

# **GUIDELINES**

**For**

**Secondary  
Family and Consumer Sciences  
Programs**

**In**

**North Dakota Schools**

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**2001**

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# TABLE OF CONTENTS

Introduction.....	1
Philosophy.....	4
Vision.....	6
Mission.....	6
Requirements for Vocational-Technical Funding	
• Program Options .....	7
• Scope of Program .....	7
• Class Size .....	7
• Advisory Committee .....	8
• Instructor Qualifications .....	8
• Carl D. Perkins Vocational and Technical Education Act of 1998.....	8
Family, Career, and Community Leaders of America (FCCLA).....	9
Considerations in Program Development	
• Curriculum .....	10
• Applied Academics .....	11
• Career Development.....	13
• Educational Equity .....	14
• Special Populations .....	14
Facilities.....	15

## INTRODUCTION

The individual and the family have been at the center of instruction in Family and Consumer Sciences since the earliest years of the profession. Through more than a century of formal existence and several name changes, this focus has remained the same. It is based on several beliefs:

- The individual is one of the most important resources of the nation;
- The family is the first and most significant contributor to the development of each individual member;
- The concerns of the nation impact on the family; and,
- Changes in the strength or functioning of the family have a corresponding effect on the health of the nation.

Change is a fact of modern life. Economic, technological, political, and social forces have resulted in changes that impact both the family and society. The reality of life today includes issues and challenges such as:

- Changing societal and family values;
- Changing family structures;
- Changes in gender roles;
- Teen pregnancy and parenting;
- Violence in society and in the family;
- Working family members;
- HIV/AIDS and other sexually transmitted diseases;
- Substance abuse;
- Suicide;
- Management of family, community, and work responsibilities;
- Environmental concerns;
- Increasing diversity in society;
- Global, rather than local, perspectives;
- Explosion of information and the need to manage this information;
- Immediacy of communication;
- Technological advances and the need to decide how, and if, these advances fit into one's lifestyle.

One societal response to change is implementing programs to address problems that have occurred because of the change. Another response is to identify current and emerging issues, and to provide opportunities for learners to develop the knowledge, skills, attitudes, and behaviors that will enable them to deal with change as it occurs. Family and Consumer Sciences curriculum and instruction are based on this second, proactive response to change.

## Who needs Family and Consumer Sciences?

All learners do!

Abraham Maslow identified five levels of human need. Family and Consumer Sciences addresses each of these levels of need through classroom instruction, service learning and/or work experiences in home and community, and the career and technical student organization Family, Career, and Community Leaders of America (FCCLA).

1. Physical Needs – Family and Consumer Sciences addresses the daily needs of the body, such as how individuals and families provide for their food, clothing, and shelter, either on their own or, when necessary, with the assistance of community resources.
2. Safety and Security Needs – Safety and security issues are addressed as they apply to each content area in Family and Consumer Sciences. These may include safe environments, sanitation, safe handling of medications and other potentially hazardous products, and so on.
3. Love and Belonging – Human development issues are a focus of Family and Consumer Sciences programs. Students learn skills for working in groups, teams, or as part of a family. In FCCLA students can choose to work on national projects such as *Families First* or STAR Events like *Interpersonal Communication* that address the need for acceptance, warmth, affection, and approval.
4. Esteem – The variety of instructional styles utilized in Family and Consumer Sciences and the alternatives for demonstrating what has been learned provide opportunity for success, even for students who struggle in other classes. Involvement in FCCLA also enables the interested student to work on projects or compete in STAR Events and other activities that provide recognition for accomplishments.
5. Self-Actualization – Within their Family and Consumer Sciences classes students learn skills that transfer to daily life. Learning how to plan, set goals, solve problems, make decisions, and communicate effectively with others enables students to take charge of their own lives. Leadership development activities through FCCLA help many members realize their potential.

The outcomes of Family and Consumer Sciences programs, as reaffirmed at the 1993 Professional Unity and Identity Conference in Scottsdale, AZ are:

- The enhancement of social, cognitive, economic, emotional, and physical health and well-being of individuals and families;
- The empowerment of individuals and families to take charge of their lives, to maximize their potential, and to function independently and interdependently; and,
- The enhancement of the quality of the environments in which individuals and families function.

