



Ohio

Family and Consumer Sciences

CAREER FIELD TECHNICAL CONTENT STANDARDS

2015

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Foreword

The Career Field Technical Content Standards serve as the curricular framework for Ohio's career-technical education pathway programs as outlined in Ohio Administrative Code 3301-61-03 (Criteria for Secondary Workforce Development Programs).

Career Field Technical Content Standards outline the knowledge and skills needed for success in careers across multiple pathways. Validated by Ohio business and industry representatives in conjunction with Ohio educators, these standards form the basis for developing educational programming in Ohio secondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary education with postsecondary education systems and the workplace.

This version of Career Field Technical Content Standards is intended to support the ongoing evolution of career technical education pathway programs. The standards tend to be somewhat broader than previous versions and are not repeated for individual pathways or occupational areas. The broader and non-duplicated statements are intended to capture the knowledge and skills that can be applied across any number of occupations in a pathway rather than focusing on the requirement of a single occupation. After all, the intent of a pathway program is to prepare a student for a range of educational and career opportunities following high school.

Pathway programs prepare students to combine broad knowledge, insight and understanding of business processes, academic attainment and workplace readiness with depth of knowledge and expertise in a technical area. Knowing that many careers will require some level of postsecondary education, the content standards also delineate the knowledge and skills necessary to seamlessly transition to postsecondary educational programs.

This document seeks to provide the basis for educational programming that will provide the employee with fundamental skill-sets that employers demand. This ensures that Ohio's workforce of tomorrow is competitive in a global environment. An environment that requires knowledge and skills can be applied in a broader context, aimed at innovation to support new products and services in an ever-changing economy.

In addition to the extensive engagement of secondary and postsecondary educators and business/industry professionals, development of these standards represents a collaborative effort of the following professional partners: the Ohio Department of Education's Office of Career-Technical Education and the Center on Education and Training for Employment at The Ohio State University.

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Acknowledgements

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Further acknowledgement is due to:

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- and
- Alicia Willis, Program Coordinator - Editorial Projects, the Center on Education and Training for Employment at The Ohio State University.

Those listed above provided vision and implementation support for the Family and Consumer Sciences Career Field Technical Content Standards and Ohio's Family and Consumer Sciences educational programs.

Philosophy and Principles for Implementation

Ohio Career Field Initiative

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. These 16 fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift necessary to respond to the needs of a rapidly changing global environment.

A career field is a “group of occupations and broad industries based on common characteristics” (see www.careertech.org). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **Incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**
Employees need a comprehensive understanding beyond a single occupational area. Career-technical programming needs to be provided in a larger context, so students can generalize learning, make connections between education and work and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **Emphasizes the acquisition of strong academic knowledge and skills; and**
Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, social studies and science relevant to students as a means to an important end—success at work and in life.
- **Facilitates high-school-to-postsecondary transitions.**
A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs and graduate school.

Career Pathways

A key component of the Ohio Career Field Initiative is a career pathway, which is a coherent, articulated sequence of rigorous academic and career-technical coursework commencing in the middle grades and leading to an associate degree, baccalaureate degree and beyond—an industry-recognized certificate and/or licensure. Pathways facilitate a seamless transition from high school to postsecondary education (including apprenticeships, adult education, two- and four-year colleges and graduate school) and from postsecondary education to the workplace. The career pathway is developed, implemented and maintained in partnership among secondary and postsecondary education, business and employers. Career pathways are available to all students, including adult learners and lead to rewarding careers.

To effectively facilitate the transition from secondary to postsecondary education and a career, high school career pathways should encompass:

1. Challenging technical coursework in a chosen career field based on career field technical content standards;
2. Rigorous academics that meet Ohio’s academic content standards and grade-level expectations;
3. Electives that relate to career objectives;
4. Instructional enhancements, such as experiential and authentic learning opportunities (e.g., work-based learning, mentorships, internships) and career-technical student organization participation;
5. Opportunities (when appropriate) for program and student certification and licensure;
6. Preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
7. Preparation for transition to employment with advancement opportunities;
8. Performance targets that include high school academic and technical testing/exit and postsecondary entry/placement requirements;
9. Various sector(s) within an industry or encompass a function that crosses industry sectors;
10. The scope of opportunities in the related industry and available college programs;
11. Opportunities to prepare for a range of careers, including
 - a. multiple employment opportunities after high school and
 - b. opportunities for students to enter and succeed in postsecondary and continuing education programs;
12. Transferable skills required for employment in the range of occupations aligned to the pathway; and
13. Opportunities to learn skills across the pathway as well as in specialized areas.

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, go to <http://education.ohio.gov/Topics/Career-Tech/Career-Fields>.

Structure and Format

The Career Field Technical Content Standards document is composed of a series of strands comprised of outcomes that each contain a set of competencies.

- A strand is a large content area under which multiple outcomes are organized, regardless of the pathway. It includes a title and a concise description with statements that capture multiple, broad areas of learner knowledge and skills expected across all outcomes in the strand. There are approximately six strands of content per career field.
- An outcome is an overarching statement that summarizes the knowledge and skills described in a set of individual competencies to be learned by the end of the 12th grade. There are usually 5–15 outcomes within a strand, depending on the breadth of content to be addressed.
- A competency is a specific statement of essential knowledge or skill to be learned in the pathway program. There are usually 5–12 competencies under an outcome.

Each set of outcomes and competencies is included in one or more pathways in the career field. Outcomes and competencies form the basis for developing secondary courses, programs, instruction and assessment, facilitating transition from one educational level to the next and to the workplace. This supports career readiness and long-term career success by:

- Providing the basis for effective collaboration, teamwork and communication across pathways;
- Laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- Equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

All outcomes and competencies in the Career Field Technical Content Standards have been verified as essential by labor representatives within the pathway or pathways specified.

These essential outcomes and competencies specify industry-based knowledge or hands-on skills that career-technical education students need by the end of the 12th grade to be successful in their selected career pathway and on-going learning (such as college, apprenticeships and military opportunities).

Development of Family and Consumer Sciences Career Field Technical Content Standards

The process for the development of the Family and Consumer Sciences Career Field Technical Content Standards began in August 2014 and culminated in June 2015. Over the course of 2014-2015, numerous secondary and postsecondary educators as well as business and industry representatives from across the state of Ohio took part in the formal development process. The following summarizes the various stages of the development process.

Research and Development

The involvement of subject matter experts, including educators, was critical to the completion of the draft revision of the document. Development was also informed by consulting the following sources of information:

- American Association of Family and Consumer Sciences;
- Arkansas Department of Career Education for Family And Consumer Sciences;
- Family, Career and Community Leaders of American (FCCLA);
- Georgia Human Services Career Technical and Agricultural Education standards;
- Indiana Department of Education
 - Family and Consumer Sciences Standards and Course Frameworks;
 - Health and Wellness Academic Standards;
- Kentucky Occupational Skills Standards Assessment (KOSSA) for Consumer and Family Management and Early Childhood Education;
- National Association of State Administrators of Family and Consumer Sciences (NASAFACS);
- National Association of State Directors of Career Technical Education Consortium (NASDCTEc); Common Career Technical Core (CCTC) standards and Programs of Study;
- National Institute of Food and Agriculture;
- National Standards for Family and Consumer Sciences (NSFCS);
- Ohio Association of Family & Consumer Sciences;
- Ohio Department of Education
 - Agricultural and Environmental Systems Content Standards;
 - Financial Literacy Academic Content Standards;
 - Graduation, Reality And Dual-Role Skills (GRADS) Content Standards;
 - Health Science Content Standards
 - Hospitality and Tourism Content Standards;
- Pennsylvania Department of Education Academic Standards for Family and Consumer Sciences;
- Physical Activity Guidelines for Americans;

- Texas Essential Knowledge and Skills for Career and Technical Education for Dollars and Sense, Interpersonal Studies, Lifetime Nutrition and Wellness, Child Development and Guidance and Human Services standards;
- Utah State Office of Education Family and Consumer Sciences Education Pathways;
- The Ohio State University – Family and Consumer Sciences;
- United States Centers for Disease Control and Prevention (CDC);
- United States Department of Agriculture (USDA); and
- United States Securities and Exchange Commission.

Futuring Panel

On December 2, 2014, the Family and Consumer Sciences futuring panel brought together key business and industry representatives from across the state to advise the Ohio Department of Education on trends impacting the Family and Consumer Sciences career field. The participants were asked to share their perceptions on changes in education and the workplace, employment trends, changes in technical skill requirements, needed workplace readiness skills and available industry-recognized standards and credentials. This feedback was used to develop and streamline the standards document into what is most demanded by the community.

Standards Development Panel

A select group of Ohio Family and Consumer Sciences secondary instructors volunteered their time and expertise to assist with the development of the standards. These instructors participated in face-to-face meetings and conference calls to draft and refine the strands, outcomes, and competencies in the standards document.

Public Review Survey

From March 5 to 20, 2015, Ohio Family and Consumer Sciences secondary instructors, postsecondary faculty, and business and industry representatives completed a survey to provide feedback on the competencies in the draft standards document. Survey results remain anonymous.

Validation Survey

From April 13 to 24, 2015, a diverse group of Ohio business and industry representatives and postsecondary faculty participated in a survey to validate and rate the importance of the competencies in the draft standards document. Survey results remain anonymous.

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Strand 1. Career Development

Develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.

Outcome 1.1. Personal and Professional Skills

Develop personal and professional skills to transition through life.

Competencies

- 1.1.1. Identify the knowledge, skills and abilities necessary to succeed.
- 1.1.2. Describe the role and function of professional and community organizations, industry associations and organized labor.
- 1.1.3. Develop a networking plan to build and maintain professional relationships.
- 1.1.4. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
- 1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.
- 1.1.6. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
- 1.1.7. Give and receive constructive feedback to improve personal and professional habits.
- 1.1.8. Adapt personal coping skills to adjust to life and workplace demands.
- 1.1.9. Recognize different cultural beliefs and practices and demonstrate respect for them.

Outcome 1.2. Career Exploration

Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.

Competencies

- 1.2.1. Develop a personal career inventory.
- 1.2.2. Identify career pathways related to interests and talents.
- 1.2.3. Research career opportunities and occupational trend projections.
- 1.2.4. Develop a career plan.
- 1.2.5. Determine the education, training, certification, licensure and experience requirements for selected careers.
- 1.2.6. Set educational and volunteer goals that support progress toward meeting career goals.
- 1.2.7. Develop strategies for self-promotion.
- 1.2.8. Write professional correspondence, job applications and resumé.

Outcome 1.3. Leadership and Communications

Develop leadership, team-building and communication skills to promote collaboration.

