

Cedar Rapids Community Schools  
Family and Consumer Sciences  
April 2008- Draft  
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# Family and Consumer Sciences 1

## Career, Community, and Family Connections

**Standard I:** Integrate multiple life roles and responsibilities in family, work, and community settings.

### **Benchmarks:**

1. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
2. Demonstrate transferable and employability skills in community and workplace settings.

### **Model Iowa Competencies (Indicators):**

1. Demonstrate alternative ways of effective communication.
2. Describe ways to build good interpersonal relationships with others.
3. Identify risks of sexual activity.
4. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
5. Identify sex-role stereotyping and means of dealing with them.
6. Develop problem-solving techniques.
7. Identify ways to deal with peer pressure.
8. Describe ways to strengthen family and relationships.
9. Identify the ways to balance work, family and individual needs.
10. Develop short and long-term planning, goal-setting and decision-making skills.
11. Examine family living/parenthood related occupations.

### **Academic Proficiencies:**

#### **Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

#### **Family**

**Standard VI:** Evaluate the significance of family and its impact on the well being of individuals and society.

**Benchmarks:**

1. Analyze the impact of family as a system on individuals and society.
2. Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

**Model Iowa Competencies (Indicators):**

1. Examine the evolving roles of families across the life span.
2. Demonstrate respect for cultural diversity and the impact on individuals and families.
3. Explore the ways family and consumer sciences careers assist the works of the family.
4. Examine family as the basic unit of society.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information

**Family and Community Services**

**Standard VII:** Integrate knowledge, skills, and practices required for careers in family and community services.

**Benchmarks:**

1. Analyze career paths within family and community services.
2. Analyze factors related to providing family and community services.
3. Identify services for individuals and families with a variety of disadvantaging conditions.

**Model Iowa Competencies (Indicators):**

1. Explain the basic skills necessary to maintain personal, physical and mental health (i.e., alternative strategies in dealing with stress).
2. Identify personal safety and survival skills.
3. Identify substance abuse, use and non-use.
4. Describe procedures for prevention and control of diseases (i.e., sexually transmitted diseases and acquired immune deficiency syndrome).
5. Identify the needs and concerns of populations with special needs.
6. Examine family-individual health related occupations.
7. Locate and/or utilize family/individual health resources.
8. Locate/utilize resources for populations with special needs.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide information

**Science**

- Explores drugs impact on society
- Uses computers for information processing

- Uses maps, charts, tables, and graphs to complete tasks

### **Interpersonal Relationships**

**Standard XIII:** Demonstrate respectful and caring relationships in the family, workplace, and community.

#### **Benchmarks:**

1. Analyze functions and expectations of various types of relationships.
2. Analyze personal needs and characteristics and their impact on interpersonal relationships.
3. Demonstrate communication skills that contribute to positive relationships.
4. Evaluate effective conflict prevention and management techniques.
5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
6. Demonstrate standards that guide behavior in interpersonal relationships.

#### **Model Iowa Competencies (Indicators):**

1. Analyze strategies for developing a positive self-concept

#### **Academic Proficiencies:**

##### **Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

## Consumer and Family Resources

# Family and Consumer Sciences 2

## Career, Community, and Family Connections

**Standard I:** Integrate multiple life roles and responsibilities in family, work, and community settings.

### **Benchmarks:**

1. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
2. Demonstrate transferable and employability skills in community and workplace settings.

### **Model Iowa Competencies (Indicators):**

1. Demonstrate alternative ways of effective communication.
2. Describe ways to build good interpersonal relationships with others.
3. Identify risks of sexual activity.
4. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
5. Identify sex-role stereotyping and means of dealing with them.
6. Develop problem-solving techniques.
7. Identify ways to deal with peer pressure.
8. Describe ways to strengthen family and relationships.
9. Identify the ways to balance work, family and individual needs.
10. Develop short and long-term planning, goal-setting and decision-making skills.
11. Examine family living/parenthood related occupations.

### **Academic Proficiencies:**

#### **Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

## Consumer Services

**Standard III:** Integrate knowledge, skills, and practices required for careers in consumer services.

### **Benchmarks:**

1. Explore career paths within consumer service industries.
2. Analyze factors that impact consumer advocacy.

### **Model Iowa Competencies (Indicators):**

1. Identify consumer rights and responsibilities (i.e., preservation of natural resources and effective complaint procedures).

