

SECONDARY FAMILY AND CONSUMER SCIENCES PROGRAM PLANNING GUIDE

Introduction

Family and consumer sciences (FCS) secondary programs provide preparation in a variety of occupations that deliver necessary consumer products and services and that meet personal and family needs. These occupations require product knowledge and skills and technology expertise as well as excellent human relation skills. Family and consumer sciences programs cover occupations in a wide array of areas, including: food preparation, planning and service; parenting, child care and education; fashion selection, merchandising and creation; residential and commercial interior planning and maintenance; and cosmetology

Secondary FCS programs prepare students for employment in entry level occupations and further career preparation at the postsecondary level. The tasks, skills and standards identified by business and industry as necessary for success in these occupations are the basis for instructional program development. Regionally designed and delivered instructional programs ensure consistency and continuity within the regional delivery system. To assist students in achieving success in their chosen careers, FCS programs emphasize the development of skills and knowledge that are transferable to a wide variety of settings. In addition, students acquire the competencies and prevention strategies necessary to improve the quality of life in their homes, communities and workplaces.

Statewide labor market information (LMI) verifies the employment need, growth rate and employment potential of FCS careers. Occupations with related skills have been grouped together to develop instructional programs which provide students with a wide range of opportunities for entry-level employment, career advancement and further education. As new occupations emerge and employment needs are demonstrated, additional programs will be developed. The secondary FCS program clusters are listed below by CIP code:

20.0101	Family and Career Studies
20.0200	Child, Day Care and Education Services
20.0300	Clothing, Fashion & Apparel Services
20.0400	Food Service, Hospitality and Management Services
20.0500	Interior Furnishings Services
20.0600	Community and Facility Management Services
12.0400	Consumer and Personal Services

COMPONENTS OF QUALITY SECONDARY FAMILY AND CONSUMER SCIENCES PROGRAMS

The following components have been identified as essential for quality secondary FCS instructional programs. These components are particularly useful in planning, implementing and evaluating regional secondary FCS programs.

1. A Qualified, Certified Professional Instructor
The instructor must be a fully qualified and certified secondary FCS instructor and possess appropriate non-teaching work experience. The teaching methods course and student teaching experience are vital to the success of the program. In addition, the instructor should have the interest, dedication and desire to pursue continuing staff

development activities. Teachers should regularly participate in business and industry work experiences as part of their professional development to insure that the classroom instruction reflects the realities of the workplace. All FCS instructors should join and actively participate in their professional affiliate organization.

2. Student Services

Appropriate support services are made available to all students in FCS programs including, but not limited to, the following:

- development of an individualized career plan;
- individual advisement by the instructor and counselor on a regular basis; and
- additional services and/or resources to support students with special needs.

3. Sequentially Structured, Articulated Programs

The instruction in approved FCS programs is based on worker competencies and includes the skills, knowledge and attitudes required for successful employment in the occupations served by the program. Programs include practical, logical, sequentially-structured courses and are articulated with all regional education agencies providing related instruction and training, especially in the postsecondary institutions.

4. Active Career and Technical Education Student Organizations

Career and technical education student organizations (CTSO's) are an integral part of the instruction for all career and technical education programs. CTSO's expand and enrich the opportunities for students to develop personal qualities, leadership abilities, technical skills and other capabilities which will enhance their employability.

Family, Career and Community Leaders (FCCLA) is an integral part of all FCS programs, and is the official FCS student organization. The objective of FCCLA is to help students assume their roles in society through FCS education in the areas of personal growth, family relationships, career and technical preparation, and community involvement.

The program of work for FCCLA includes a variety of projects and activities to help achieve the goals and objectives of the organization in meeting student needs. These include:

- service learning via community service projects related to classroom instruction;
- career competitions demonstrating occupational skills by individuals and teams;
- peer education developing presentation, facilitation and teaching skills for teens; and
- leadership development through participation in individual and team projects and activities, and assuming elected or appointed office at the local chapter, state or national levels.

5. Facilities and Equipment

The facilities and equipment used in teaching FCS programs must be equal to or surpass those found in the businesses and industries where students will find employment. Selected hands-on experiences in the classrooms, laboratories, internship or extended campus sites are as essential to all FCS programs.

Facilities and equipment must be adequately designed, installed and maintained to ensure safe operation and use. Appropriate instructional and storage space must also be provided.

6. Active Family and Consumer Sciences Advisory Committees

Through the regional delivery system, all FCS program instructors should organize, and regularly participate in, a regional, program-specific advisory committee. These committees provide direction and support for development and evaluation of instructional programs. Membership of the committee is comprised of employers/employees in the occupations for which instruction is being provided.