Competencies

- 1.3.1. Extract relevant, valid information from materials and cite sources of information.
- 1.3.2. Deliver and critique formal and informal presentations.
- 1.3.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
- 1.3.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.3.5. Communicate information for an intended audience and purpose.
- 1.3.6. Use proper grammar and expression in all aspects of communication.
- 1.3.7. Use consensus-building techniques to draw conclusions and determine next steps.
- 1.3.8. Compare the strengths, weaknesses and characteristics of leadership styles that influence personal versus professional relationships.
- 1.3.9. Identify advantages and disadvantages involving digital and/or electronic communications.
- 1.3.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
- 1.3.11. Use technical writing skills to complete forms and create reports.
- 1.3.12. Use motivational strategies to accomplish goals.

Outcome 1.4. Resource Management and Information Technology

Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings.

Competencies

- 1.4.1. Use home office equipment to communicate.
- 1.4.2. Select and use software applications to locate, record, analyze and present information.
- 1.4.3. Use system hardware to support software applications.
- 1.4.4. Apply safety and security rules and regulations (e.g., parental controls, identity protection, password protection, Health Insurance Portability and Accountability Act [HIPAA], custodial rights).
- 1.4.5. Use information technology tools to maintain, secure and monitor records.
- 1.4.6. Use personal organization management and productivity applications to optimize assigned tasks.
- 1.4.7. Use electronic media to communicate, following online etiquette guidelines.

Outcome 1.5. Global Environment

Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals.

Competencies

- 1.5.1. Describe the interdependence of cultural understanding and cultural intelligence skills.
- 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of a community.
- 1.5.3. Use continual awareness to interact and exchange ideas with individuals from diverse cultural settings.
- 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
- 1.5.5. Recognize the ways in which bias, stereotypes and discrimination may influence self-worth and group dynamics.
- 1.5.6. Analyze tasks for understanding and interpretation from a different cultural perspective.
- 1.5.7. Identify how multicultural teaming and globalization can foster recognition of new opportunities.
- 1.5.8. Compare multigenerational characteristics.

Outcome 1.6. Entrepreneurship

Develop skills and knowledge to transition a strength into a business.

Competencies

- 1.6.1. Create a list of strengths, values, skills and abilities needed to be successful as an entrepreneur.
- 1.6.2. Identify business opportunities and develop a plan to produce a competitive product or service.
- 1.6.3. Explain the role of profit as an incentive to become an entrepreneur.
- 1.6.4. Identify the factors that contribute to the success and failure of entrepreneurial ventures.
- 1.6.5. Assess the roles of nonprofit and for-profit businesses.
- 1.6.6. Explain pathways used to become an entrepreneur.
- 1.6.7. Identify resources available to entrepreneurs (e.g., Small Business Administration, mentors, information resources, educational opportunities).
- 1.6.8. Follow compliance regulations for intellectual property and knowledge (e.g., copyright, patent, trademark, trade secrets).
- 1.6.9. Propose alternatives when entrepreneurial goals are not achieved.

Strand 2. Family Development

Develop personal attributes that contribute to healthy families, community involvement and workplace productivity.

Outcome 2.1. Family Units

Examine the effects of family units on individuals and society.

Competencies

- 2.1.1. Identify the structure of family units and the impact on society.
- 2.1.2. Evaluate the effects of change on family units at each lifecycle stage.
- 2.1.3. Explain the importance of cultural traditions in a family unit.
- 2.1.4. Evaluate how a family unit builds the independence, interdependence and commitment of its members.
- 2.1.5. Analyze the impact of factors that influence individual growth and family development.

Outcome 2.2. Parenting Roles and Responsibilities

Evaluate parenting roles and responsibilities at each developmental stage and within different cultures.

Competencies

- 2.2.1. Differentiate among the parenting roles of support, nurturance and guidance.
- 2.2.2. Explain how parents provide for a child's basic needs, health and safety.
- 2.2.3. Identify parenting strategies to accommodate children's personalities and special needs.
- 2.2.4. Compare theories of how to develop a child's morals, values and self-esteem.
- 2.2.5. Explain how to develop mutual respect between a parent and child.
- 2.2.6. Compare the effects of parental involvement on a child's education.
- 2.2.7. Compare the benefits and consequences of different discipline practices.
- 2.2.8. Describe the role of available services (e.g., Department of Job and Family Services, community education classes) in supporting parenting roles and responsibilities.

Outcome 2.3. Parenting Styles

Analyze the parenting styles needed to assume parenting roles and responsibilities.

Competencies

- 2.3.1. Compare the types of parenting styles and the impact they have on child growth and development.
- 2.3.2. Describe the impacts of emotional, intellectual and physical nurturing on human growth and development.
- 2.3.3. Evaluate impacts of abuse and neglect based on signs and symptoms.
- 2.3.4. Determine methods and resources needed to address signs of abuse or neglect.
- 2.3.5. Explain the positive and negative impacts technology has on family relationships.
- 2.3.6. Identify a parenting style that reflects personal strengths, beliefs and values.

Outcome 2.4. Prenatal Care

Analyze prenatal healthcare needs and the effects on family planning.

Competencies

- 2.4.1. Identify alternate methods of becoming a parent (e.g., adoption, artificial insemination, surrogacy).
- 2.4.2. Identify signs, symptoms and stages of pregnancy.
- 2.4.3. Explain physical and psychological characteristics of pre-pregnancy mothers and fathers that contribute to a healthy birth.
- 2.4.4. Discuss the father's role in prenatal care.
- 2.4.5. Summarize the stages of fetal development.
- 2.4.6. Determine how to meet the nutritional requirements for a healthy mother and baby based on prenatal conditions.
- 2.4.7. Identify the medical procedures conducted during prenatal care.
- 2.4.8. Describe the effects of adverse medical and environmental prenatal conditions on a healthy delivery.

Outcome 2.5. Birth and Postpartum Care

Examine birth and postpartum care.

Competencies

- 2.5.1. Discuss the advantages of participating in childbirth preparation classes.
- 2.5.2. Explain the stages of labor and methods of delivery.
- 2.5.3. Describe the signs of preterm labor and consequences of preterm delivery.
- 2.5.4. Identify medical procedures conducted during labor and delivery.
- 2.5.5. Identify common fears and misconceptions about labor and delivery.
- 2.5.6. Explain the importance of a postpartum health examination.
- 2.5.7. Describe the physical changes of the mother following delivery.
- 2.5.8. Describe the initial post-delivery care provided to newborns and mothers.
- 2.5.9. Explain emotional responses and warning signs of depression during the postpartum period.
- 2.5.10. Explain the role of a support network in postpartum care.

Outcome 2.6. Infant Care

Analyze the developmental needs of an infant and provide care.

Competencies

- 2.6.1. Develop a schedule to meet an infant's nutritional and physical needs.
- 2.6.2. Compare infant feeding options.
- 2.6.3. Demonstrate safe infant care techniques.
- 2.6.4. Describe diet- and sleep-related illnesses and soothing techniques.
- 2.6.5. Identify community infant care support resources (e.g., Women, Infants and Children [WIC]; health department; children's services).
- 2.6.6. Identify an infant's characteristics and behaviors.
- 2.6.7. Describe how to respond to abnormalities in an infant.
- 2.6.8. Explain the importance of bonding with an infant.
- 2.6.9. Examine the role and responsibility of fathers in infant care.

Outcome 2.7. Child Growth and Development

Promote child growth and development across the lifespan.

Competencies

- 2.7.1. Explain research findings on current and emerging trends in human growth and development.
- 2.7.2. Compare the characteristics and milestones of each developmental stage.
- 2.7.3. Assess a child's abilities at each developmental stage based on developmental milestones.
- 2.7.4. Determine a child's learning styles and the teaching strategies needed to support the child's intellectual development.
- 2.7.5. Promote a child's self-development through the use of parenting strategies and techniques.
- 2.7.6. Compare the effects of cultural, socioeconomic and environmental contributions on a child's intellectual growth and development.
- 2.7.7. Compare peer influences experienced at various developmental stages.
- 2.7.8. Identify interventions, resources and support systems that enhance growth and development.
- 2.7.9. Identify learned and innate behaviors.

Outcome 2.8. Childcare

Evaluate safe and healthy childcare services.

Competencies

- 2.8.1. Differentiate among child development theories and their implications for childcare practices.
- 2.8.2. Evaluate quality indicators for childcare options.
- 2.8.3. Compare childcare services, facilities, curriculum and providers.
- 2.8.4. Describe how to evaluate in-home childcare providers.
- 2.8.5. Discuss mandated reporting laws for child abuse, neglect and abduction.
- 2.8.6. Describe parental consent and custody issues that affect childcare.

Strand 3. Food and Nutrition

Develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Outcome 3.1. Nutritional Information

Analyze nutritional information to guide food choices.

Competencies

- 3.1.1. Describe sources of nutrients and their contributions to dietary needs.
- 3.1.2. Identify the role of the digestive system in nutrient absorption.
- 3.1.3. Identify symptoms of nutrient deficiencies and toxicity.
- 3.1.4. Calculate nutrient values of meals based on the food labels of products and ingredients.
- 3.1.5. Identify suitable ingredient substitutes to meet special dietary needs.
- 3.1.6. Compensate for nutritional deficiencies.
- 3.1.7. Evaluate the nutritional effects of fad diets, food addictions and eating disorders on individual wellness.

Outcome 3.2. Weight Management

Manage weight throughout the lifecycle.

Competencies

- 3.2.1. Identify factors that influence body weight.
- 3.2.2. Explain the criteria for determining healthy body weight.
- 3.2.3. Describe eating disorder warning signs, prevention methods and management techniques.
- 3.2.4. Evaluate the effectiveness of weight management programs.
- 3.2.5. Explain the importance of portion control and eating behaviors in weight management.
- 3.2.6. Calculate the energy output needed to balance caloric input.
- 3.2.7. Compare the benefits and detriments of nutrient supplements used in weight management.

Outcome 3.3. Food Selection

Analyze safe and affordable foods that promote a healthy lifestyle.

Competencies

- 3.3.1. Justify the use of prepackaged versus from scratch foods based on cost, time, nutrition and ease of preparation.
- 3.3.2. Evaluate challenges that prevent individuals from obtaining nutritious food choices.
- 3.3.3. Evaluate meat and poultry based on cuts and grading standards.
- 3.3.4. Identify quality standards used to select food products.
- 3.3.5. Select nutritious food choices at home and when dining out.
- 3.3.6. Describe the impact of social and cultural influences on dietary patterns.
- 3.3.7. Create daily food plans that meet current United States Department of Agriculture (USDA) dietary guidelines and contribute to healthy eating habits.
- 3.3.8. Create menus for special occasions and events that reflect knowledge of special dietary and nutritional needs.

Outcome 3.4. Food Safety and Sanitation

Promote food safety and sanitation using proper food handling and storage.