These outcomes are applicable to all learners. In other words, Family and Consumer Sciences is an important component of the education of each and every learner.

Issues and concerns of families change over time, as do the resources, and processes for meeting family needs, but the reason for providing education in the content areas of Family and Consumer Sciences remains the same: *to enable individuals and families to function effectively, both in their personal lives and as a part of the larger society.*

## **PHILOSOPHY**

We believe that...

- ... The individual is one of the most important resources of our nation. A major source of nurture, protection, socialization, and renewal for the individual is the family. In providing this support to the individual the family, in its various forms, serves as the foundational unit of society. Education and training that support and strengthen family life will also enhance the development of the individual family member throughout the life span.
- ... The concerns of the nation, whether social, economic, educational, or otherwise, impact on the family. Teaching families to cope, to solve problems, to utilize their own strengths, is more effective and less costly than crisis intervention and remediation. Family and Consumer Sciences is the only comprehensive family life program readily accessible to a majority of persons that is prepared to provide this instruction.
- ... While major responsibilities for family support and management of the home may be assumed by one or a few family members, each person in the family makes a contribution to the living environment and to the quality of life in that family. It is appropriate and necessary, therefore, that education to develop or improve homemaking knowledge and skills be provided to youth and adults of both sexes.

- ... Because of the interrelationships of work and home life, a success or difficulty in one area (either on the job or at home) can have a corresponding effect on the other. Family and Consumer Sciences contributes to improved productivity on the job by helping family members balance the demands of multiple family, career, and community roles.
- ... An individual who is able to manage home and personal life effectively has increased potential for success in the workplace, no matter what career he or she chooses. Skills necessary for successful family life, such as decision-making, problem-solving, resource management, teamwork, and interpersonal relations are also identified by employers as core skills for paid employment. Acquisition of these skills contributes to a smooth transition from school to work and enhances the individual's chances for success on the job.
- ... The health of the individual has an impact on family life, the workplace, and the economy. Students who have opportunity to learn about factors that contribute to good health, to practice behaviors that facilitate maintenance of optimum health, and to evaluate health/wellness information from a variety of sources will be better prepared to make responsible lifestyle choices.
- ... While a core of knowledge is basic to all Family and Consumer Sciences programs, individual programs must also reflect assessed local needs and even anticipate changing attitudes, values, and conditions of society.
- ... For most learners instruction is more effective when it is related to real life situations. In Family and Consumer Sciences programs the home, community, and workplace all become laboratories in which students apply the knowledge and skills they are developing in the classroom.
- ... Family and Consumer Sciences is an integrative discipline. It is unique in drawing its subject matter from biological, physical, and social sciences, as well as from the arts and humanities. Because of this diverse content the Family and Consumer Sciences program can foster an interdisciplinary approach to instruction that facilitates student learning.
- ... Leadership skills can be learned. Given the opportunity to assume increasingly greater degrees of responsibility under adult guidance, and working cooperatively with both other youth and adults, youth can develop leadership skills and abilities that are directly transferable to adult life.

## **VISION**

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

## **MISSION**

Family and Consumer Sciences Education programs prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

## **REQUIREMENTS FOR VOCATIONAL-TECHNICAL EDUCATION FUNDING**

1. **Program Options** – Two types of programs may be offered in Family and Consumer Sciences:
  - Family and Consumer Sciences Education
  - Family and Consumer Sciences Occupations

The FAMILY AND CONSUMER SCIENCES EDUCATION program focuses on home and family life, exploration of career opportunities, and on balancing the demands of family, career, and community roles. Most school districts offering Family and Consumer Sciences will provide this type of program, since it meets the needs of the greatest number of students.

The FAMILY AND CONSUMER SCIENCES OCCUPATIONS program focuses on the development of competencies needed for entry level employment and advancement in a paid occupation that utilizes Family and Consumer Sciences knowledge and skills. Because of the need for equipment and work stations similar to what is used in the career field, this type of program is generally realistic only for the area vocational and technology centers and/or the large school districts.

2. **Scope of Program** – A program must provide at least two credits annually in approved courses at grades 9-12.
3. **Class Size** – A minimum class size of 6 students must be maintained.

This requirement applies as stated to all high schools with total enrollments over 100 students in grades 9-12.