FAMILY AND CONSUMER SCIENCES COURSE STRUCTURE

Orientation-level courses introduce students to all aspects of family and consumer sciences and serve as a background for all FCS programs. A composite course, Learning for Independence, Family and Employment (LIFE), or Orientation to Family and Consumer Sciences, is a one semester course which is usually offered to 9th grade students without a background in family and consumer sciences. The 9th and 10th grade orientation courses expose students to a variety of FCS occupations, and to the knowledge and basic skills necessary to enable students to make meaningful decisions regarding further FCS occupational studies.

Preparation-level courses provide students with experiences that support their acquisition of occupational standards and skills required for employment. The 11th and 12th grade preparation-level courses provide students with the opportunity to develop life skills, marketable job skills as well as preparation for further postsecondary education. All FCS programs include logical, practical, sequential learning experiences for the essential technical skills and are designed to achieve that goal. The secondary program is articulated with postsecondary programs in order to complete the full scope of instruction.

FCS Cooperative Education/Cooperative Vocational Education is a clearly defined work-site learning course with structure and content specified in child labor laws and state rules and regulations. It is a capstone course for students who have completed at least one credit of in-school instruction in the related program. While FCS Cooperative education is the preferred option, comprehensive Cooperative Vocational Education—available to any CTE student—is recommended when FCS Cooperative Education is not available.

FAMILY AND CONSUMER SCIENCES PROGRAM SEQUENCES

20.0101 Family and Career Studies

Homemaker or home manager is the occupation for which this program is designed to provide skills and knowledge.

The Carl D. Perkins Vocational Education Act of 1984 established homemaker as a recognized occupation. The Act and the State Rules and Regulations specify that program content be based on researched, identified needs of homemakers. That program is known as Family and Career Studies. The program content encourages the elimination of sex-role stereotyping and prepares students for assuming the multiple roles of homemaker and wage earner. The program focuses on the changing family and career patterns of men and women in our society. The program assists students in the development of management, decision-making, leadership, coping and interpersonal relationship skills. Prevention strategies to assist students in making healthy life choices are also stressed.

The Family and Career Studies program meets the intent of the Illinois Parenting Education Act of 1985 through a planned sequence of courses. The content and learning experiences are identified in the following course descriptions. Seven discrete content areas (identified in the subject-specific course descriptions below) derived from Illinois' Homemaker Task List make up the content for this program. All content must be taught in an approved program. In order to also allow students the opportunity to acquire occupational-specific skills in one of the wage earning programs, no more than one semester for each of the seven content areas will be funded in this program.

The 11th and 12th grade courses in this program should be offered as four separate semester courses. In instances of low student enrollment, courses may be taught in alternate years so that the complete sequence is taught within a two-year period. Resource Management need not be offered as a separate course as long as the content is clearly integrated into the other three preparation-level courses.

Workplace skills, life transition skills, conflict resolution skills and leadership skill development (delivered through FCCLA activities and projects) are included in the Family and Career Studies curriculum. These skills are all transferable across careers and are instrumental in workplace and personal success

**FAMILY AND CAREER STUDIES
SUGGESTED ARTICULATED PROGRAM SEQUENCE**

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Learning for Independence, Family and Employment (LIFE)	.5	1	9
Child Development	.5	1	10
Clothing & Textiles I	.5	1	10
Foods and Nutrition I	.5	1	10
<u>Preparation</u>			
Adult Living	.5	1	11-12
Living Environments	.5	1	11-12
Parenting	.5	1	11-12
Resource Management	.5	1	11-12

LEARNING FOR INDEPENDENCE, FAMILY AND EMPLOYMENT (LIFE)

Length of course	1 Semester]
Credits per semester	.5
Grade level	9

This course introduces the student to the field of family and consumer sciences. It focuses on the total well-being of the person in order to develop a healthy, well-adjusted, self confident, individual, family member and worker. Eight basic units included in the course are: healthful lifestyles, self esteem, relationships, management, parenting, human development, life situations and careers.

[If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject-matter courses at the ninth grade level.]

CHILD DEVELOPMENT

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course emphasizes knowledge and understanding of the intellectual, physical, social and emotional development of children from conception through adolescence. The content centers around the following duty areas: managing and organizing child development by applying decision-making and goal-setting skills; promoting child development by applying physical, social, intellectual and emotional principles; practicing health and safety standards for children; providing experiences encouraging children to maximize resources; encouraging human relations skills in children; and evaluating family and career changes in relation to impact on children. Information related to careers in child, day care and education services is incorporated throughout the course.

CLOTHING AND TEXTILES I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course provides knowledge and understanding of textiles, fashions and fabrics in meeting the clothing and fabric (fashion) product needs of individuals, families and the general public. The course content centers around developing competencies in the following duty areas: selecting clothing and textile products using goal-making skills; meeting social, physical, psychological and economic needs in evaluating, selecting and caring for clothing and textiles; appraising clothing/textile products contributing to health, safety and comfort; maximizing resources in selecting, constructing, altering, repairing and remodeling clothing/textile products; communicating intended clothing image to others; and approving decisions necessary for clothing and textile needs. Information and experiences provide an understanding of the psychological aspects of fabric products as related to the needs of people, and the jobs and careers using competencies related to textiles and fabrics and fashion are included throughout the course.