Competencies

- 3.4.1. Identify major foodborne illnesses, causes, preventions and entrances into the food supply.
- 3.4.2. Prevent food safety risks by controlling conditions under which bacteria grow.
- 3.4.3. Compare the effects of food labeling, preservation, packaging and storage on food safety, freshness and longevity.
- 3.4.4. Compare food preservation methods (e.g., freezing, drying, canning) used to optimize shelf life.
- 3.4.5. Regulate food temperatures throughout purchase, storage, handling, cooking and serving.
- 3.4.6. Apply personal, food safety and sanitation processes and procedures to prevent contamination and cross-contamination at home and in the workplace.

Outcome 3.5. Food Preparation

Prepare foods through different cooking methods to preserve nutrient values.

Competencies

- 3.5.1. Evaluate the physical, biological and chemical makeup of foods and the effects on food preparation.
- 3.5.2. Develop recipes that preserve nutrient values and promote healthy eating patterns.
- 3.5.3. Identify seasonings, oils, flavor enhancers and food additives by type, class or purpose.
- 3.5.4. Calculate solid and liquid measurements and apply ratios and equations to convert U.S. and metric measurements.
- 3.5.5. Adjust and convert recipes to achieve specific serving sizes and ingredient substitutions.
- 3.5.6. Select cooking methods to retain nutritional values of fruits, vegetables, grains, protein and dairy.
- 3.5.7. Adjust cooking time and temperature based on convention, convection and microwave ovens.
- 3.5.8. Prepare sauces and gravies using thickening agents.
- 3.5.9. Adjust to weather and altitude conditions when preparing baked products.
- 3.5.10. Prepare a variety of confections, pastries and baked products.

Outcome 3.6. Dining Etiquette

Analyze dining etiquette, settings and service styles that enhance the food experience.

Competencies

- 3.6.1. Compare formal and informal dining settings.
- 3.6.2. Identify the components of place settings.
- 3.6.3. Create and place table decorations based on the event.
- 3.6.4. Decorate or garnish plated foods to enhance presentation.
- 3.6.5. Apply social and dining etiquette rules that reflect the setting.
- 3.6.6. Serve foods according to the selected serving style.
- 3.6.7. Apply tipping etiquette when calculating services rendered.
- 3.6.8. Explain the responsibilities of a host and guest.

Outcome 3.7. Sustainable Food Practices

Analyze key components of local, healthy, sustainably-grown foods.

Competencies

- 3.7.1. Identify available resources that ensure adequate, secure food supplies.
- 3.7.2. Use seasonal foods to support local economies and help reduce carbon footprints.
- 3.7.3. Plan a food garden.
- 3.7.4. Identify the role of local producers, food distributors and current farm practices to support sustainable agriculture.
- 3.7.5. Explain research findings on current and emerging trends in the food industry.
- 3.7.6. Compare renewable and non-renewable resource practices, related to food and food packaging waste.
- 3.7.7. Compare community-based food systems and resources.

Strand 4. Personal Finance and Consumerism

Develop skills to achieve personal financial wellness and become an educated consumer.

Outcome 4.1. Financial Goals

Achieve financial goals to establish financial stability.

Competencies

- 4.1.1. Identify the economic principles that affect the cost of living.
- 4.1.2. Identify income sources and expenditures.
- 4.1.3. Establish personal resources and evaluate their effects on earning potential.
- 4.1.4. Compare gross and net income and identify the categories of deduction (e.g., union dues, retirement plans, garnishments).
- 4.1.5. Evaluate the role of federal, state and local taxes in financial planning.
- 4.1.6. Identify local, state and federal tax obligations and develop a tax payment plan.
- 4.1.7. Prepare personal income tax filings.
- 4.1.8. Set financial goals to influence current and future economic choices.
- 4.1.9. Create a spending plan that reflects financial goals.
- 4.1.10. Interpret personal financial documents to monitor financial goal progress.
- 4.1.11. Adjust resource allocations based on financial goal progress.
- 4.1.12. Measure and track financial wellbeing.
- 4.1.13. Evaluate investments and calculate potential earnings.

Outcome 4.2. Financial Services

Analyze financial institutions and services.

Competencies

- 4.2.1. Identify financial institutions and available services.
- 4.2.2. List characteristics of reputable financial intuitions.
- 4.2.3. Compare financial services based on lending terms and conditions.
- 4.2.4. Evaluate the impact of government regulations, global economics and environmental conditions on investment and retirement plans.
- 4.2.5. Compare and select retirement plans.
- 4.2.6. Compare advantages and disadvantages of investment strategies.
- 4.2.7. Create an investment plan to meet financial goals.

Outcome 4.3. Credit and Debt

Analyze how credit and debt affect the achievement of financial goals.

Competencies

- 4.3.1. Identify credit types and purposes for establishing credit.
- 4.3.2. Describe how reporting agencies use an individual's financial decisions to determine personal credit scores.
- 4.3.3. Describe how to secure and maintain credit.
- 4.3.4. Explain how credit ratings affect access to products, services and employment opportunities.
- 4.3.5. Establish solutions to correct debt problems.

Outcome 4.4. Asset Protection

Analyze risk management strategies used to protect assets.

Competencies

- 4.4.1. Identify the relationships among economy, society and environment that lead to financial stability.
- 4.4.2. Describe the effects of inflation, recession and world crises and the impact on financial planning.
- 4.4.3. Summarize types of insurance and identify how each mitigates financial risk and prevents loss.
- 4.4.4. Identify how to reduce risk of identity theft and rectify a compromised identity.
- 4.4.5. Describe how agencies (e.g., Attorney General's Office, Better Business Bureau, Food and Drug Administration, Federal Trade Commission) help protect consumers.
- 4.4.6. Select risk management solutions to protect personal property and assets.
- 4.4.7. Minimize risk through asset allocation, diversification and rebalancing.

Outcome 4.5. Purchasing Decisions

Apply strategies to make purchasing decisions.

Competencies

- 4.5.1. Compare products based on features, costs and benefits.
- 4.5.2. Compare the effects of a direct cost versus an indirect cost on a purchase.
- 4.5.3. Explain the effects of economic trends and conditions on purchasing decisions.
- 4.5.4. Describe the impact of supply and demand on product availability and pricing.
- 4.5.5. Determine how purchasing decisions are influenced by brand identity and marketing techniques.
- 4.5.6. Compare the advantages and disadvantages of online and in-store purchasing and the effects on the local economy.
- 4.5.7. Summarize the terms of a sales contract for a product or service.
- 4.5.8. Evaluate leasing and purchasing options for major purchases.
- 4.5.9. Calculate interest rates to determine the projected cost of an item.
- 4.5.10. Complete financial transactions using various purchasing methods.

Outcome 4.6. Ethics, Law and Consumer Issues

Analyze how professional, ethical and legal behaviors contribute to continuous improvement in regulatory compliance.

Competencies

- 4.6.1. Describe how regulatory compliance affects the consumer.
- 4.6.2. Use ethical character traits consistent with personal and professional standards.
- 4.6.3. Explain how consumer protections laws (e.g., Equal Opportunity Act, Fair Credit Reporting Act, Consumer Protection Agency, Family and Medical Leave Act [FMLA], Family Educational Rights and Privacy Act [FERPA]) help safeguard individuals from fraud and potential loss.
- 4.6.4. Access and implement safety compliance measures (e.g., recommended manufacturers' guidelines, product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA], American Association of Poison Control Centers) to maintain product warranty and protect the consumer.
- 4.6.5. Identify fraudulent and deceptive practices (e.g., bait and switch, unlawful door-to-door sales, deceptive service estimates, misrepresentations) and their overall impact on the consumer.
- 4.6.6. Identify the labor laws (e.g., Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC]) that affect employment and the consequences of noncompliance for both employee and employer.
- 4.6.7. Identify potential conflicts of interest between personal and professional ethical standards.
- 4.6.8. Identify ways to advocate for public policies, legislation and government regulations.

Strand 5. Health and Wellness

Develop wellness practices that promote a healthy lifestyle.

Outcome 5.1. Lifespan Wellness

Adopt wellness practices at each stage of the lifespan.

Competencies

- 5.1.1. Explain how the seven dimensions of wellness (i.e., emotional, environmental, intellectual, occupational, physical, social, spiritual) impact overall health.
- 5.1.2. Identify how to prevent or reduce the risk of health problems.
- 5.1.3. Explain the effects of engaging in healthy and unhealthy behaviors.
- 5.1.4. Describe the effects of external factors on personal health.
- 5.1.5. Evaluate overall health to determine present and future healthcare needs.
- 5.1.6. Create a long-term personal health plan that promotes lifespan wellness.
- 5.1.7. Describe environmental issues and lifestyle habits that lead to poor health.
- 5.1.8. Explain the effect hygiene has on health and wellness.
- 5.1.9. Describe the consequences of the use and misuse of health products.
- 5.1.10. Explain the effect allergies and sensitivities have on overall health.
- 5.1.11. Identify the principles of dental procedures and comprehensive dental care.
- 5.1.12. Compare types of immunizations throughout the lifespan.
- 5.1.13. Compare vaccination risks to the consequences of refusing vaccines.

Outcome 5.2. Physical Activity

Promote a healthy lifestyle through physical activity, relaxation and sleep.

Competencies

- 5.2.1. Describe the short- and long-term health benefits of physical activity, relaxation and sleep.
- 5.2.2. Compare exercise guidelines across the lifespan.
- 5.2.3. Compare strength, flexibility and endurance and describe the importance of each.
- 5.2.4. Compare the advantages and disadvantages of aerobic activities versus a sedentary lifestyle.
- 5.2.5. Describe each phase of the sleep cycle.
- 5.2.6. Identify sleep disorder symptoms and effects on the phases of the sleep cycle.
- 5.2.7. Execute techniques to improve sleep.
- 5.2.8. Analyze the effects of stress and stress reducing activities on overall health.

Outcome 5.3. Emergency Preparedness

Analyze emergency preparedness procedures.

Competencies

- 5.3.1. Identify the signs and symptoms of common illnesses.
- 5.3.2. Describe what should be on hand for emergencies and treatment of common illnesses.
- 5.3.3. Determine when to seek emergency medical care.
- 5.3.4. Create an action plan for emergency situations.
- 5.3.5. Assess the situation and administer necessary first aid procedures.
- 5.3.6. Perform cardiopulmonary resuscitation (CPR), automated external defibrillation (AED) and the Heimlich maneuver.

Outcome 5.4. Mental Health

Analyze strategies to maintain positive mental health.

Competencies

- 5.4.1. Describe mental health issues, symptoms and prevention methods.
- 5.4.2. Identify symptoms and long-term effects of substance abuse and chemical dependency.
- 5.4.3. Determine when to seek support, treatment and counseling resources.
- 5.4.4. Identify suicidal tendencies and prevention methods.
- 5.4.5. Identify barriers to seeking treatment and support for mental health issues.
- 5.4.6. Describe the challenges of living with mental health issues or chemical dependencies.
- 5.4.7. Create mental health management and substance abuse recovery plans.
- 5.4.8. Identify the stages of grief and develop coping strategies.

