

STATE OF WYOMING
FAMILY & CONSUMER SCIENCE CLUSTER AND
PATHWAY COMPETENCIES

Family & Consumer Science Cluster

Cluster Level Core Competencies & Objectives

COMPETENCY

FCS1 Analyze career opportunities and employment skills within family and community services.

OBJECTIVES

- FCS1-1 Demonstrate knowledge of education and training requirements for careers of interest
- FCS1-2 Identify demand, locations, salaries and salary ranges for careers of interest
- FCS1-3 Knowledge of professional organizations in careers of interest
- FCS1-4 Demonstrate employability skills and protocol¹ appropriate to the setting (time management, punctuality, personal accountability, teamwork, personal hygiene, attire & appearance)

COMPETENCY

FCS2 Students will understand and apply problem solving and critical thinking skills.

OBJECTIVES

- FCS2-1 Students will use reasoning strategies, knowledge, and common sense to solve problems
- FCS2-2 Students will determine logistics and test ways of improving the effectiveness of a system²
- FCS2-3 Employ teamwork and leadership skills to effectively complete a task

COMPETENCY

FCS3 The student will understand the qualities and behaviors that promote strong family, workplace and community dynamics

OBJECTIVES

- FACS3-1 Understand and apply various strategies to effectively manage conflict
- FACS3-2 Identify and demonstrate social awareness related to diversity
- FACS3-3 Demonstrate communication skills that contribute to healthy relationships
- FACS3-4 Identify and apply ethical standards when making judgments and taking action

¹ Commonly accepted practices and behaviors appropriate to the situation

² A group of interacting, interrelated, or interdependent elements forming a complex whole; functionally related group of elements

COMPETENCY

FCS4 The students will analyze policies that support consumer rights and responsibilities.

OBJECTIVES

- FCS4-1 Student will have an awareness of consumer protection laws and rights and be able to identify appropriate courses of action and agencies.
- FCS4-2 Student will be aware of and employ appropriate consumer safety and protection practices when making purchases (i.e., entering credit card information over the internet via secure sites, etc.)

Family & Consumer Science Cluster
CHILD AND HUMAN DEVELOPMENT PATHWAY

Pathway Core Competencies & Objectives

COMPETENCY

CHD1 The student will evaluate the significance of family and its effects on the well-being of individuals and society.

OBJECTIVES

- CHD1-1 Identify characteristics of different family structures.
- CHD1-2 Explain the effects of family on individuals and society.
- CHD1-3 Identify the strengths of the family and how to make it stronger.
- CHD1-4 Determine factors that contribute to healthy and unhealthy relationships.
- CHD1-5 Recognize the role of family in teaching culture, traditions and societal expectations.

COMPETENCY

CHD2 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

OBJECTIVES

- CHD2-1 Identify the roles and responsibilities of parents.
- CHD2-2 Identify parenting practices that maximize human growth and development, including positive guidance techniques.
- CHD2-3 Recognize the characteristics of safe, quality childcare.
- CHD2-4 Be familiar with the legal rights of parents and children.

COMPETENCY

CHD3 Demonstrate knowledge of human development from conception through preschool age³.

OBJECTIVES

- CHD3-1 Identify positive and negative behaviors that affect health throughout the life span.
- CHD3-2 Summarize the human conception process.
- CHD3-3 Identify characteristics of prenatal development.
- CHD3-4 Identify the stages of childbirth.
- CHD3-5 Analyze the effect of heredity and environment on human growth and development.
- CHD3-6 Demonstrate knowledge of current research on existing theories in child development (e.g., Piaget, Ericson and prior findings versus new brain development research)

³ For those programs of sufficient time and duration, stages of child development may include the entire lifespan.

COMPETENCY

CHD4 Demonstrate knowledge of physical, intellectual, social, and emotional development from newborn through preschool age children⁴.

OBJECTIVES

- CHD4-1 Describe the growth and development of a newborn to age one.
- CHD4-2 Describe the growth and development of a toddler.
- CHD4-3 Describe the growth and development of a preschool age child.

NOTE: The following competency and objectives are not offered statewide and only apply to programs covering professional childcare.