FOODS AND NUTRITION I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of basic food principles and nutrition for people of all ages. Course content centers around: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning/preparing/serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change. Information related to careers in foods and nutrition is incorporated throughout the course.

ADULT LIVING

Length of course: 1 Semester
Credits per semester .5
Grade level: 11-12

This course is designed to assist individuals and families in achieving life satisfaction through responsible participation as adults in the home, community and workplace. Emphasis is placed on the development of prevention strategies which will assist individuals in responding to situations in terms of their identified values and goals. The course content includes: developing short and long-range plans, demonstrating goal-setting and decision-making skills; evaluating and adapting basic needs to assume roles and responsibilities; recognizing and following health practices that assist in coping, selecting and using resources to enhance individual growth and development; developing effective relationships to promote communication with others; and evaluating family and career changes. The course helps students identify resources that will assist them in managing life situations.

LIVING ENVIRONMENTS

Length of Course: 1 Semester
Credits per semester .5
Grade Level 11-12

This course provides basic knowledge and skills needed to select, acquire, maintain and manage living environments that meet the needs of the occupants. The selection and care of housing and furnishings are related to factors such as social-economic conditions, individual tastes, psychological effects, aesthetic values, safety, sanitation and energy conservation. The course content includes the following duty areas: locating and managing housing using goal-setting and decision-making skills; evaluating living space to meet basic needs; creating and maintaining living environments; ensuring health and safety; selecting appropriate resources in creating living environments; determining the impact of the individual and/or group on living environments; applying housing and home management choices relating to changing family/individual and career patterns. Emphasis is placed on the application of basic management principles in relation to the environment.

PARENTING

Length of course: 1 Semester
Credits per semester: .5
Grade Level: 11-12

This course helps students understand the responsibilities, satisfactions and stresses of parenthood. Many types of parenting situations are examined. Stress prevention and management are emphasized. Community agencies that help parents deal with various types of parenting situations are identified. Course content includes the following duty areas: managing and organizing parenting by applying decision-making and goal-setting skills; applying the basic principles of the parenting process; practicing health and safety standards as related to parenting; providing experiences which encourage parents and children to maximize resources; encouraging human relations skills in children/adolescents; and evaluating impact on parenting of family and career changes. Special attention is given to the needs of teenage parents and to the importance of readiness for parenthood.

RESOURCE MANAGEMENT

Length of Course 1 Semester

Credits per semester .5
Grade Level 11-12

This course focuses on the understandings and skills needed to make decisions about the use of resources and prevention strategies which contribute to an improved quality of life. The course content includes the following duty areas: utilizing resources and consumer information by applying goal-setting and decision-making skills; evaluating use of resources to meet social, physical and psychological needs; maintaining health standards by applying safety information; applying consumer rights and responsibilities in the marketplace; accomplishing mutual goals by utilizing human resources; and analyzing resource/consumer management skills necessary to make decisions. This course meets the content requirements (installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business labor unions and government in formulating and achieving the goals of the mixed free enterprise system) for consumer education instruction as required by the School Code of Illinois (Section 27-12.1).

20.0200 Child, Day Care and Education Services

This program offers a sequence of planned educational classroom and laboratory experiences concerned with the education, care and understanding of people of various ages; how to meet basic needs (including safety, health and nutritional needs); state standards regulating care in a variety of settings; and supervision of individual and group activities. The program includes preparation-level experiences (scheduled throughout the year on a regular basis) with young and school-age children and adults, where applicable. These experiences can be provided through in-school laboratory and worksite learning facilities. Upon completion of the program, students will have had the opportunity to gain competencies needed for successful employment and related postsecondary education in the field of child and day care education and services.

Requirements for paraprofessionals and teacher aides are increasing. Ongoing articulation discussions with postsecondary institutions will ensure inclusion of the appropriate instructional content at the secondary level. Monitoring of Illinois Department of Children and Family Services requirements for Mandated Reporters and facility licensing is also necessary for curriculum completeness and accuracy.

Emphasis is placed on developing competencies in the following duty areas:

Performing administrative duties	Safeguarding child's/client's health
Performing secretarial/clerical activities	Developing activities and programs
Performing operation functions	Presenting activities and programs
Providing guidance and directing behavior	Preparing and serving food
Working with parents	Using growth and development activities
Working with the client's family	Professional development
Safeguarding child's/client's health	

Employment opportunities in the child and day care field include child and adult day care centers, nursery schools, recreation centers, day camps, park districts, shopping centers, industrial-based centers, group care homes, child or adult care institutions or agencies, pre-kindergarten elementary schools, special education classrooms, and private homes. Through entrepreneurship, other employment opportunities are also available.