Outcome 5.5. Human Sexuality

Analyze the impact of human sexuality on health and wellness.

Competencies

- 5.5.1. Differentiate between the male and female reproductive system, structures and functions.
- 5.5.2. Describe the decisions and responsibilities associated with sexual relationships.
- 5.5.3. Identify types, effects and prevention methods of sexually transmitted diseases (STDs).
- 5.5.4. Evaluate family planning techniques for the different lifecycle stages.
- 5.5.5. Describe the effects of genetic disorders and fertility issues on family planning.

Outcome 5.6. Personal Safety

Implement personal safety procedures.

Competencies

- 5.6.1. Identify threatening behaviors and corrective strategies.
- 5.6.2. Identify the signs, symptoms and impacts of dating and domestic violence.
- 5.6.3. Implement strategies to protect self and others from illness, injury, abuse and abduction.
- 5.6.4. Identify resources, organizations and agencies committed to assisting victims.
- 5.6.5. Implement methods needed to support victims and families.
- 5.6.6. Describe the impact of initiating self-defense actions.
- 5.6.7. Develop a personal safety plan.

Strand 6. Design

Apply the principles of design to interior and exterior spaces and textiles.

Outcome 6.1. Design Principles

Apply principles of design to convey ideas.

Competencies

- 6.1.1. Identify the principles and elements of design.
- 6.1.2. Evaluate the physiological and psychological ways humans interact with spaces and furnishings.
- 6.1.3. Apply design elements and principles to develop and enhance visual effects.
- 6.1.4. Evaluate the use of design in textiles, interiors or exteriors.
- 6.1.5. Prepare sketches, patterns or elevations.
- 6.1.6. Generate and manipulate two-dimensional (2D) and three-dimensional (3D) digital designs.
- 6.1.7. Create a virtual rendering using design principles and elements.

Outcome 6.2. Textile Design

Evaluate fabrics and finishes for design, appearance, construction and performance.

Competencies

- 6.2.1. Categorize textile fibers and describe the uses for each.
- 6.2.2. Explain how fiber, weave, texture, pattern and finishes affect the visual appearance and functionality of fabric.
- 6.2.3. Evaluate performance characteristics of fabrics and finishes.
- 6.2.4. Analyze the effects of textile characteristics on design and construction.
- 6.2.5. Design textile products using design elements and principles.

Outcome 6.3. Produce, Alter and Repair Textiles

Produce, alter and repair textile products.

Competencies

- 6.3.1. Select the type of production, alteration or repair needed based on the characteristics of woven, knit and non-woven textile products.
- 6.3.2. Explain research findings on current textile-design and -production technologies and trends.
- 6.3.3. Develop textile products using the production sequence.
- 6.3.4. Alter and repair textile products.
- 6.3.5. Repurpose, redesign and recreate a textile product.
- 6.3.6. Determine the processes needed to protect and preserve products based on textile characteristics.

Outcome 6.4. Interior and Exterior Design

Design interior and exterior spaces.

Competencies

- 6.4.1. Determine available space based on blueprints or floorplans.
- 6.4.2. Measure and estimate the dimensions of interior or exterior areas.
- 6.4.3. Create a design that incorporates environmental psychology, architecture and product design elements.
- 6.4.4. Draft space plans to scale using architectural symbols.
- 6.4.5. Revise plans to improve aesthetics, function, safety and return on investment.
- 6.4.6. Incorporate universal design principles, building codes and regulations in space planning.
- 6.4.7. Develop a project scope of work.
- 6.4.8. Compare quotes and select products or services based on project criteria.
- 6.4.9. Estimate costs and value gains of a remodel or redesign.

Outcome 6.5. Interior and Exterior Decorating

Decorate interior and exterior spaces.

Competencies

- 6.5.1. Explain the roles of ergonomics and anthropometrics in product selection.
- 6.5.2. Select floor and wall coverings, window treatments and lighting based on form and function.
- 6.5.3. Select furnishings based on product longevity, product safety and maintenance.
- 6.5.4. Select architectural décor and features to compliment the home's style and theme.
- 6.5.5. Furnish spaces, according to principles of design, to accommodate traffic flow, activity and existing architectural features.
- 6.5.6. Repair, reuse and repurpose home furnishings and décor.

Strand 7. Living Environment

Develop knowledge and skills to maintain a healthy living environment.

Outcome 7.1. Clean Environment

Maintain a clean living environment.

Competencies

- 7.1.1. Compare and select cleaning products based on price, availability and sustainable practices.
- 7.1.2. Describe the effects of cleaning products and methods on the environment and personal health.
- 7.1.3. Clean textile products according to recommended manufacturers' instructions.
- 7.1.4. Clean and treat stains on natural and synthetic surfaces (e.g., stone, wood, fabric) with cleaning solutions and materials recommended by industry guidelines.
- 7.1.5. Describe procedures for safely handling, storing and disposing of hazardous materials and waste products, according to federal and state safety regulations.
- 7.1.6. Create a seasonal cleaning plan, including checklists, job specifications and costs.

Outcome 7.2. Home and Family Organization

Organize a home and family by using technology and storage strategies.

Competencies

- 7.2.1. Use storage products to maximize space and improve home organization.
- 7.2.2. Implement technologies to manage family organization and resources.
- 7.2.3. Identify advanced technology needs based on price, style and purpose.
- 7.2.4. Create a plan to implement home technology solutions.

Outcome 7.3. Property Maintenance

Preserve the financial value of a home through property maintenance.

Competencies

- 7.3.1. Determine home and property maintenance needed to preserve financial value.
- 7.3.2. Compare and select appliances based on price, availability and ease of use.
- 7.3.3. Perform maintenance, repairs and replacements according to appliance manuals.
- 7.3.4. Determine service schedules for equipment based on service contract and warranty recommendations.
- 7.3.5. Create a property maintenance schedule.
- 7.3.6. Compare quotes and references for maintenance services.
- 7.3.7. Estimate costs and value gains of repairs versus replacements.

Outcome 7.4. Environmental Sustainability

Analyze environmentally-sustainable practices to maintain a home.

Competencies

- 7.4.1. Justify the use of eco-friendly versus traditional products and principles based on the environmental impact.
- 7.4.2. Conduct an energy audit to determine the financial benefits of maintaining an energy-efficient home.
- 7.4.3. Select energy sources based on economic viability, sustainability and environmental impact.
- 7.4.4. Apply household practices to reduce water and energy use.
- 7.4.5. Apply green products and practices to clean and maintain property.
- 7.4.6. Compare products and services from manufacturers who promote environmentally-sustainable practices.

Outcome 7.5. Safe and Secure Living Environment

Implement measures to ensure a safe and secure living environment.

Competencies

- 7.5.1. Implement home safety and security measures to minimize risk.
- 7.5.2. Identify animal owner responsibilities that ensure a safe and secure living environment.
- 7.5.3. Create a home safety checklist and implement needed safety measures.
- 7.5.4. Prepare, plan and stay informed for natural disasters.
- 7.5.5. Prepare and plan for extended time away from home.
- 7.5.6. Select, install and maintain fire detecting and gas monitoring systems.
- 7.5.7. Determine extinguishing methods for each class of fire.

Arts and Communication Career Field

Webb’s Depth of Knowledge (DOK) Ratings

In June 2015, Norman Webb and Sara Christopherson, Director of WebbAlign Studies at the Wisconsin Center for Education Products and Services, analyzed the Family and Consumer Sciences standards and assigned Depth of Knowledge (DOK) levels to each competency. On June 12, 2015, Sara facilitated a discussion with ODE (Ohio Department of Education) and CETE (Center on Education and Training for Employment, at the Ohio State University) consultants to form a consensus on ratings of competencies to which she and Norman each assigned a different DOK level. The following table reflect the final DOK level at which each competency will be assessed. Classroom instruction can include higher DOK levels, as long as students are prepared to answer assessment items at the level to which they are written.

DOK 1 (Recall)

DOK 1 is defined by the recall of information or performance of a simple, routine procedure, including execution of a well-defined multi-step procedure, protocol or adherence to a set of rules, such as following a recipe. DOK 1 also includes receiving or reciting facts acquired by processing text or by other instructional exposure. Tasks require only a shallow understanding of the text or concepts presented and may consist of verbatim recall from text/instruction or slight paraphrasing of specific details without a need for processing the content. A student answering a Level 1 assessment item either knows the answer or does not (i.e., the item does not need to be “figured out” or “solved”). Assessment items at this level may ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified as DOK 1 or 2 depending on what is to be described and explained. A DOK 1 “describe” or “explain” would require a student to recall, recite or reproduce information.

DOK 2 (Skills and Concepts)

DOK 2 involves engaging in some mental processing beyond a habitual response and beyond recalling or reproducing a response. DOK 2 expectations and tasks require both comprehension and subsequent processing of text or of concepts presented through instruction. This category may require conceptual understanding and/or demonstrating conceptual knowledge by explaining thinking in terms of concepts or by applying procedures or principles. DOK 2 tasks can involve selection, choice and decision-making about how to approach the problem or activity. Tasks require consideration of context and drawing relationships between and among ideas. DOK 2 activities may also involve paraphrasing or summarizing that requires understanding of the underlying concepts, ideas and context to put concepts and ideas into one’s own words. Estimation is normally at this level because the process requires some comparisons to reach a conclusion. Adapting skills or making adjustments to the workplace or home life requires understanding of the underlying concepts and skills to allow for application in a different context. At DOK 2, students may be required to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories; describe or explain issues and problems in their own words; describe or explain patterns, cause and effect, significance or impact, relationships, points of view or processes. DOK 2 “describe” or “explain” requires students to describe or explain dynamic situations that have multiple interacting factors.

DOK 3 (Strategic Thinking)

At DOK 3 deep knowledge becomes a greater focus. Students are expected to go beyond knowing how and why to justifying the how and why through application and evidence. DOK 3 involves conducting analyses of text or concepts; making inferences; conducting critical reviews; evaluating internal logic; considering implied values, attitudes and biases; deep and abstract reasoning; critiques of arguments; making decisions based on evidence; planning; raising valid alternative hypotheses and conclusions to those presented in instructional contexts. Operating on or working with phenomena, systems or models with many parts and very fine distinctions can be a DOK 3, such as understanding the interaction of causes of the U.S. financial crisis of 2008, and may involve consideration of a topic or scenario from multiple perspectives. DOK 3

expectations and tasks require judgment and evaluation of a situation to inform action or response and analyzing and explaining research results and trends in a field of work. Creating an original and new process or product requiring planning and problem solving is a DOK 3, but creating a plan with well-defined constraints, specifications and conditions could be a DOK 2 or a DOK 3 depending on the amount of decision making required. DOK 3 problems are those for which it is not evident from the first reading what is needed to derive a solution and so require demanding reasoning to workthrough.

