in careers in the textiles and apparel industry.	ELA 1-1,3,4,5 2-2,6 3-1,2,3 4-1,4,6	Social Studies G-1B-1,4 G-1C-2,3,4,6 G-1D-5	1,2,3,4,5
2. Assess employment opportunities and preparation requirements.	5-2,3,6 7-1,2,4 Math	C-1D-1 E-1A-3 E-1C-3,15	
3. Review education and training requirements for different levels of employment.	N-1,3,5,7 A-1,2,3,4 D-1,6,7,8,9		
4. Research entrepreneurial opportunities related to these careers.			
5. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.			

C. Available Courses

1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Clothing and Textiles
4. Advanced Clothing and Textiles
5. Clothing and Textile Services I
6. Clothing and Textile Services II
7. Adult Responsibilities
8. Family Life Education

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2706 (December 2003).

§505. Strand: Housing, Interiors, and Furnishings

A. Focus. Develop skills and knowledge that relate to housing, interior design, furnishings, and careers while promoting aesthetic, safe, and practical family living and work environments.

B. Standards

1. Evaluate housing decisions in relation to available resources and options.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Analyze housing as it relates to physical, safety, psychological, and sociological needs throughout the life span.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,5,6 7-1,2,4	Social Studies G-1A-1 G-1B-3,4 G-1C-2,3,4,5,6 G-1D-1,2,3,5 C-1A-1,2 C-1B-3,4 C-1D-1,3	1,2,3,4,5
2. Assess housing options in communities.	Math D-1,4,5,6,7	E-1A-1,2,4,6 E-1B-1,3,6	
3. Predict future housing trends.	Science SI-A-1,2,4,6 SI-B-1,2 ESS-A-1,2 SE-A-3 SE-B-5 SE-C-1,2,3,4,5 SE-D-1	H-1A-2,4,5,6 H-1C-7,11,15	

2. Apply principles and elements of design to create environments that are aesthetic and functional.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Specify the principles and elements of design.	ELA 1-1,3,4 2-6 3-1,2,3 4-1 5-2,3,6 7-1,2,4	Social Studies G-1A-1 G-1B-1 G-1C-3	1,2,3,4,5
2. Analyze the psychological impact of the principles and elements of design on the individual.	Math A-1,2 M-1,2,3,4 G-1,2,3,6		
3. Analyze the effects that the principles and elements of design have on aesthetics and function.	Science SI-B-4		
4. Apply color schemes and color theory to develop and enhance visual effects.			

3. Demonstrate drafting, blueprint reading, and space planning skills using available technical resources.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Interpret information provided on blueprints.	ELA 1-1,3,4 2-2 3-1,2,3 4-1,2 5-1,2,3,4,6 7-1,2,4	Social Studies C-1A-1,3,5 C-1D-1,2,3 E-1A-6 H-1A-6 H-1B-6,9,15,16,17 H-1C-11,15	1,2,3,4,5
2. Evaluate floor plans for efficiency and safety in areas including, but not limited to, zones, traffic patterns, storage, electrical, and mechanical systems.	Math N-1,2,3,4,5,6,7 A-1,2,3,4 M-1,2,3,4,5 G-1,2,3,4,5,6 D-1,2,3,4,6,7,8,9 P-1,2,3,4,5		
3. Draw an interior space to scale, using correct architectural symbols and drafting skills.	Science SI-A-3,5		
4. Evaluate furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.			
5. Utilize applicable building codes and universal access guidelines and regulations in space planning.			
6. Create floor plans using technological resources.			

4. Analyze the influences on architectural and furniture design and development.

Benchmarks	Academic Cross-References		Louisiana
1. Describe features of furnishings that are characteristic of various historical periods.	ELA 1-1,3,4,5 2-2,4,6 3-1,2,3 4-1,3,4 5-1,2,3,5,6 7-1,2,4	Social Studies G-1B-1,2,4 G-1D-1,2,5 E-1A-1,2,8 E-1B-3,5 E-1C-2 H-1A-1,2,4,5,6 H-1B-4,6,7,9,15,16, H-1C-10,11	1,2,3,4,5
2. Analyze how prosperity, mass production, and technology are related to the various time periods.	Math G-1,2,3,4,5,6 D-1,2,3,4,6,7,8,9 Science SE-A-4 SE-B-1,2,3,4,5,6		
3. Trace the development of architectural styles throughout history.			
4. Relate historical architectural details to current housing and interior design trends.			

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5. Evaluate the use of housing and interior furnishings and products that relate to specific design needs.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Evaluate product information including, but not limited to, floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath features, accessories, and building materials.	ELA 1-1,3,4,5 2-2,6 3-1,2,3 4-1,,2,3,4,5,6 5-1,2,3,5,6 7-1,2,4 Math N-1,2,3,4,5,7 A-1,4 M-1,2,3,4 G-1,2,4	Social Studies 1,2,3,4,5 G-1B-1 C-1C-2,3 D-1D-1,2 E-1A-1,2,5,6 E-1B-1,2,3,5,6 E-1C-2 H-1A-2 H-1B-1,6,7,9,16,17 H-1C-9,10,11,15
2. Defend the selection of manufacturers, products, and materials considering care, maintenance, safety, and environmental issues.	D-1,2,3,4,6,7,8,9 P-1,4,5 Science SI-A-1,3,5 SE-B-1,2,4,5 SE-D-1,2	
3. Demonstrate measuring, estimation, ordering, purchasing, and pricing skills.		
4. Propose various interior furnishings, appliances, and equipment that provide cost and quality choices for clients.		

6. Evaluate client's needs, goals, and resources to create a design plan.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Evaluate human needs, safety, space, and technology as they relate to housing and interior design goals.	ELA 1-1,3,4,5 2-2,6 3-1,2,3 4-1,4,6 5-2,3,6 7-1,2,4 Math P-1 Science SE-C-2	Social Studies 1,2,3,4,5 G-1A-1 G-1B-1,3 G-1D-1,4 C-1D-1 E-1B-1,2 H-1A-2,6 H-1B-4,6,7,9,15,17 H-1C-10,11,15
2. Identify and assess a variety of available resources needed to achieve housing and interior goals.		
3. Critique a design plan that addresses client's needs, goals, and resources.		

7. Demonstrate design ideas through visual presentation.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Use appropriate media to prepare visual presentation of design ideas.	ELA 3-1,3 5-1,2,3,4,6 Math D-1,2,3,4,6,7,8,9 P-1,4,5 Science SI-A-3	Social Studies H-1C-15 1,2,3,4,5

8. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-1,3,4,5	Social Studies 1,2,3,4 C-1D-1,2,3,4 E-1B-2 H-1A-6
2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.	A-1,3,4 M-1,2,3,4 G-1,2,3 D-1,5,7,8,9 P-1,2 Science SI-A-3,6 PS-A-1	
3. Use accepted interiors and furnishings industry terminology and technical information.		
4. Practice client and interpersonal relations skills.		
5. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity.		
6. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements.		
7. Exercise professional ethics in all matters related to the workplace.		

9. Demonstrate employability skills and general procedures for business profitability and career success.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate effective verbal, non-verbal, and technological communication skills.	ELA 1-1,3,4,5 2-2,4,6 3-1,2,3	Social Studies G-1B-1,2,3,4	1,2,3,4,5
2. Demonstrate interpersonal skills related to conflict resolution, negotiation, and leadership skills.	4-1,2,3,4,6 5-1,2,3,5,6 7-1,2,4 Math N-	G-1C-2,3,4,5,6 G-1D-1,2,3,4,5 C-1A-4,5,6	
3. Demonstrate effective methods to locate, obtain, maintain, and terminate employment.	1,2,3,4,5,6 A-1,2,3,4 D-3,8 Science	C-1B-4 C-1D-1 E-1A-3,7 E-1B-1,2,3	
4. Examine legislation, government regulations, and public policy affecting the interiors and furnishings industry.	SI-A-3	E-1C-2,4 H-1A-1,6 H-1B-6,7	
5. Examine personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.			
6. Examine security and inventory control strategies, laws, and worksite policies and analyze how they affect loss prevention and store profit.			
7. Demonstrate procedures for reporting and handling accidents, safety, and security incidents.			
8. Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.			
9. Examine operational costs such as mark up, mark down, cash flow, and other factors affecting profits.			
10. Demonstrate knowledge of the Arts, the use of various resources, and cultural impact upon design industries.			

10. Evaluate career paths within the interiors and furnishings industries.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Research the roles and functions of individuals engaged in interiors and furnishings careers.	ELA 1-3,4,5 2-6 3-1,2,3	Social Studies G-1B-1,4 G-1C-2,3,4,6 G-1D-1,5	1,2,3,4,5
2. Assess employment opportunities and preparation requirements.	4-1 5-1,2,3,6 7-1,2,4 Math	C-1D-1 E-1A-3 E-1C-3	
3. Review education and training requirements for different levels of employment.	N-1,3,5,7 A-1,2,3,4 D-	H-1C-15	
4. Research entrepreneurial opportunities related to these careers.	1,6,7,8,9		
5. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.			

C. Available Courses

1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Housing
4. Housing and Design Services
5. Adult Responsibilities

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2708 (December 2003).

§507. Strand: Human Development and Family Relationships

A. Focus

1. Integrate multiple life roles to enable individuals to connect family, community, and career responsibilities.
2. Promote optimal growth and development of self, family members, and others across the life span.
3. Analyze how the well-being of individuals and society is dependent upon the family.
4. Demonstrate respectful and caring relationships in the family, community and workplace.
5. Analyze parenting roles and responsibilities and their impact on strengthening the well-being of individuals and families.
6. Develop practices that promote optimal growth and development of children.