COMPETENCY

CHD5 Demonstrate knowledge, skills, and practices required in early childhood education.

OBJECTIVES

- CHD5-1 Understand and apply developmentally appropriate practices to plan for early childhood education, including utilization of observation techniques.
- CHD5-2 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
 - Learning centers
 - Lesson plans
 - Age appropriate activities
- CHD5-3 Demonstrate knowledge of the components of a safe and healthy learning environment for children.
- CHD5-4 Demonstrate ways of communicating that build collaborative relationships with children
- CHD5-5 Demonstrate knowledge of professional standards and laws related to working with children (including confidentiality, laws & reporting regarding suspected child abuse and neglect, etc.).

⁴ See footnote #3.

Family & Consumer Science Cluster
LIFE MANAGEMENT PATHWAY

Pathway Core Competencies & Objectives

COMPETENCY

LIM1 The student will develop criteria for managing different phases of one’s life span.

OBJECTIVES

- LIM1-1 Identify and apply the decision-making process⁵.
- LIM1-2 Analyze components of the management process and how it pertains to resources and information (financial, environmental, and basic needs).
- LIM1-3 Demonstrate knowledge of stress management strategies for family, work, and community settings.
- LIM1-4 Students will identify strategies to manage multiple roles, and responsibilities (individual, family, career, community, and global).
- LIM1-5 Demonstrate management of individual and family needs, including food, clothing, shelter, health care, recreation, and transportation

LIM2 The student will have an understanding of healthy family, workplace, and community relationships.

OBJECTIVES

- LIM2-1 Students will analyze functions and expectations of various types of relationships.
- LIM2-2 Identify skills and components of respectful healthy relationships.
- LIM2-3 Analyze processes for building and maintaining interpersonal relationships.
- LIM2-4 Compare physical, emotional, spiritual and intellectual functioning in stable versus unstable relationships.
- LIM2-5 Analyze factors that contribute to healthy and unhealthy relationships
- LIM2-6 Analyze processes for handling unhealthy relationships.

⁵ Including planning skills to organize tasks (e.g., identify choice options and consequences of alternative solutions, gathering relevant information, weigh pros/cons, and make informed decisions).

COMPETENCY

LIM3 Students will demonstrate knowledge and application of effective communication skills in family, work, and community settings.

OBJECTIVES

- LIM3-1 Examine communication styles and their effects on relationships.
- LIM3-2 Recognize and demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- LIM3-3 Examine barriers to communication in family, work, and community settings.
- LIM3-4 Demonstrate awareness of ethical principles of communication in family, work, and community settings, including the ethical use of communication technology.

COMPETENCY

LIM4 Students will understand and apply conflict prevention and management techniques.

OBJECTIVES

- LIM4-1 Demonstrate understanding and application of positive emotional and anger management techniques
- LIM4-2 Show an understanding of how attitudes and behavior may contribute to positive or negative interactions with others.
- LIM4-3 Recognize and respect similarities and differences among people.
- LIM4-4 Identify what constitutes harassment and bullying.
- LIM4-5 Understand and apply nonviolent strategies to address conflict, including effective responses to harassment.
- LIM4-6 Identify community resources that support conflict prevention and management

COMPETENCY

LIM5 The students will investigate the different phases of parenting and parenting skills.

OBJECTIVES

- LIM5-1 Analyze parenting roles and responsibilities.
- LIM5-2 Explore the impact of diversity on families and society.
- LIM5-3 Examine basic parenting skills.
- LIM5-4 Investigate laws and services that impact parenting.

NOTE: In some schools “Foods, Health & Wellness”, “Consumer Economics” and “Community & Human Services” are taught within the FACS cluster, either under the Life Management Pathway or as their own separate pathways. However, in some schools, these areas are taught within other CTE clusters. If “Foods, Health & Wellness”, “Consumer Economics” and “Community & Human Services” are addressed within the FACS cluster, either as a separate pathway or within the Life Management Pathway, below are the competencies that would apply.