DOK 4 (Extended Thinking)

DOK 4 involves at least as complex content as in the DOK 3 category, but also requires working on a task over an extended period of time such as when conducting a research project over weeks. The extended time that accompanies this type of activity allows for creation of original work and requires metacognitive awareness that typically increases the complexity of a DOK 4 task overall, in comparison with DOK 3 activities. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require the application of significant conceptual understanding and higher-order thinking. It may be difficult to determine if a learning or performance expectation represents a DOK 3 or DOK 4 if the expectations about project duration are not explicit in the statement. A likely DOK 4 activity would be developing a plan that requires original research, consulting different sources of information, weighing a number of factors, generating different models and then reaching some conclusion or course of action. It is unlikely that all of these steps could be performed meaningfully without devoting a number of days, weeks or months to the task.

| Standard/Outcome/Competency | DOK Level |
|--|-----------|
| Strand 1: Career Development | |
| Outcome 1.1. Personal and Professional Skills: Develop personal and professional skills to transition through life. | |
| 1.1.1. Identify the knowledge, skills and abilities necessary to succeed. | 2 |
| 1.1.2. Describe the role and function of professional and community organizations, industry associations and organized labor. | 2 |
| 1.1.3. Develop a networking plan to build and maintain professional relationships. | 3 |
| 1.1.4. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles. | 2 |
| 1.1.5. Apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions. | 3 |
| 1.1.6. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism. | 2 |
| 1.1.7. Give and receive constructive feedback to improve personal and professional habits. | 3 |
| 1.1.8. Adapt personal coping skills to adjust to life and workplace demands. | 2 |
| 1.1.9. Recognize different cultural beliefs and practices and demonstrate respect for them. | 2 |
| Outcome 1.1. DOK Frequency – Level 1 = 0, Level 2 = 6, Level 3 = 3, Level 4 = 0 | |
| Outcome 1.2. Career Exploration: Explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities. | |

| Standard/Outcome/Competency | DOK Level |
|--|-----------|
| 1.2.1. Develop a personal career inventory. | 3 |
| 1.2.2. Identify career pathways related to interests and talents. | 2 |
| 1.2.3. Research career opportunities and occupational trend projections. | 2 |
| 1.2.4. Develop a career plan. | 2 |
| 1.2.5. Determine the education, training, certification, licensure and experience requirements for selected careers. | 2 |
| 1.2.6. Set educational and volunteer goals that support progress toward meeting career goals. | 3 |
| 1.2.7. Develop strategies for self-promotion. | 2 |
| 1.2.8. Write professional correspondence, job applications and resumés. | 3 |
| Outcome 1.2. DOK Frequency – Level 1 = 0, Level 2 = 5, Level 3 = 3, Level 4 = 0 | |
| Outcome 1.3. Leadership and Communication: Develop leadership, team-building and communication skills to promote collaboration. | |
| 1.3.1. Extract relevant, valid information from materials and cite sources of information. | 3 |
| 1.3.2. Deliver and critique formal and informal presentations. | 3 |
| 1.3.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively. | 2 |
| 1.3.4. Use negotiation and conflict-resolution skills to reach solutions. | 3 |
| 1.3.5. Communicate information for an intended audience and purpose. | 3 |
| 1.3.6. Use proper grammar and expression in all aspects of communication. | 2 |
| 1.3.7. Use consensus-building techniques to draw conclusions and determine next steps. | 3 |
| 1.3.8. Compare the strengths, weaknesses and characteristics of leadership styles that influence personal versus professional relationships. | 2 |
| 1.3.9. Identify advantages and disadvantages involving digital and/or electronic communications. | 2 |
| 1.3.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team. | 3 |
| 1.3.11. Use technical writing skills to complete forms and create reports. | 3 |
| 1.3.12. Use motivational strategies to accomplish goals. | 3 |
| Outcome 1.3. DOK Frequency – Level 1 = 0, Level 2 = 4, Level 3 = 8, Level 4 = 0 | |
| Outcome 1.4. Resource Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in personal and professional settings. | |
| 1.4.1. Use home office equipment to communicate. | 2 |
| 1.4.2. Select and use software applications to locate, record, analyze and present information. | 3 |

| Standard/Outcome/Competency | DOK Level |
|--|-----------|
| 1.4.3. Use system hardware to support software applications. | 2 |
| 1.4.4. Apply safety and security rules and regulations (e.g., parental controls, identity protection, password protection, Health Insurance Portability and Accountability Act [HIPAA], custodial rights). | 2 |
| 1.4.5. Use information technology tools to maintain, secure and monitor records. | 2 |
| 1.4.6. Use personal organization management and productivity applications to optimize assigned tasks. | 3 |
| 1.4.7. Use electronic media to communicate, following online etiquette guidelines. | 2 |
| Outcome 1.4. DOK Frequency – Level 1 = 0, Level 2 = 5, Level 3 = 2, Level 4 = 0 | |
| Outcome 1.5. Global Environment: Evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals. | |
| 1.5.1. Describe the interdependence of cultural understanding and cultural intelligence skills. | 2 |
| 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of a community. | 2 |
| 1.5.3. Use continual awareness to interact and exchange ideas with individuals from diverse cultural settings. | 2 |
| 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments. | 2 |
| 1.5.5. Recognize the ways in which bias, stereotypes and discrimination may influence self-worth and group dynamics. | 2 |
| 1.5.6. Analyze tasks for understanding and interpretation from a different cultural perspective. | 3 |
| 1.5.7. Identify how multicultural teaming and globalization can foster recognition of new opportunities. | 2 |
| 1.5.8. Compare multigenerational characteristics. | 2 |
| Outcome 1.5. DOK Frequency – Level 1 = 0, Level 2 = 7, Level 3 = 1, Level 4 = 0 | |
| Outcome 1.6. Entrepreneurship: Develop skills and knowledge to transition a strength into a business. | |
| 1.6.1. Create a list of strengths, values, skills and abilities needed to be successful as an entrepreneur. | 2 |
| 1.6.2. Identify business opportunities and develop a plan to produce a competitive product or service. | 4 |
| 1.6.3. Explain the role of profit as an incentive to become an entrepreneur. | 2 |
| 1.6.4. Identify the factors that contribute to the success and failure of entrepreneurial ventures. | 2 |
| 1.6.5. Assess the roles of nonprofit and for-profit businesses. | 2 |
| 1.6.6. Explain pathways used to become an entrepreneur. | 2 |
| 1.6.7. Identify resources available to entrepreneurs (e.g., Small Business Administration, mentors, information resources, educational opportunities). | 1 |

| Standard/Outcome/Competency | DOK Level |
|---|-----------|
| 1.6.8. Follow compliance regulations for intellectual property and knowledge (e.g., copyright, patent, trademark, trade secrets). | 2 |
| 1.6.9. Propose alternatives when entrepreneurial goals are not achieved. | 3 |
| Outcome 1.6. DOK Frequency – Level 1 = 1, Level 2 = 6, Level 3 = 1, Level 4 = 1 | |
| Strand 1. DOK Frequency – Level 1 = 1, Level 2 = 33, Level 3 = 18, Level 4 = 1 | |
| Strand 2: Family Development | |
| Outcome 2.1. Family Units: Examine the effects of family units on individuals and society. | |
| 2.1.1. Identify the structure of family units and the impact on society. | 3 |
| 2.1.2. Evaluate the effects of change on family units at each lifecycle stage. | 3 |
| 2.1.3. Explain the importance of cultural traditions in a family unit. | 2 |
| 2.1.4. Evaluate how a family unit builds the independence, interdependence and commitment of its members. | 3 |
| 2.1.5. Analyze the impact of factors that influence individual growth and family development. | 3 |
| Outcome 2.1. DOK Frequency – Level 1 = 0, Level 2 = 1, Level 3 = 4, Level 4 = 0 | |
| Outcome 2.2. Parenting Roles and Responsibilities: Evaluate parenting roles and responsibilities at each developmental stage and within different cultures. | |
| 2.2.1. Differentiate among the parenting roles of support, nurturance and guidance. | 2 |
| 2.2.2. Explain how parents provide for a child’s basic needs, health and safety. | 2 |
| 2.2.3. Identify parenting strategies to accommodate children’s personalities and special needs. | 2 |
| 2.2.4. Compare theories of how to develop a child’s morals, values and self-esteem. | 2 |
| 2.2.5. Explain how to develop mutual respect between a parent and child. | 2 |
| 2.2.6. Compare the effects of parental involvement on a child’s education. | 2 |
| 2.2.7. Compare the benefits and consequences of different discipline practices. | 2 |
| 2.2.8. Describe the role of available services (e.g., Department of Job and Family Services, community education classes) in supporting parenting roles and responsibilities. | 1 |
| Outcome 2.2. DOK Frequency – Level 1 = 1, Level 2 = 7, Level 3 = 0, Level 4 = 0 | |
| Outcome 2.3. Parenting Styles: Analyze the parenting styles needed to assume parenting roles and responsibilities. | |
| 2.3.1. Compare the types of parenting styles and the impact they have on child growth and development. | 2 |
| 2.3.2. Describe the impacts of emotional, intellectual and physical nurturing on human growth and development. | 2 |
| 2.3.3. Evaluate impacts of abuse and neglect based on signs and symptoms. | 3 |

| Standard/Outcome/Competency | DOK Level |
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| 2.3.4. Determine methods and resources needed to address signs of abuse or neglect. | 3 |
| 2.3.5. Explain the positive and negative impacts technology has on family relationships. | 2 |
| 2.3.6. Identify a parenting style that reflects personal strengths, beliefs and values. | 2 |
| Outcome 2.3. DOK Frequency – Level 1 = 0, Level 2 = 4, Level 3 = 2, Level 4 = 0 | |
| Outcome 2.4. Prenatal Care: Analyze prenatal healthcare needs and the effects on family planning. | |
| 2.4.1. Identify alternate methods of becoming a parent (e.g., adoption, artificial insemination, surrogacy). | 1 |
| 2.4.2. Identify signs, symptoms and stages of pregnancy. | 1 |
| 2.4.3. Explain physical and psychological characteristics of pre-pregnancy mothers and fathers that contribute to a healthy birth. | 2 |
| 2.4.4. Discuss the father’s role in prenatal care. | 2 |
| 2.4.5. Summarize the stages of fetal development. | 2 |
| 2.4.6. Determine how to meet nutritional requirements for a healthy mother and baby based on prenatal conditions. | 3 |
| 2.4.7. Identify the medical procedures conducted during prenatal care. | 1 |
| 2.4.8. Describe the effects of adverse medical and environmental prenatal conditions on a healthy delivery. | 2 |
| Outcome 2.4. DOK Frequency – Level 1 = 3, Level 2 = 4, Level 3 = 1, Level 4 = 0 | |
| Outcome 2.5. Birth and Postpartum Care: Examine birth and postpartum care. | |
| 2.5.1. Discuss the advantages of participating in childbirth preparation classes. | 2 |
| 2.5.2. Explain the stages of labor and methods of delivery. | 2 |
| 2.5.3. Describe the signs of preterm labor and consequences of preterm delivery. | 2 |
| 2.5.4. Identify medical procedures conducted during labor and delivery. | 1 |
| 2.5.5. Identify common fears and misconceptions about labor and delivery. | 1 |
| 2.5.6. Explain the importance of a postpartum health examination. | 2 |
| 2.5.7. Describe the physical changes of the mother following delivery. | 2 |
| 2.5.8. Describe the initial post-delivery care provided to newborns and mothers. | 2 |
| 2.5.9. Explain emotional responses and warning signs of depression during the postpartum period. | 2 |
| 2.5.10. Explain the role of a support network in postpartum care. | 1 |
| Outcome 2.5. DOK Frequency – Level 1 = 3, Level 2 = 7, Level 3 = 0, Level 4 = 0 | |
| Outcome 2.6. Infant Care: Analyze the developmental needs of an infant and provide care. | |
| 2.6.1. Develop a schedule to meet an infant's nutritional and physical needs. | 2 |