In schools with 51-100 students in grades 9-12, enrollment in all Family and Consumer Sciences classes may be averaged. If the average enrollment of the FACS classes in grades 9-12 is 6 or more, the requirement is met.

Area vocational and technology centers and schools with a total of 50 or fewer students in grades 9-12 are exempt from the class size requirement.

4. **Advisory Committee** – The program shall have a local advisory committee.

This committee can be formed to work specifically with the Family and Consumer Sciences program or it can be a shared committee with other vocational-technical education programs.

Guidelines for working with an advisory committee can be found in the SBVTE publication Vocational Instructional Program Advisory Committees, Fall 2000.

5. **Instructor Qualifications** – The Family and Consumer Sciences instructor shall have a major in Family and Consumer Sciences Education (or a corresponding title) from an approved teacher education program. Instructors in Family and Consumer Sciences Occupations shall also have had preparation in methods of occupational instruction and successful work experience in the field for which they are preparing students.

More detailed information on certification can be found in the SBVTE publication Teacher Licensing Requirements, April 2001. This publication is available on line at [www.state.nd.us/vte/about/teacher-licensing-requirements.pdf](http://www.state.nd.us/vte/about/teacher-licensing-requirements.pdf).

Instructors whose professional preparation occurred outside North Dakota shall provide a transcript of their course work to the state supervisor of Family and Consumer Sciences for review.

6. **Carl D. Perkins Vocational and Technical Education Act of 1998** – Family and Consumer Sciences programs are specifically identified as one of the allowable uses of vocational-technical funds under the current federal legislation. Family and Consumer Sciences programs that meet state requirements for funding are eligible to access Perkins funds on an equal basis with all other vocational-technical education program areas. Decisions on how Perkins funds will be allocated are made annually within each vocational consortium or single district that administers such funds.

## **FAMILY, CAREER, AND COMMUNITY LEADERS OF AMERICA (FCCLA)**

FCCLA, formerly Future Homemakers of America (FHA/HERO), is the career and technical student organization for Family and Consumer Sciences students in grades 7-12. Any student who is, or has been enrolled in a Family and Consumer Sciences program is eligible for active membership in the organization. Only chapters that are affiliated with the state and national associations may use the name Family, Career, and Community Leaders of America or the acronym FCCLA.

The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through:

- character development;
- creative and critical thinking;
- interpersonal communications;
- practical knowledge;
- vocational preparation.

Programs of FCCLA are built around eight purposes:

- to provide opportunities for personal development and preparation for adult life;
- to strengthen the function of the family as a basic unit of society;
- to encourage democracy through cooperative action in the home and community;
- to encourage individual and group involvement in helping achieve global cooperation and harmony;
- to promote greater understanding between youth and adults;
- to provide opportunities for making decisions and for assuming responsibilities;
- to prepare for the multiple roles of men and women in today's society;
- to promote family and consumer sciences and related occupations.

Each Family and Consumer Sciences program is encouraged to establish an FCCLA chapter. Activities may take place both in and out of class, but integrating FCCLA activities within Family and Consumer Sciences classes provides opportunity for more students to assume leadership roles.

Resources to assist instructors and members in establishing or working with an FCCLA chapter may be obtained from the state Family and Consumer Sciences office.

# CONSIDERATIONS IN PROGRAM DEVELOPMENT

## 1. Curriculum

The framework for North Dakota Family and Consumer Sciences curriculum is written as a series of broad topics and curriculum threads to be included in each content area. Development of detailed instructional plans based on these broad topics and threads is the responsibility of the local instructor. Advisory committee input should be obtained to assure that instruction is relevant to local needs.

Instructors in multiple-teacher departments or multiple-building districts should develop local curriculum as a team. Instructors within a vocational-technical consortium are also encouraged to work together on curriculum.

Guidelines for curriculum development in grades 9-12, including information on connections between North Dakota curriculum and the National Standards for Family and Consumer Sciences Education (1998), are found in the publication Framework for Secondary Curriculum in Family and Consumer Sciences (1999). Guidelines for middle level are found in Family and Consumer Sciences Middle Level Curriculum (1996). Both of these publications are available from the office of the state supervisor of Family and Consumer Sciences.

Family and Consumer Sciences Occupations programs shall base their instructional plans on current assessments of the industry (i.e. – locally validated task lists) developed in cooperation with the advisory committee.