EDUCATION

B. Standards

1. Analyze human growth and development across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Explain principles of human growth and development. 2. Examine major historical and current human development theories to interpret human development. 3. Examine the basic human needs and patterns that influence individual development. 4. Explain factors that shape human development from preconception through the life cycle. 5. Consider the influences of personality, temperament, and experience on learning and development. 6. Investigate the interrelationship of physical, emotional, social, and intellectual development across the life span.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math P-1 Science LS-A3 LS-B1,B3,B4	1,3,4

2. Analyze personal and social forces that impact human growth and development across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Investigate the impact of heredity and family on human growth and development. 2. Determine the impact of social, economic, and technological forces on human growth and development. 3. Explain the effects of gender, ethnicity, and culture on individual development. 4. Assess the effects of environment and community on human growth and development. 5. Explain the effects of life events and conditions on individuals' physical and emotional development.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,3,4 5-1,2,3,6 7-1,2,4 Math D-1 Science LS-B1,B3	Social Studies G-1B-4 G-1C-6 H-1C-15 1,2,3,4,5

3. Analyze all aspects of a child's growth and development.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Analyze principles of human growth and development. 2. Evaluate major historical and current child development theories and their effects on educational practices. 3. Examine and assess all aspects of a child's growth and development in the following areas: physical, cognitive, language acquisition, social, and emotional. 4. Determine strategies that promote a child's growth and development. 5. Analyze cultural and environmental influences when assessing children's development.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math D-1 Science LS-A3 LS-B1,3,4	1,2,3,4,5

4. Evaluate the preparation necessary for a healthy emotional and physical beginning for parents and children.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Assess biological processes related to prenatal development, birth, and factors that affect the health of mother and child. 2. Review the emotional factors of prenatal development and birth involving the health of the parents and child.	ELA 1-1,3,4,5 7-1,2,4 Math N-1,5 Science LS-A3 LS-B1,3,4	1,2,3,4,5

5. Evaluate strategies that promote healthy development across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Select nurturing practices that support development across the life span. 2. Assess available support systems that meet human needs. 3. Determine communication principles and patterns that affect human growth and development.	ELA 1-1,3,4,5 4-1,2,4,6 7-1,2,4 Math P-1	1,2,3,4

6. Evaluate attributes of respectful and healthy relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Determine the processes for building and maintaining respectful and healthy relationships. 2. Review functions and expectations of various types of relationships. 3. Determine factors contributing to healthy and unhealthy relationships. 4. Assess processes for handling unhealthy relationships. 5. Appraise the impact of life events and conditions on relationships. 6. Assess the effect that various stages of the life span have on relationships.	ELA 1-1,3,4,5 2-1,2,4,6 7-1,2,4 Math D-1	1,2,4

7. Analyze personal needs and characteristics which influence relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine personal, physical, social, emotional, cognitive, and creative characteristics which influence relationships. 2. Explain how self-esteem and self-image affect relationships with others. 3. Compare physical, emotional, and intellectual responses to stable and unstable relationships. 4. Examine personal ethical standards and codes of conduct. 5. Examine the effects of personal needs on relationships.	ELA 1-1,3,4 4-4,6 7-1,2,4 Math D-1	Social Studies C-1D-2 1,2,3,4,5

8. Demonstrate the capacity to empathize with others based on multiple perspectives, needs, and characteristics that may affect personal and family relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Demonstrate the impact of empathy on relationships. 2. Demonstrate awareness of cultural diversity and its impact on relationships. 3. Examine the consequences of making generalizations about cultural groups by using categories or labels.	ELA 1-1 4-1,4,6 7-1,2,4 Math D-1	Social Studies G-1B-4 1,2,3,4,5

9. Demonstrate communication skills that contribute to positive relationships.

*FHA/HERO Related

EDUCATION

Benchmarks	Academic Cross-References	Louisiana
1. Examine communication styles and their effects on relationships. 2. Examine factors that affect messages communicated to others. 3. Examine types of verbal and non-verbal communication. 4. Demonstrate active and reflective listening. 5. Demonstrate attitudes and behaviors that foster effective communication. 6. Examine communication barriers. 7. Demonstrate constructive feedback techniques. 8. Apply ethical principles in communication. 9. Examine how differences and similarities among people affect communication.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4	1,2,3,4,5

10. Apply strategies to prevent and manage conflict.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Determine causes of conflict. 2. Determine effective conflict prevention and management. 3. Determine the origin and development of attitudes and behaviors toward conflict. 4. Determine how similarities and differences among people affect conflict prevention and management. 5. Determine the roles of decision making and problem solving in reducing and managing conflict. 6. Demonstrate nonviolent strategies to address conflict. 7. Locate community resources that support conflict prevention and management. 8. Determine physical, emotional, and intellectual responses to threats.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4	Social Studies G-1C-4 1,2,3,4,5

11. Demonstrate leadership skills and abilities reflecting the democratic process in the family, community, and workplace.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Present the attributes of a family, team, or work group utilizing the democratic process. 2. Examine the impact of leadership skills, abilities, and styles on collaborative group actions. 3. Demonstrate leadership skills that support group members and achieve group goals. 4. Establish guidelines for leadership in the family, community, and workplace. 5. Examine leadership in relation to the ability to create and adjust to change.	ELA 1-4 2-6 3-1,2,3 4-1,2,3,4,6 7-1,2,4	1,2,3,4,5

12. Demonstrate ethical standards to guide behaviors in the family, community, and workplace.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine ethical standards for making judgments related to personal and family relationships. 2. Apply ethical standards when making judgments and taking action. 3. Apply guidelines for assessing the ethical nature of issues and situations. 4. Demonstrate ethical behaviors in the family, community, and workplace.	ELA 1-1 7-1,2,4	1,2,3,4,5

13. Apply strategies to manage stressful situations.

*FHA/HERO Related

EDUCATION

17. Analyze the characteristics of strong and healthy families.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Demonstrate how the use of problem-solving skills in making choices empowers family members. 2. Demonstrate leadership by supporting individual family members to clarify and pursue their own visions, empowering them to use problem-solving skills in decision making. 3. Examine the roles of family communication to enhance family stability. 4. Analyze skills and resources families use in meeting family functions. 5. Recognize difficulties in predicting long-term consequences of family actions.	ELA 1-1,3,5 4-1,2,4,6 7-1,2,4	1,2,3,4,5

18. Analyze the relationship of careers to individual and family needs and desires.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Investigate career paths to determine the skills, roles, and responsibilities associated with each. 2. Examine the potential of career path decisions related to finances, time, geographic locations, future career viability, and other considerations. 3. Examine how individual career goals can enhance the family's capacity to meet goals for all family members. 4. Examine the issues related to balancing family and work roles.	ELA 1-1,3,4,5 2-6 3-1,2,3 5-1,2,3,4,5,6 7-1,2 Math D-6,7	Social Studies G-1C-2,3,6 G-1D-4

19. Analyze roles and responsibilities of parenthood.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Explain the roles of parenting. 2. Explain how opinions and attitudes about childhood affect beliefs and actions in parenting. 3. Compare expectations and responsibilities of parenthood. 4. Examine consequences of parenting practices to the individual, family, and society. 5. Examine cultural differences in roles and responsibilities of parenthood.	ELA 1-1,3,4,5 4-1,2,4,6 7-1,2,4 Math N-1,2 M-1,2,4 D-1,7,9	Social Studies G-1B-3,4 C-1D-1

20. Analyze societal conditions that impact parenting.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Analyze the impact of personal, family, and social development on parenthood. 2. Examine society's influence on the behaviors and emotional patterns of caregivers and family members. 3. Explore the impact of changing economic conditions on parenting practices.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4 Math D-1	Social Studies C-1A-5 C-1B-1,2,3

21. Analyze parenting skills and practices needed to support physical, economical, social, intellectual, and emotional well-being throughout the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine the interrelationships of parents and other family members and analyze their effect on others. 2. Determine the role of nurturance in supporting the development of family members. 3. Examine communication strategies which promote positive self-esteem in family members.	ELA 1-1 4-1,2,4,6 7-1,2,4	1,2,4,5

22. Analyze public policies, agencies, and services that impact parenting.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Investigate community resources and services available for protection, health, education, and wellness needs of family members. 2. Investigate community agencies and services that provide opportunities to learn parenting skills.	ELA 1-1,3,4,5 5-1,2,3,6	Social Studies C-1D-3,4

23. Demonstrate a safe and healthy learning environment.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Manage physical space to meet established state regulations for a safe environment. 2. Manage potential environmental hazards. 3. Demonstrate security and emergency procedures. 4. Carry out safe and healthy practices that comply with state regulations to include, but not be limited to, first aid and CPR, universal precautions, food handling, tuberculosis prevention, sanitation, and child's health status. 5. Implement strategies to teach children healthy habits. 6. Prepare nutritious meals and snacks. 7. Identify symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities. 8. Implement basic health practices and prevention procedures regarding childhood illnesses and communicable diseases.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4 Math N-1 M-1,3 Science SE-C1,2 SE-A-11	Social Studies C-1B-6 C-1D-3

24. Apply developmentally appropriate practices to the care of children.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Identify developmental milestones of a child's growth and development. 2. Apply a variety of assessment methods to observe and interpret children's behavior. 3. Identify the special needs of exceptional children. 4. Recognize individual learning styles and cultural backgrounds. 5. Arrange learning centers that provide for a child's exploration and discovery. 6. Consider the effects of cultural practices on children's behavior.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4	Social Studies G-1B-4

25. Demonstrate integrated curriculum and instruction that focus on children's developmental needs and interests.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Explore a variety of curricula and instructional models. 2. Implement learning activities in all curricular areas that meet the developmental needs of children. 3. Demonstrate a variety of teaching methods to meet individual needs of children. 4. Set up activities, routines, and transitions. 5. Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3,6 7-1,2,4	Social Studies G-1B-4 G-1C-4

EDUCATION

26. Demonstrate positive classroom management and child guidance methods.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Establish developmentally appropriate guidelines for behavior. 2. Implement a variety of techniques for positive guidance and proactive classroom management. 3. Model problem-solving skills with children. 4. Model interpersonal skills that promote positive and productive relationships. 5. Facilitate constructive, supportive interaction and communication skills with children, families, and colleagues.	ELA 4-1,2,4,6 7-1,2,4	1,2,3,4,5

27. Demonstrate positive collaborative relationships with families and the community.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Implement strategies for involving families to promote a child's growth and development. 2. Communicate information to parents regarding developmental issues and concerns related to children. 3. Demonstrate sensitivity to differences in family structure, social, and cultural backgrounds. 4. Identify resources that link families to community services based on identified priorities and concerns.	ELA 2-1,2,3,4,6 3-1,2,3 4-1,2,4,6 5-1,2,3,6 7-1,2,4	Social Studies 1,2,3,4,5 G-1B-4 G-1C-4

28. Demonstrate the interrelationship of family, community, and career roles and responsibilities for individuals.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine the relationship of social, economic, and technological changes to work and family dynamics. 2. Examine life roles and responsibilities in relation to self, family, and the community. 3. Design strategies to manage time, finances, conflict, opportunity, and stress as they affect the individual and family at home, at work, and in the community. 4. Examine family support systems and community resources. 5. Examine sources of formal and informal support available to families and individuals in the community.	ELA 1-1,3,4,5 2-6 3-1,2,3 5-1,2,3,4,5,6 7-1,2 Math N-1,2,3 D-7	Social Studies 1,2,3,4,5 C-1B-3, 4 C-1C-3 C-1D-1, 3, 4 E-1A-1, 2, 3, 5, 6, 7 E-1B-1, 2,3, 5, 6 E-1C-2, 3, 4 H-1A-6 H-1C-15

29. Analyze the relationship among families, communities, and employment.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Distinguish between dependency and empowerment and explain how each affects individual and family well-being. 2. Compare the concepts of service and self-interest and the impact of each on individuals, family, and community. 3. Identify how public policies, institutions, and agencies can strengthen or undermine the family. 4. Develop a plan to promote conditions that enhance family life.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,4 5-1,2,3,6 7-1,2,4	Social Studies 1,2,3,4,5 C-1D-3

30. Demonstrate the impact of individual and family participation on community activities.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine community needs related to all aspects of individual and family activities.	ELA 1-1,3,4,5 2-6 3-1.2.3 5-1,2,3,4,5,6	Social Studies C-1 D-1,2,3,4	1,2,3,4,5
2. Design a plan for individuals and families to select, participate, and develop skills in community activities.	7-1,2		
3. Execute skills needed to provide services that benefit the community.			
4. Examine the effects of service to the community on individuals and families.			

31. Analyze issues related to the workplace and community and explain how these issues may be addressed by individuals, families, and collectively, by communities.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine trends in the workplace, communities, and culture that impact individuals and families.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,3,4 5-1,2,3,6	Social Studies G-1B-1,4 G-1C-4,6 H-1C-15	1,2,3,4,5
2. Interpret policies and issues in the workplace and community that impact individuals and families.	7-1,2,4 Math D-1		
3. Examine strategies that can address the needs of individuals and families in the workplace and community.			