| Standard/Outcome/Competency | DOK Level |
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| 2.6.2. Compare infant feeding options. | 2 |
| 2.6.3. Demonstrate safe infant care techniques. | 2 |
| 2.6.4. Describe diet- and sleep-related illnesses and soothing techniques. | 2 |
| 2.6.5. Identify community infant care support resources (e.g., Women, Infants and Children [WIC]; health department; children's services). | 1 |
| 2.6.6. Identify an infant's characteristics and behaviors. | 1 |
| 2.6.7. Describe how to respond to abnormalities in an infant. | 2 |
| 2.6.8. Explain the importance of bonding with an infant. | 2 |
| 2.6.9. Examine the role and responsibility of fathers in infant care. | 2 |
| Outcome 2.6. DOK Frequency – Level 1 = 2, Level 2 = 7, Level 3 = 0, Level 4 = 0 | |
| Outcome 2.7. Child Growth and Development: Promote child growth and development across the lifespan. | |
| 2.7.1. Explain research findings on current and emerging trends in human growth and development. | 2 |
| 2.7.2. Compare the characteristics and milestones of each developmental stage. | 2 |
| 2.7.3. Assess a child's abilities at each developmental stage based on developmental milestones. | 3 |
| 2.7.4. Determine a child's learning styles and the teaching strategies needed to support the child's intellectual development. | 3 |
| 2.7.5. Promote a child's self-development through the use of parenting strategies and techniques. | 3 |
| 2.7.6. Compare the effects of cultural, socioeconomic and environmental contributions on a child's intellectual growth and development. | 2 |
| 2.7.7. Compare peer influences experienced at various developmental stages. | 2 |
| 2.7.8. Identify interventions, resources and support systems that enhance growth and development. | 1 |
| 2.7.9. Identify learned and innate behaviors. | 1 |
| Outcome 2.7. DOK Frequency – Level 1 = 2, Level 2 = 4, Level 3 = 3, Level 4 = 0 | |
| Outcome 2.8. Childcare: Evaluate safe and healthy childcare services. | |
| 2.8.1. Differentiate among child development theories and their implications for childcare practices. | 3 |
| 2.8.2. Evaluate quality indicators for childcare options. | 3 |
| 2.8.3. Compare childcare services, facilities, curriculum and providers. | 2 |
| 2.8.4. Describe how to evaluate in-home childcare providers. | 2 |
| 2.8.5. Discuss mandated reporting laws for child abuse, neglect and abduction. | 2 |
| 2.8.6. Describe parental consent and custody issues that affect childcare. | 2 |
| Outcome 2.8. DOK Frequency – Level 1 = 0, Level 2 = 4, Level 3 = 2, Level 4 = 0 | |

| Standard/Outcome/Competency | DOK Level |
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| Strand 2. DOK Frequency – Level 1 = 11, Level 2 = 39, Level 3 = 12, Level 4 = 0 | |
| Strand 3: Food and Nutrition | |
| Outcome 3.1. Nutritional Information: Analyze nutritional information to guide food choices. | |
| 3.1.1. Describe sources of nutrients and their contributions to dietary needs. | 2 |
| 3.1.2. Identify the role of the digestive system in nutrient absorption. | 1 |
| 3.1.3. Identify symptoms of nutrient deficiencies and toxicity. | 1 |
| 3.1.4. Calculate nutrient values of meals based on the food labels of products and ingredients. | 1 |
| 3.1.5. Identify suitable ingredient substitutes to meet special dietary needs. | 1 |
| 3.1.6. Compensate for nutritional deficiencies. | 1 |
| 3.1.7. Evaluate the nutritional effects of fad diets, food addictions and eating disorders on individual wellness. | 3 |
| Outcome 3.1. DOK Frequency – Level 1 = 5, Level 2 = 1, Level 3 = 1, Level 4 = 0 | |
| Outcome 3.2. Weight Management: Manage weight throughout the lifecycle. | |
| 3.2.1. Identify factors that influence body weight. | 1 |
| 3.2.2. Explain the criteria for determining healthy body weight. | 2 |
| 3.2.3. Describe eating disorder warning signs, prevention methods and management techniques. | 1 |
| 3.2.4. Evaluate the effectiveness of weight management programs. | 2 |
| 3.2.5. Explain the importance of portion control and eating behaviors in weight management. | 2 |
| 3.2.6. Calculate the energy output needed to balance caloric input. | 1 |
| 3.2.7. Compare the benefits and detriments of nutrient supplements used in weight management. | 2 |
| Outcome 3.2. DOK Frequency – Level 1 = 3, Level 2 = 4, Level 3 = 0, Level 4 = 0 | |
| Outcome 3.3. Food Selection: Analyze safe and affordable foods that promote a healthy lifestyle. | |
| 3.3.1. Justify the use of prepackaged versus from scratch foods based on cost, time, nutrition and ease of preparation. | 3 |
| 3.3.2. Evaluate challenges that prevent individuals from obtaining nutritious food choices. | 2 |
| 3.3.3. Evaluate meat and poultry based on cuts and grading standards. | 2 |
| 3.3.4. Identify quality standards used to select food products. | 1 |
| 3.3.5. Select nutritious food choices at home and when dining out. | 1 |
| 3.3.6. Describe the impact of social and cultural influences on dietary patterns. | 2 |
| 3.3.7. Create daily food plans that meet current United States Department of Agriculture (USDA) dietary guidelines and contribute to healthy eating habits. | 2 |

| Standard/Outcome/Competency | DOK Level |
|---|-----------|
| 3.3.8. Create menus for special occasions and events that reflect knowledge of special dietary and nutritional needs. | 2 |
| Outcome 3.3. DOK Frequency – Level 1 = 2, Level 2 = 5, Level 3 = 1, Level 4 = 0 | |
| Outcome 3.4. Food Safety and Sanitation: Promote food safety and sanitation using proper food handling and storage. | |
| 3.4.1. Identify major foodborne illnesses, causes, preventions and entrances into the food supply. | 1 |
| 3.4.2. Prevent food safety risks by controlling conditions under which bacteria grow. | 2 |
| 3.4.3. Compare the effects of food labeling, packaging and storage on food safety, freshness and longevity. | 2 |
| 3.4.4. Compare food preservation methods (e.g., freezing, drying, canning) used to optimize shelf life. | 2 |
| 3.4.5. Regulate food temperatures throughout purchase, storage, handling, cooking and serving. | 1 |
| 3.4.6. Apply personal, food safety and sanitation processes and procedures to prevent contamination and cross-contamination at home and in the workplace. | 1 |
| Outcome 3.4. DOK Frequency – Level 1 = 3, Level 2 = 3, Level 3 = 0, Level 4 = 0 | |
| Outcome 3.5. Food Preparation: Prepare foods through different cooking methods to preserve nutrient values. | |
| 3.5.1. Evaluate the physical, biological and chemical makeup of foods and the effects on food preparation. | 2 |
| 3.5.2. Develop recipes that preserve nutrient values and promote healthy eating patterns. | 2 |
| 3.5.3. Identify seasonings, oils, flavor enhancers and food additives by type, class or purpose. | 1 |
| 3.5.4. Calculate solid and liquid measurements and apply ratios and equations to convert U.S. and metric measurements. | 1 |
| 3.5.5. Adjust and convert recipes to achieve specific serving sizes and ingredient substitutions. | 2 |
| 3.5.6. Select cooking methods to retain nutritional values of fruits, vegetables, grains, protein and dairy. | 1 |
| 3.5.7. Adjust cooking time and temperature based on convention, convection and microwave ovens. | 1 |
| 3.5.8. Prepare sauces and gravies using thickening agents. | 1 |
| 3.5.9. Adjust to weather and altitude conditions when preparing baked products. | 2 |
| 3.5.10. Prepare a variety of confections, pastries and baked products. | 1 |
| Outcome 3.5. DOK Frequency – Level 1 = 6, Level 2 = 4, Level 3 = 0, Level 4 = 0 | |
| Outcome 3.6. Dining Etiquette: Analyze dining etiquette, settings and service styles that enhance the food experience. | |
| 3.6.1. Compare formal and informal dining settings. | 1 |

| Standard/Outcome/Competency | DOK Level |
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| 3.6.2. Identify the components of place settings. | 1 |
| 3.6.3. Create and place table decorations based on the event. | 1 |
| 3.6.4. Decorate or garnish plated foods to enhance presentation. | 1 |
| 3.6.5. Apply social and dining etiquette rules that reflect the setting. | 1 |
| 3.6.6. Serve foods according to the selected serving style. | 1 |
| 3.6.7. Apply tipping etiquette when calculating services rendered. | 1 |
| 3.6.8. Explain the responsibilities of a host and guests. | 1 |
| Outcome 3.6. DOK Frequency – Level 1 = 8, Level 2 = 0, Level 3 = 0, Level 4 = 0 | |
| Outcome 3.7. Sustainable Food Practices: Analyze key components of local, healthy, sustainably-grown foods. | |
| 3.7.1. Identify available resources that ensure adequate, secure food supplies. | 1 |
| 3.7.2. Use seasonal foods to support local economies and help reduce carbon footprints. | 1 |
| 3.7.3. Plan a food garden. | 2 |
| 3.7.4. Identify the role of local producers, food distributors and current farm practices to support sustainable agriculture. | 1 |
| 3.7.5. Explain research findings on current and emerging trends in the food industry. | 2 |
| 3.7.6. Compare renewable and non-renewable resource practices, related to food and food packaging waste. | 2 |
| 3.7.7. Compare community-based food systems and resources. | 2 |
| Outcome 3.7. DOK Frequency – Level 1 = 3, Level 2 = 4, Level 3 = 0, Level 4 = 0 | |
| Strand 3. DOK Frequency – Level 1 = 30, Level 2 = 21, Level 3 = 2, Level 4 = 0 | |
| Strand 4: Personal Finance and Consumerism | |
| Outcome 4.1. Financial Goals: Achieve financial goals to establish financial stability. | |
| 4.1.1. Identify the economic principles that affect the cost of living. | 1 |
| 4.1.2. Identify income sources and expenditures. | 1 |
| 4.1.3. Establish personal resources and evaluate their effects on earning potential. | 2 |
| 4.1.4. Compare gross and net income and identify the categories of deduction (e.g., union dues, retirement plans, garnishments). | 1 |
| 4.1.5. Evaluate the role of federal, state and local taxes in financial planning. | 2 |
| 4.1.6. Identify local, state and federal tax obligations and develop a tax payment plan. | 2 |
| 4.1.7. Prepare personal income tax filings. | 2 |
| 4.1.8. Set financial goals to influence current and future economic choices. | 2 |

