Oroville Union High School District
Course Description

Course Title:	Life Management
Aeries Course #:	815A
CBEDS #:	8000
Course Length:	One Year
Type of Credit(s):	CTE
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	Yes
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	9-12
Primary Textbook(s):	Succeeding in Life and Career, Francis Baynor Parnell, Goodheart-Willcox, 2022 ISBN: 978-1-64564-806-2
Supplemental Materials:	Succeeding in Life and Career: Workbook, Francis Baynor Parnell, Goodheart-Wilcox ISBN: 978-1-64564-816-1 *The 7 Habits of Highly Effective Teens*, Franklin Covey, 2014 ISBN: 978-1-5011-3364-0
Digital Resources:	icevonline.com g-w.com YouTube.com Foodnetwork.com Netflix.com Amazon.com

Course Overview

This class is an exploratory course that examines the Family & Consumer Science umbrella. During the first semester, students will study the nutritional value of foods and develop an understanding of the significance of food, including discussions on digestion, basic nutrients, weight management, sports and fitness, life-span nutrition, and food trends in order to evaluate sources of nutrition and make informed decisions. Students will also learn about food preparation, meal planning, service, sanitation, and career opportunities. During the second semester, students will develop an understanding of personal, interpersonal, and family relationships, parenting, and child development and education. Students will also be exposed to interior design and housing, elements and principles of design, and the consumer aspects of selecting housing. Through Consumer Education, students will demonstrate an understanding of personal and family resources, consumer rights and responsibilities, economic systems, and personal finances.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 12/15/20

Consumer and Family Studies Standards
Grades 9-12

The Consumer and Family Studies (CFS) program prepares students with the aptitudes for assuming personal, family, and community roles; strengthening employability skills; and transitioning to postsecondary training and education as well as entering and advancing in related career fields. CFS serves as the foundation instruction for nine career pathways through the following content areas: child development and guidance; consumer education; family and human services; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health. CFS provides a basis for sequenced and articulated instruction that culminates in capstone courses in one of the related career pathways. In CFS emphasis is also given to equipping students with the knowledge and skills to balance and manage personal, family and work responsibilities so that they will be more productive in the workplace as well as achieve a satisfying quality of life.

Child Development and Guidance

ECDFS – A10.5 Standard 1: Responsibilities of Parents

Summarize the decisions and responsibilities involved in parenting in various cultures.

1.1 Analyze factors to consider when determining readiness for parenting and identify parenting responsibilities. (ECDFS – A10.5.1)
1.2 Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs. (ECDFS – A10.5.2)
1.3 Analyze the major decisions, changes, and adjustments required of parents. (ECDFS – A10.5.3)
1.4 Describe and evaluate the responsibilities, styles, and strategies of parenting. (ECDFS – A10.5.4)
1.5 Describe cultural influences on parenting. (ECDFS – A10.5.5)
1.6 Evaluate care giving options. (ECDFS – A10.5.6)

ECDFS – A10.6 Standard 2: Prenatal Development

Describe and identify the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

2.1 Summarize the stages of prenatal development and childbirth. (ECDFS – A10.6.1)
2.2 Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development. (ECDFS – A10.6.2)
2.3 Discuss physical and emotional changes that occur during normal and at-risk pregnancies. (ECDFS – A10.6.3)
2.4 Analyze how individuals are genetically unique. (ECDFS – A10.6.4)
2.5 Examine the methods, costs, ethics, and risks of reproductive procedures. (ECDFS – A10.6.5)
2.6 Identify and evaluate community resources that provide information and assistance related to pregnancy. (ECDFS – A10.6.6)

ECDFS – A10.7 Standard 3: Studying and Understanding Children

Explain the importance of studying child growth and development from infancy through adolescence.

3.1 Explain the benefits of studying child development. (ECDFS – A10.7.1)
3.2 Identify the developmental areas, stages, and principles of child growth. (ECDFS – A10.7.2)
3.3 Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children. (ECDFS – A10.7.3)
3.4 List factors that contribute to the optimal development of children. (ECDFS – A10.7.4)
3.5 Identify and compare various theories regarding human growth and development. (ECDFS –A10.7.5)
3.6 Observe and study children's behavior and interpret findings. (ECDFS – A10.7.6)

ECDFS – A10.8 Standard 4: Guidance and Discipline
Explain positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

4.1 Describe and compare various approaches to child guidance and their effect on self-worth. (ECDFS – A10.8.1)
4.2 Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development. (ECDFS – A10.8.2)
4.3 Describe the relationship of a child's behavior to the commonly accepted principles of growth and development. (ECDFS – A10.8.3)
4.4 Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline. (ECDFS – A10.8.4)
4.5 Describe factors and possible causes that contribute to child abuse and identify the characteristics of the abused and the abuser. (ECDFS – A10.8.5)
4.6 Identify agencies and resources that help in reducing child abuse. (ECDFS – A10.8.6)

ECDFS – A10.9 Standard 5: Play and Learning
Demonstrate an understanding of the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

5.1 Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents. (ECDFS – A10.9.1)
5.2 Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children. (ECDFS – A10.9.2)
5.3 Evaluate facilities, equipment, and materials for their contribution to a child's development. (ECDFS – A10.9.3)
5.4 Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept. (ECDFS – A10.9.4)
5.5 Describe and analyze strategies, equipment, and techniques for helping children with special needs. (ECDFS – A10.9.5)
5.6 Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of children and adolescents. (ECDFS – A10.9.6)

ECDFS – A10.15 Standard 6: Changes That Affect Children
Describe the adjustments needed to adapt to major life changes throughout the human life cycle.*