32. Synthesize community networking opportunities in family and community services.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Identify local, state, and national agencies and informal support resources providing human services to individuals and families.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,4,6 5-1,2,3,6 7-1,2,4	Social Studies C-1D-3,4	1,2,3,4,5
2. Research human service agencies and relevant resource information.			
3. Analyze the missions and practices of human service agencies.			
4. Network and form partnerships with local human service agencies.			
5. Conduct needs assessments of local human service agencies.			
6. Plan, conduct, and assess ongoing activities or projects, such as service learning, to address the needs of human service agencies and schools.			

33. Analyze professional, ethical, legal, and safety issues in community services.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Identify the development of human service providers.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4	C-1D-1,3,4	1,2,3,4,5
2. Investigate professional, ethical, legal, and safety issues that confront human service employees.			
3. Evaluate licensing laws and regulations that affect service providers and their participants.			
4. Analyze harmful, fraudulent, and deceptive human service practices.			
5. Identify the rights and responsibilities of human service participants and their families.			
6. Demonstrate professional, ethical, legal, and safety practices in human services.			

EDUCATION

7. Demonstrate effective individual, family, and self-advocacy strategies to overcome diverse challenges facing human service participants.			
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34. Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Describe the stages of life span development. 2. Determine health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions. 3. Determine management and living environment issues of individuals and families with a variety of disadvantaging conditions. 4. Determine personal, social, emotional, economical, vocational, educational, and recreational issues for individuals and families with a variety of disadvantaging conditions. 5. Differentiate between situations that require personal prevention or intervention from those situations that require professional assistance. 6. Identify strategies that require crisis intervention. 7. Justify the appropriate support needed to address selected human service issues.	ELA 1-1,3,4,5 4-1,2,4,6 7-1,2,4	1,2,4,5

35. Demonstrate practices, helping processes, and skills that provide human services to individuals and families with a variety of disadvantaging conditions.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Describe characteristics and	ELA 1-1,3,4,5	Social Studies C-1D-3

Benchmarks	Academic Cross-References	Louisiana
issues related to special populations. 2. Identify needs and accommodations for people with a variety of disadvantaging conditions. 3. Identify ways in which the family is affected financially, socially, and emotionally by individuals with a variety of disadvantaging conditions. 4. Identify coping or adjustment strategies and stress management practices for the participant, caregivers, and family members. 5. Recognize the importance of friends, family, and community relationships to individuals with a variety of disadvantaging conditions. 6. Provide support which validates the participants' capabilities and rights to privacy, dignity, and autonomy. 7. Observe professionals meeting the physical, personal management, and community living needs of participants. 8. Assist and support professionals to enable participants to develop strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks. 9. Model verbal and non-verbal communication skills related to advising and counseling by human service professionals. 10. Appraise helping processes and skills provided by professionals in human services.	4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math N-1,2 D-1	

36. Demonstrate positive interactions and communication within the work environment.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate communication and interaction skills that foster team building.	ELA 4-1,2,4,6 7-1,2,4	Social Studies G-1B-4 G-1C-4	1,2,3,4,5
2. Demonstrate respect of individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity.			
3. Prepare for and participate in program-sponsored events.			
4. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements.			

37. Demonstrate effective communication skills that enhance collaborative working relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6	Social Studies C-1D-1,2,3,4 H-1A-6 E-1B-2	1,2,3,4,5
2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.	5-1,2,3,6 7-1,2,4 Math D-1 N-5		
3. Use accepted career/service terminology and technical information.			
4. Practice appropriate personal hygiene and dress requirements for early childhood, education, and human service careers.			
5. Practice client and interpersonal relations skills.			
6. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity.			
7. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements.			

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38. Demonstrate transferable employability skills in relation to individual, family, community, and career roles.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Demonstrate job-seeking skills.	ELA 1-1,3,4,5	Social Studies 1,2,3,4,5
2. Apply communication skills in family, community and career settings.	2-2,4,6 3-1,2,3 4-1,2,3,4,6 5-1,2,3,5,6	C-1D-1,2,3,4 E-1B-3,6 E-1C-4 H-1C-15
3. Demonstrate work ethics and professionalism.	7-1,2,4 Math D-1	
4. Maintain safe and healthy family, community, and workplace environments.		
5. Demonstrate team skills needed in the family, community, and workplace.		
6. Demonstrate technological literacy, as applied in family, community and workplace environments.		
7. Apply the economics of work to individual, family, and community needs.		
8. Relate essential living skills to employability skills for individuals.		
9. Practice appropriate personal hygiene and dress requirements needed in various workplaces.		

39. Demonstrate professional practices and standards when working with children and families.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Participate in continuing training and educational opportunities.	ELA 1-1 7-1,2,4	Social Studies 1,2,3,4,5 C-1D-3,4
2. Apply professional ethical standards accepted by the recognized professional organizations.		
3. Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs.		
4. Demonstrate employability skills.		
5. Demonstrate confidentiality.		

6. Maintain all records required by program and licensing standards.			
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40. Evaluate career paths within early childhood, family, community, and education services.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Assess the importance of early childhood, family, community, and educational services in the United States and the world.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,6 7-1,2,4	Social Studies 1,2,3,4,5 G-1B-1,4 G-1C-2,3,4,6 G-D-5 C-1D-1 E-1A-3 E-1C-3
2. Research the roles and functions of individuals engaged in early childhood, family, community, and educational services careers.	Math D-1,7	
3. Assess employment opportunities and preparation requirements.		
4. Review education and training requirements for different levels of employment.		
5. Assess the impact of early childhood, family, community, and educational service occupations on the local, state, national, and global economies.		
6. Research entrepreneurial opportunities related to these careers.		
7. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.		

41. Evaluate management skills for establishing a quality business related to children.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Assess various types of businesses.	ELA 1-1,3,4,5	Social Studies 1,2,3,4,5 G-1A-1,4
2. Determine the need for quality services.	5-1,2,3,6 7-1,2,4	C-1A-1,4 E-1A-1,2,3,8
3. Investigate the legal requirements and tax laws for a business.	Math N-1,2 D-1,7,8,9	E-1B-1,2,3

4. Investigate insurance issues related to businesses.			
5. Critique financial plans for businesses.			
6. Examine marketing and management plans that may be applied to businesses.			

C. Available Courses

1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Adult Responsibilities
4. Child Development
5. Family Life Education
6. Parenthood Education
7. Advanced Child Development
8. Child Care I
9. Child Care II
10. Home/Institutional Support Services

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2710 (December 2003).

§509. Strand: Management of Resources

A. Focus

1. Analyze the roles managing human, economic, and environmental resources may have on enabling individuals, families, and communities to achieve self-sufficiency.
2. Integrate practices in family and community services to address the unique needs of individuals and families.
3. Develop skills and strategies that focus on careers in consumer sciences.

B. Standards

1. Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, and transportation.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine how individuals and families make choices to satisfy needs and wants.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,4,6	Social Studies C-1A-5,6,7 C-1B-2,3,4,5,6 C-1D-1,3,4 E-1A-
2. Utilize a time management plan to meet individual and family goals.	5-1,2,3,6 7-1,2,4 Math N-1,2,5	1,2,3,6,7,8 E-1B-1,2,3 E-1C-2,3,4 H-1A-6
3. Design a plan of work to organize tasks and responsibilities.	M-1,4	H-1C-15
4. Apply consumer skills needed to		

purchase safe and nutritious food for individuals and the family.			
5. Apply consumer skills needed to purchase, create, and maintain clothing.			
6. Implement decisions related to housing and furnishings based on the needs of individuals and family members.			
7. Examine information for procuring and maintaining health care to meet the needs of individuals and family members.			
8. Apply consumer information for acquiring and maintaining transportation to meet the needs of individuals and family members.			

2. Demonstrate how a personal life plan reflects family, community, learning, leisure, and career goals.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine careers in relation to individual and family needs, lifestyle, values, and financial resources.	ELA 1-1,3,4,5 2-1,2,3,6 3-1,2,3 4-1,2,4	Social Studies 1,2,3,4,5 G-1B-1,4 G-1C-2,4,6 G-1D-2,4 C-1A-6
2. Plan goals for life-long learning and leisure opportunities for all family members.	5-2 7-1,2,4 Math D-7	C-1B-2,3,6 C-1D-1,2,3,4 E-1A-3 H-1C-15
3. Design strategies to promote growth of individuals within the family and within selected career paths.		
4. Compose goals to support community and civic responsibilities as individuals and family members.		
5. Integrate individual, family, community and work activities to meet multiple goals at one time.		
6. Analyze skills and knowledge needed to develop alternative strategies for life- plan visions as unexpected changes occur related to individual, family, community, and work situations.		

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3. Analyze the interrelationship between the economic system and consumer decisions and actions.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine how individuals and societies make choices to satisfy needs and wants with limited resources.	ELA 1-1,3,4,5 4-4,5,6 5-1,2,3,5,6 7-1,2,4	Social Studies C-1A-3,5,7 C-1B-3 C-1D-1,2,3,4 E-1A- 1,2,3,4,5,6,7	1,2,3,4,5
2. Examine the components of the economic system and examine how individuals are a part of the system.	Math N-1,5 A-1 M-4 D-1,6,7	E-1B- 1,2,3,4,5,6 E-1C-2,4 H-1A-6 H-1C-15	
3. Consider personal responsibility for use of resources.	Science SE-B1,2,4		
4. Examine laws and regulations that pertain to consumers and providers of services.			
5. Examine how career decisions affect the economic status of individuals and the family, and in turn, the economic system.			
6. Determine practices that allow families to maintain economic self-sufficiency.			
7. Compare the availability, costs, and benefits of accessing public, nonpublic, and for profit services to assist the family.			
8. Investigate how individuals exchange work or resources for income to buy goods and services and pay taxes.			

4. Analyze financial planning to meet the needs of individuals and families across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Investigate information related to financial management.	ELA 1-1,3,4,5 2-6	Social Studies C-1D-1 E-1A- 1,2,4,5,6,7	1,2,3,4,5
2. Examine the purposes of personal and legal documents related to home and family management.	3-1,2,3 4-2,5,6 5-1,2,3,4,5,6 7-1,2,4	E-1B- 1,2,3,4,5,6 E-1C-2,3,4 H-1C-15	
3. Apply financial management practices related to budgeting, banking, credit, savings, and investments.	Math N-1,2,3,4,5 M-2,4 D-1,6,7		
4. Examine the need for personal and family financial planning at various stages of the life span.			
5. Explore individual and family needs for insurance for life, health, apartment/home, and auto.			

5. Demonstrate how to develop a long-term financial management plan.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Investigate information related to financial management.	ELA 1-1,3,4,5 2-1,2,3,4,6	Social Studies C-1A-5,7 C-1D-1	1,2,3,4,5
2. Examine the purposes of personal and legal documents related to home and family management.	3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,4,5,6 7-1,2,4	E-1A- 1,2,3,5,6,7 E-1B- 1,2,3,4,5,6 E-1C-2,3,4 H-1C-15	
3. Apply financial management practices related to budgeting, banking, credit, savings, and investments.	Math N-1,2 M-1,4 D-1,7,8		
4. Examine the need for personal and family financial planning at various stages of the life span.			
5. Explore individual and family needs for insurance for life, health, apartment/home, and auto.			