The following are examples of occupations attained in the secondary and postsecondary setting which require skills and knowledge in the field of child and day care services.

**Child Care Director

*Elder Care Aide/Adult Day Care Worker

Preschool Instructor
 **Early Childhood Teacher
 **School-Age Assistant
 **Early Childhood Assistant

Teacher Aide/Educational Assistant
 *Infant & Toddler Care Worker
 Child Care Worker, Private Household

***Illinois Occupational Title**
****DCFS state titles for day care centers**

In order to be employed in a Department of Children and Family Services (DCFS) licensed facility, students must acquire specific credits in child growth, development and care from an accredited college or university. The following occupational listing shows an example of occupations which require additional training in a specialized program at the postsecondary level.

Child Care Director
 Pre-school Teacher

In addition to the occupations noted above, there are other child, day care and education services occupations of a professional nature requiring extensive education beyond that received at secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by regional employment opportunities and the needs of the students. This program is the basis for entry level into the labor market and for further training at a postsecondary institution. Articulation between the secondary and postsecondary programs should align with the Illinois Articulation Initiative in Early Childhood and, where applicable, the Paraprofessional preparation requirements.

Workplace skills life transition skills, conflict resolution skills and leadership skill development (delivered through FCCLA activities and projects) are included in the Child, Day Care and Education Services curriculum. These skills are all transferable across careers and are instrumental in workplace and personal success

CHILD, DAY CARE and EDUCATION SERVICES SUGGESTED ARTICULATED PROGRAM SEQUENCE

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Learning for Independence, Family & Employment (LIFE)	.5	1	9
Child Development	.5	1	10
Foods and Nutrition I (recommended)	.5	1	10
Clothing and Textiles I (optional, based on occupations)	.5	1	10
Human Development (optional, based on occupations)	.5	1	10

[Semester courses in **Human Development** and **Clothing and Textiles** could also be offered as additional orientation courses when the program includes instruction for occupations related to adult care.]

Preparation

Child & Day Education Care Services Occupations I	.5	2	11
Child & Day Care Education & Services Occupations II	.5	2	12
Family & Consumer Sciences Cooperative Education	.5	2	12

LEARNING FOR INDEPENDENCE, FAMILY AND EMPLOYMENT (LIFE)

Length of course	1 Semester
Credits per semester	.5
Grade level	9

This course introduces the student to the field of family and consumer sciences. It focuses on the total well-being of the person in order to develop a healthy, well-adjusted, self confident, individual, family member and worker. Eight basic units included in the course are: healthful lifestyles, self esteem, relationships, management, parenting, human development, life situations and careers.

[If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject-matter courses at the ninth grade level.]

CHILD DEVELOPMENT

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course emphasizes knowledge and understanding of the intellectual, physical, social and emotional development of children from conception through adolescence. The content should center around the following duty areas: managing and organizing child development by applying decision-making and goal-setting skills; promoting child development by applying physical, social, intellectual and emotional principles; practicing health and safety standards for children; providing experiences encouraging children to maximize resources; encouraging human relations skills in children; and evaluating family and career changes in relation to impact on children. Information related to careers in child, day care and educational services is incorporated throughout the course.

FOODS AND NUTRITION I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of basic food principles and nutrition for people of all ages. Course content centers around: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning/preparing/serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change. Information related to careers in foods and nutrition is incorporated throughout the course.

CLOTHING AND TEXTILES I (optional, based on occupations)

Length of course	1 Semester
Credits per semester	.5

This course provides knowledge and understanding of textiles, fashions and fabrics in meeting the clothing and fabric (fashion) product needs of individuals, families and the general public. The course content centers around developing competencies in the following duty areas: selecting clothing and textile products using goal-making skills; meeting social, physical, psychological and economic needs in evaluating, selecting and caring for clothing and textiles; appraising clothing/textile products contributing to health, safety and comfort; maximizing resources in selecting, constructing, altering, repairing and remodeling clothing/textile products; communicating intended clothing image to others; and approving decisions necessary for clothing and textile needs. Information and experiences provide an understanding of the psychological aspects of fabric products as related to the needs of people, and the jobs and careers using competencies related to textiles and fabrics and fashion are included throughout the course.

HUMAN DEVELOPMENT (optional, based on occupations)

Length of course 1 Semester
 Credits per semester .5
 Grade level 10

This course emphasizes stages, expectations and issues in human development (particularly, adolescence through adulthood) and meeting physical and psychological needs. Practical experiences related to providing for these needs are included through a variety of activities with groups of young children, families, senior citizens, etc. Course content includes: career opportunities in human growth and development; self-understanding; relationships with family members; relationships with others; and changes throughout the lifespan. Information on a variety of career opportunities within the human development field is incorporated throughout the course.