***Child Development and Guidance and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.**

6.1 Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change. (ECDFS – A10.15.1)
6.2 Analyze how changes and crises affect infants, children, and adolescents and recommend strategies that help them adapt. (ECDFS – A10.15.2)
6.3 Explain how role models influence infants', children's, and adolescents' ability to cope. (ECDFS – A10.15.3)
6.4 Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use. (ECDFS – A10.15.4)

ECDFS – A10.17 Standard 7: Health and Safety
Summarize the importance of wellness and safety to individual and family health and well-being.*

***Child Development and Guidance and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.**

7.1 Describe methods for maintaining the health and ensuring the safety of children. (ECDFS – A10.17.1)

7.2 Analyze and apply safety and sanitation practices that can be used to prevent and treat childhood illnesses and accidents. (ECDFS – A10.17.2)
7.3 Describe, plan, and evaluate a nutritionally balanced diet which promotes a child's optimum health. (ECDFS – A10.17.3)
7.4 Research and report on public laws that deal with the health and safety of children and the importance of mandated reporting. (ECDFS – A10.17.4)
7.5 Evaluate a child's environment for health and safety and recommend improvements. (ECDFS – A10.17.5)
7.6 Investigate and select community agencies and resources that provide child health care services and information. (ECDFS – A10.17.6)

Consumer Education

ECDFS – A10.10 Standard 8: Consumer Decisions and Purchases
Describe the process of making consumer decisions, including the comparison of goods and services.

A. Consumer Decisions
8.1 Define values, goals, needs, and wants. (ECDFS – A10.10.1)
8.2 Define and apply personal values, short- and long-term goals, needs, and wants as they relate to consumer decisions. (ECDFS – A10.10.2)
8.3 Identify the key steps in decision-making models and apply the process to a variety of consumer situations. (ECDFS – A10.10.3)
8.4 Describe factors that influence personal values, goals, and consumer choices (e.g. self-concept, family members, and peers; mass media; society; and cultural and economic backgrounds). (ECDFS – A10.10.4)
8.5 Identify ways to use individual, family, and community resources to extend opportunities for achieving goals. (ECDFS – A10.10.5)
8.6 Examine the interrelationship and effect of individual and family consumer decisions to business, consumers, the environment, and the economy. (ECDFS – A10.10.6)

B. Consumer Purchases
8.7 Evaluate sources of information about goods and services to determine their reliability. (ECDFS – A10.10.7)
8.8 Identify, compare, and evaluate retail and wholesale sources for consumer goods and services. (ECDFS – A10.10.8)
8.9 Evaluate warranties, guarantees, and labels for consumer purchases. (ECDFS – A10.10.9)
8.10 Differentiate between reliable and deceptive advertising terminology and sales techniques. (ECDFS – A10.10.10)
8.11 Identify factors that affect the availability, quality, and cost of products. (ECDFS – A10.10.11)

ECDFS – A10.11 Standard 9: Financial Management and Services
Practice how to manage financial resources to achieve personal and family goals.

A. Financial Management
9.1 Define basic financial management terms. (ECDFS – A10.11.1)
9.2 Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyle. (ECDFS – A10.11.2)
9.3 Compare factors that influence the use of credit. (ECDFS – A10.11.3)
9.4 Demonstrate how to complete deposit slips, write checks, balance checkbook accounts, and reconcile bank statements. (ECDFS – A10.11.4)
9.5 Interpret a wage statement and apply the information to develop a budget. (ECDFS – A10.11.5)
9.6 Examine changing patterns of earning, spending, saving, and investing during the life cycle. (ECDFS – A10.11.6)

9.7 Identify and evaluate different types of systems for keeping financial records. (ECDFS – A10.11.7)
9.8 Identify various types of income tax return forms and define tax related terminology. (ECDFS – A10.11.8)
9.9 Analyze the impact of technology on financial management. (ECDFS – A10.11.9)

B. Financial Services
9.10 Evaluate information about available financial services. (ECDFS – A10.11.10)
9.11 Compute the cost of credit and compare various sources of credit. (ECDFS – A10.11.11)
9.12 Relate the effective use of loans to the ability to achieve short- and long-term goals. (ECDFS – A10.11.12)
9.13 Determine a plan to achieve financial goals using financial services as appropriate. (ECDFS – A10.11.13)
9.14 Examine savings and investment plans to meet goals at various stages of the life cycle. (ECDFS – A10.11.14)
9.15 Identify and evaluate insurance needs at various stages of the life cycle. (ECDFS – A10.11.15)

ECDFS – A10.12 Standard 10: Consumer Rights and Responsibilities
Compare consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

A. Consumer Rights and Responsibilities
10.1 Explain consumer rights and responsibilities. (ECDFS – A10.12.1)
10.2 Analyze acceptable and ethical consumer practices and behaviors. (ECDFS – A10.12.2)
10.3 Identify and analyze consumer protection laws, agencies, services, and procedures for solving consumer problems. (ECDFS – A10.12.3)
10.4 Assess legal responsibilities and obligations when a credit contract has been signed. (ECDFS – A10.12.4)
10.5 Examine ways consumer advocates and volunteer groups affect consumer choices and laws. (ECDFS – A10.12.5)
10.6 Explain consumer laws that regulate individual, corporate, and business practices and behavior. (ECDFS – A10.12.6)

B. Role of Government
10.7 Identify the purposes for which taxes are collected at the local, state, and federal levels. (ECDFS – A10.12.7)
10.8 Analyze the consequences of consumer legislation on consumers, business, and the economy. (ECDFS – A10.12.8)
10.9 Describe the impact of fiscal and monetary policy on individuals, families, and the community. (ECDFS – A10.12.9)
10.10 Assess key indicators of economic performance through the use of charts, graphs, and other tools of analysis. (ECDFS – A10.12.10)
10.11 Analyze government regulations and ways in which these affect local, state, and national economies. (ECDFS – A10.12.11)
10.12 Examine the impact of laws that regulate advertising. (ECDFS – A10.12.12)