6. Demonstrate how individual and family behaviors maintain and protect the environment.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Evaluate how environmental trends and issues affect families and future generations.	ELA 1-1,3,4,5 2-6 4-2,4,5,6 5-1,2,3,5,6	Social Studies G-1D-2,4,5 C-1A-5
2. Implement behaviors that conserve, reuse, and recycle resources to maintain the environment.	7-1,2,4 Math D-1,6,7 Science SE-A-11	C-1B-6 C-1D-3 E-1A-8 E-1B-4,5,6 H-1A-6 H-1C-15
3. Demonstrate individual and family responsibility in relation to the environment.	SE-B-1,2,3,4,5,6 SE-C-1,2,3,5 SE-D-1,2,3,4,5,6	
4. Implement government regulations for conserving natural resources.		

7. Analyze resource consumption in the home and workplace for conservation and waste management practices.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Contrast sources and types of energy.	ELA 1-1,3,4,5 2-6	C-1B-6 C-1D-1,3 E-1A-7,8
2. Analyze sources and types of residential and commercial energy, waste disposal, and pollution issues.	3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math	E-1B-2 H-1A-6 H-1C-15
3. Assess consumer programs and services provided by government, public utilities, resource recovery businesses, and environmental organizations.	N-1,2,6 M-1 D-5 Science ESS-A1 SE-A-1 SE-B-1,2,4,5,6 SE-C-1,2,3,4,5 SE-D-1,2,3,4,5,6	
4. Recommend strategies and consumer practices that help consumers and businesses conserve energy and reduce waste.		
5. Evaluate waste management issues.		
6. Describe roles of government, industry, and family in energy consumption and conservation as they relate to the home and workplace.		

8. Analyze the impact of technology on resource management for individuals and families.

Benchmarks	Academic Cross-References	Louisiana
1. Explore types of technology currently impacting consumer decision making.	ELA 1-1,3,4,5 4-4,5,6 5-1,2,3,4,6	Social Studies C-1B-6 C-1D-1,3,4 H-1C-15
2. Examine how media and technological advancement impact consumer decisions.	7-1,2,4 Math N-1 D-7 Science	
3. Examine the impact of technology on financial planning.	SE-C-3 SI-A-3	
4. Identify technology to assist individuals and families with activities at home, in the community, and in the workplace.		

9. Analyze technologies and their effects on managing individual, family, community, and career roles and responsibilities.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine the forms and functions of technologies and their relationship to individual, family, community and work roles and responsibilities.	ELA 1-1,3,4,5 4-5 5-1,2,3,5,6 7-1,2,4 Math N-1 D-7	Social Studies C-1A-5 C-1B-1,2,3,4,6 C-1D-1,2,3,4 E-1A-2 E-1B-1,2,3 E-1C-3 H-1C-15
2. Investigate the validity of claims related to the impact of technology, based on personal, ethical, and technical evaluation criteria.		
3. Consider the cost of technologies in relation to various roles in terms of labor-saving, safety, health, and well-being criteria.		

10. Demonstrate a plan for product development, testing procedures, and demonstration techniques.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Conduct market research to determine consumer trends and product development needs.	ELA 1-1,3,4,5 3-2 4-1,2,3,4,5,6 5-1,2,3,4,5,6 7-1,2,4	Social Studies E-1B-3 E-1C-2 H-1C-15
2. Design or analyze a consumer product.	Math N-1,2 M-1 D-1,7 Science	
3. Compare features, prices, product information, styles, and performance of consumer goods and analyze the trade-offs among the components.	SI-A-1,2,3,6,7 SI-B-4,5	
4. Perform a test on a product, utilizing valid		

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Benchmarks	Academic Cross-References		Louisiana
and reliable testing procedures. 5. Apply statistical analysis processes to interpret, summarize, and report data from tests. 6. Analyze the labeling, packaging, and support materials of consumer goods. 7. Demonstrate a product or educate an audience.			

11. Adapt features of products or services to meet customer needs and resources.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Utilize appropriate sales techniques to compare, demonstrate, assist, and advise consumers in the selection of goods and services that meet consumer needs. 2. Compare features, prices, and product information to prioritize and use consumer goals to maximize satisfaction in product use.	ELA 1-1,3,4,5 4-1,3,4,6 5-1,2,3,5,6 7-1,2,4 Math N-1,2 M-1,3 D-1,7	Social Studies C-1D-1	1,2,3,4,5

12. Analyze policies that support consumer rights and foster consumer responsibilities.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine state and federal policies and laws related to consumer protection regarding goods and services purchased. 2. Investigate how policies become laws in relation to consumer responsibilities. 3. Explore how to seek information related to consumer rights issues.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-2,4,5,6 5-1,2,3,5,6 7-1,2,4 Math D-2,7	Social Studies C-1A-5,7 C-1B-1,2,3,4,6 C-1C-2 C-1D-1,3,4 E-1A-1,2,4,5,6,7,8 E-1B-1,2,3,4,5,6 E-1C-2,3,4 H-1A-6 H-1C-15	1,2,3,4,5

13. Analyze the impact of consumer rights and responsibilities on business/industry, consumers, and consumer-interest advocates within business/industry, government, and grassroots organizations.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Describe national, state, and local laws and resources related to consumer protection and explain the means by which policy makers motivate change in products, services, and business practices. 2. Explain strategies for consumers to exercise their rights and responsibilities. 3. Analyze the costs/benefits of consumer protection laws on goods and services. 4. Analyze the impact of consumer fraud on business and the consumer and recommend strategies to reduce the risk of fraud. 5. Explain the consumer perspective on issues through a variety of media.	ELA 1-1,3,4,5 2-1,2,3,4,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,5,6 7-1,2,4 Math N-1,2 M-1,4	Social Studies C-1A-1,3,5,7 C-1D-1,3 E-1B-3,5 E-1C-4 H-1A-6 H-1C-15	1,2,3,4,5

14. Analyze company policies, procedures, and product knowledge to develop solutions to customer problems.

Benchmarks	Academic Cross-References		Louisiana
1. Analyze customer needs and wants. 2. Identify strategies and alternatives available to resolve customer problems considering company policies and procedures. 3. Apply product knowledge to suggest use, care, or services to meet customer satisfaction. 4. Examine consumer groups and company departments affected by customer relations decisions.	ELA 1-1,3,4 4-2,4,6 5-2,3,6 7-1,2,4 Math D-1	Social Studies C-1B-6 C-1D-1,2,3,4	1,2,3,4,5

15. Demonstrate, by using terms and phrases common to consumer affairs, those appropriate educational or promotional materials that inform, persuade, and/or educate consumers about consumer issues.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Conduct investigative research concerning consumer issues (including the Internet).	ELA 1-1,3,4,5 2-1,2,3,4,5,6 3-1,2,3 4-1,2,3,4,5,6	Social Studies C-1A-1,5 C-1B-6 C-1D-1,2,3,4 E-1A-8	1,2,3,4,5

Benchmarks	Academic Cross-References	Louisiana
2. Prepare and present educational, advertising, or public relations materials (such as videos, press kits, public service announcements, fact sheets, etc.) for consumer use. 3. Evaluate the effect of educational or promotional materials on consumer behavior. 4. Evaluate sources of information that aid the consumer in selection or use of products and services. 5. Utilize appropriate communications technology in delivering and receiving educational and promotional messages.	5-1,2,3,4,5,6 7-1,2,4 Math N-2,5 D-1,6,7	E-1B-1,2,3,4,5,6 E-1C-2,3 H-1A-6 H-1C-15

16. Demonstrate professional behaviors, skills, and knowledge in community services.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Follow rules, regulations, and work-site policies that affect employer, employee, participant, and family rights and responsibilities. 2. Demonstrate professional, collaborative relationships with colleagues, support teams, participants, and families. 3. Demonstrate cooperative working relationships across age, gender, and diverse groups. 4. Demonstrate ability to work independently, share responsibilities, accept supervision, and assume leadership roles. 5. Apply critical and creative thinking, reasoning, and problem-solving skills in community services. 6. Collect, compile, evaluate, and maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources. 7. Analyze the strengths, needs, preferences, and interests of participants through observation of formal and informal assessment practices. 8. Identify important sources of support and resources for participants. 9. Investigate appropriate technology in community services.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3 7-1,2,4	Social Studies C-1D-1,3,4 H-1C-15

17. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-5	Social Studies G-1B-1,2,3,4 G-1D-1,2,3,4 H-1A-6 E-1B-2

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<p>3. Use accepted consumer affairs terminology and technical information.</p> <p>4. Practice client and interpersonal relations skills.</p> <p>5. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity.</p> <p>6. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements.</p> <p>7. Exercise professional ethics in all matters related to the workplace.</p>			
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18. Evaluate career paths within consumer affairs occupations.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Assess the importance of consumer affairs occupations in the United States and the world.	ELA 1-3,4,5 2-6 3-1,2,3	Social Studies 1,2,3,4,5 G-1B-1,4 G-1C-2,3,4,6 G-1D-5
2. Research the roles and functions of individuals engaged in careers in consumer affairs occupations.	4-1 5-1,2,3,6 7-1,2,4 Math N-1,2	C-1D-1 E-1A-3 E-1C-3 H-1C-15
3. Assess employment opportunities and preparation requirements.	A-3 M-1 D-1,7	
4. Review education and training requirements for different levels of employment.		
5. Assess the impact of consumer affairs occupations on the local, state, national, and global economies.		
6. Research entrepreneurial opportunities related to these careers.		
7. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.		

C. Available Courses

1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Adult Responsibilities
4. Family Economics

5. Family and Consumer Sciences Cooperative Education

6. Family Life Education

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2719 (December 2003).

§511. Strand: Nutrition and Foods

A. Focus

1. Evaluate nutritional and wellness practices to promote individual and family well-being across the life span.

2. Develop career competencies in all aspects of food production and service, food science, dietetics, and nutrition that promote health and wellness of individuals and families.

B. Standards

1. Analyze the internal and external factors that influence nutritional practices and wellness across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Examine the psychological, cultural, and social influences related to food choices.	ELA 1-1,3,4,5 4-4,5,6 5-1,2,3,6 7-1,2,4	Social Studies 1,2,3,4,5 G-1B-1,2,4 G-1C-2,4,6 G-1D-3,4 C-1A-1,7
2. Explore the societal, governmental, socio-economic, and technological influences related to food choices and practices.	Math N-5 A-1,3 M-2,3,4 D-1,5 Science LS-G3,5 ESS-A2	C-1B-3 C-1C-3 E-1A-1,2,4,6 E-1B-1,2,3,4,5,6 E-1C-3 H-1A-6 H-1B-6,7,9,16,17
3. Examine the impact of food choices on the global community.	SE-A3,11 SE-B-1,5 SE-C-2 SE-D-1,4	H-1C-1,4,5,6,7,8,9,10,11,15

2. Evaluate the nutritional content of food in relation to health and wellness needs of individuals and families.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Analyze the effect of nutrients on health, appearance, job performance, and personal/family life.	ELA 1-1,3,4,5 4-4,5 5-1,2,3,6 7-1,2,4	Social Studies 1,2,3,4,5 G-1C-2,3 G-1D-3,4 C-1B-3,4 C-1C-2
2. Examine the relationship of nutrition and wellness to individual and family health, including the extended family from the very young to the elderly.	Math N-2 A-1,3 M-1 D-1,5 P-2 Science LS-G1	C-1D-3 E-1A-1,2 E-1B-1,2 H-1C-15

Benchmarks	Academic Cross-References	Louisiana
3. Judge the impact of food additions and eating disorders on wellness. 4. Evaluate sources of food and nutrition information that contribute to wellness. 5. Interpret information regarding nutrition to promote health and wellness.		