| Standard/Outcome/Competency | DOK Level |
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| 4.1.9. Create a spending plan that reflects financial goals. | 2 |
| 4.1.10. Interpret personal financial documents to monitor financial goal progress. | 2 |
| 4.1.11. Adjust resource allocations based on financial goal progress. | 2 |
| 4.1.12. Measure and track financial wellbeing. | 2 |
| 4.1.13. Evaluate investments and calculate potential earnings. | 2 |
| Outcome 4.1. DOK Frequency – Level 1 = 3, Level 2 = 10, Level 3 = 0, Level 4 = 0 | |
| Outcome 4.2. Financial Services: Analyze financial institutions and services. | |
| 4.2.1. Identify financial institutions and available services. | 1 |
| 4.2.2. List characteristics of reputable financial intuitions. | 1 |
| 4.2.3. Compare financial services based on lending terms and conditions. | 2 |
| 4.2.4. Evaluate the impact of government regulations, global economics and environmental conditions on investment and retirement plans. | 3 |
| 4.2.5. Compare and select retirement plans. | 2 |
| 4.2.6. Compare advantages and disadvantages of investment strategies. | 2 |
| 4.2.7. Create an investment plan to meet financial goals. | 3 |
| Outcome 4.2. DOK Frequency – Level 1 = 2, Level 2 = 3, Level 3 = 2, Level 4 = 0 | |
| Outcome 4.3. Credit and Debt: Analyze how credit and debt affect the achievement of financial goals. | |
| 4.3.1. Identify credit types and purposes for establishing credit. | 1 |
| 4.3.2. Describe how reporting agencies use an individual’s financial decisions to determine personal credit scores. | 1 |
| 4.3.3. Describe how to secure and maintain credit. | 1 |
| 4.3.4. Explain how credit ratings affect access to products, services and employment opportunities. | 1 |
| 4.3.5. Establish solutions to correct debt problems. | 2 |
| Outcome 4.3. DOK Frequency – Level 1 = 4, Level 2 = 1, Level 3 = 0, Level 4 = 0 | |
| Outcome 4.4. Asset Protection: Analyze risk management strategies used to protect assets. | |
| 4.4.1. Identify the relationships among economy, society and environment that lead to financial stability. | 2 |
| 4.4.2. Describe the effects of inflation, recession and world crises and the impact on financial planning. | 2 |
| 4.4.3. Summarize types of insurance and identify how each mitigates financial risk and prevents loss. | 2 |
| 4.4.4. Identify how to reduce risk of identity theft and rectify a compromised identity. | 1 |

| Standard/Outcome/Competency | DOK Level |
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| 4.4.5. Describe how agencies (e.g., Attorney General’s Office, Better Business Bureau, Food and Drug Administration, Federal Trade Commission) help protect consumers. | 1 |
| 4.4.6. Select risk management solutions to protect personal property and assets. | 3 |
| 4.4.7. Minimize risk through asset allocation, diversification and rebalancing. | 2 |
| Outcome 4.4. DOK Frequency – Level 1 = 2, Level 2 = 4, Level 3 = 1, Level 4 = 0 | |
| Outcome 4.5. Purchasing Decisions: Apply strategies to make purchasing decisions. | |
| 4.5.1. Compare products based on features, costs and benefits. | 2 |
| 4.5.2. Compare the effects of a direct cost versus an indirect cost on a purchase. | 2 |
| 4.5.3. Explain the effects of economic trends and conditions on purchasing decisions. | 2 |
| 4.5.4. Describe the impact of supply and demand on product availability and pricing. | 2 |
| 4.5.5. Determine how purchasing decisions are influenced by brand identity and marketing techniques. | 2 |
| 4.5.6. Compare the advantages and disadvantages of online and in-store purchasing and the effects on the local economy. | 2 |
| 4.5.7. Summarize the terms of a sales contract for a product or service. | 2 |
| 4.5.8. Evaluate leasing and purchasing options for major purchases. | 2 |
| 4.5.9. Calculate interest rates to determine the projected cost of an item. | 1 |
| 4.5.10. Complete financial transactions using various purchasing methods. | 1 |
| Outcome 4.5. DOK Frequency – Level 1 = 2, Level 2 = 8, Level 3 = 0, Level 4 = 0 | |
| Outcome 4.6. Ethics, Law and Consumer Issues: Analyze how professional, ethical and legal behaviors contribute to continuous improvement in regulatory compliance. | |
| 4.6.1. Describe how regulatory compliance affects the consumer. | 2 |
| 4.6.2. Use ethical character traits consistent with personal and professional standards. | 1 |
| 4.6.3. Explain how consumer protections laws (e.g., Equal Opportunity Act, Fair Credit Reporting Act, Consumer Protection Agency, Family and Medical Leave Act [FMLA], Family Educational Rights and Privacy Act [FERPA]) help safeguard individuals from fraud and potential loss. | 2 |
| 4.6.4. Access and implement safety compliance measures (e.g., recommended manufacturers' guidelines, product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA], American Association of Poison Control Centers) to maintain product warranty and protect the consumer. | 2 |
| 4.6.5. Identify fraudulent and deceptive practices (e.g., bait and switch, unlawful door-to-door sales, deceptive service estimates, misrepresentations) and their overall impact on the consumer. | 1 |

| Standard/Outcome/Competency | DOK Level |
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| 4.6.6. Identify the labor laws (e.g., Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC]) that affect employment and the consequences of noncompliance for both employee and employer. | 1 |
| 4.6.7. Identify potential conflicts of interest between personal and professional ethical standards. | 1 |
| 4.6.8. Identify ways to advocate for public policies, legislation and government regulations. | 1 |
| Outcome 4.6. DOK Frequency – Level 1 = 5, Level 2 = 3, Level 3 = 0, Level 4 = 0 | |
| Strand 4. DOK Frequency – Level 1 = 18, Level 2 = 29, Level 3 = 3, Level 4 = 0 | |
| Strand 5: Health and Wellness | |
| Outcome 5.1. Lifespan Wellness: Adopt wellness practices at each stage of the lifespan. | |
| 5.1.1. Explain how the seven dimensions of wellness (i.e., emotional, environmental, intellectual, occupational, physical, social, spiritual) impact overall health. | 2 |
| 5.1.2. Identify how to prevent or reduce the risk of health problems. | 1 |
| 5.1.3. Explain the effects of engaging in healthy and unhealthy behaviors. | 2 |
| 5.1.4. Describe the effects of external factors on personal health. | 2 |
| 5.1.5. Evaluate overall health to determine present and future healthcare needs. | 2 |
| 5.1.6. Create a long-term personal health plan that promotes lifespan wellness. | 3 |
| 5.1.7. Describe environmental issues and lifestyle habits that lead to poor health. | 1 |
| 5.1.8. Explain the effect hygiene has on health and wellness. | 1 |
| 5.1.9. Describe the consequences of the use and misuse of health products. | 1 |
| 5.1.10. Explain the effect allergies and sensitivities have on overall health. | 1 |
| 5.1.11. Identify the principles of dental procedures and comprehensive dental care. | 1 |
| 5.1.12. Compare types of immunizations throughout the lifespan. | 1 |
| 5.1.13. Compare vaccination risks to the consequences of refusing vaccines. | 2 |
| Outcome 5.1. DOK Frequency – Level 1 = 7, Level 2 = 5, Level 3 = 1, Level 4 = 0 | |
| Outcome 5.2. Physical Activity: Promote a healthy lifestyle through physical activity, relaxation and sleep. | |
| 5.2.1. Describe the short- and long-term health benefits of physical activity, relaxation and sleep. | 1 |
| 5.2.2. Compare exercise guidelines across the lifespan. | 2 |
| 5.2.3. Compare strength, flexibility and endurance and describe the importance of each. | 2 |
| 5.2.4. Compare the advantages and disadvantages of aerobic activities versus a sedentary lifestyle. | 2 |
| 5.2.5. Describe each phase of the sleep cycle. | 1 |
| 5.2.6. Identify sleep disorder symptoms and effects on the phases of the sleep cycle. | 1 |

| Standard/Outcome/Competency | DOK Level |
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| 5.2.7. Execute techniques to improve sleep. | 1 |
| 5.2.8. Analyze the effects of stress and stress reducing activities on overall health. | 2 |
| Outcome 5.2. DOK Frequency – Level 1 = 4, Level 2 = 4, Level 3 = 0, Level 4 = 0 | |
| Outcome 5.3. Emergency Preparedness: Analyze emergency preparedness procedures. | |
| 5.3.1. Identify the signs and symptoms of common illnesses. | 1 |
| 5.3.2. Describe what should be on hand for emergencies and treatment of common illnesses. | 1 |
| 5.3.3. Determine when to seek emergency medical care. | 2 |
| 5.3.4. Create an action plan for emergency situations. | 2 |
| 5.3.5. Assess the situation and administer necessary first aid procedures. | 2 |
| 5.3.6. Perform cardiopulmonary resuscitation (CPR), automated external defibrillation (AED) and the Heimlich maneuver. | 1 |
| Outcome 5.3. DOK Frequency – Level 1 = 3, Level 2 = 3, Level 3 = 0, Level 4 = 0 | |
| Outcome 5.4. Mental Health: Analyze strategies to maintain positive mental health. | |
| 5.4.1. Describe mental health issues, symptoms and prevention methods. | 1 |
| 5.4.2. Identify symptoms and long-term effects of substance abuse and chemical dependency. | 1 |
| 5.4.3. Determine when to seek support, treatment and counseling resources. | 2 |
| 5.4.4. Identify suicidal tendencies and prevention methods. | 1 |
| 5.4.5. Identify barriers to seeking treatment and support for mental health issues. | 1 |
| 5.4.6. Describe the challenges of living with mental health issues or chemical dependencies. | 2 |
| 5.4.7. Create mental health management and substance abuse recovery plans. | 3 |
| 5.4.8. Identify the stages of grief and develop coping strategies. | 2 |
| Outcome 5.4. DOK Frequency – Level 1 = 4, Level 2 = 3, Level 3 = 1, Level 4 = 0 | |
| Outcome 5.5. Human Sexuality: Analyze the impact of human sexuality on health and wellness. | |
| 5.5.1. Differentiate between the male and female reproductive system, structures and functions. | 1 |
| 5.5.2. Describe the decisions and responsibilities associated with sexual relationships. | 2 |
| 5.5.3. Identify types, effects and prevention methods of sexually transmitted diseases (STDs). | 1 |
| 5.5.4. Evaluate family planning techniques for the different lifecycle stages. | 2 |
| 5.5.5. Describe the effects of genetic disorders and fertility issues on family planning. | 2 |
| Outcome 5.5. DOK Frequency – Level 1 = 2, Level 2 = 3, Level 3 = 0, Level 4 = 0 | |
| Outcome 5.6. Personal Safety: Implement personal safety procedures. | |
| 5.6.1. Identify threatening behaviors and corrective strategies. | 1 |