FOOD, HEALTH & WELLNESS

COMPETENCY

LIM6 The students will develop an understanding of how food choices can impact one’s health and lifestyle.

OBJECTIVES

- LIM6-1 Analyze parenting roles and responsibilities in relation to food choices.
- LIM6-2 Evaluate the impact of food choices on wellness.
- LIM6-2 Formulate a plan to achieve a healthy lifestyle.

CONSUMER ECONOMICS

COMPETENCY

LIM7 Students will demonstrate knowledge of consumer economics.

OBJECTIVES

- LIM7-1 Employ decision-making process in making consumer decisions about purchasing, creating, and maintaining basic human necessities (e.g., housing, food, clothing, transportation, health, insurance, etc.).
- LIM7-2 Determine choice options and gather relevant product and service information on goods and services (i.e., features, styles, cost, services provided, etc.) to determine trade-offs.
- LIM7-3 Examine and interpret labeling, packaging, and support materials of consumer goods.
- LIM7-4 Examine components of a financial planning process that reflects the distinction between needs and wants, values, goals, and economic resources.

COMPETENCY

LIM8 The students will evaluate the impact of technology and media on individual and family resources.

OBJECTIVES

- LIM8-1 Students will demonstrate awareness of the different venues for gathering information and making purchases (i.e., purchasing over the internet, in stores, etc.)
- LIM8-2 Critique and assess media messages and their impact on consumer decisions
- LIM8-3 Recognize sales techniques that compare, demonstrate, assist, and advise consumers in the selection of goods and services

COMPETENCY

LIM9 Students will demonstrate management of financial resources to meet the goals of individuals and families across the life span.

OBJECTIVES

- LIM9-1 Determine the need for personal and family financial planning with the goal of becoming and staying self-sufficient.
- LIM9-2 Student will know how to create a personal budget (i.e., project income and expenses).
- LIM9-3 Student will be able to read and understand credit terms, conditions, and effects of credit decisions (i.e., credit card applications, credit scores, etc.)
- LIM9-4 Student will be knowledgeable about banking options, accounts, and terminology (i.e., types of accounts (checking, savings, money market, CD, interest rates, etc.)
- LIM9-5 Student will identify options, gather relevant information, weigh pros/cons and make informed decisions about housing (i.e., rent versus buy a house, financing options, understand terms and conditions of leases and purchases)
- LIM9-6 Student will identify options, gather relevant information, weigh pros/cons and make informed decisions about transportation (i.e., used versus new car, lease versus buy, financing options, understand terms and conditions of leases and purchases).

COMMUNITY AND HUMAN SERVICES

COMPETENCY

LIM10 Students will be aware of and demonstrate job-seeking skills.

OBJECTIVES

- LIM10-1 Students will be able to prepare a quality resume and cover letter (i.e., formatted in a professional, aesthetically pleasing manner, no typos)
- LIM10-2 Student will complete a **quality** job application (i.e., complete, neat)
- LIM10-3 Student will be aware of and demonstrate quality job interviewing skills (i.e., professional appearance, eye contact, language, communicate information about self relevant to the job, conduct appropriate follow-up after interview).

COMPETENCY

LIM11 Students will be aware of and demonstrate professionalism and employability skills.

- LIM11-1 Student demonstrates awareness of different avenues to identify job opportunities (i.e., newspaper, organizations, online job service agencies, etc.)
- LIM11-2 Student is aware of and demonstrates job-keeping skills for the modern workplace.
Examples:
 - Punctuality
 - Work Ethic (i.e., works hard, does best, stays on task, honesty, dependable)
 - Completes assigned tasks in a timely manner (task completion)
 - Appearance is appropriate for the workplace.
 - Overall professionalism
- LIM11-3 Be able to listen, gather information, and follow directions pertinent to a task.
- LIM11-4 Awareness of and demonstration of customer service skills (politeness, responsiveness, tone of voice, etc.)
- LIM11-5 Employ written communication skills appropriate to the setting.

COMPETENCY

LIM12 The student will analyze factors that influence individual, family and community life.