3. Evaluate and apply nutrition information.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Assess and use basic nutrition principles, food plans, preparation techniques, and specialized dietary plans. (1) (2) 2. Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions. (1) (2) (4) 3. Appraise and interpret nutritional data from food. (1) 4. Assess principles to maximize nutrient retention in prepared foods. (2) (4) (5) 5. Assess the influence of socioeconomic and psychological factors on food and nutrition behavior. (2) 6. Choose menus based on nutrient needs. 7. Monitor recipe/formula proportions and modifications for food production. (2) 8. Critique the selection of foods to promote a healthy lifestyle. 9. Categorize foods into exchange groups and plan appropriate menus based on the nutritional needs. (4) 10. Instruct individuals on nutrition for health maintenance and disease prevention.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,3,4,6 5-1,2,3,6 7-1,2,4 Math N-1,2,4 M-1,4 D-1,2,6,7 Science LS-G5	Social Studies 1,2,3,4,5 G-1B-4 G-1C-3,4,6 G-1D-1,4 C-1C-1 C-1D-3 E-1A-1,2,4,5 E-1B-1,2,4,5,6

4. Demonstrate planning, selecting, storing, preparing, and serving of foods to meet needs of individuals and families across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Apply various dietary guidelines in developing food plans to meet nutrition and wellness needs. 2. Select nutritious foods for a variety of situations. 3. Select appropriate food preparation methods, based on available resources, to meet nutritional and health needs. 4. Construct alternative ways to meet health and special nutritional needs considering available resources. 5. Select, store, prepare, and serve nutritious and aesthetically pleasing foods that meet health and wellness needs of family members. 6. Implement a life plan that promotes wellness. 7. Demonstrate proper table setting, service, and table manners.	ELA 1-1,3,4,5 4-2,4,6 5-2,3,6 7-1,2,4 Math N-1,2,3,4 A-3 M-1,2 D-1,2,7,8 Science SI-A-2,3,4 LS -G-2,4 PS-D-6 PS-G-1	Social Studies 1,2,3,4,5 G-1B-1,4 G-1C-1,2,3,6 G-1D-1,2,3,4 C-1B-3 C-1C-2,3 C-1D-3 E-1A-1,2,5 E-1B-1,2,5 E-1C-3 H-1A-6 H-1B-6,18 H-1C-5,6,7,8,9,11 H-1C-15

5. Analyze food-borne illness as a health issue for individuals and families.

Benchmarks	Academic Cross-References	Louisiana
1. Investigate the causes and prevention for food borne disease and illness. 2. Examine the role of families in teaching personal hygiene and sanitation practices to family members. 3. Determine which individuals are most at-risk for developing food-borne illness. 4. Determine the symptoms of food-borne illness and describe the health implications. 5. Consider when and where to report food borne illness.	ELA 1-1,3,4,5 2-6 4-2,4,6 5-1,2,3,6 7-1,2,4 Math N-1,2,5 A-1 M-1,3 D-1,2,7 Science LS-G-2,3,4,5	Social Studies 1,3,4,5 H-1C-15

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6. Evaluate the factors affecting food safety from production through marketing.

Benchmarks	Academic Cross-References	Louisiana
1. Appraise safety and sanitation practices throughout the food chain that contribute to food contamination with organisms that can lead to illness.	ELA 1-1,3,4,5 4-2 5-1,2,3,6 7-1,2,4 Math N-1,2 A-1,3	Social Studies 1,2,3,4,5 G-1C-1,2,6 G-1D-3,4 C-1A-6 C-1B-3 C-1C-2 C-1D-3 E-1A-1,2,4,5,6 E-1B-
2. Determine contamination risks of perishable and non-perishable foods.	M-1 D-1,2,3 P-2 Science PS-D1	1,2,3,4,5,6 H-1A-6 H-1B-15,18 H-1C-11,15
3. Assess changes in national and international food production and distribution systems and explain how these changes impact food supplies available in retail establishments.	LS-G2,4,5	
4. Assess conditions that create a safe working environment for food production.		
5. Research the national, state, and local inspection systems that are in place to protect the health of individuals and the public.		

7. Demonstrate food safety and sanitation procedures.

Benchmarks	Academic Cross-References	Louisiana
1. Examine pathogens found in food and determine how time, temperature, pH, and moisture affect their growth, causing illness. (5)	ELA 1-1,3,4,5 2-1,2,6 3-1,2,3 4-1,2,3,4 5-6 7-1,2,4 Math N-1,2,3	Social Studies 1,2,3,4,5 C-1A-1,5,6 C-1B-4,6 C-1C-1,2 C-1D-3 E-1B-2,5,6 H-1C-15
2. Practice food service management safety/sanitation procedures. (3)	A-1 M-1 D-1,7	
3. Design a system for documenting, investigating, and reporting incidents of a food borne illness. (3,5)	Science LS-G2,4,5 SE-B2	
4. Apply safe shopping, storing, preparing, and serving principles during food handling to reduce the risk of food borne illness. (4)		
5. Practice good personal		

Benchmarks	Academic Cross-References	Louisiana
hygiene/health procedures and report symptoms of illness. (4) (5)		
6. Demonstrate proper receiving and storage of both raw and prepared foods. (4)		
7. Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods and between animal or fish sources and other food products. (5)		
8. Examine current types and proper uses of cleaning materials and sanitizers. (4)		
9. Apply OSHA's Right to Know Law and Material Safety Data Sheets and explain their requirements in handling hazardous materials. (4)		
10. Apply waste disposal and recycling methods. (4)		
11. Demonstrate ability to maintain necessary records to document time and temperature control, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation. (5)		

8. Analyze information on product labels that have food safety implications for individuals and families.

Benchmarks	Academic Cross-References	Louisiana
1. Examine the labeling requirements mandated by federal, state, or local authorities for product packaging.	ELA 1-1,3,4,5 5-2,6 7-1,2,4 Math N-1,2 M-1,2,3 D-1,6,7 Science LS-G2,4,5	Social Studies 1,2,3,4,5 C-1A-6 C-1B-3 C-1D-1,3 E-1B-5,6 E-1C-4 H-1A-6 H-1C-15
2. Examine the manufacturer's product descriptors and use-by/sell-by dates.		

9. Evaluate the impact of science and technology on food composition and safety, nutrition, and wellness of individuals and families.

Benchmarks	Academic Cross-References	Louisiana
1. Assess current technology to locate food and nutrition information.	ELA 1-1,3,4,5 4-5 5-1,2,3,5,6	1,2,3,4,5
2. Determine how scientific and technical advancements have impacted the nutrient content, availability, and safety of foods.	7-1,2,4 Math N-1,2 M-1,2,4 D-1,6,7 Science SI-A3 PS-C4 PS-D1,2	
3. Assess the impact of scientific and technical advancements in food processing, product development, and storage on the nutrition and wellness of individuals and families.		
4. Review current technology in the selection, preparation, and home storage of food.		
5. Critique nutrition assessment data using current technology.		
6. Assess the effects of food science and technology in meeting nutritional needs.		

10. Contribute to the public dialogue about food safety and sanitation.

Benchmarks	Academic Cross-References	Louisiana
1. Interpret for others food safety and sanitation needs as related to the wellness of individuals and families.	ELA 1-1,3,4,5 2-1,2,3 3-1,2,3 4-1,2,3,4,6 5-6 7-1,2,4	1,2,3,4,5
2. Examine the need for food safety and sanitation processes and procedures that result in the wellness of individuals and families.	Social Studies C-1A-1,5,6 C-1B-6 C-1D-1,3	
3. Illustrate how individuals can impact food safety and sanitation related to food eaten outside the home.	Math N-2 M-1 D-1,7 Science LS-G2,4,5	

11. Demonstrate knowledge of risk-management procedures as applied to food safety, food testing, and sanitation.

*FHA/HERO Related *

Benchmarks	Academic Cross-References	Louisiana
1. Demonstrate knowledge of factors that contribute to food borne illness. (5)	ELA 1-1,3,4,5 2-1,2,6 3-1,2,3 4-1,2,3,4	Social Studies H-1C-15
2. Demonstrate knowledge of food service management safety/sanitation programs. (3)	5-6 7-1,2,4 Math N-1,2,3 A-1 M-1 D-1,7 Science LS-G2 SE-B1,2,4 SE-D1,2	
3. Use knowledge of the system for documenting and investigating reports of a food borne illness. (3)		
4. Utilize the Hazard Analysis Critical Control Point (HACCP) during all food handling processes as a method for minimizing the risk of food borne illness. (4)		
5. Practice good personal hygiene/health procedures when handling food.		
6. Develop procedures for receiving and storage of raw and prepared foods. (4)		
7. Describe current types of cleaning materials and sanitizers and their proper use. (4)		
8. Apply OSHA's Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. (4)		
9. Carry out waste disposal and recycling methods. (4)		

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12. Utilize current technology in food product development.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Utilize various factors that affect food preferences in the marketing of food. 2. Utilize data in statistical analysis. 3. Prepare food for presentation and evaluation. 4. Maintain test kitchen/laboratory and related equipment and supplies. 5. Implement procedures that affect quality product performance. 6. Conduct sensory evaluations of food products. 7. Utilize technology for testing safety of food products.	ELA 1-1 4-2 5-6 7-1,2,4 Math N-1,2,5,6 A-1 M-1,4 D-1,7 Science SI-A3,4,7	1,2,3,4,5

13. Demonstrate selecting, using, and maintaining food production equipment.

Benchmarks	Academic Cross-References	Louisiana
1. Operate tools and equipment following safety procedures and OSHA requirements. (1) (3) (4) 2. Maintain tools and equipment following safety procedures and OSHA requirements. (1, 3, 4) 3. Verify the selection and use of equipment. 4. Demonstrate procedures for cleaning and sanitizing equipment. (3) 5. Examine efficiency of equipment purchases based on long-term business needs and specific regulations and codes related to foods. (3) (5) 6. Demonstrate procedures for storage of equipment and tools.	ELA 1-1,5 4-1,2,3,4,6 5-2,6 7-1,2,4 Math N-6 Science SI-A7 LS-G2 Social Studies C-1A-1,5 C-1B-6 C-1D-3	1,2,3,4,5

14. Demonstrate planning menu items based on standardized recipes to meet customer needs.

Benchmarks	Academic Cross-References	Louisiana
1. Use computer-based menu systems. (3) 2. Apply menu planning principles to develop and modify menus. (3) (4) 3. Examine food and equipment needed for menus. 4. Design a menu layout. (3) 5. Prepare requisitions for production requirements. (4) 6. Evaluate performance of menu items. (3)	ELA 1-1,3,4,5 2-2,3,4,6 3-1,2,3 4-2 5-1,2,3,4,6 7-1,2,4 Math N-1,5 D-1 Science SI-A3	1,2,3,4