CHILD, DAY CARE and EDUCATION SERVICES OCCUPATIONS I

Length of course: 1 Year
 Credits per semester: .5
 Grade level: 11

This course provides students with information and practical experiences needed for the development of competencies related to child, day care and education services occupations. Laboratory experiences, either in a school-based or worksite learning facility, are included throughout the class. Students meet standards in developing programs and assisting with children's and/or adult's activities. Classroom study includes the philosophy and management of care centers and the state and local regulations governing care-giving operations. The main learning experiences will involve actual work with children/adults simulating those found in business and industry, as well as preparation for developing and facilitating these activities.

CHILD, DAY CARE and EDUCATION SERVICES OCCUPATIONS II

Length of course: 1 year
 Credits per semester: .5
 Grade level: 12

This course emphasizes the skills associated with the administration of the infant, child and adult care facilities and with education facilities. Skills, strategies and issues related to caring for infants and special needs children and adults, where applicable, are included. Emphasis is placed on career opportunities, communication skills, human relations and the service needs of

clients in the occupational area. The major learning experiences will involve actual work with children and/or adults in facilities simulating those found in education and industry, and discussion of the situations and problems that arise during the learning experiences. State licensing regulation related to all aspects of care-giving are stressed throughout the course.

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION

(This course is appropriate in this program only after completing a minimum of one credit of skill-specific training in an approved Child Care/Early Childhood program. Supervision by a certified FCS instructor meets IDPH licensing requirements for the work sites.)

Length of course: 1 year
Credits per semester .5
Grade level: 12

Family and Consumer Sciences Cooperative Education is designed for senior students interested in pursuing careers in occupations related to family and consumer sciences. Students are released from school for their paid cooperative education work experience and also participate in 200 minutes per week of related classroom instruction. Classroom instruction provides students with job survival skills, career exploration skills related to the job, as well as skills for improving positive interaction with others. Training plans are developed to ensure progressive skill development in the specific occupation. To identify the technical skills for the student's training plan, refer to the preparation-level course outlines, occupational skill standards and task list related to the specific job.

A qualified, certified FCS instructor is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom and worksite instruction is based on the standards and tasks in the identified occupation.

20.0300 Clothing, Fashion and Apparel Services

This program prepares students for employment in occupations dealing with the entire spectrum of the clothing, apparel and textiles field. The employment areas include, but are not limited to: fashion and fabric care; textile and garment design; clothing selection; construction, fitting and alterations; fashion/fabric coordination; and merchandising. Employment opportunities are available to trained workers at the entry assistant and managerial level in clothing, apparel and textiles establishments.

This program includes a sequence of planned educational classroom laboratory experiences in the following duty areas:

Selling merchandise	Determining merchandise needs
Performing sales-related activities	Selecting inventory
Performing merchandising duties	Altering patterns
Preparing merchandise displays	Altering garment shapes
Following safety procedures	Fitting garments
Managing a fashion service establishment	Performing operational functions
Performing advertising duties	Maintaining and adjusting sewing machines

Employment opportunities are available to workers with competencies in clothing, fashion and apparel services area. Clothing, apparel and textiles establishments and garment industry employment opportunities include men's, women's and children's clothing stores; department stores; accessories stores; boutique shops; specialty stores; or other places of business related to any type of clothing, apparel and/or accessories. Through entrepreneurship, other employment opportunities are also available.

The following are examples of occupations which require skills and knowledge in the field of clothing, fashion and apparel services that may be attained at the secondary and postsecondary setting.

Fashion Sales Clerk
Alteration Tailor
Custom Tailor

The following are examples of occupations which may require additional training in a specialized program at the postsecondary level.

Fashion Store Manager	Fashion Coordinator
Fashion Sales Manager, Retail	Designer
Fashion Buyer, Retail and Wholesale	

In addition to the occupations noted, there are other clothing, fashion and apparel services occupations of a professional nature requiring extensive education beyond that received at secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by regional employment opportunities and the needs of the students. This program is the basis for entry level into the labor market and for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs is essential.

Workplace skills life transition skills, conflict resolution skills and leadership skill development (delivered through FCCLA activities and projects) are included in the Clothing, Fashion and Apparel Services curriculum. These skills are all transferable across careers and are instrumental in workplace and personal success

CLOTHING, FASHION AND APPAREL SERVICES SUGGESTED ARTICULATED PROGRAM SEQUENCE

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
LIFE	.5	1	9
Clothing and Textiles I	.5	1	10
Clothing and Textiles II (recommended)	.5	1	10
<u>Preparation</u>			
Clothing, Fashion and Apparel Services Occupations I	.5	2	11
Clothing, Fashion and Apparel Services Occupations II	.5	2	12
Family & Consumer Sciences Cooperative Education or Cooperative Vocational Education	5	2	12

LEARNING FOR INDEPENDENCE, FAMILY AND EMPLOYMENT (LIFE)

Length of course	1 Semester]
Credits per semester	.5
Grade level	9

This course introduces the student to the field of family and consumer sciences. It focuses on the total well-being of the person in order to develop a healthy, well-adjusted, self confident, individual, family member and worker. Eight basic units included in the course are: healthful lifestyles, self esteem, relationships, management, parenting, human development, life situations and careers.

