

**Consumer Affairs  
Current Standards**

<b>INDICATOR #CA 1: Apply concepts of consumer advocacy.</b>
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Summarize consumer rights and responsibilities.
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Investigate consumer protection laws and regulations.
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Apply strategies to reduce risks of consumer fraud.
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Investigate procedures to protect the health and safety of consumers.
SUB-INDICATOR 1.5 (Webb Level: 4 Extended Thinking): Analyze the role of advocacy groups and policy makers at state and national levels.
SUB-INDICATOR 1.6 (Webb Level: 4 Extended Thinking): Analyze the use of education and promotion in consumer advocacy.

<b>INDICATOR #CA 2: Assess the factors that influence consumer relationships.</b>
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Investigate consumer trends for sensitivity to cultural, socio-economic, religious, generational, disability, and gender issues.
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Review ethical and legal concerns related to consumer and business actions.
SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Assess effects of advertising and technology on consumer decisions.

<b>INDICATOR #CA 3: Analyze conservation and waste management practices.</b>
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Examine the roles of government, industry, and consumers in resource consumption.
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Cite evidence of strategies to conserve energy, recycle and reduce waste.

<b>INDICATOR #CA 4: Apply concepts needed for product development, testing, and presentation of consumer products.</b>
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Explain product protection practices.
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Determine consumer trends and product development needs through market research.

**Change course  
title to:**

**Consumer Resources and  
Management Proposed Standards**

	<b>CRM 1: Investigate careers in Consumer Services.</b>
Level 1: Recall	CRM 1.1 Identify the Consumer Services Pathway
Level 3: Strategic Thinking	CRM 1.2 Examine current social issues and support agencies related to the Consumer Services pathway.

	<b>CRM 2: Examine rights and responsibilities of consumers.</b>
Level 2: Skill/Concept	CRM 2.1 Summarize consumer rights and responsibilities.
Level 3: Strategic Thinking	CRM 2.2 Investigate consumer protection laws, regulations and advocacy groups.
Level 3: Strategic Thinking	CRM 2.3 Apply strategies to reduce risks of consumer fraud.
Level 3: Strategic Thinking	CRM 2.4 Investigate procedures to protect the health and safety of consumers.

	<b>CRM 3: Assess the factors that influence consumer relationships.</b>
Level 2: Skill/Concept	CRM 3.1 Examine the impact of values, relationships and resources on consumer decision making.
Level 3: Strategic Thinking	CRM 3.2 Investigate consumer trends for sensitivity to cultural, socio-economic, religious, generational, disability, and gender issues.
Level 2: Skill/Concept	CRM 3.3 Review ethical and legal concerns related to consumer and business actions.
Level 3: Strategic Thinking	CRM 3.4 Assess effects of advertising and technology on consumer decisions.

	<b>CRM 4: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.</b>
Level 3: Strategic Thinking	CRM 4.1 Assess how individuals and families make healthy and sustainable choices to satisfy needs and wants.
Level 3: Strategic Thinking	CRM 4.2 Justify decisions made about food, nutrition, housing, clothing, and healthcare.
Level 4: Extended Thinking	CRM 4.3 Apply financial management and planning skills to meet individual and family needs

**Consumer Affairs  
Current Standards**

SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking):  
Apply consumer concepts learned to create and promote a  
research-based product.

Change course  
title to:

**Consumer Resources and  
Management Proposed Standards**

## Introduction to Human Services

### Current Standards

<b>INDICATOR #IHS 1: Explore personal attributes for a career in Human Services.</b>
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Describe personal values, interests, and personalities.
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify personal abilities, learning styles and skills.
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Compare personal attributes to those needed for careers in Human Services.

<b>INDICATOR #IHS 2: Investigate careers in Human Services.</b>
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify the Human Service Pathways.
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Examine current social issues and support agencies related to each of the Human Service pathways.

<b>INDICATOR #IHS 3: Examine professional behaviors, skills and abilities necessary in Human Service careers.</b>
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Summarize ethical, legal and safety issues in Human Services.
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Demonstrate effective management skills.
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Analyze the importance of a professional image and professional behavior.
SUB-INDICATOR 3.4 (Webb Level: 2 Skill/Concept): Demonstrate effective communication and conflict resolution strategies.

## Introduction to Human Services

### Proposed Standards

<b>IHS 1: Explore personal attributes for a career in Human Services.</b>	
Level1: Recall	IHS 1.1 Describe personal values, interests, and personalities.
Level 1: Recall	IHS 1.2 Identify personal abilities, learning styles and skills.
Level 3: Strategic Thinking	IHS 1.3 Compare personal attributes to those needed for careers in Human Services.