15. Demonstrate preparing all categories of menu items utilizing commercial materials to produce a variety of food products.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Apply principles of food preparation to a variety of food products. (4) 2. Demonstrate skills in knife, tool, and equipment handling. (4) 3. Demonstrate a variety of cooking methods including roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, stir-frying, convection, microwaving, and emerging technological methods. (4) 4. Utilize weights and measures to demonstrate proper scaling and measurement techniques. 5. Apply use of herbs, spices, oils, and vinegars. (4) 6. Prepare various meats, seafood, and poultry. (4) 7. Prepare various stocks, soups, and sauces. (4)	ELA 1-1,3,4,5 4-2,4,6 5-6 7-1,2,4 Math N-1,2,3,4 M-1,2,4 D-1,7 Social Studies G-1B-1,2,3,4 H-1C-15	1,2,3,4,5

Benchmarks	Academic Cross-References		Louisiana
8. Prepare various fruits, vegetables, and starches. (4)			
9. Prepare various salads, dressings, and marinades. (4)			
10. Prepare sandwiches, canapés, appetizers, and beverages. (4)			
11. Prepare breakfast meats, eggs, cereals, and batter products. (4)			
12. Apply the fundamentals of baking science to the preparation of a variety of products. (4)			
13. Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods. (4)			
14. Demonstrate food presentation techniques. (4)			
15. Calculate the cost of using convenience food items. (4)			

16. Demonstrate food science, dietetics, and nutrition management functions.

Benchmarks	Academic Cross-References		Louisiana
1. Build menus incorporating customer/client's nutritional needs. (1)	ELA 1-1 2-6 3-1,2,3 4-2,4,6	Social Studies C-1A-1,5 C-1B-6 C-1D-3	1,2,3,4,5
2. Monitor food preparation, production, and testing systems. (1, 2)	5-2,3,4,6 7-1,2,4 Math N-1,2,3,4,5,6 A-1		
3. Verify standards for food quality. (1)	M-1,2,4 D-1,7		
4. Create standardized recipes. (1)	Science SI-A2,3,4 LS-G2		
5. Project amounts of food needed. (1)			
6. Examine new products. (1)			
7. Implement procedures that provide cost-effective products. (1)			
8. Establish par levels for the purchase of supplies based on an organization's needs.			
9. Utilize Food Code Points of time, temperature, date			

Benchmarks	Academic Cross-References		Louisiana
markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation. (5)			

17. Demonstrate implementation of food service management functions.

Benchmarks	Academic Cross-References		Louisiana
1. Apply principles of purchasing and receiving in food service operations. (4)	ELA 1-1,3,4,5 2-1,2,6 3-1,2,3 4-1,2,3,4,6	Social Studies C-1A-1,4,5 C-1B-6 C-1C-2,3 C-1D-3	1,2,3,4,5
2. Apply the procedures involved in staff planning, recruiting, interviewing, and selection of employees.	5-1,2,3,4,5,6 7-1,2,4 Math N-1,5 A-2 D-1	E-1A- 1,2,4,5,6 E-1B-2,5,6 H-1C-15	
3. Design staff schedules.			
4. Conduct staff orientation, regular training and education, and on-the-job training/retraining.			
5. Examine human resource policies including rules, regulations, and laws involving hiring, compensation, and overtime.			
6. Examine the areas of legal liability within the food service industry.			
7. Practice inventory procedures including first in/first out concept, date markings, and specific record keeping. (5)			
8. Apply accounting principles in planning and forecasting profit and loss.			
9. Implement a marketing plan.			
10. Design internal/external disaster plans.			

18. Demonstrate quality customer service used in food production industries.

Benchmarks	Academic Cross-References		Louisiana
1. Examine the role of service as a strategic component of performance.	ELA 1-1 2-2,3,4,6 3-1,2,3	Social Studies C-1A-1,5 C-1B-5,6 C-1D-1,3,4	1,2,3,4,5
2. Demonstrate quality services which exceed the	4-1,2,3,4,6 5-6 7-1,2,4	E-1A-3	

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Benchmarks	Academic Cross-References		Louisiana
expectations of customers. (2) (4) 3. Examine the relationship between employees and customer satisfaction. 4. Apply strategies for resolving complaints. 5. Demonstrate sensitivity to diversity and individuals with special needs.			

19. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership. 3. Use accepted food science, food service, dietetics, and nutrition industry terminology and technical information. 4. Practice grooming and dress requirements in the food industry. 5. Practice client and interpersonal relations skills. 6. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity. 7. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements. 8. Exercise professional ethics in all matters related to the workplace.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-5 Science SI-A3	Social Studies C-1D-1,2,3,4 E-1B-2 H-1A-1,6 G-1B-1,2,3,4 G-1C-6	1,2,3,4,5

20. Evaluate career paths within the food production, food science, dietetics, and nutrition industries.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Research the roles and functions of individuals engaged in food service management, food production, food science, dietetics, public health, and nutrition education careers. 2. Assess employment opportunities and preparation requirements. 3. Review education and training requirements for different levels of employment. 4. Assess the impact of the food production, food service, food science, dietetics, and nutrition industries on the local, state, national, and global economies. 5. Research entrepreneurial opportunities related to these careers. 6. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,6 7-1,2,4 Math N-1,2 A-3 M-1 D-1,7 Science SE-B4,5	Social Studies E-1A-1,2,3,6 E-1B-1,2,3,4,5,6 E-1C-3 H-1C-15	1,2,3,4,5

References: Some materials were reviewed by professionals or abstracted from sets of standards from the following organizations. These numbers follow the benchmarks to which they apply.

- (1) Dietary Managers Association
- (2) American Dietetics Association
- (3) National Restaurant Association
- (4) American Culinary Federation
- (5) United States Food and Drug Administration, Center for Food Safety and Applied Nutrition

C. Available Courses

1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Food Science
4. Nutrition and Food
5. Advanced Nutrition and Food
6. Food Services I
7. Food Services II

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2724 (December 2003).

§513. Academic Cross-Reference Codes

A.1. Cross-references to academic content standards reinforce the integration of academic and Family and Consumer Sciences skills. English Language Arts, Mathematics, Science, and Social Studies academic standards are cross-referenced in the second and third column beside each Family and Consumer Sciences standard. The academic standards are listed in full in the Appendices. The framework also references the five Louisiana Foundation Skills developed by the Louisiana Content Standards Task Force; these skills, which apply to all students in all disciplines, are:

- a. communication;
- b. problem solving;
- c. resource access and utilization;
- d. linking and generating knowledge; and
- e. citizenship.

2. Codes used in the framework to identify the academic standards are given below, as well as a sample page from the framework.

B. ELA (English Language Arts). Standard number is given; then benchmark number

C. Mathematics. Strand letter is given; then benchmark number

- N Number and Number Relations Strand
- A Algebra Strand
- M Measurement Strand G Geometry Strand
- D Data, Discrete Math, and Probability Strand
- P Patterns, Relations, and Functions Strand
- D. Science. Strand letter is given; then benchmark letter and number
- SI Science As Inquiry Strand
- PSPhysical Science Strand
- LS Life Science Strand
- SE Science and the Environment Strand

E. Social Studies. Strand letter is given; then benchmark letter and number

- G Geography Strand
- C Civics Strand
- E Economics Strand
- H History Strand

F. Example:

Standard Seven: Demonstrate design ideas through visual presentation.

*FHA/HERO Related

Benchmarks	Academic Cross-References	Louisiana
1. Use appropriate media to prepare visual presentation of design ideas.	ELA 3-1,3 5-1,2,3,4,6 Math D-1,2,3,4,6,7,8,9 P-1,4,5 Science SI-A-3	Social Studies H-1C-15

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2729 (December 2003).

§515. Referenced Academic Content Standards

A. The following is a list of the content standards and benchmarks that have been referenced in this document. All referenced content area standards and benchmarks are for students in grades 9-12.

B. English Language Arts (ELA)

Standard One: Students read, comprehend, and respond to a variety of materials for a variety of purposes.

1—Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies.

2—Analyzing the effects of complex literary devices and complex elements on a selection.

3—Reading, responding to, and critiquing written, spoken, and visual texts.

4—Interpreting texts to generate connections to real-life situations.

5—Applying reading strategies to achieve a variety of objectives.

Standard Two: Students write competently for a variety of purposes and audiences.

1—Writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order.

2—Focusing on information, concepts, and ideas that show an awareness of an intended audience and/or purpose.

3—Applying the steps of the writing process, emphasizing revising and editing in final drafts.

4—Using narration, description, exposition, and persuasion to develop various modes of writing.

5—Recognizing and applying literary devices and various stylistic elements.

6—Responding to text and life experiences as a basis for writing.

Standard Three: Students communicate using conventional grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1—Writing legibly.

2—Demonstrating a command of the grammatical and mechanical conventions of standard English.

3—Spelling and pronouncing correctly using resources

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

1—Speaking intelligibly.

2—Giving and following directions/procedures.

3—Demonstrating a command of the features of speaking when giving prepared and extemporaneous presentations.

4—Speaking and listening for a variety of audiences and purposes.

5—Listening and responding to a wide variety of media.

6—Participating in a variety of roles in group discussions.

Standard Five: Students locate, select, and make use of information from a variety of texts, media, references, and technological sources.

1—Recognizing and using organizational features of printed text, other media, and electronic information.

2—Locating and evaluating information sources.

3—Accessing information and conducting research using outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics.

4—Using available technology to produce, revise, and publish a variety of works.

5—Citing references using various formats.

6—Interpreting charts/graphs, tables/schedules, diagrams/maps, and organizational charts/flowcharts.

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

1—Identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups.

2—Analyzing distinctive elements of ancient, American, British, and world literature.

3—Identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres.

4—Analyzing various genres as records of life experiences.

Standard Seven: Students apply reasoning skills to their reading, writing, speaking, listening, viewing, and visually representing.

1—Using comprehension strategies in all contexts.

2—Problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information.

3—Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view.

4—Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.

C. Mathematics

Number and Number Relations Strand (N): In problem-solving investigations, use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers to help

develop an intuitive understanding of the real number system and communicate the relationships within that system.

N.1—Demonstrating an understanding of number systems.

N.2—Demonstrating that a number can be expressed in many forms, and selecting an appropriate form for a given situation.

N.3—Using number sense to estimate and determine reasonableness of solutions.

N.4—Determining whether an exact or approximate answer is necessary.

N.5—Selecting and using appropriate computational methods for given situations.

N.6—Applying ratios and proportional thinking in a variety of situations.

N.7—Justifying reasonableness of solutions and verifying results.

Algebra Strand (A): In problem-solving investigations, use appropriate manipulatives, models, graphs, tables, and technology to develop the understanding of concepts and to explore the applications of algebra.

A.1—Demonstrating the ability to translate real world situations into algebraic expressions, equations, and inequalities.

A.2—Recognizing the relationship between operations involving real numbers and operations involving algebraic expression.

A.3—Using tables and graphs as tools to interpret algebraic expressions, equations and inequalities.

A.4—Solving algebraic equations and inequalities using appropriate techniques.

Measurement Strand (NI): In problem-solving investigations, use appropriate manipulatives and available technology to develop the understanding of the concepts, processes, and real-life applications of measurement.

M.1—Selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error (or tolerance) of measurements.

M.2—Demonstrating an intuitive sense of measurement.

M.3—Estimating, computing, and applying physical measurement using suitable units.