[If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject-matter courses at the ninth grade level.]

CLOTHING AND TEXTILES I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course provides knowledge and understanding of textiles, fashions and fabrics necessary in meeting the clothing and fabric (fashion) product needs of individuals, families and the general public. The course content centers around developing student competencies in the following duty areas: selecting clothing and textile products using goal-making skills; meeting social, physical, psychological and economic needs in evaluating, selecting and caring for clothing and textiles; appraising clothing/textile products contributing to health, safety and comfort; maximizing resources in selecting, constructing, altering, repairing and remodeling clothing/textile products; communicating intended clothing image to others; and approving decisions necessary for clothing and textile needs. Information and experiences provide an understanding of the psychological aspects of fabric products as related to the needs of people; jobs and careers using competencies related to textiles and fabrics and fashion are included throughout this primarily non-laboratory course.

CLOTHING AND TEXTILES II

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course increases the level of knowledge and skills of students as they construct, purchase, care for, and work with clothing, accessories and textiles. The ways in which personal considerations and fashion trends interact with the market are explored in this primarily non laboratory course. Broad areas of emphasis include career opportunities in clothing, accessories, and textile products fields; fibers and fabrics; color, line and design in fashion; clothing selection, consumer information, clothing maintenance and care; sewing and construction skills; and merchandising. Emphasis is placed on fashion occupations.

CLOTHING, FASHION AND APPAREL SERVICES OCCUPATIONS_

Length of course:	1 Year
Credits per semester:	.5
Grade level:	12

This course provides students with the opportunities to develop the competencies needed for employment in a variety of clothing, fashion and apparel-related occupations. The nature of

employment opportunities in the region influences the content of the course. Areas of study include: performing sales related activities, meeting customer needs, preparing displays, and performing merchandising duties. Pattern and garment alteration and garment construction are only included where labor market demand strongly justifies the inclusion of occupations requiring these skills.

CLOTHING, FASHION AND APPAREL SERVICES OCCUPATIONS II

Length of course: 1 Year
Credits per semester: .5
Grade level: 12

This course emphasizes the complexity in fashion services related skills. Content of this course focuses on following: safety procedures: performing advertising duties: managing personnel: determining merchandise needs: selecting inventory; understanding consumer and industry trends; and performing operational functions.

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION

(Only after completing a minimum of one credit of skill-specific training in an approved Clothing, Fashion and Apparel Services program)

Length of course: 1 year
Credits per semester .5
Grade level: 12

Family and Consumer Sciences Cooperative Education is designed for senior students interested in pursuing careers in occupations related to family and consumer sciences. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, as well as improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

A qualified, certified FCS instructor is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom and worksite instruction is based on the tasks in an occupation.

20.0400 Food Service, Hospitality and Management Services

This program provides students with opportunities to prepare for employment in a variety of occupations utilizing knowledge and skills in nutrition, food preparation, service and management. This program prepares individuals to apply principles relating to the selection, preparation, and care of food; meal management, individual or group food needs, patterns of living; cost, quality, and portion control procedures; and planning, preparing and serving food and beverages in institutional, commercial, or self-owned establishments. The program follows

career ladders within the hospitality industry and stresses the personal characteristics and skills needed for successful employment.

ProStart is the educational program operated by the National Restaurant Association Educational Foundation. The Foundation administers this national system of high school restaurant and foodservice instruction linked with mentored worksite experiences. Successful students are credentialed and may be included in a national job bank. Adoption of ProStart at the secondary level is highly recommended. ProStart is compatible with ProManagement, the postsecondary credentialing program and the Foodservice Management Professional credential available to experienced professionals based on their education, work experience and training.