2. Evaluate advertising, warranties, written contracts and quality of goods and equipment (i.e., consumer fraud schemes).
3. Examine consumer education related occupations.
4. Locate and/or utilize consumer education resources for assistance.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

**Mathematics**

- Interprets charts, tables, and graphs
- Solves problems and generates conclusions using deductive reasoning
- Constructs charts, tables, and graphs

**Science**

- Identifies operational definitions
- Uses computers for information processing

**Family**

**Standard VI:** Evaluate the significance of family and its impact on the well being of individuals and society.

**Benchmarks:**

1. Analyze the impact of family as a system on individuals and society.
2. Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

**Model Iowa Competencies (Indicators):**

1. Examine the evolving roles of families across the life span.
2. Demonstrate respect for cultural diversity and the impact on individuals and families.
3. Explore the ways family and consumer sciences careers assist the works of the family.
4. Examine family as the basic unit of society.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information

**Family and Community Services**

**Standard VII:** Integrate knowledge, skills, and practices required for careers in family and community services.

**Benchmarks:**

1. Analyze career paths within family and community services.
2. Analyze factors related to providing family and community services.
3. Identify services for individuals and families with a variety of disadvantaging conditions.

**Model Iowa Competencies (Indicators):**

1. Explain the basic skills necessary to maintain personal, physical and mental health (i.e., alternative strategies in dealing with stress).
2. Identify personal safety and survival skills.
3. Identify substance abuse, use and non-use.
4. Describe procedures for prevention and control of diseases (i.e., sexually transmitted diseases and acquired immune deficiency syndrome).
5. Identify the needs and concerns of populations with special needs.
6. Examine family-individual health related occupations.
7. Locate and/or utilize family/individual health resources.
8. Locate/utilize resources for populations with special needs.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide information

**Science**

- Explores drugs impact on society
- Uses computers for information processing
- Uses maps, charts, tables, and graphs to complete tasks

**Interpersonal Relationships**

**Standard XIII:** Demonstrate respectful and caring relationships in the family, workplace, and community.

**Benchmarks:**

1. Analyze functions and expectations of various types of relationships.
2. Analyze personal needs and characteristics and their impact on interpersonal relationships.
3. Demonstrate communication skills that contribute to positive relationships.
4. Evaluate effective conflict prevention and management techniques.
5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
6. Demonstrate standards that guide behavior in interpersonal relationships.

**Model Iowa Competencies (Indicators):**

1. Analyze strategies for developing a positive self-concept

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources to perform specific tasks

- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

### **Nutrition and Wellness**

**Standard XIV:** Demonstrate nutrition and wellness practices that enhance individual and family well being.

**Benchmarks:**

1. Analyze factors that influence nutrition and wellness practices across the life span.
2. Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

**Model Iowa Competencies (Indicators):**

1. Evaluate consumer health options.

**Academic Proficiencies:**

**Language**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Adapts listening strategies to utilize verbal and nonverbal content of communication

**Mathematics**

- Uses a calculator to add, subtract, divide, multiply whole and mixed numbers, decimals, and calculate square root

**Science**

- Analyzes chemicals in society
- Analyzes and evaluates environmental issues
- Describes and explains diseases
- Applies and uses maps, charts, tables and graphs to complete tasks
- Describes human maintenance and weight gain or loss

# **Contemporary Adult Living/Independent Living**

## **Career, Community, and Family Connections**

**Standard I:** Integrate multiple life roles and responsibilities in family, work, and community settings.

### **Benchmarks:**

1. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
2. Demonstrate transferable and employability skills in community and workplace settings.

### **Model Iowa Competencies (Indicators):**

1. Demonstrate alternative ways of effective communication.
2. Describe ways to build good interpersonal relationships with others.
3. Identify risks of sexual activity.
4. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
5. Identify sex-role stereotyping and means of dealing with them.
6. Develop problem-solving techniques.
7. Identify ways to deal with peer pressure.
8. Describe ways to strengthen family and relationships.
9. Identify the ways to balance work, family and individual needs.
10. Develop short and long-term planning, goal-setting and decision-making skills.
11. Examine family living/parenthood related occupations.