M.4—Demonstrating the concept of measurement as it applies to real-world experiences.

Geometry Strand (G): In problem-solving investigations, use appropriate models, drawings, manipulatives, and technology to understand concepts and explore real-world applications of one-, two-, and three-dimensional geometry, and justify solutions.

G.1—Identifying, describing and comparing to explore and make conjectures about geometric concepts and figures.

G.2—Representing and solving problems using geometric models and the properties of those models.

G.3—Solving problems using coordinate methods, as well as synthetic and transformational methods.

G.4—Using inductive reasoning to predict, discover, and apply geometric properties and relationships.

G.5—Classifying figures in terms of congruence, similarity, and applying these relationships.

G.6—Demonstrating deductive reasoning and justification.

Data, Discrete Math, and Probability (D): In problem-solving investigations, use appropriate collecting and organizational techniques, manipulatives, and technology in order to discover trends, to formulate conjectures regarding cause-and-effect relationships, and to develop critical-thinking skills that enable the student to make informed decisions.

D.1—Designing and conducting statistical experiments that involve collecting and representing data in various forms.

D.2—Recognizing data that relates two variables as linear, exponential, or otherwise in nature.

D.3—Using simulations to estimate probability.

D.4—Demonstrating an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces, and geometric figures.

D.5—Recognizing events as dependent or independent in nature and demonstrating techniques for computing multiple event probabilities.

D.6—Demonstrating the concept of distributions and recognizing normal and non-normal distributions.

D.7—Making inferences from data that are organized in charts, tables, and graphs.

D.8—Demonstrating logical thinking procedures such as flow charts and truth tables.

D.9—Using discrete math to model real-life situations.

Patterns, Relations, and Functions (P): In problem-solving investigations, use appropriate number sense, manipulatives, drawings, tables, graphs, symbolic formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions.

P.1—Modeling the concepts of variables, functions, and relations as they occur in the real world and using the basic notations and terminology.

P.2—Translating between tabular, symbolic, and graphical representations of functions.

P.3—Recognizing behavior of elementary functions and using graphing technologies to represent them.

P.4—Analyzing the changes in the graphs of functions caused by changing the coefficients and constants of arbitrary functions using technology whenever appropriate.

P.5—Analyzing real-world relationships that can be modeled locally or globally by elementary functions.

D. Science

Science As Inquiry Strand (SI): Students do science by engaging in partial and full inquiries that are within their developmental capabilities.

Benchmark A: The Abilities Necessary to do Scientific Inquiry

1—Identifying questions and concepts that guide scientific investigations.

2—Designing and conducting scientific investigations.

3—Using technology to improve investigations and communications.

4—Formulating and revising scientific explanations and models using logic and evidence.

5—Recognizing and analyzing alternative explanations and models.

6—Communicating and defending a scientific argument.

7—Utilizing science safety procedures during scientific investigations.

Benchmark B: Understanding Scientific Inquiry

1—Understanding that scientists usually base their investigations on existing questions or causal/functional questions.

2—Understanding that scientists conduct investigations for a variety of reasons, such as exploration of new areas, discovery of new aspects of the natural world, confirmation of prior investigations, prediction of current theories, and comparison of models and theories.

3—Understanding that scientists rely on technology to enhance the gathering and manipulation of data.

4—Understanding that scientists must adhere to criteria such as: A proposed explanation must have a logical structure, abide by the rules of evidence, be open to questions and modifications, be based on historical and current scientific knowledge, and be adequately reported to enhance further investigations.

5—Understanding that results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists.

Physical Science Strand (PS): Students develop an understanding of the characteristics and interrelationships of matter and energy in the physical world

Benchmark A: Measurement and Symbolic Representation

1—Manipulating and analyzing quantitative data using the SI system.

2—Understanding the language of chemistry (formulas, equations, symbols) and its relationship to molecules, atoms, ions, and subatomic particles.

Benchmark B: Atomic Structure

1—Describing the structure of the atom and identifying and characterizing the particles that compose it (including the structure and properties of isotopes).

2—Describing the nature and importance of radioactive isotopes and nuclear reactions (fission, fusion, radioactive decay).

3—Understanding that an atom's electron configuration, particularly that of the outermost electrons, determines the chemical properties of that atom.

Benchmark C: The Structure and Properties of Matter

1—Distinguishing among elements, compounds, and/or mixtures.

2—Discovering the patterns of physical and chemical properties found on the periodic table of the elements.

3—Understanding that physical properties of substances reflect the nature of interactions among its particles.

4—Separating mixtures based upon the physical properties of their components.

5—Understanding that chemical bonds are formed between atoms when the outermost electrons are transferred or shared to produce ionic and covalent compounds.

6—Recognizing that carbon atoms can bond to one another in chains, rings, and branching networks to form a variety of structures.

7—Using the kinetic theory to describe the behavior of atoms and molecules during phase changes and to describe the behavior of matter in its different phases.

Benchmark D: Chemical Reactions

1—Observing and describing changes in matter and citing evidence of chemical change.

2—Comparing, contrasting, and measuring the pH of acids and bases using a variety of indicators.

3—Writing balanced equations to represent a variety of chemical reactions (acid/base, oxidation/reduction, etc.).

4—Analyzing the factors that affect the rate and equilibrium of a chemical reaction.

5—Applying the law of conservation of matter to chemical reactions.

6—Comparing and contrasting the energy changes that accompany changes in matter.

7—Identifying important chemical reactions that occur in living systems, the home, industry, and the environment.

Benchmark E: Forces and Motion

1—Recognizing the characteristics and relative strengths of the forces of nature (gravitational, electrical, magnetic, nuclear).

2—Understanding the relationship of displacement, time, rate of motion, and rate of change of motion; representing rate and changes of motion mathematically and graphically.

3—Understanding effects of forces on changes in motion as explained by Newtonian mechanics.

4—Illustrating how frame of reference affects our ability to judge motion .

Benchmark F: Energy

1—Describing and representing relationships among energy, work, power, and efficiency.

2—Applying the universal law of conservation of matter, energy, and momentum, and recognizing their implications.

Benchmark G: Interactions of Energy and Matter

1—Giving examples of the transport of energy through wave action.

2—Analyzing the relationship and interaction of magnetic and electrical fields and the forces they produce.

3—Characterizing and differentiating electromagnetic and mechanical waves and their effects on objects as well as humans.

4—Explaining the possible hazards of exposure to various forms and amounts of energy.

Benchmark H: Science and Technology

1—Developing an awareness and appreciation for the continuing progress in technology as it affects the quality of individual lives as well as of society in order to become better informed citizens and consumers.

2—Becoming computer literate and proficient as it applies to the computer's capability to acquire data (with sensors), interpret data (by graphing), and as a research tool (library and Internet).

Life Science Strand (LS): Students become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Benchmark A: The Cell

1—Observing cells, identifying organelles, relating structure to function, and differentiating among cell types.

2—Demonstrating a knowledge of cellular transport.

3—Investigating cell differentiation and describing stages of embryological development in representative organisms.

Benchmark B: The Molecular Basis of Heredity

1—Explaining the relationship among chromosomes, DNA, genes, RNA, and proteins.

2—Comparing and contrasting mitosis and meiosis.

3—Describing the transmission of traits from parent to offspring and the influence of environmental factors on gene expression.

4—Exploring advances in biotechnology and identifying possible positive and negative effects.

Benchmark C: Biological Evolution

1—Exploring experimental evidence that supports the theory of the origin of life.

2—Recognizing the evidence for evolution.

3—Discussing the patterns, mechanisms, and rate of evolution.

- 4—Classifying organisms.
- 5—Distinguishing among the kingdoms.
- 6—Comparing and contrasting life cycles of organisms.
- 7—Comparing viruses to cells.

Benchmark D: Interdependence of Organisms

- 1—Illustrating the biogeochemical cycles and explaining their importance.
- 2—Describing trophic levels and energy flows.
- 3—Investigating population dynamics.
- 4—Exploring how humans have impacted ecosystems and the need for societies to plan for the future.

Benchmark E: Matter, Energy, and Organization of Living Systems

- 1—Comparing and contrasting photosynthesis and cellular respiration, emphasizing their relationships.
- 2—Recognizing the importance of the ATP cycle in energy usage within the cell.
- 3—Differentiating among levels of biological organization.

Benchmark F: Systems and the Behavior of Organisms

- 1—Identifying the structure and functions of organ systems.
- 2—Identifying mechanisms involved in homeostasis.
- 3—Recognizing that behavior is the response of an organism to internal changes and/or external stimuli.
- 4—Recognizing that behavior patterns have adaptive value.

Benchmark G: Personal and Community Health

- 1—Relating fitness and health to longevity.
- 2—Contrasting how organisms cause disease.
- 3—Explaining the role of the immune system in fighting disease.
- 4—Exploring current research on the major diseases with regard to cause, symptoms, treatment, prevention, and cure.
- 5—Researching technology used in prevention, diagnosis, and treatment of diseases/disorders.

Earth and Space Science (ESS)

Benchmark A: Energy in the Earth System

- 1—Investigating the methods of energy transfer and identifying the sun as the major source of energy for most of the Earth's systems.
- 2—Modeling the seasonal changes in the relative position and appearance of the sun and inferring the consequences with respect to the Earth's temperature.
- 3—Explaining fission and fusion in relation to the Earth's internal and external heat sources.
- 4—Explaining how decay of radioactive isotopes and the gravitational energy from the Earth's original formation generates the Earth's internal heat.

- 5—Demonstrating how the sun's radiant energy causes convection currents within the atmosphere and the oceans.

- 6—Describing the energy transfer from the sun to the Earth and its atmosphere as it relates to the development of weather and climate patterns.

- 7—Modeling the transfer of the Earth's internal heat by way of convection currents in the mantle which powers the movement of the lithospheric plates.

Benchmark B: Geochemical Cycles

- 1—Illustrating how stable chemical atoms or elements are recycled through the solid earth, oceans, atmosphere, and organisms.

- 2—Demonstrating Earth's internal and external energy sources as forces in moving chemical atoms or elements.

Benchmark C: The Origin and Evolution of the Earth System

- 1—Explaining the formation of the solar system from a nebular cloud of dust and gas.

- 2—Estimating the age of the Earth by using dating techniques.

- 3—Communicating the geologic development of Louisiana.

- 4—Examining fossil evidence as it relates to the evolution of life and the resulting changes in the amount of oxygen in the atmosphere.

- 5—Explaining that natural processes and changes in the Earth system may take place in a matter of seconds or develop over billions of years.

Benchmark D: The Origin and Evolution of the Universe

- 1—Identifying scientific evidence that supports the latest theory of the age and origin of the universe.

- 2—Describing the organization of the known universe.

- 3—Comparing and contrasting the sun with other stars.

- 4—Identifying the elements found in the sun and other stars by investigating the spectra.

- 5—Describing the role of hydrogen in the formation of all the natural elements.

- 6—Demonstrating the laws of motion for orbiting bodies.

- 7—Describe the impact of technology on the study of the Earth, the solar system, and the universe.

Science and the Environment Strand (SE): In learning environmental science, students develop an appreciation of the natural environment, learn the value of environmental quality, and acquire a sense of stewardship through involvement in community action. As consumers and citizens, they are able to recognize how personal, professional, and political actions affect the natural world.