A variety of resources for curriculum planning and instruction are available on loan from the North Dakota Vocational Curriculum Library at Bismarck State College. Bibliographies are available for all vocational-technical education content areas and a web site for the library is being planned.

Direct questions or requests to:

ND Vocational Curriculum Library  
Bismarck State College  
PO Box 5587  
Bismarck, ND 58506-5587  
Phone: (701) 224-5487  
FAX: (701) 224-5551

You can e-mail librarian Stephanie Borud at [borud@gwmail.nodak.edu](mailto:borud@gwmail.nodak.edu).

## 2. Applied Academics

Communication, math, and science concepts shall be integrated into Family and Consumer Sciences course content as appropriate. The purpose of this integration is to help students discover how basic academic skills are used in everyday life and to apply those skills in real life situations.

Competencies that have been identified as appropriate for the Family and Consumer Sciences curriculum are:

### Applied Biology/Chemistry

- a. Relate the male and female reproductive systems to their reproductive functions.
- b. Project realistic expectations for physical and emotional growth of an infant, child, or adolescent.
- c. Plan for the specific nutritional needs of individuals at different stages in the life cycle.
- d. Evaluate the nutritional adequacy of popular foods, advertised diet plans, and one's own dietary intake.
- e. Evaluate the benefits and problems associated with different types of food additives and supplements.
- f. Identify conditions that contribute to, or inhibit, the growth of helpful and harmful microorganisms.
- g. Use food storage, handling, and preparation methods that will maintain good quality and protect consumer health.
- h. Identify some major health threats and leading causes of disease.
- i. Evaluate facts and beliefs about different types of abused chemicals and their effects on the body.
- j. Implement actions that will reduce one's own health risks and improve or maintain health.
- k. Select and correctly use common chemicals in the home and workplace.
- l. Assess the economic, environmental, and personal impacts of individual and public uses of resources.
- m. Plan and implement activities to preserve scarce resources and reduce pollution of the environment.

### Applied Communication

- a. Use accepted standards of grammar, punctuation, capitalization, and spelling.
- b. Comprehend technical words and concepts that pertain to the unit of study.
- c. Summarize information and take notes.
- d. Write logical and understandable phrases and sentences.
- e. Follow oral directions.
- f. Read and follow written directions.

- g. Adjust reading strategy to purpose and type of reading (skimming, scanning, etc.).
- h. Find, read, understand, and use information from various sources.
- i. Analyze information gathered from various sources.
- j. Participate in formal or informal group discussions.
- k. Participate in meetings.
- l. Demonstrate courtesy when listening.
- m. Determine when more information is needed and ask appropriate questions to gain information.
- n. Recognize, interpret, and use nonverbal cues that influence the meaning of oral communication.
- o. Prepare and deliver oral presentations, summaries, and recommendations.
- p. Use language, tone, style, format, and vocabulary appropriate for the purpose and audience.
- q. Interpret written or oral communication in relation to its context and the writer or presenter's point of view.
- r. Read and interpret data presented in tables, charts, graphs, maps, and blueprints.
- s. Prepare graphics (tables, diagrams, charts, drawings, maps, or photographs) to communicate information.

### Applied Math

- a. Read, write, and order whole numbers, fractions, decimals, mixed numbers, and ordinal numbers to solve problems.
- b. Convert between fractions, decimals, and percents.
- c. Solve work-related problems involving the basic arithmetic operations using whole numbers, fractions, decimals, and percents.
- d. Use ratios and proportions to solve occupationally specific problems.
- e. Read instruments that involve the metric and English systems of units, and solve occupationally specific problems that involve measurements with these units.
- f. Interpret and construct simple scale drawings and maps.
- g. Make and record measurements to reflect a given precision and accuracy.
- h. Identify common geometrical shapes in two dimensions and solve relevant problems involving their properties.
- i. Identify common geometrical shapes in three dimensions and solve problems involving their properties.
- j. Collect, organize, and interpret data to solve simple problems.
- k. Draw, read, and analyze various types of graphs, charts, and tables.
- l. Estimate solutions to problems without solving them in detail.
- m. Apply logical problem-solving techniques and strategies to solve practical, occupationally specific problems.
- n. Select a formula that applies to a given problem, solve for the unknown quantity, and evaluate the equation using calculators.