| Standard/Outcome/Competency | DOK Level |
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| 5.6.2. Identify the signs, symptoms and impacts of dating and domestic violence. | 1 |
| 5.6.3. Implement strategies to protect self and others from illness, injury, abuse and abduction. | 2 |
| 5.6.4. Identify resources, organizations and agencies committed to assisting victims. | 1 |
| 5.6.5. Implement methods needed to support victims and families. | 2 |
| 5.6.6. Describe the impact of initiating self-defense actions. | 1 |
| 5.6.7. Develop a personal safety plan. | 2 |
| Outcome 5.6. DOK Frequency – Level 1 = 4, Level 2 = 3, Level 3 = 0, Level 4 = 0 | |
| Strand 5. DOK Frequency – Level 1 = 24, Level 2 = 21, Level 3 = 2, Level 4 = 0 | |
| Strand 6: Design | |
| Outcome 6.1. Design Principles: Apply principles of design to convey ideas. | |
| 6.1.1. Identify the principles and elements of design. | 1 |
| 6.1.2. Evaluate the physiological and psychological ways humans interact with spaces and furnishings. | 3 |
| 6.1.3. Apply design elements and principles to develop and enhance visual effects. | 2 |
| 6.1.4. Evaluate the use of design in textiles, interiors or exteriors. | 2 |
| 6.1.5. Prepare sketches, patterns or elevations. | 2 |
| 6.1.6. Generate and manipulate two-dimensional (2D) and three-dimensional (3D) digital designs. | 2 |
| 6.1.7. Create a virtual rendering using design principles and elements. | 3 |
| Outcome 6.1. DOK Frequency – Level 1 = 1, Level 2 = 4, Level 3 = 2, Level 4 = 0 | |
| Outcome 6.2. Textile Design: Evaluate fabrics and finishes for design, appearance, construction and performance. | |
| 6.2.1. Categorize textile fibers and describe the uses for each. | 2 |
| 6.2.2. Explain how fiber, weave, texture, pattern and finishes affect the visual appearance and functionality of fabric. | 2 |
| 6.2.3. Evaluate performance characteristics of fabrics and finishes. | 2 |
| 6.2.4. Analyze the effects of textile characteristics on design and construction. | 3 |
| 6.2.5. Design textile products using design elements and principles. | 3 |
| Outcome 6.2. DOK Frequency – Level 1 = 0, Level 2 = 3, Level 3 = 2, Level 4 = 0 | |
| Outcome 6.3. Produce, Alter and Repair Textiles: Produce, alter and repair textile products. | |
| 6.3.1. Select the type of production, alteration or repair needed based on the characteristics of woven, knit and non-woven textile products. | 2 |
| 6.3.2. Explain research findings on current textile-design and -production technologies and trends. | 2 |

| Standard/Outcome/Competency | DOK Level |
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| 6.3.3. Develop textile products using the production sequence. | 2 |
| 6.3.4. Alter and repair textile products. | 1 |
| 6.3.5. Repurpose, redesign and recreate a textile product. | 2 |
| 6.3.6. Determine the processes needed to protect and preserve products based on textile characteristics. | 2 |
| Outcome 6.3. DOK Frequency – Level 1 = 1, Level 2 = 5, Level 3 = 0, Level 4 = 0 | |
| Outcome 6.4. Interior and Exterior Design: Design interior and exterior spaces. | |
| 6.4.1. Determine available space based on blueprints or floorplans. | 1 |
| 6.4.2. Measure and estimate the dimensions of interior or exterior areas. | 2 |
| 6.4.3. Create a design that incorporates environmental psychology, architecture and product design elements. | 3 |
| 6.4.4. Draft space plans to scale using architectural symbols. | 2 |
| 6.4.5. Revise plans to improve aesthetics, function, safety and return on investment. | 3 |
| 6.4.6. Incorporate universal design principles, building codes and regulations in space planning. | 2 |
| 6.4.7. Develop a project scope of work. | 2 |
| 6.4.8. Compare quotes and select products or services based on project criteria. | 2 |
| 6.4.9. Estimate costs and value gains of a remodel or redesign. | 2 |
| Outcome 6.4. DOK Frequency – Level 1 = 1, Level 2 = 6, Level 3 = 2, Level 4 = 0 | |
| Outcome 6.5. Interior and Exterior Decorating: Decorate interior and exterior spaces. | |
| 6.5.1. Explain the roles of ergonomics and anthropometrics in product selection. | 2 |
| 6.5.2. Select floor and wall coverings, window treatments and lighting based on form and function. | 2 |
| 6.5.3. Select furnishings based on product longevity, product safety and maintenance. | 2 |
| 6.5.4. Select architectural décor and features to compliment the home's style and theme. | 2 |
| 6.5.5. Furnish spaces, according to principles of design, to accommodate traffic flow, activity and existing architectural features. | 2 |
| 6.5.6. Repair, reuse and repurpose home furnishings and décor. | 2 |
| Outcome 6.5. DOK Frequency – Level 1 = 0, Level 2 = 6, Level 3 = 0, Level 4 = 0 | |
| Strand 6. DOK Frequency – Level 1 = 3, Level 2 = 24, Level 3 = 6, Level 4 = 0 | |
| Strand 7: Living Environment | |
| Outcome 7.1. Clean Environment: Maintain a clean living environment. | |
| 7.1.1. Compare and select cleaning products based on price, availability and sustainable practices. | 2 |

| Standard/Outcome/Competency | DOK Level |
|---|-----------|
| 7.1.2. Describe the effects of cleaning products and methods on the environment and personal health. | 2 |
| 7.1.3. Clean textile products according to recommended manufacturers' instructions. | 1 |
| 7.1.4. Clean and treat stains on natural and synthetic surfaces (e.g., stone, wood, fabric) with cleaning solutions and materials recommended by industry guidelines. | 1 |
| 7.1.5. Describe procedures for safely handling, storing and disposing of hazardous materials and waste products, according to federal and state safety regulations. | 1 |
| 7.1.6. Create a seasonal cleaning plan, including checklists, job specifications and costs. | 2 |
| Outcome 7.1. DOK Frequency – Level 1 = 3, Level 2 = 3, Level 3 = 0, Level 4 = 0 | |
| Outcome 7.2. Home and Family Organization: Organize a home and family by using technology and storage strategies. | |
| 7.2.1. Use storage products to maximize space and improve home organization. | 1 |
| 7.2.2. Implement technologies to manage family organization and resources. | 2 |
| 7.2.3. Identify advanced technology needs based on price, style and purpose. | 2 |
| 7.2.4. Create a plan to implement home technology solutions. | 3 |
| Outcome 7.2. DOK Frequency – Level 1 = 1, Level 2 = 2, Level 3 = 1, Level 4 = 0 | |
| Outcome 7.3. Property Maintenance: Preserve the financial value of a home through property maintenance. | |
| 7.3.1. Determine home and property maintenance needed to preserve financial value. | 2 |
| 7.3.2. Compare and select appliances based on price, availability and ease of use. | 2 |
| 7.3.3. Perform maintenance, repairs and replacements according to appliance manuals. | 2 |
| 7.3.4. Determine service schedules for equipment based on service contract and warranty recommendations. | 2 |
| 7.3.5. Create a property maintenance schedule. | 2 |
| 7.3.6. Compare quotes and references for maintenance services. | 2 |
| 7.3.7. Estimate costs and value gains of repairs versus replacements. | 2 |
| Outcome 7.3. DOK Frequency – Level 1 = 0, Level 2 = 7, Level 3 = 0, Level 4 = 0 | |
| Outcome 7.4. Environmental Sustainability: Analyze environmentally-sustainable practices to maintain a home. | |
| 7.4.1. Justify the use of eco-friendly versus traditional products and principles based on the environmental impact. | 3 |
| 7.4.2. Conduct an energy audit to determine the financial benefits of maintaining an energy-efficient home. | 2 |
| 7.4.3. Select energy sources based on economic viability, sustainability and environmental impact. | 2 |
| 7.4.4. Apply household practices to reduce water and energy use. | 1 |

| Standard/Outcome/Competency | DOK Level |
|--|-----------|
| 7.4.5. Apply green products and practices to clean and maintain property. | 1 |
| 7.4.6. Compare products and services from manufacturers who promote environmentally-sustainable practices. | 2 |
| Outcome 7.4. DOK Frequency – Level 1 = 2, Level 2 = 3, Level 3 = 1, Level 4 = 0 | |
| Outcome 7.5. Safe and Secure Living Environment: Implement measures to ensure a safe and secure living environment. | |
| 7.5.1. Implement home safety and security measures to minimize risk. | 1 |
| 7.5.2. Identify animal owner responsibilities that ensure a safe and secure living environment. | 1 |
| 7.5.3. Create a home safety checklist and implement needed safety measures. | 2 |
| 7.5.4. Prepare, plan and stay informed for natural disasters. | 2 |
| 7.5.5. Prepare and plan for extended time away from home. | 2 |
| 7.5.6. Select, install and maintain fire detecting and gas monitoring systems. | 1 |
| 7.5.7. Determine extinguishing methods for each class of fire. | 1 |
| Outcome 7.5. DOK Frequency – Level 1 = 4, Level 2 = 3, Level 3 = 0, Level 4 = 0 | |
| Strand 7. DOK Frequency – Level 1 = 10, Level 2 = 18, Level 3 = 2, Level 4 = 0 | |
| Family and Consumer Sciences DOK Frequency – Level 1 = 97, Level 2 = 185, Level 3 = 45, Level 4 = 1 | |