This program includes a sequence of planned, educational classroom and laboratory experiences to develop the identified competencies in the following duty areas:

Following safety procedures	Completing clerical activities	Preparing pies
Cleaning and sanitizing	Managing a food service operation	Preparing yeast-raised products
Arranging dining area for service	Performing advertising duties	Preparing pate a choux products
Serving guests	Managing personnel	Preparing puff pastry products
Performing side work	Preparing beverages	Preparing cake doughnuts
Performing specialty service	Preparing appetizers	Preparing vegetables
Performing table-cleaning duties	Preparing garnishes	Preparing desserts
Performing table clearing duties	Preparing stock, soups and sauces	Preparing fruits
Performing counter-cleaning duties	Preparing icings	Preparing salads
Arranging serving area for tray service	Preparing cakes	Preparing foods for breakfast
Conducting cost-control procedures	Preparing toppings and fillings	Preparing meats, poultry, fish and shellfish
Coordinating food orders	Preparing quick breads	Preparing starchy products
Serving patients, clients or patrons	Preparing cookies	

Worksite learning and employment opportunities are found in restaurants, commercial cafeterias, theme restaurants, hotel/motel food service operations, hospital and nursing home food services, industrial food service operations, food commissaries, or other places where food is prepared and served. Through entrepreneurship, other employment opportunities are also available.

The following are examples of occupations which require skills and knowledge in the field of food services that may be attained at the secondary and postsecondary setting.

Dining Room Attendant	Baker's Helper
Counter Attendant	Food Preparation Service Worker
Wait Person	Cake Decorator
Cook's Helper/Kitchen Helper	

The following are examples of occupations which may require additional training in a specialized program at the postsecondary level.

Cook, Short-Order	Caterer
Baker	Dietetic Technician
Cook, Institutional	Food Inspector
Chef/Cook, Restaurant	Food Tester
Manager, Food Service	

In addition to the occupations noted, there are other food service and hospitality occupations of a professional nature requiring extensive education beyond that received at secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students. This program is the basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Workplace skills life transition skills, conflict resolution skills and leadership skill development (delivered through FCCLA activities and projects) are included in the Food Service curriculum. These skills are all transferable across careers and are instrumental in workplace and personal success

**FOOD SERVICE, HOSPITALITY AND MANAGEMENT SERVICES
SUGGESTED ARTICULATED PROGRAM SEQUENCE**

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Learning for Independence Family and Employment (LIFE)	.5	1	9
Foods and Nutrition I	.5	1	10
Foods and Nutrition II (recommended)	.5	1	10
Food Science (optional, depending on occupations)	.5	1	10

[A semester course in **Food Science** could be offered as an additional orientation course when the program included occupations related to food technology.]

Preparation

Food Services Occupations I	.5	2	11
Food Services Occupations II	.5	2	12
Family and Consumer Sciences Cooperative Occupations or Cooperative Vocational Education	.5	2	12

LEARNING FOR INDEPENDENCE, FAMILY AND EMPLOYMENT (LIFE)

Length of course	1 Semester
Credits per semester	.5
Grade level	9

This course introduces the student to the field of family and consumer sciences. It focuses on the total well-being of the person in order to develop a healthy, well-adjusted, self confident, individual, family member and worker. Eight basic units included in the course are: healthful lifestyles, self esteem, relationships, management, parenting, human development, life situations and careers.

[If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject-matter courses at the ninth grade level.]

FOODS AND NUTRITION I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of basic food principles and nutrition for people of all ages. Course content centers around: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when

planning/preparing/serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change. Information related to careers in foods and nutrition is incorporated throughout the course.

FOODS AND NUTRITION II (recommended)

Length of course:	1 Semester
Credits per semester	.5
Grade level	10

The second orientation-level foods course, centers on food selection and preparation for special circumstances and dietary needs. Laboratory sessions are devoted to preparation of foods with specific characteristics. Course content includes the following: careers in foods and nutrition, influences on food customs, diet and health, current nutritional issues, special food needs, food safety and sanitation, food purchasing, food conservation, and food preservation. This course provides an introduction to commercial food service, preparation and management; there is an emphasis on food service and hospitality occupations.

FOOD SCIENCE (optional, depending on occupations)

Length of course	1-2 semester
Credits per semester	.5
Grade level	10

The scientific method is used to study foods as a combination of chemical, physical and biological sciences. Laboratory skills in measuring, recording, and analyzing data are used to explore the interrelationship of food science to the other sciences; the scientific evaluation of food, matter, electrolyte solutions, energy, nutrition; food safety; and food chemistry. Experimental methods are used to analyze food mixtures, food microbiology, fermentation, sensory processes, the preservation of foods and complex food systems. Technology is studied as it relates to product development, consumer needs and experimental designs. Emphasis is placed on emerging careers in food science and biotechnology and the application of food science in food service, nutrition, dietetics, and product development. Food science issues and concerns are examined.

[It is recommended that students take 1 credit of science prior to enrolling in this course.]

FOOD SERVICES OCCUPATIONS I

Length of course:	1 Year
Credits per semester	.5
Grade level:	11

This course provides information and practical experiences needed for the development of food service job-related competencies. The students receive laboratory experiences using commercial food service equipment, preparing food in quantity, and serving food. Safety and sanitation are emphasized. The course provides students with the necessary information and experiences to prepare them for the Department of Public Health sanitation examination. This certification enhances employment opportunities and therefore should be included in all programs. Training experiences involve equipment and facilities simulate those found in business and industry.