### **Academic Proficiencies:**

#### **Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

## **Consumer and Family Resources**

**Standard II:** Evaluate management practices related to the human, economic, and environmental resources.

### **Benchmarks:**

1. Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
2. Analyze policies that support consumer rights and responsibilities.
3. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

### **Model Iowa Competencies (Indicators):**

1. Identify procedures in planning for expenses, saving and managing finances.

2. Apply the principles of management in the home (i.e., prioritizing, planning, delegation, evaluation, time allocation).
3. Determine the decision-making process used when calculating expenses, savings and managing finances (i.e., insurance retirement).

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

**Consumer Services**

**Standard III:** Integrate knowledge, skills, and practices required for careers in consumer services.

**Benchmarks:**

1. Explore career paths within consumer service industries.
2. Analyze factors that impact consumer advocacy.

**Model Iowa Competencies (Indicators):**

1. Identify consumer rights and responsibilities (i.e., preservation of natural resources and effective complaint procedures).
2. Evaluate advertising, warranties, written contracts and quality of goods and equipment (i.e., consumer fraud schemes).
3. Examine consumer education related occupations.
4. Locate and/or utilize consumer education resources for assistance.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

**Mathematics**

- Interprets charts, tables, and graphs
- Solves problems and generates conclusions using deductive reasoning
- Constructs charts, tables, and graphs

**Science**

- Identifies operational definitions
- Uses computers for information processing

## Family

**Standard VI:** Evaluate the significance of family and its impact on the well being of individuals and society.

**Benchmarks:**

1. Analyze the impact of family as a system on individuals and society.
2. Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

**Model Iowa Competencies (Indicators):**

1. Examine the evolving roles of families across the life span.
2. Demonstrate respect for cultural diversity and the impact on individuals and families.
3. Explore the ways family and consumer sciences careers assist the works of the family.
4. Examine family as the basic unit of society.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information

### Interpersonal Relationships

**Standard XIII:** Demonstrate respectful and caring relationships in the family, workplace, and community.

**Benchmarks:**

1. Analyze functions and expectations of various types of relationships.
2. Analyze personal needs and characteristics and their impact on interpersonal relationships.
3. Demonstrate communication skills that contribute to positive relationships.
4. Evaluate effective conflict prevention and management techniques.
5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
6. Demonstrate standards that guide behavior in interpersonal relationships.

**Model Iowa Competencies (Indicators):**

1. Analyze strategies for developing a positive self-concept

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

# Parenting the Preschool Child

## Career, Community, and Family Connections

**Standard I:** Integrate multiple life roles and responsibilities in family, work, and community settings.

**Benchmarks:**

1. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
2. Demonstrate transferable and employability skills in community and workplace settings.

**Model Iowa Competencies (Indicators):**

1. Demonstrate alternative ways of effective communication.
2. Describe ways to build good interpersonal relationships with others.
3. Identify risks of sexual activity.
4. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
5. Identify sex-role stereotyping and means of dealing with them.
6. Develop problem-solving techniques.
7. Identify ways to deal with peer pressure.
8. Describe ways to strengthen family and relationships.
9. Identify the ways to balance work, family and individual needs.
10. Develop short and long-term planning, goal-setting and decision-making skills.
11. Examine family living/parenthood related occupations.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

## Consumer and Family Resources

**Standard II:** Evaluate management practices related to the human, economic, and environmental resources.

**Benchmarks:**

1. Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
2. Analyze policies that support consumer rights and responsibilities.
3. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

**Model Iowa Competencies (Indicators):**

1. Identify procedures in planning for expenses, saving and managing finances.

2. Apply the principles of management in the home (i.e., prioritizing, planning, delegation, evaluation, time allocation).
3. Determine the decision-making process used when calculating expenses, savings and managing finances (i.e., insurance retirement).