Benchmark A: Ecological Systems and Interactions

- 1—Demonstrating an understanding of the functions of Earth's major ecological systems.

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2—Demonstrating an understanding of the functions and values of Earth's major ecological systems.

3—Describing how habitat, carrying capacity, and limiting factors influence plant and animal populations (including humans).

4—Understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery.

5—Describing the dynamic interactions between divisions of the biosphere.

6—Describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability.

7—Comparing and contrasting the dynamic interaction with the biosphere.

8—Analyzing evidence that plant and animal species have evolved physical, biochemical, and/or behavioral adaptations to their environments.

9—Demonstrating an understanding of influencing factors of biodiversity.

10—Explaining that all species represent a vital link in a complex web of interaction.

11—Understanding how pollutants can affect living systems.

Benchmark B: Resources and Resource Management

1—Comparing and contrasting the various types of renewable and nonrenewable resources and explaining the relationships between these resources and populations.

2—Explaining how natural resources affect humans and how humans affect natural resources.

3—Recognizing that people of the world consume disproportionate amounts of the Earth's resources, a factor of both population size and inequitable geographic or economic distribution of resources.

4—Demonstrating an understanding that resource management issues and environmental problems may arise when resource use is motivated by short-term goals instead of long-term consequences.

5—Comparing the benefits and the costs of various resource management methods.

6—Analyzing how management of resources requires that they be viewed from a global, as well as a local, perspective.

7—Recognizing that sustainable development is a process of change in which resource use, investment direction, technological development, and institutional change meet society's future as well as present needs.

Benchmark C: Environmental Awareness and Protection

1—Evaluating the dynamic interaction of land, water, and air and its relationship to living things in maintaining a healthy environment.

2—Evaluating the relationships between quality of life and environmental quality.

3—Investigating and communicating how environmental policy is formed by the interaction of social, economic, technological, and political considerations.

4—Demonstrating that environmental decisions include analyses that incorporate ecological, health, social, and economic factors.

5—Analyzing how public support affects the creation and enforcement of environmental laws and regulations.

Benchmark D: Personal Choices and Responsible Actions

1—Demonstrating an understanding of the effects of personal choices and actions on the natural environment.

2—Describing how a healthy environment depends upon responsible human actions.

3—Analyzing how people are capable of reducing and reversing their negative impact on the environment through thinking, planning, educating, collaborating, and taking action.

4—Demonstrating that the most important factor in prevention and control of pollution is education and the resulting change in values, attitudes, and behavior patterns.

5—Explaining how responsible environmental decision making involves scientific and sociological research, consideration of value systems, investigation and evaluation of alternative, and long-term global perspectives.

6—Demonstrating a knowledge that environmental issues should be an international concern.

7—Recognizing that philosophies, objectives, and practices of various types of resource management are sometimes incompatible, often necessitating compromises and tradeoffs.

8—Recognizing that the development of accountability toward the environment is essential for the continued health of the planet.

9—Developing an awareness of personal responsibility as stewards of the local and global environment.

E. Social Studies

Geography Strand: Physical and Cultural Systems (G): Students develop a spatial understanding of the Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Benchmark A: The World in Spatial Terms

1—Using geographic representations, tools, and technologies to explain, analyze and solve geographic problems.

2—Organizing geographic information and answering complex questions by formulating mental maps of places and regions.

Benchmark B: Places and Regions

1—Determining how social, cultural, and economic processes shape the features of places.

2—Analyzing the ways in which physical and human characteristics of places and regions have affected historic events.

3—Analyzing the different ways in which physical and human regions are structured and interconnected.

4—Explaining and evaluating the importance of places and regions to cultural identity.

Benchmark C: Physical and Human Systems

1—Analyzing the ways in which Earth's dynamic and interactive physical process affect different regions of the world.

2—Determining the economic, political, and social factors that contribute to human migration and settlement and evaluating their impact on physical and human systems.

3—Analyzing trend in world population numbers, patterns, and predicting their consequences.

4—Analyzing the characteristics, distribution, and interrelationships of the world's cultures.

5—Describing and evaluating spatial distribution of economic systems and how they affect regions.

6—Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth.

Benchmark D: Environment and Society

1—Evaluating the ways in which technology has expanded the human capability to modify the physical environment.

2—Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges.

3—Analyzing the relationship between natural resources and the exploration, colonization, and settlement of different regions of the world.

4—Evaluating policies and programs related to the use of natural resources.

5—Developing plans to solve local and regional geographic problems related to contemporary issues.

Civics Strand: Citizenship and Government (C): Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

Benchmark A: Structure and Purposes of Government

1—Analyzing the necessity and purposes of politics and government.

2—Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each.

3—Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system.

4—Explaining the organization and functions of local, state, and national governments and evaluating their relationships.

5—Evaluating the role and importance of law in the American political system.

6—Examining the major responsibilities of the national government for domestic and foreign policy and explaining how government is financed through taxation.

7—Explain how government is financed through taxation.

Benchmark B: Foundations of the American Political System

1—Analyzing ideas and origins of American constitutional government and evaluating how this has helped to shape American society.

2—Explaining constitutional and democratic beliefs in American society and applying them to the analysis of issues of conflicting beliefs and principles.

3—Analyzing the nature of American political and social conflict.

4—Evaluating issues related to the differences between American ideals and the realities of American social and political life.

5—Evaluating the roles of political parties, campaigns, and elections in American politics.

6—Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics.

Benchmark C: International Relationships

1—Analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States.

2—Analyzing the major foreign policy positions of the United States and evaluating their consequences.

3—Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States.

Benchmark D: Roles of the Citizen

1—Evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens.

2—Evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.

3—Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy.

4—Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy.

Economics Strand: Interdependence and Decision Making (E): Students develop an understanding of

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fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Benchmark A: Fundamental Economic Concepts

- 1—Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity costs that result.
- 2—Analyzing the roles that production, distribution, and consumption play in economic decisions.
- 3—Applying the skills and knowledge necessary in making decisions about career options.
- 4—Comparing and evaluating basic economic systems.
- 5—Explaining the basic features of market structures and exchanges.
- 6—Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems.
- 7—Analyzing the roles of money and banking in an economic system.
- 8—Applying economic concepts to understand and evaluate historical and contemporary issues.

Benchmark B: Individuals, Households, Businesses, and Governments

- 1—Identifying factors that cause changes in supply and demand.
- 2—Analyzing how supply and demand, price, incentives, and profit influence production and distribution in a competitive market system.
- 3—Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy.
- 4—Analyzing the causes and consequences of worldwide economic interdependence.
- 5—Evaluating the effects of domestic policies on international trade.
- 6—Analyzing Louisiana's role in the world economy.

Benchmark C: The Economy as a Whole

- 1—Explaining the meanings of economic indicators such as Gross Domestic Product, per capita GDP, real GDP, CPI, and unemployment rate.
- 2—Explaining how interest rates, investments, and inflation/deflation impact the economy.
- 3—Analyzing unemployment and income distribution in a market economy.
- 4—Explaining the basic concepts of United States fiscal policy and monetary policy and describing their effects on the economy.

History Strand: Time, Continuity, and Change (H): Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmark A: Historical Thinking Skills

1—Applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity.

2—Explaining and analyzing events, ideas, and issues within a historical context.

3—Interpreting and evaluating the historical evidence presented in primary and secondary sources.

4—Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues.

5—Conducting research in efforts to analyze historical questions and issues.

6—Analyzing cause/effect relationships.

Benchmark B: United States History

1—Analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas.

2—Summarizing the process by which the United States was colonized and later became an independent nation.

3—Analyzing the development of the American constitutional system.

4—Tracing territorial expansion and reform movements in the United States.

5—Analyzing the origins, major events, and effects of the Civil War and Reconstruction.

6—Analyzing the development of industrialization and examining its impact on American society.

7—Describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted.

8—Evaluating the significance of the Progressive Movement.

9—Analyzing the rise of the labor and agrarian movements.

10—Explaining the changing role of the United States in world affairs through World War I.

11—Analyzing the causes, developments, and effects of the Great Depression and the New Deal.

12—Analyzing the origins, events, and results of World War II.

13—Examining and summarizing key developments in foreign and domestic policies during the Cold War era.

14—Analyzing the economic, political, social, and cultural transformation of the United States since World War II.

15—Explaining the major changes that have resulted as the United States has moved from an industrial to an information society.

16—Analyzing developments and issues in contemporary American society.

17—Discussing and demonstrating an understanding of recent developments in foreign and domestic policies.

18—Discussing and demonstrating an understanding of recent developments in foreign and domestic policies.

Benchmark C: World History

1—Analyzing the development of early human communities and civilizations.

2—Making generalizations about the cultural legacies of both the ancient river and the classical civilizations.

3—Analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions.

4—Summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas.

5—Analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa.

6—Analyzing the impact of transoceanic linking of all major regions of the world.

7—Analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions.

8—Explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally.

9—Tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas.

10—Analyzing the impact that political revolutions and new ideologies had on societies around the world.

11—Evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies.

12—Analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination.

13—Analyzing the causes and international consequences of World War I, World War II, and other 20th century conflicts.

14—Analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II.

15—Explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends.

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2730 (December 2003).

§517. Implementing the Standards through FHA/HERO

NOTE: Throughout this document, the integration of FHA/HERO is denoted below the standard to which it is related.

A. Future Homemakers of America (FHA/HERO) is the national student organization that serves and supports family and consumer sciences education. At the heart of FHA/HERO

is involvement in projects and activities that students plan, carry out and evaluate themselves. These projects create ideal opportunities for students to both develop and apply family and consumer sciences skills while demonstrating mastery of the standards. FHA/HERO projects' "end products," portfolios, project reports, skills demonstrations and more, offer relevant, authentic means to assess student learning. Through their FHA/HERO involvement, students sort out thoughts, analyze situations, set goals, interact with others, apply classroom knowledge and become leaders in today's and tomorrow's families, careers and communities. FHA/HERO members encounter situations through which they:

1. apply skills in family and consumer sciences, academics and communication;
2. accept responsibility;
3. experience leadership;
4. learn to plan, implement and evaluate individual and group action;
5. build relationships;
6. develop appreciation for diversity;
7. analyze and solve problems;
8. adapt to change;
9. explore careers;
10. establish positive career-related attitudes and habits.

B. FHA/HERO is an integral part of the family and consumer sciences education program. In the local school, chapter projects and activities stem from and enhance family and consumer sciences programs of study. FHA/HERO chapters give students expanded opportunities for knowledge application, leadership training, community involvement and personal growth. Many of these experiences occur during class time, while others may occur out of class.

C. FHA/HERO National Programs. Future Homemakers of America offers a variety of national programs to guide and motivate students as they develop projects related to the family and consumer sciences national standards.

D. FHA/HERO Program Support Resources. Future Homemakers of America offers materials to support all of its national programs, as well as handbooks, guides, activity sheets, audiovisuals, brochures, *The Adviser* newsletter, *Teen Times* magazine, and more. A complete list of resources created to support students and teachers in their FHA/HERO involvement is available in the annual *FHA/HERO Publications Catalog*. A free catalog is available on request from the Future Homemakers of America's national office.

E. Contact Information. For more information about how an FHA/HERO chapter can help implement and assess the family and consumer sciences standards, contact the FHA/HERO State Adviser or the Future Homemakers of America's national office at:

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2736 (December 2003).

AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.