C. Marketplace Functions
10.13 Identify factors that determine supply and demand. (ECDFS – A10.12.13)
10.14 Analyze the effects of increases and decreases in supply and demand on price and quantity. (ECDFS – A10.12.14)
10.15 Describe ways in which competition affects the quantities and prices of goods and services available to consumers. (ECDFS – A10.12.15)
10.16 Analyze economic relationships that exist between households and businesses in a market economy. (ECDFS – A10.12.16)
10.17 Recognize the characteristics of competitive and noncompetitive market structures and assess their impact on consumer choices. (ECDFS – A10.12.17)

10.18 Compare the effects of inflation, recession, and unemployment on businesses, individuals, families, and communities. (ECDFS – A10.12.18)

D. Economic Concepts

10.19 Define the basic concepts and components of the U.S. economic system and the consumer's role in the market economy. (ECDFS – A10.12.19)
10.20 Define economic terms and explain the relationships of scarcity, choice, opportunity cost, and resource allocation. (ECDFS – A10.12.20)
10.21 Compare market, command, mixed, and traditional economies. (ECDFS – A10.12.21)
10.22 Recognize the characteristics of different economic systems and assess their impact on consumer choices. (ECDFS – A10.12.22)
10.23 Determine the advantages and disadvantages of bartering and negotiating to achieve goals. (ECDFS – A10.12.23)
10.24 Analyze the role of the Federal Reserve System and its effect on the consumer. (ECDFS – A10.12.24)

E. Global Economy

10.25 Define the economic concepts of absolute and comparative advantage. (ECDFS – A10.12.25)
10.26 Compare work patterns in the U.S. with those in other countries. (ECDFS – A10.12.26)
10.27 Analyze the relationship between the specialization of labor and economic interdependency. (ECDFS – A10.12.27)
10.28 Debate the impact of free trade and protectionism and its effect on the consumer. (ECDFS – A10.12.28)
10.29 Identify how international trade and immigration affect the U.S. economy and the cost of various goods and services. (ECDFS – A10.12.29)
10.30 Determine the value of the dollar based on foreign exchange rates. (ECDFS – A10.12.30)
10.31 Explain how current technological changes affect the global economy. (ECDFS – A10.12.31)

Family and Human Development

ECDFS – A10.13 Standard 11: Contributions of the Family

Recognize the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.

11.1 Explain the function of the family in providing a nurturing environment for its members and its influence on self-esteem, values, and relationships. (ECDFS – A10.13.1)
11.2 Describe socioeconomic and cultural influences on the family. (ECDFS – A10.13.2)
11.3 Analyze the differences in family structures and their effect on society. (ECDFS – A10.13.3)
11.4 Describe roles and responsibilities assumed by family members and explain the consequences when individuals neglect these responsibilities. (ECDFS – A10.13.4)
11.5 Analyze traditional and nontraditional roles and responsibilities of family members by comparing the families of past generations with contemporary families. (ECDFS – A10.13.5)
11.6 Describe the importance of personal and family involvement in the community and ways for individuals to contribute to their community. (ECDFS – A10.13.6)

ECDFS – A10.14 Standard 12: Personal Development and Positive Relationships

Analyze the factors that affect the development of individuals and how to build positive relationships.

A. Personal Development

12.1 Describe the factors that contribute to the development of character, personality, and self-worth. (ECDFS – A10.14.1)
12.2 Identify personal values and goals and their effect on decisions. (ECDFS – A10.14.2)

12.3 Analyze the characteristics and behaviors that contribute to the development of positive relationships. (ECDFS – A10.14.3)
12.4 Describe how common values and goals promote positive lasting relationships. (ECDFS – A10.14.4)
12.5 Demonstrate how effective verbal and nonverbal communication skills build positive relationships, enhance self-esteem, and increase respect for others. (ECDFS – A10.14.5)
12.6 Describe communication strategies and resources that help individuals manage conflicts and crises in order to build successful relationships. (ECDFS – A10.14.6)

B. Responsible Relationships

12.7 Identify the purposes and qualities of friendships. (ECDFS – A10.14.7)
12.8 Examine family, societal, and cultural factors that influence the development of relationships. (ECDFS – A10.14.8)
12.9 Describe the stages in the development of personal relationships. (ECDFS – A10.14.9)
12.10 Describe responsible and irresponsible behaviors and their effect on relationships. (ECDFS – A10.14.10)
12.11 Analyze the influence of the media in shaping attitudes and behaviors. (ECDFS – A10.14.11)

C. Relationships in Marriage

12.12 Assess personal qualities and expectations that lead to the selection of a marriage partner. (ECDFS – A10.14.12)
12.13 Examine family, legal, societal, financial, and cultural factors that affect marriage. (ECDFS – A10.14.13)
12.14 Analyze the meaning and responsibilities of commitment to one person in marriage. (ECDFS – A10.14.14)
12.15 Explain the areas of adjustment for a successful marriage. (ECDFS – A10.14.15)
12.16 Analyze the impact of parenthood on relationships. (ECDFS – A10.14.16)

ECDFS – A10.15 Standard 13: Major Life Changes

Describe the adjustments needed to adapt to major life changes throughout the human life cycle.*

***Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard applies only to Family and Human Development.**

13.1 Describe the common major life changes, issues, and adjustments that individuals encounter during the life cycle. (ECDFS – A10.15.1)
13.2 Summarize adjustments required as family structures change and analyze factors that facilitate the adjustments. (ECDFS – A10.15.2)
13.3 Describe the changes that occur in the aging process, the special needs of the aged, and the ways those needs may be met by family members and community agencies. (ECDFS – A10.15.3)

ECDFS – A10.16 Standard 14: Conflicts and Crises

Apply strategies and resources for managing conflicts and crises.