<b>IHS 2: Investigate careers in Human Services.</b>	
Level 3: Strategic Thinking	IHS 2.1 Investigate the Human Service Pathways.
Level 3: Strategic Thinking	IHS 2.2 Examine current social issues and support agencies related to each of the Human Service pathways.

<b>IHS 3: Examine professional behaviors, skills and abilities necessary in Human Service careers.</b>	
Level 2: Skill/Concept	IHS 3.1 Summarize ethical, legal, safety, and diversity issues in Human Services.
Level 2: Skill/Concept	IHS 3.2 Demonstrate effective management skills.
Level 4: Extended Thinking	IHS 3.3 Analyze the importance of a professional image and professional behavior.
Level 2: Skill/Concept	IHS 3.4 Demonstrate effective communication and conflict resolution strategies.

**Relationships Across Lifespans**

**Current Standards**

<b>INDICATOR #RAL 1: Analyze functions and dynamics of interpersonal relationships.</b>
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Demonstrate communication skills that contribute to positive relationships.
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify effective conflict prevention and management strategies.
SUB-INDICATOR 1.3 (Webb Level: 1 Recall): Investigate the diversity of family roles and structures.
SUB-INDICATOR 1.4 (Webb Level: 1 Recall): Recognize the influence that internal and external conditions have on interpersonal relationships.

<b>INDICATOR #RAL 2: Analyze healthy relationships with children.</b>
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Assess conditions that impact relationships with children such as culture, society, and technology.
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Examine roles and responsibilities of families including discipline, parenting styles, and nurturing strategies.

<b>INDICATOR #RAL 3: Analyze healthy relationships with adults of all ages.</b>
SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Discuss the effect of lifestyle choices.
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Contrast healthy and unhealthy relationships.
SUB-INDICATOR 3.3 (Webb Level: 1 Recall): Investigate the impact of aging in family and community relationships.

<b>INDICATOR #RAL 4: Evaluate the impact of relationships between family and workplace.</b>
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Examine personal and work ethics.
SUB-INDICATOR 4.2 (Webb Level: 1 Recall): Investigate stress management techniques for life and work balance.

**Lifespan Connections**

**Proposed Standards**

	<b>LC 1: Analyze functions and dynamics of interpersonal relationships.</b>
Level 2: Skill/Concept	LC 1.1 Demonstrate communication skills that contribute to positive family, work, romantic, and acquaintance relationships.
Level 1: Recall	LC 1.2 Identify effective conflict prevention and management strategies.
Level 4: Extended Thinking	LC 1.3 Connect the relationship of diverse individual and family perspectives, needs and characteristics to their impact on society.
Level 3: Strategic Thinking	LC 1.4 Investigate the influence that internal and external conditions have on interpersonal relationships.

	<b>LC 2: Analyze factors that contribute to healthy relationships across the lifespan.</b>
Level 3: Strategic Thinking	LC 2.1 Connect interpersonal relationship strategies, techniques, and community resources to meet the diverse needs of children and adolescents.
Level 3: Strategic Thinking	LC 2.2. Connect interpersonal relationship strategies, techniques, and community resources to meet the diverse needs of adults.
Level 3: Strategic Thinking	LC 2.3 Connect interpersonal relationship strategies, techniques, and community resources to meet the diverse needs of the elderly.

	<b>LC 3: Analyze characteristics of a healthy lifestyle.</b>
Level 2: Skill/Concept	LC 3.1 Discuss the effect of lifestyle choices.
Level 3: Strategic Thinking	LC 3.2 Contrast healthy and unhealthy relationships.

	<b>LC 4: Evaluate the impact of relationships between family and workplace.</b>
Level 2: Skill/Concept	LC 4.1 Determine the transferable skills necessary to function effectively in family, community, and wage-earner roles.
Level 2: Skill/Concept	LC 4.2 Investigate stress management techniques for life and work balance.

## Nutrition and Wellness

### Current Standards

<b>INDICATOR #NW 1: Evaluate factors that influence nutrition</b>
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Investigate the impact of technology and media on food and health practices.
SUB-INDICATOR 1.2 (Webb Level: 4 Extended Thinking): Analyze the effects of psychological, cultural, economic and social influences on food choices and other nutrition practices.
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Determine the effects of nutrition on health, appearance, and peak performance.

<b>INDICATOR #NW 2: Evaluate the needs of individuals and families in relation to health, nutrition, and wellness across the lifespan</b>
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify dimensions of wellness
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Apply current dietary guidelines to meet nutrition and wellness needs.
SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Describe the effect of physical activity on health, appearance, and peak performance.
SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

<b>INDICATOR #NW 3: Evaluate factors that affect food safety.</b>
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Apply practices to promote safe food handling.
SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Describe food borne illness that cause health issues.

