



National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

Area of Study 1.0

Career, Community and Family Connections

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of the course sequence for a pathway/program of study. As curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed for student achievement in earlier courses. The standards are grouped by Areas of Study, NOT by courses. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses for state or local uses. For example, standards from Area 1-Career, Community and Life Connections might be incorporated into course sequences for pathways in several of the Family and Consumer Sciences Areas of Study.

Comprehensive Standard

Integrate multiple life roles and responsibilities in family, work, and community settings.

Content Standards

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

1.2 Demonstrate transferable knowledge, skills, attitudes, and employability skills in school, community and workplace settings.

Competencies

- 1.1.1 Summarize local and global policies, issues, and trends in workplace, community, and family dynamics that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of various career path decisions on balancing work and family.
- 1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.
- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

- 1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.
- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.5 Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies, in workplace settings.

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- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
 - 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
 - 1.2.8 Demonstrate employability skills, work ethics, and professionalism.
- 1.3 Evaluate the reciprocal effects of individual and family participation in community and civic activities.
 - 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
 - 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
 - 1.3.3 Analyze personal and family assets and skills that provide service to the community.
 - 1.3.4 Synthesize community resources and systems of formal and informal support available to individuals and families.
 - 1.3.5 Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.
 - 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.