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

**Early Childhood, Education, and Services**

**Standard IV:** Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

**Benchmarks:**

1. Explores career paths within early childhood, education, and services.
2. Analyze developmentally appropriate practices to plan for early childhood, education, and services.
3. Demonstrate a safe and healthy learning environment for children.
4. Demonstrate techniques for positive collaborative relationships with children.

**Model Iowa Competencies (Indicators):**

1. Identify types of sexual abuse and sexual harassment, and intervention options.
2. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
3. Locate/utilize resources for populations with special needs.
4. Develop problem-solving techniques.
5. Identify ways to deal with peer pressure.
6. Examine child development related occupations.
7. Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
8. Examine various childcare options.
9. Locate and/or utilize family living and parenthood resources.
10. Examine parenting responsibilities.
11. Describe sexual reproduction and the birthing process.
12. Analyze contraception and family planning methods.
13. Discuss health concerns and needs at various stages of prenatal and postnatal development.
14. Identify the additional risks of teen pregnancy and parenting.
15. Select and use appropriate child guidance techniques.
16. Identify types of child abuse, neglect and intervention options.
17. Discuss childhood diseases and immunization procedures.
18. Identify ways to provide a safe environment for a child.
19. Locate and/or utilize child development resources for assistance.
20. Select toys, equipment, food and materials appropriate for the developmental stage of a child.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information

**Mathematics**

- Adds, subtracts, divides, and multiplies whole and mixed numbers, fractions, and decimals

**Family**

**Standard VI:** Evaluate the significance of family and its impact on the well being of individuals and society.

**Benchmarks:**

1. Analyze the impact of family as a system on individuals and society.
2. Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

**Model Iowa Competencies (Indicators):**

1. Examine the evolving roles of families across the life span.
2. Demonstrate respect for cultural diversity and the impact on individuals and families.
3. Explore the ways family and consumer sciences careers assist the works of the family.
4. Examine family as the basic unit of society.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information

**Human Development**

**Standard XII:** Analyze factors that impact human growth and development.

**Benchmarks:**

1. Analyze principles of human growth and development across the life span.
2. Analyze conditions that influence human growth and development.
3. Analyze strategies that promote growth and development across the life span.

**Model Iowa Competencies (Indicators):**

1. Examine the interrelationship between physical, emotional, social, and intellectual aspects of human growth and development.
2. Investigate the impact of heredity and environment on human growth and development.
3. Demonstrate communication and nurturing skills that promote human growth and development.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks

**Science**

- Describes human development processes

**Interpersonal Relationships**

**Standard XIII:** Demonstrate respectful and caring relationships in the family, workplace, and community.

**Benchmarks:**

1. Analyze functions and expectations of various types of relationships.
2. Analyze personal needs and characteristics and their impact on interpersonal relationships.
3. Demonstrate communication skills that contribute to positive relationships.
4. Evaluate effective conflict prevention and management techniques.
5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
6. Demonstrate standards that guide behavior in interpersonal relationships.

**Model Iowa Competencies (Indicators):**

1. Analyze strategies for developing a positive self-concept

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

**Parenting**

**Standard XV:** Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

**Benchmarks:**

1. Analyze roles and responsibilities of parenting.
2. Evaluate parenting practices that maximize human growth and development.
3. Identify external support systems that provide services for parents.
4. Analyze physical and emotional factors related to beginning the parenting process.

**Model Iowa Competencies (Indicators):**

1. Identify strategies that promote positive relationships between family members.
2. Evaluate factors that promote physical and emotional health of a child and parent/s.
3. Analyze principles, strategies and conditions that influence human growth and development.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information

# Parenting the School age Child

## Career, Community, and Family Connections

**Standard I:** Integrate multiple life roles and responsibilities in family, work, and community settings.

### **Benchmarks:**

1. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
2. Demonstrate transferable and employability skills in community and workplace settings.

### **Model Iowa Competencies (Indicators):**

1. Demonstrate alternative ways of effective communication.
2. Describe ways to build good interpersonal relationships with others.
3. Identify risks of sexual activity.
4. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
5. Identify sex-role stereotyping and means of dealing with them.
6. Develop problem-solving techniques.
7. Identify ways to deal with peer pressure.
8. Describe ways to strengthen family and relationships.
9. Identify the ways to balance work, family and individual needs.
10. Develop short and long-term planning, goal-setting and decision-making skills.
11. Examine family living/parenthood related occupations.