14.1 Assess personal attributes and available resources for coping with conflicts and crises. (ECDFS – A10.16.1)
14.2 Apply strategies for coping with personal, social, and work-related conflicts and crises. (ECDFS – A10.16.2)
14.3 Explain the effects of positive and negative stress factors on psychological and physiological well-being. (ECDFS – A10.16.3)
14.4 Explain current laws relating to marriage, parenthood, death, and dissolution of marriage. (ECDFS – A10.16.4)

Fashion, Textiles, and Apparel

FID – A10.5 Standard 15: Apparel and Appearance
Explore how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.*

15.1 Explain how fashion, textiles, and apparel selection meet social, physical, and psychological needs. (FID – A10.5.1)
15.2 Differentiate between appropriate and inappropriate dress for a variety of social, casual, and workplace situations. (FID – A10.5.2)
15.3 Analyze how fads and fashion influence apparel and textile choices. (FID – A10.5.3)
15.4 Explain how cultural values and ideals are expressed through fashion, textiles, and apparel. (FID – A10.5.4)

FID – A10.6 Standard 16: Elements and Principles of Color and Design
Demonstrate an understanding of the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

16.1 Explain the elements and principles of color and design and apply the fundamental concepts to fashion, textiles, and apparel. (FID – A10.6.1)
16.2 Apply the elements and principles of design and theories of color to enhance various body types. (FID – A10.6.2)
16.3 Identify color terminology and use of color schemes. (FID – A10.6.3)
16.4 Explain how the selection and placement of accessories influences appearance. (FID – A10.6.4)
16.5 Explain how the elements and principles of design and theories of color are used to select accessories. (FID – A10.6.5)
16.6 Combine complementary apparel and accessory items to achieve a desired image. (FID – A10.6.6)
16.7 Relate the elements and principles of design and theories of color to costume and textile design. (FID – A10.6.7)

FID – A10.7 Standard 17: History of Fashion
Compare and contrast the historical and cultural influences on apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

17.1 Investigate the influence of historical clothing on current fashions and fads. (FID – A10.7.1)
17.2 Analyze the cultural and historical development of fashions, textiles, and apparel. (FID – A10.7.2)
17.3 Research the contributions of specific cultures to fashions, designs, textiles, and apparel. (FID – A10.7.3)

FID – A10.8 Standard 18: Textiles

Explore and experiment with different textile fibers, fabrics, and finishes used for apparel and furnishings.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

18.1 Distinguish between natural and manufactured fibers. (FID – A10.8.1)
18.2 Examine the chemical and physical properties of fibers and fabrics. (FID – A10.8.2)

18.3 Describe the characteristics of woven, nonwoven, and knitted processes. (FID – A10.8.3)
18.4 Describe the influence of fabric care on textile selection. (FID – A10.8.4)
18.5 Select appropriate products and techniques for clothing and textile care. (FID – A10.8.5)
18.6 Apply knowledge of textiles, fabrics, and finishes to the purchase or construction of apparel and accessories. (FID – A10.8.6)

FID – A10.9 Standard 19: Custom Apparel and Accessories
Demonstrate how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

A. Custom Apparel and Accessories
19.1 Demonstrate the ability to take accurate body measurements. (FID – A10.9.1)
19.2 Select appropriate fabric, materials, tools, and equipment for the construction of apparel. (FID – A10.9.2)
19.3 Construct apparel and accessories through the use of appropriate custom construction techniques and equipment. (FID – A10.9.3)
19.4 Analyze the use of appropriate finishing techniques for garments constructed either by custom or manufactured methods. (FID – A10.9.4)
19.5 Develop advanced custom construction skills through the use of various fabrics, techniques for fit and alterations, and complex garment designs. (FID – A10.9.5)

B. Alter, Repair, and Remodel Apparel
19.6 Evaluate the appropriateness of altering, repairing, or remodeling apparel or accessory items. (FID – A10.9.6)
19.7 Identify necessary alterations. (FID – A10.9.7)
19.8 Identify and evaluate resources needed, costs, and services available for altering and repairing clothing. (FID – A10.9.8)
19.9 Evaluate the fit and appearance of altered apparel or accessory items. (FID – A10.9.9)

C. Apparel for Individuals with Special Needs
19.10 Identify sources that provide or sell fashions, textiles, or apparel to individuals with special needs. (FID – A10.9.10)
19.11 Analyze the information provided by public and private agencies regarding fashions, textiles, and apparel for individuals with special needs. (FID – A10.9.11)
19.12 Select fiber and fabric construction methods that are best suited to individuals with special needs. (FID – A10.9.12)

19.13 Design and construct or modify garments for individuals with special needs. (FID – A10.9.13)
19.14 Identify notions, such as closures and accessories, appropriate for constructing or modifying apparel for individuals with special needs. (FID – A10.9.14)

FID – A10.10 Standard 20: Wardrobe Planning, Budgeting, and Selection
Analyze the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

A. Wardrobe Planning, Budgeting, and Selection
20.1 Select fashion, textile, and apparel products that are appropriate for a variety of situations. (FID – A10.10.1)
20.2 Plan and select apparel that is complementary to an individual's body type, coloring, and personality. (FID – A10.10.2)
20.3 Evaluate apparel choices according to individual lifestyles and goals. (FID – A10.10.3)

20.4 Analyze a family's clothing needs and wants during various stages of the life cycle. (FID – A10.10.4)
20.5 Develop a plan for extending and expanding a wardrobe. (FID – A10.10.5)
20.6 Examine ways to expand a wardrobe through recycling, resale, or purchase of items. (FID – A10.10.6)
20.7 Evaluate the influence of workplace requirements for wardrobe planning and purchases. (FID – A10.10.7)

B. Apparel Analysis

20.8 Evaluate and compare manufactured and custom apparel and accessories in terms of quality, time, energy, and cost. (FID – A10.10.8)
20.9 Compare similar garments at various retail sources for cost and quality. (FID – A10.10.9)
20.10 Identify retail sources for various markets, including telemarketing and Internet sources. (FID – A10.10.10)
20.11 Identify personal services offered by different sources of apparel. (FID – A10.10.11)

Food and Nutrition

HTR – A10.5 Standard 21: Nutrition and Health

Define the principles of nutrition and their relationship to good health through the life cycle.*
Food and Nutrition and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Food and Nutrition.