<b>INDICATOR #NW 4: Demonstrate ability to acquire, handle, and utilize foods to meet nutrition and wellness needs of individuals and families across the life span.</b>
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Plan and prepare a meal incorporating nutritional guidelines.
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept): Use kitchen tools and equipment in a proper and safe manner.

## Nutrition and Wellness

### Proposed Standards

	<b>NW 1: Evaluate factors that influence nutrition.</b>
Level 3: Strategic Thinking	NW 1.1 Investigate the impact of technology and media on food and health practices.
Level 4: Extended Thinking	NW 1.2 Analyze the effects of psychological, cultural, economic and social influences on food choices and other nutrition practices.
Level 2: Skill/Concept	NW 1.3 Determine the effects of nutrition on health, appearance, and a healthy lifestyle.

	<b>NW 2: Evaluate the needs of individuals and families in relation to health, nutrition, and wellness across the lifespan.</b>
Level 3: Strategic Thinking	NW 2.1 Analyze and investigate the impact of wellness dimensions on a healthy lifestyle.
Level 4: Extended Thinking	NW 2.2 Apply current dietary guidelines to meet nutrition and wellness needs.
Level 1: Recall	NW 2.3 Describe the effect of physical activity on health, appearance, and a healthy lifestyle.
Level 4: Extended Thinking	NW 2.4 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

	<b>NW 3: Evaluate factors that affect food safety.</b>
Level 4: Extended Thinking	NW 3.1 Apply practices to promote safe food handling.
Level 1: Recall	NW 3.2 Describe food borne illness that cause health issues.

	<b>NW 4: Demonstrate ability to acquire, handle, and utilize foods to meet nutrition and wellness needs of individuals and families across the life span.</b>
Level 2: Skill/Concept	NW 4.1 Plan and prepare a meal incorporating nutritional guidelines.
Level 2: Skill/Concept	NW 4.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
Level 2: Skill/Concept	NW 4.3 Use kitchen tools and equipment in a proper and safe manner.

## Nutrition Sciences

### Current Standards

<b>INDICATOR #NS 1: Analyze career paths within food science, food technology, dietetics, and nutrition industries.</b>
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Classify skills and educational requirements for employment in dietetics and nutrition field.
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Differentiate the impact of societal and industry trends on food science, dietetics, and nutrition careers.

<b>INDICATOR #NS 2: Evaluate nutrition principles, food plans, and specialized dietary plans.</b>
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Analyze nutrient requirements across the lifespan addressing the diversity of people.
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Critique the impact of food choices and trends on health and wellness.
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Construct a modified diet based on nutritional needs and health conditions.

<b>INDICATOR #NS 3: Implement practices that promote industry-based safe food handling.</b>
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Demonstrate an ability to follow food service management safety and sanitation procedures.
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Implement industry standards for documenting, investigating, and reporting foodborne illnesses.

<b>INDICATOR #NS 4: Apply food science principles in a laboratory setting to maximize nutrient retention and meet specialized dietary requirements.</b>
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Analyze recipe/formula proportions and modifications for specialized diets.
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Apply nutrition knowledge to maximize nutrient retention in prepared foods.

## Nutritional Sciences

### Proposed Standards

	<b>NS 1: Analyze career paths within food science, food technology, dietetics, and nutrition industries.</b>
Level 2: Skill/Concept	NS 1.1 Classify skills and educational requirements for employment in dietetics and nutrition fields.
Level 3: Strategic Thinking	NS 1.2 Differentiate the impact of societal and industry trends on food science, dietetics, and nutrition careers.

	<b>NS 2: Evaluate nutrients, nutrition guidelines, food plans, and specialized dietary plans.</b>
Level 4: Extended Thinking	NS 2.1 Analyze nutrient requirements across the lifespan addressing diverse food customs and practices.
Level 3: Strategic Thinking	NS 2.2 Critique the impact of food choices and trends on health and wellness.
Level 2: Skill/Concept	NS 2.3 Construct a modified diet based on nutritional needs and health conditions.

	<b>NS 3: Implement practices that promote industry-based safe food handling.</b>
Level 2: Skill/Concept	NS 3.1 Demonstrate an ability to follow food service management safety and sanitation procedures.
Level 2: Skill/Concept	NS 3.2 Implement industry standards for documenting, investigating, and reporting foodborne illnesses.

	<b>NS 4: Apply food science principles in a laboratory setting to maximize nutrient retention and meet specialized dietary requirements.</b>
Level 4: Extended Thinking	NS 4.1 Analyze recipe/formula proportions and modifications for specialized diets.
Level 4: Extended Thinking	NS 4.2 Apply nutrition knowledge to maximize nutrient retention in prepared foods.