### **Academic Proficiencies:**

#### **Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

## **Early Childhood, Education, and Services**

**Standard IV:** Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

### **Benchmarks:**

1. Explores career paths within early childhood, education, and services.
2. Analyze developmentally appropriate practices to plan for early childhood, education, and services.
3. Demonstrate a safe and healthy learning environment for children.
4. Demonstrate techniques for positive collaborative relationships with children.

**Model Iowa Competencies (Indicators):**

1. Identify types of sexual abuse and sexual harassment, and intervention options.
2. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
3. Locate/utilize resources for populations with special needs.
4. Develop problem-solving techniques.
5. Identify ways to deal with peer pressure.
6. Examine child development related occupations.
7. Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.
8. Examine various childcare options.
9. Locate and/or utilize family living and parenthood resources.
10. Examine parenting responsibilities.
11. Select and use appropriate child guidance techniques.
12. Identify types of child abuse, neglect and intervention options.
13. Identify ways to provide a safe environment for a child.
14. Locate and/or utilize child development resources for assistance.
15. Select toys, equipment, food and materials appropriate for the developmental stage of a child.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information

**Mathematics**

- Adds, subtracts, divides, and multiplies whole and mixed numbers, fractions, and decimals

**Family**

**Standard VI:** Evaluate the significance of family and its impact on the well being of individuals and society.

**Benchmarks:**

1. Analyze the impact of family as a system on individuals and society.
2. Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

**Model Iowa Competencies (Indicators):**

1. Examine the evolving roles of families across the life span.
2. Demonstrate respect for cultural diversity and the impact on individuals and families.
3. Explore the ways family and consumer sciences careers assist the works of the family.
4. Examine family as the basic unit of society.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information

**Human Development**

**Standard XII:** Analyze factors that impact human growth and development.

**Benchmarks:**

1. Analyze principles of human growth and development across the life span.
2. Analyze conditions that influence human growth and development.
3. Analyze strategies that promote growth and development across the life span.

**Model Iowa Competencies (Indicators):**

1. Examine the interrelationship between physical, emotional, social, and intellectual aspects of human growth and development.
2. Investigate the impact of heredity and environment on human growth and development.
3. Demonstrate communication and nurturing skills that promote human growth and development.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks

**Science**

- Describes human development processes

**Interpersonal Relationships**

**Standard XIII:** Demonstrate respectful and caring relationships in the family, workplace, and community.

**Benchmarks:**

1. Analyze functions and expectations of various types of relationships.
2. Analyze personal needs and characteristics and their impact on interpersonal relationships.
3. Demonstrate communication skills that contribute to positive relationships.
4. Evaluate effective conflict prevention and management techniques.
5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
6. Demonstrate standards that guide behavior in interpersonal relationships.

**Model Iowa Competencies (Indicators):**

1. Analyze strategies for developing a positive self-concept

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

**Parenting**

**Standard XV:** Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

**Benchmarks:**

1. Analyze roles and responsibilities of parenting.
2. Evaluate parenting practices that maximize human growth and development.
3. Identify external support systems that provide services for parents.
4. Analyze physical and emotional factors related to beginning the parenting process.

**Model Iowa Competencies (Indicators):**

1. Identify strategies that promote positive relationships between family members.
2. Evaluate factors that promote physical and emotional health of a child and parent/s.
3. Analyze principles, strategies and conditions that influence human growth and development.

**Academic Proficiencies:****Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information

# **Interior Design**

## **Consumer and Family Resources**

**Standard II:** Evaluate management practices related to the human, economic, and environmental resources.

**Benchmarks:**

1. Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
2. Analyze policies that support consumer rights and responsibilities.
3. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

**Model Iowa Competencies (Indicators):**

1. Identify procedures in planning for expenses, saving and managing finances.
2. Apply the principles of management in the home (i.e., prioritizing, planning, delegation, evaluation, time allocation).
3. Determine the decision-making process used when calculating expenses, savings and managing finances (i.e., insurance retirement).