21.1 Explain the functions and sources of the major nutrients and their relationship to good health. (HTR – A10.5.1)
21.2 Compare an individual's daily diet with average needs for each food group in the USDA MyPlate based on age, gender, and physical activity. (HTR – A10.5.2)
21.3 Evaluate nutritional needs, food choices, and habits of individuals in different stages of the life cycle and design or modify their diets. (HTR – A10.5.3)
21.4 Describe food related illnesses and examine strategies for their prevention and treatment. (HTR – A10.5.4)
21.5 Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media. (HTR – A10.5.5)
21.6 Explain the process of digestion, absorption, and metabolism in the body's use of food and the effects of medications, alcohol, and drugs. (HTR – A10.5.6)
21.7 Compare and evaluate dietary programs and information that deal with weight control and nutrition. (HTR – A10.5.7)

HTR – A10.6 Standard 22: Food Safety and Sanitation

Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

22.1 Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms. (HTR – A10.6.1)
22.2 Employ sanitary practices before, during, and after food preparation and service. (HTR – 10.6.2)
22.3 Demonstrate and compare the proper techniques for safe storage and preparation of food. (HTR – A10.6.3)
22.4 Identify and evaluate information provided by agencies and media regarding food safety regulations as well as nutrition and environmental issues. (HTR – A10.6.4)

HTR – A10.7 Standards 23: Food Preparation and Meal Management

Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.

A. Food Purchasing

23.1 Identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting, and preparing foods or meals. (HTR – A10.7.1)

23.2 Compare information on food labels to analyze and determine serving size, number of servings, calories, ingredients, and nutritional value. (HTR – A10.7.2)
23.3 Compare food quality, products, brands, number of servings, and unit prices as well as expiration dates. (HTR – A10.7.3)
23.4 Apply consumer and decision-making skills when selecting and purchasing food. (HTR – 10.7.4)
23.5 Identify and compare commercially- and home-prepared food and meals based on cost, nutritional value, quality, time, and energy. (HTR – A10.7.5)
23.6 Evaluate a food budget for an individual or a family based on income, nutritional needs, and stages of the life cycle. (HTR – A10.7.6)
23.7 Identify and compare local food source outlets for cost, convenience, services, and variety of selections. (HTR – A10.7.7)

B. Food Preparation

23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products. (HTR – A10.7.8)
23.9 Describe the properties and functions of ingredients and their substitutes used to prepare foods. (HTR – A10.7.9)
23.10 Use appropriate equipment and techniques for dry and liquid measurements. (HTR – A10.7.10)
23.11 Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food. (HTR – A10.7.11)
23.12 Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious. (HTR – A10.7.12)
23.13 Convert volume and weight measurements to increase and decrease yields of recipes. (HTR – A10.7.13)
23.14 Investigate and describe current trends in food preparation. (HTR – A10.7.14)

HTR – A10.8 Standard 24: Food Culture and Etiquette

Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

24.1 Demonstrate table manners and etiquette commonly accepted in the United States. (HTR – A10.8.1)
24.2 Describe and practice basis table setting techniques and a variety of meal service styles. (HTR – A10.8.2)
24.3 Identify regional differences in the United States affecting the preparation and service of food. (HTR – A10.8.3)
24.4 Identify cultural differences affecting the preparation and service of food. (HTR – A10.8.4)
24.5 Research and compare food preparation techniques, table settings, meal etiquette, food habits, and traditions of different cultures. (HTR – A10.8.5)
24.6 Describe the influence of such factors as culture, geographic region, and socio-economics status on food choices and habits. (HTR – A10.8.6)

HTR – A10.9 Standard 25: The Science of Food and Nutrition

Identify the aspects of science related to food preparation, product development, and nutrition.

25.1 Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value. (HTR – A10.9.1)
25.2 Analyze and compare the nutrient content and density in a variety of foods. (HTR – A10.9.2)
25.3 Apply the scientific principles to food preparation (investigation, formulation of hypotheses, and experimentation). (HTR – A10.9.3)
25.4 Describe the biochemical processes enabling the body to use nutrients from food. (HTR – A10.9.4)

25.5 Apply data from nutritional research studies to evaluate information on nutrition and diet. (HTR – A10.9.5)
25.6 Describe the relationships of acid and alkaline bases, states of matter, and the use of energy to food and food sensory evaluations. (HTR – A10.9.6)
25.7 Describe the functions and effects of chemicals and additives in food. (HTR – A10.9.7)
25.8 Apply the scientific method to test food science principles or develop new food products. (HTR – A10.9.8)

HTR – A10.10 Standard 26: Food Production and Technology
Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.

26.1 Describe and compare different methods of preserving foods. (HTR – A10.10.1)
26.2 Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost. (HTR – A10.10.2)
26.3 Analyze health, safety, and environmental issues related to current and emerging food technologies. (HTR – A10.10.3)
26.4 Describe quality assurance procedures used in food production and processing. (HTR – A10.10.4)
26.5 Compare food production and processing techniques, safety standards, and distribution methods in the world marketplace. (HTR – A10.10.5)

HTR – A10.11 Standard 27: Facilities and Equipment
Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism and recreation.