Most current curricula and textbooks incorporate applied academics concepts into the plans for instruction and suggested student activities.

Instructors are encouraged to develop instructional plans cooperatively with academic instructors so that they will reinforce each other's teaching.

### **3. Career Development**

Instructors shall incorporate career development concepts into each Family and Consumer Sciences content area as applicable. During their Family and Consumer Sciences courses students should have opportunity to:

- Identify their own occupational objectives;
- Become knowledgeable about job/career opportunities and preparation in Family and Consumer Sciences occupations;
- Achieve general skills in job-seeking and job-keeping (also known as workplace readiness or career maturity skills);
- Become aware of the transferability of skills from one occupational area to another.

Like Family and Consumer Sciences content, career development is sequential, with each level building on what was learned earlier. It is suggested that the instructor work with the counselor to plan instructional experiences for the Family and Consumer Sciences classroom that will reinforce the activities the counselor is conducting with students.

### **4. Educational Equity**

The Family and Consumer Sciences program, including the FCCLA chapter, shall be appropriate for students of both sexes. It is the responsibility of the instructor to identify and eliminate gender bias and/or stereotyping in the FACS classroom and FCCLA chapter in areas such as language, teaching methods, activities, resource materials, and classroom environment.

The following equity issues should be included in program planning and instruction:

- Increasing student awareness of role options, including non-traditional roles and careers, for themselves and others;
- Helping students identify and address their own biases and stereotypes;
- Increasing student awareness of issues affecting the working or learning environment, such as sexual harassment, and the individual's rights and responsibilities in addressing these issues.

## 5. Special Populations

Some students may need assistance to enroll in or succeed in Family and Consumer Sciences classes. As defined in the Carl D. Perkins Vocational and Technical Education Act of 1998, these “special populations” may include, but are not limited to:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers;
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

It is the responsibility of the instructor to work with special services personnel (Counselors, Special Education, Vocational Resource Educators, etc.) to:

- identify the needs of those students who cannot access the Family and Consumer Sciences program or who are not succeeding; and,
- plan adaptations in program, equipment, materials, activities, or methods of assessment that will enable these students to participate fully in the vocational-technical program and to experience success.

## **FACILITIES**

The typical Family and Consumer Sciences program provides variety in both content and instructional methods for students. Within the department, space is needed for large-group and small-group learning, independent study, laboratory activities, research, instructional planning, conferences and meetings, storage, and display of student projects.

### **1. Basic Space Considerations**

- Is there sufficient space so that students or teacher can move quickly and easily from one part of the room to another during a class?
- Can student seating and work space be moved or rearranged easily to allow for a variety of instructional activities? Is the major floor area free from heavy or permanently fixed equipment to allow for flexibility in room arrangement?
- Is there space for individual student study?
- Are the projection screen and writing board clearly visible from all parts of the room?
- Can multimedia teaching equipment be stored near its point of use?
- Is adequate storage provided for references, instructional materials and supplies, teacher's materials, and students' books and other personal items? Is some locking storage available?
- Is private space available for teacher conferences with students or parents?
- Is the department easily accessible from a parking lot or delivery area?

In general, each student needs no less than 2 – 2 ½ linear feet of work space. This means that no more than 3-4 students can work comfortably and safely in one unit kitchen. A current recommendation is for 60-70 square feet of classroom space for each student, or a room of 1,200-1,400 square feet for a class of 20 students.

### **2. Other Considerations**

- Is there adequate ventilation, including outside venting of exhaust hoods and fans?
- Can outside light be controlled and can the room be adequately darkened for using multimedia equipment?
- Is there adequate artificial light for both general activity and close work?
- Are both hot (110 degrees) and cold water plentiful?

- What provisions have been made for communication beyond the classroom? A telephone is desirable. An Internet link from the classroom is becoming a necessity.
- Can work surfaces, especially those used for food preparation and service, be kept clean and sanitary?
- Are laundry facilities provided in the department or within easy access?
- Does equipment represent what is currently used in the home? For occupational programs, does equipment represent the industry standard? Do students also have opportunity to experience the newest developments in technology for home and/or FACS-related career?

Facilities for occupational preparation programs should be planned in cooperation with representatives from that career field.

More specific information and assistance in planning a facility is available from the state supervisor of Family and Consumer Sciences.