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

**Family**

**Standard VI:** Evaluate the significance of family and its impact on the well being of individuals and society.

**Benchmarks:**

1. Analyze the impact of family as a system on individuals and society.
2. Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

**Model Iowa Competencies (Indicators):**

1. Examine the evolving roles of families across the life span.
2. Demonstrate respect for cultural diversity and the impact on individuals and families.
3. Explore the ways family and consumer sciences careers assist the works of the family.
4. Examine family as the basic unit of society.

**Academic Proficiencies:**

**Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in speaking to provide, distribute, or find information

## **Housing, Interiors, and Furnishings**

**Standard XI:** Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

### **Benchmarks:**

1. Analyze career paths within the housing, interiors, and furnishings industry.
2. Evaluate housing decisions in relation to available resources and options.
3. Evaluate the use of housing and interior furnishings and products in meeting specific design needs.
4. Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
5. Analyze influences on architectural and furniture design and development.
6. Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
7. Demonstrate design ideas through visual presentation.
8. Demonstrate general procedures for business profitability and career success.

### **Model Iowa Competencies (Indicators):**

1. Identify recent trends in housing.
2. Explain basic financial and legal aspects of housing in various demographic situations.
3. Evaluate housing alternatives (i.e., floor plans, structure and maintenance of a residence, safety, energy, lifestyles and populations with special needs).
4. Examine design principles and elements.
5. Identify qualities of home furnishings and appliances (i.e., performance, safety, cost, quality, efficiency, space and cleanability).
6. Examine home furnishings-home management related occupations.
7. Locate and/or utilize housing, home furnishings, management and equipment resources for assistance.

### **Academic Proficiencies:**

#### **Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources
- Demonstrates competence in speaking to provide or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

#### **Mathematics:**

- Uses a calculator to add, subtract, divide, multiply whole and mixed numbers, decimals, and calculate square root, calculate percentages, ratios, and formulas
- Precisely calculates areas, circumferences, perimeters, and surface areas of a room or floor plan
- Measures distance, using standard measurement tools
- Interprets common symbols such as <, >, and =
- Identifies parallel/perpendicular, vertical/horizontal lines, and line segments

#### **Science:**

- Uses computers for information processing

- Analyzes and evaluates environmental issues

### **Interpersonal Relationships**

**Standard XIII:** Demonstrate respectful and caring relationships in the family, workplace, and community.

#### **Benchmarks:**

1. Analyze functions and expectations of various types of relationships.
2. Analyze personal needs and characteristics and their impact on interpersonal relationships.
3. Demonstrate communication skills that contribute to positive relationships.
4. Evaluate effective conflict prevention and management techniques.
5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
6. Demonstrate standards that guide behavior in interpersonal relationships.

#### **Model Iowa Competencies (Indicators):**

1. Analyze strategies for developing a positive self-concept

#### **Academic Proficiencies:**

##### **Language Arts**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media

# Elementary Tutors

## Family

**Standard IV:** Integrate knowledge, skills and practices required for careers in early childhood education and services.

### **Benchmarks:**

1. Learn developmentally appropriate practices and strategies to work in an elementary classroom as a tutor.
2. Demonstrate integration of curriculum and instruction (under the direction of the elementary classroom teacher) to meet children's developmental needs and interests.
3. Demonstrate a safe and healthy learning environment for children.
4. Demonstrate techniques for positive collaborative relationships with children.

### **Model Iowa Competencies (Indicators):**

1. Identify personal qualities required of an elementary tutor (referring to nurturing and caring).
2. Identify basic elements (principles) of child development with emphasis on age appropriate behaviors/expectations of physical, emotional, intellectual and social development..
3. Observe a child in the four developmental areas: physical, social, intellectual, and emotional.
4. Implement appropriate activities as directed by the classroom teacher. Observe how these activities promote development in children in the following areas: indoor, gross/fine motor, language development, creativity, visual, auditory and tactile stimulus and social development.
5. Explain the impact of an elementary tutor on a child's self-esteem.
6. Identify elements of a healthy and safe environment.
7. Use appropriate and effective methods of guidance.
8. By using educational games assigned by the classroom teacher observe the importance of play on the development of children.
9. Help children learn copying skills.
10. (If asked by the classroom teacher) maintain records.
11. Follow assigned classroom teacher and the elementary school policies.
12. Explain the functions of the elementary tutoring program to the community.
13. Report any concerns about child abuse to the elementary classroom teacher and your high school classroom teacher.
14. Identify issues related to the elementary tutoring program: confidentiality, appropriate language in the elementary setting, praise and encouragement.
15. Recognize and accept cultural/individual differences.
16. Explain the qualities of professionalism for an elementary tutor, including: responsibility, respect to the classroom teacher, students, staff and center; pride in your work as an elementary tutor.