27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment. (HTR – A10.11.1)
27.2 Define the work triangle concept and apply the principles to kitchen safety and efficiency. (HTR – A10.11.2)
27.3 Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost. (HTR – A10.11.3)
27.4 Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances. (HTR – A10.11.4)

Housing and Furnishings

FID – A10.5 Standard 28: Housing and Furnishing Selections
Explore how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

28.1 Explain how selections in housing, furnishings, and accessories meet social, physical, and psychological needs. (FID – A10.5.1)
28.2 Analyze how fads and trends influence choices in decorating. (FID – A10.5.2)
28.3 Explain how cultural values and ideals are expressed through housing, furnishings and accessories. (FID – A10.5.3)

FID – A10.6 Standard 29: Elements and Principles of Color and Design
Demonstrate an understanding of the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

29.1 Identify and apply the elements and principles of design to evaluate and plan aesthetic and pleasing living environments. (FID – A10.6.1)
29.2 Use the elements and principles of design to select home furnishings and equipment. (FID – A10.6.2)
29.3 Identify color terminology and give examples of color schemes. (FID – A10.6.3)
29.4 Apply and evaluate color schemes to achieve aesthetically pleasing living environments. (FID – A10.6.4)
29.5 Explain the science of color perception. (FID – A10.6.5)
29.6 Analyze the use of color for psychological effect. (FID – A10.6.6)

FID – A10.7 Standard 30: Housing and Furniture Styles
Compare and contrast the historical and cultural influences on apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

30.1 Identify factors that influence trends and cycles in housing and furniture styles. (FID – A10.7.1)

30.2 Identify and describe the characteristics of recognized architectural styles and determine cultural influences. (FID – A10.7.2)
30.3 Identify major periods of furniture styles and determine cultural influences. (FID – A10.7.3)
30.4 Research and describe housing and furniture styles that have evolved as the result of technology. (FID – A10.7.4)

FID – A10.8 Standard 31: Textiles and Materials
Explore and experiment with different textile fibers, fabrics and finishes used for apparel and furnishings.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

31.1 Identify and compare the characteristics of textiles and materials used in living environments. (FID – A10.8.1)
31.2 Select textiles and materials appropriate for use in living environments for individuals and families throughout the life cycle. (FID – A10.8.2)
31.3 Explain the proper procedures for the maintenance of textiles and materials used in living environments. (FID – A10.8.3)
31.4 Describe the influences of new and emerging science and technology on textiles, materials, and finishes used in living environments. (FID – A10.8.4)

FID – A10.9 Standard 32: Custom Interior Items and Accessories
Demonstrates how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

A. Custom Interior Items and Accessories
32.1 Demonstrate ability to take accurate measurements. (FID – A10.9.1)
32.2 Select appropriate fabric, materials, tools, and equipment for the construction of interior items and accessories. (FID – A10.9.2)
32.3 Construct interior items and accessories through the use of appropriate custom construction techniques and equipment. (FID – A10.9.3)
32.4 Analyze the use of appropriate finishing techniques for items constructed either by custom or manufactured methods. (FID – A10.9.4)
32.5 Develop advanced custom construction skills through the use of unusual fabrics, fitting techniques, and complex designs. (FID – A10.9.5)

B. Alter, Repair and Remodel Interior Items and Accessories

32.6 Evaluate the appropriateness of altering, repairing, or remodeling interior items or accessories. (FID – A10.9.6)
32.7 Identify necessary alterations. (FID – A10.9.7)
32.8 Identify and evaluate resources needed, costs, and services available for altering and repairing interior items or accessories. (FID – A10.9.8)
32.9 Evaluate the fit and appearance of altered interior items or accessories. (FID – A10.9.9)

C. Interior Items and Accessories for Individuals with Special Needs

32.10 Identify sources that provide or sell interior items and accessories to individuals with special needs. (FID – A10.9.10)
32.11 Analyze the information provided by public and private agencies regarding interior items and accessories for individuals with special needs. (FID – A10.9.11)
32.12 Select fiber and fabric construction methods that are best suited for individuals with special needs. (FID – A10.9.12)
32.13 Design and construct or modify interior items and accessories for individuals with special needs. (FID – A10.9.13)

FID – A10.11 Standard 33: Housing Decisions

Evaluate the factors that influence housing decisions.

33.1 Identify and evaluate housing alternatives and the factors that influence housing decisions. (FID – A10.11.1)
33.2 Identify and compare housing requirements for individuals and families to ensure universal access. (FID – A10.11.2)
33.3 Identify the factors and explain the process for determining the percentage of income appropriate for housing costs. (FID – A10.11.3)
33.4 Compare the advantages and disadvantages of home ownership and home rental. (FID – A10.11.4)
33.5 Investigate and compare the cost of home purchase contracts and financing options. (FID – A10.11.5)
33.6 Research landlord and tenant rights and responsibilities and interpret the components of a lease agreement. (FID – A10.11.6)
33.7 Evaluate the advantages and disadvantages of shared housing. (FID – A10.11.7)
33.8 Compare the advantages and disadvantages of remodeling a home with relocation to another dwelling. (FID – A10.11.8)
33.9 Research public and private resources available to help in planning the modification of living environments to ensure universal access. (FID – A10.11.9)

FID – A10.12 Standard 34: Home Furnishings and Living Environments

Identify the factors influencing the selection and care of home furnishings, accessories, and equipment.