OBJECTIVES

- LIM12-1 Set goals for lifelong learning (i.e., short-term, intermediate, and long-term life goals)
- LIM12-2 Develop a life plan for achieving individual goals.
- LIM12-3 Student will demonstrate an awareness of local community issues and needs.
- LIM12-4 Student will identify volunteer and participation opportunities in school or community settings.
- LIM12-5 Student will be knowledgeable of and demonstrate awareness of characteristics of an effective leader.
- LIM12-6 Student will be a contributing and effective team member (i.e., contributes to the work of the group, positive communications in group setting, works collaboratively)

Family & Consumer Science Cluster
INTERIOR DESIGN PATHWAY

Pathway Core Competencies & Objectives

COMPETENCY

INTD1 Students will analyze the principles and elements of design.

OBJECTIVES

- INTD1-1 Identify key elements and principles of design
- INTD1-2 Demonstrate the use of basic design elements and principles
- INTD1-3 Demonstrate an understanding of color principles
- INTD1-4 Demonstrate design concepts using draping, flat pattern making techniques, computer, virtual imaging, photography and other technologies for product design.
- INTD1-5 Implement design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
- INTD1-6 Examine legislation, regulation, and public policy affecting the textile, upholstery, and apparel industry.

COMPETENCY

INTD2 Students will understand and explore skills needed for successful marketing as it applies to interior design.

OBJECTIVES

- INTD2-1 Understand and apply visual merchandising strategies (e.g. web design, store displays, individual presentations, etc.).

COMPETENCY

INTD3 Students will evaluate the components of customer service.

OBJECTIVES

- INTD3-1 Identify factors and skills that contribute to quality customer service and customer relations.
- INTD3-2 Understand and apply the impact of diversity (i.e. financial, geographic, cultural, etc.) as a factor in customer service and customer relations.

COMPETENCY

INTD4 Evaluate client needs, goals and resources in creating design plans for residential and commercial interiors.

OBJECTIVES

- INTD4-1 Understand the client's requirements and available resources for improving an interior space.
- INTD4-2 Evaluate environmental factors influencing design choices (may include geographic location, family health issues, existing structural constraints, etc.)
- INTD4-3 Demonstrate an understanding of the process and related research, required to prepare a client proposal.
- INTD4-4 Student will demonstrate the ability to meet specified design project requirements within a given budget.

Family & Consumer Science Cluster
TEXTILES PATHWAY

Pathway Core Competencies & Objectives

COMPETENCY

TXT1 Students will evaluate the properties of textile products

OBJECTIVES

- TXT1-1 Understand the historic and current trends and their influence on design and production of textile products.
- TXT1-2 Analyze a variety of natural and synthetic textile fibers and their performance characteristics, including design, construction, care & use.
- TXT1-3 Analyze and evaluate the impact of science and technology on textiles (microfibers, sun protection factor, synthetic materials, space industry and military influences).

COMPETENCY

TXT2 Students will demonstrate skills needed to produce, alter, repair, or recycle textile products.

OBJECTIVES

- TXT2-1 Apply color theory and design principles in producing textile products.
- TXT2-2 Follow suggested guidelines to produce (following a pattern, reading directions, etc.) textile products.
- TXT2-3 Identify, select, use, clean and safely maintain textile tools (rotary cutters, shears, cutting mat, textile specific rulers, etc.)
- TXT2-4 Identify, select, use, clean and safely maintain textile equipment (serger, sewing, embroidering, felting and quilting machines)

COMPETENCY

TXT3 Students will determine and analyze factors that influence selection of textile products⁶

OBJECTIVES

- TXT3-1 Evaluate the factors that contribute to selecting textiles for families, individuals and communities (including economic and global factors, available human resources and special needs and elderly populations)
- TXT3-2 Evaluate impacts of self-concept, peer pressure, and media influences on textile selections.
- TXT3-3 Understand and analyze the psychological impact of textile selection.
- TXT3-4 Assess the cost of constructing, manufacturing, altering, repairing, or recycling textile products.
- TXT3-5 Student will understand and apply best consumer practices (i.e. comparison-shopping, awareness of media influence, etc.)

⁶ Includes, but is not limited to, fashion apparel and home accessories.