### **Academic Proficiencies**

#### **Language Arts**

- Applies reading strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary.
- Demonstrates competence in speaking to provide information



# **Foods and Nutrition 1**

## **Nutrition and Wellness**

**Standard XIV:** Demonstrate nutrition and wellness practices that enhance individual and family well being.

### **Benchmarks:**

1. Evaluate nutrition principles, food plans, and preparation techniques.
2. Demonstrate food safety and sanitation procedures.
3. Analyze nutritional needs and select foods for good health throughout life.
4. Prepare foods from the basic food groups.
5. Analyze fad diets and eating disorders.
6. Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
7. Evaluate factors that affect food safety, from production through consumption.

### **Model Iowa Competencies (Indicators):**

1. Identify various cultural and regional cuisines.
2. Locate and /or utilize food and nutrition resources.
3. Plan, Prepare, serve and evaluate a meal.
4. Utilize basic kitchen skills in food preparation and storage.

# **Foods and Nutrition 2**

## **Nutrition and Wellness**

**Standard XIV:** Demonstrate nutrition and wellness practices that enhance individual and family well-being.

### **Benchmarks:**

1. Evaluate nutrition principles, food plans, and preparation techniques.
2. Demonstrate food safety and sanitation procedures.
3. Analyze nutritional needs and select food for good health throughout life.
4. Prepare food from the basic food groups.
5. Analyze fad diets and eating disorders.
6. Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
7. Evaluate factors that affect food safety, from production through consumption.

### **Model Iowa Competencies (Indicators):**

1. Identify various cultural and regional cuisines.
2. Locate and /or utilize food and nutrition resources.
3. Plan, prepare, serve and evaluate a meal.
4. Utilize basic kitchen skills in food preparation and storage.

5. Apply the principles of sanitation, recycling and safety when working with food and equipment.
6. Evaluate consumer health options.

**Academic Proficiencies:**

**Language**

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Adapts listening strategies to utilize verbal and nonverbal content of communication

**Mathematics**

- Adds, subtracts, divides, multiplies whole and mixed numbers, fractions, and decimals
- Uses a calculator to add, subtract, divide, multiply whole and mixed numbers, decimals, and calculate square root
- Mentally adds, subtracts, divides, and multiplies whole numbers

**Science**

- Analyzes chemicals in society
- Analyzes and evaluates environmental issues
- Describes and explains diseases
- Identifies organisms such as bacteria and fungi
- Uses common laboratory equipment and procedures
- Applies and uses laboratory techniques safely
- Measures weight, temperature, time and the volumes of liquids and solids
- Applies and uses maps, charts, tables and graphs to complete tasks
- Describes human maintenance and weight gain or loss

**Standards and Benchmarks  
Cedar Rapids Community Schools District  
April 2008 Draft  
Judy Dye, Jefferson High School  
Tammy Miller, Kennedy High School  
Catherine Seufferlein, Jefferson High School**

**Family and Consumer Sciences 1**

Standards:

I  
VI  
VII  
XIII

**Family and Consumer Sciences 2**

Standards:

I  
III  
VI  
VII  
XIII  
XIV

**Contemporary Adult Living**

Standards:

I  
II  
III  
VI  
XIII

**Parenting the Preschool Child**

Standards:

I  
II  
IV  
XII  
XIII  
XV

**Parenting the School age Child**

Standards:

I IV  
XII  
XIII  
XV

### **Interior Design**

Standards:

II  
VI  
XI  
XIII

### **Elementary Tutors**

Standards:

IV

### **Foods 1**

Standards:

XIV

### **Foods 2**

Standards:

XIV