A. Selection and Care of Furnishings, Accessories, and Equipment

34.1 Describe factors that influence the selection of home furnishings. (FID – A10.12.1)
34.2 Identify basic furnishings and equipment needs for individuals and families. (FID – A10.12.2)
34.3 Identify factors that determine quality in home furnishings, accessories, and equipment. (FID – A10.12.3)
34.4 Plan furnishings for living environments. (FID – A10.12.4)
34.5 Compare a variety of sources for purchasing new and used home furnishings, accessories, and equipment. (FID – A10.12.5)
34.6 Recommend appropriate care, repair, and maintenance of home furnishings, accessories, and equipment. (FID – A10.12.6)
34.7 Identify emerging technology as it relates to housing, home furnishings, accessories, and equipment. (FID – A10.12.7)
34.8 Compare the advantages and disadvantages of recycling, refinishing, or restoring home furnishings and accessories. (FID – A10.12.8)

B. Safe and Healthy Living Environments

34.9 Describe reasons for having a safe, clean, and orderly environment. (FID – A10.12.9)
34.10 Describe potential health and safety hazards and emergencies that occur in the home and identify practices that can prevent accidents and illnesses. (FID – A10.12.10)
34.11 Analyze floor plans and elevations for safety, organization, efficiency, and ease of maintenance. (FID – A10.12.11)
34.12 Describe and develop a plan for scheduling routine care and maintenance that is time, energy, and cost efficient. (FID – A10.12.12)
34.13 Compare the costs and feasibility of alternatives for maintenance and improvement of living environments. (FID – A10.12.13)
34.14 Describe ways in which special devices, equipment, and strategies can be used to make the home environment safer, more comfortable, and universally accessible for all individuals. (FID – A10.12.14)

FID – A10.13 Standard 35: Space Planning

Assess the principles and factors that influence space planning and interior design, including universal access.

35.1 Describe factors to consider in planning indoor and outdoor areas for living, work, and storage. (FID – A10.13.1)
35.2 Evaluate and design a living environment to meet individual, family, and group needs and ensure universal access through the life cycle. (FID – A10.13.2)
35.3 Define and apply the concept of traffic patterns in designing space for living, working, and storage. (FID – A10.13.3)
35.4 Create a plan for remodeling or redecorating a living environment to meet the needs of an individual or a family. (FID – A10.13.4)
35.5 Identify strategies and new technology available to improve space utilization. (FID – A10.13.5)

Individual and Family Health

HTR – A10.5 Standard 36: Health and Nutrition

Define the principles of nutrition and their relationship to good health through the life cycle.

36.1 Explain the functions of body systems and describe nutritional practices that promote optimum health. (HTR – A10.5.1)
36.2 Determine and compare appropriate caloric and energy needs to maintain, lose, or gain weight through the life cycle. (HTR – A10.5.2)
36.3 Evaluate and compare the advantages, disadvantages, and costs of dietary supplements, medications, procedures, and fad diets for weight control. (HTR – A10.5.3)
36.4 Analyze dietary patterns for short- and long-range health implications. (HTR – A10.5.4)
36.5 Prepare a profile of symptoms to illustrate various eating disorders and relate that profile to self-abusive behavior. (HTR – A10.5.5)

ECDFS – A10.17 Standard 37: Personal Health

Summarize the importance of wellness and safety to individual and family heath and well-being.

A. Personal Health

37.1 Define health and identify the characteristics of a healthy person. (ECDFS – A10.17.1)
37.2 Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health. (ECDFS – A 10.17.2)
37.3 Identify symptoms of illness and infections. (ECDFS – A10.17.3)
37.4 Maintain accurate personal and family health histories. (ECDFS – A10.17.4)
37.5 Identify family health care options for maintaining optimal health. (ECDFS – A10.17.5)

B. Wellness

37.6 Analyze self-esteem and its relationship to mental wellness through the life cycle. (ECDFS – A10.17.6)

37.7 Define emotions and explain the relationship of managing emotions to maintaining physical and mental health. (ECDFS – A10.17.7)

37.8 Evaluate the need for and use strategies to build self-esteem through the life cycle. (ECDFS – A10.17.8)

37.9 Describe and compare how positive and negative attitudes and stress affect behavior and health. (ECDFS – A10.17.9)

37.10 Describe stress, stress reduction techniques, and stress management and determine ways to minimize stressful situations. (ECDFS – A10.17.10)

C. Emergency Care and Preparedness

37.11 Identify health hazards in the home, school, community, and workplace. (ECDFS – A10.17.11)

37.12 Demonstrate basic first-aid techniques and explain emergency procedures. (ECDFS – A10.17.12)

37.13 Explain preparedness strategies for emergencies and disasters. (ECDFS – A10.17.13)

37.14 Describe strategies to make the home, school and community safe for individuals. (ECDFS – A10.17.14)

37.15 Prepare emergency plans for families to use in various emergency situations. (ECDFS – A10.17.15)

D. Responsible Health Related Behaviors

37.16 Use the decision-making process to make responsible health choices. (ECDFS – A10.17.16)

37.17 Identify high risk health behaviors and their effects on individuals and society. (ECDFS – A10.17.17)

37.18 Explain types and symptoms of verbal, physical, and emotional abuse and their effects on physical and mental health. (ECDFS – A10.17.18)

37.19 Compare appropriate and inappropriate ways to express emotions. (ECDFS – A10.17.19)

37.20 Describe various types and consequences of substance abuse. (ECDFS – A10.17.20)

37.21 Identify resources that provide support systems for substance abusers and abused individuals. (ECDFS – A10.17.21)

37.22 Define and recognize types of manipulative behavior as well as pressures exerted by peers and media and describe strategies for prevention and management. (ECDFS – A10.17.22)

E. Health and the Environment

37.23 Describe health problems related to the environment that affects individuals and families. (ECDFS – A10.17.23)

37.24 Assess environmental health risks and their impact on the quality of life. (ECDFS – A10.27.24)

37.25 Recommend actions for the prevention or correction of environmental conditions that affect individuals and families. (ECDFS – A10.27.25)

37.26 Review and analyze the effects of current environmental laws and regulations. (ECDFS – A10.27.26)

F. Community Health Resources

37.27 Compare and evaluate sources of information regarding health and well-being. (ECDFS – A10.17.27)

37.28 Identify and evaluate services and organizations that provide for emergency and health care needs. (ECDFS – A10.17.28)

ECDFS – A10.18 Standard 38: Communicable and Non-communicable Infections and Diseases.

Demonstrate an understanding of how to prevent and control infection and disease to produce the optimum health of individuals and families.

38.1 Define communicable and non-communicable infections and diseases. (ECDFS – A10.18.1)
38.2 Identify basic procedures to care for individuals with infections and diseases. (ECDFS – A10.18.2)
38.3 Describe universal health precautions and responsible behaviors for the prevention and control of common infections and diseases. (ECDFS – A10.18.3)

Transferable and Employability Skills

ECDFS – A2.0, FID – A2.0, HTR – A2.0 Standard 39: Communication
Acquire and use accurately industry sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment to LS 9-10, 11-12.6)

39.1 Explain how personal and interpersonal skills and group dynamics affect personal, family, and work life. (ECDFS, FID, HTR – A2.0.1)
39.2 Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline. (ECDFS, FID, HTR – A2.0.2)
39.3 Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles. (ECDFS, FID, HTR – A2.0.3)
39.4 Describe effective working relationships across age, gender, and cultural groups. (ECDFS, FID, HTR – A2.0.4)
39.5 Assess and practice effective nonverbal, oral, and written communication skills appropriate for various relationships and situations. (ECDFS, FID, HTR – A2.0.5)
39.6 Design and evaluate a plan to strengthen personal and interpersonal skills, including understanding the distinguishing qualities of effective leaders. (ECDFS, FID, HTR – A2.0.6)

ECDFS – A3.0, FID – A3.0, HTR – A3.0 Standard 40: Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment to SLS 11-12.2)

A. Career Awareness
40.1 Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways. (ECDFS, FID, HTR – A3.0.1)
40.2 Describe career pathways and strategies for obtaining employment and advancing in various pathways. (ECDFS, FID, HTR – A3.0.2)
40.3 Research the benefits, educational requirements, work requirements, and costs of preparing for employment in a Family and Consumer Sciences related field including teaching in California. (ECDFS, FID, HTR – A3.0.3)
40.4 Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios. (ECDFS, FID, HTR – A3.0.4)

B. Employability
40.5 Define and describe employability skills and professionalism. (ECDFS, FID, HTR – A3.0.5)
40.6 Describe the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior. (ECDFS, FID, HTR – A3.0.6)
40.7 Evaluate dress, grooming, and personal hygiene appropriate for various job situations. (ECDFS, FID, HTR – A3.0.7)
40.8 Analyze skills needed to work effectively and efficiently as a supervisor or employee. (ECDFS, FID, HTR – A3.0.8)
40.9 Describe and practice behaviors and attitudes that contribute to success in job retention and promotion. (ECDFS, FID, HTR – A3.0.9)
40.10 Define ways in which employees may have to adapt to changes in the workplace. (ECDFS, FID, HTR – A3.0.10)

ECDFS – A10.19, FID – A10.14, HTR – A10.13 Standard 41: Management of Personal, Family, and Work Responsibilities
Explain the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

41.1 Describe and relate the management process to a balanced personal, family, and work life. (ECDFS – A10.19.1, FID – A10.14.1, HTR – A10.13.1)
41.2 Apply management skills, including negotiation, to home and work life. (ECDFS – A10.19.2, FID – A10.14.2, HTR – A10.13.2)
41.3 Examine various roles and expectations that influence the ability to balance personal, family, and work life. (ECDFS – A10.19.3, FID – A10.14.3, HTR – A10.13.3)
41.4 Explain ways in which technology affects personal, family, and work life and evaluate its use in managing and balancing responsibilities. (ECDFS – A10.19.4, FID – A10.14.4, HTR – A10.13.4)
41.5 Apply and use the decision-making process to resolve situations with a potential for conflict and stress. (ECDFS – A10.19.5, FID – A10.14.5, HTR – A10.13.5)
41.6 Analyze ways to integrate personal and family needs, values, and goals. (ECDFS – A10.19.6, FID – A10.24.6, HTR – A10.13.6)

ECDFS – A10.20, FID – A10.15, HTR – A10.12 Standard 42: Influences on Individual, Family, and Workplace Decisions
Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.

42.1 Explain how individual decisions may be affected by the different stages of the human life cycle. (ECDFS – A10.20.1, FID – A10.15.1, HTR – A10.12.1)
42.2 Explain how family decisions are affected and may change in each stage of the human life cycle. (ECDFS – A10.20.2, FID – A10.15.2, HTR – A10.12.2)
42.3 Describe how work-related factors influence decisions at each stage of the life cycle. (ECDFS – A10.20.3, FID – A10.15.3, HTR – A10.12.3)

ECDFS – A10.21, FID – A10.16, HTR – A10.14 Standard 43: Transferability of Consumer and Family Studies Knowledge, Skills, and Attitudes to Careers
Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced training and education or careers.

43.1 Explain how Consumer and Family Studies knowledge and skills can be transferred to advanced education and careers, including entrepreneurship. (ECDFS – A10.21.1, FID – A10.16.1, HTR – A10.14.1)
43.2 Describe the need and capacity for lifelong learning. (ECDFS – A10.21.2, FID – A10.16.2, HTR – A10.14.2)