[Teachers should pursue IDPH approval to be a sanitation instructor. This will allow students to take the state certification examination after completion of this course.]

FOOD SERVICES OCCUPATIONS II

Length of course: 1 Year
Credits per semester: .5
Grade level: 12

This course instruction can occur in an in-school food service laboratory an extended campus facility, or a commercial enterprise which employs students through a cooperative education arrangement. Special emphasis is placed on management skills, human relations and personnel selection and supervision. Current and future industry trends and issues are analyzed. Additional topics include: cost control procedures; taking inventory; advertising; and monitoring consumer and industry trends. Training experiences involve equipment and facilities simulating those found in business and industry.

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION

(Only after completing a minimum of one credit of skill-specific training in an approved Food Service, Hospitality and Management program)

Length of course: 1 year
Credits per semester .5
Grade level: 12

Family and Consumer Sciences Cooperative Education is designed for senior students interested in pursuing careers in occupations related to family and consumer sciences. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, as well as improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

A qualified, certified FCS instructor is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom and worksite instruction is based on the tasks in an occupation.

20.0500 Interior Furnishings Services

This program prepares students for employment in occupations dealing with the entire spectrum of interior furnishings, equipment, appliances and accessories. This program includes: quality features of equipment and accessories; use and care of all types of furnishings; color, line and design as it relates to creating a satisfactory environment; and the equipment, appliances, and accessories used by individuals in producing an interior environment meeting individual, family and/or group needs. Special emphasis is given to assisting purchasers in the selection and maintenance of suitable furnishings and/or equipment, and assisting interior designers, decorators, or professional interior service directors.

The following are examples of duties for which instruction may be provided at the secondary level:

- | | |
|--|---------------------------------------|
| Selling merchandise | Performing advertising duties |
| Performing sales-related activities | Managing personnel |
| Performing merchandising duties | Determining merchandise needs |
| Preparing merchandise displays | Selecting inventory |
| Following safety procedures | Designing interior living/work spaces |
| Managing an interior furnishings establishment | |

Training stations and employment opportunities may be found in furniture stores, wallpaper and decorating stores, or other stores selling furnishings, equipment, appliances and/or accessories for interior environments. Through entrepreneurship, other employment opportunities are also available.

The following is an example of an occupation that requires skills and knowledge in the field of interior furnishings services. Training may be attained in the secondary and postsecondary setting.

Furnishings Sales Clerk

The following list includes examples of occupations which may require additional training in a specialized program at the postsecondary level.

- | | |
|---------------------------|---|
| Designer | Furnishing Sales Representative |
| Furnishings Sales Manager | Furnishings Buyer, Retail and Wholesale |

In addition to the occupations already noted, there are other interior furnishings services occupations of a professional nature requiring extensive education beyond that received at secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students. This program is the basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs is essential.

Workplace skills life transition skills, conflict resolution skills and leadership skill development (delivered through FCCLA activities and projects) are included in the Interior Furnishings Services curriculum. These skills are all transferable across careers and are instrumental in workplace and personal success

INTERIOR FURNISHINGS SERVICES SUGGESTED ARTICULATED PROGRAM SEQUENCE

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Learning for Independence, Family and Employment (LIFE)	.5	1	9
Interior Design, Furnishing & Equipment	.5	1	10
Clothing & Textiles II (recommended)	.5	1	10
<u>Preparation</u>			
Interior Furnishing Services Occupations I	.5	2	11
Interior Furnishings Services Occupations II	.5	2	12

LEARNING FOR INDEPENDENCE, FAMILY AND EMPLOYMENT (LIFE)

Length of course 1 Semester
Credits per semester .5
Grade level 9

This course introduces the student to the field of family and consumer sciences. It focuses on the total well-being of the person in order to develop a healthy, well-adjusted, self confident, individual, family member and worker. Eight basic units included in the course are: healthful lifestyles, self esteem, relationships, management, parenting, human development, life situations and careers.

[If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject-matter courses at the ninth grade level.]

INTERIOR DESIGN, FURNISHINGS AND EQUIPMENT

Length of course 1 Semester
Credits per semester .5
Grade level 10

This course introduces students to the furnishings and interior design field and related job opportunities. The course includes the study of the selection and care of furnishings, equipment and accessories in relation to socioeconomic factors, trends, personal tastes and characteristics, as well as physical and psychological needs. The application of art and design principles and the arrangement of furnishings in different settings are emphasized. The foundation for competencies needed for successful employment in the field is developed. Course content focuses on: careers related to interior design, furnishings and equipment; factors influencing interior design; application of art principles in interior design; aesthetics considerations, interior design and energy conservation factors; criteria for selecting furnishings, equipment and appliances; arrangement and physical location of furnishings, equipment and appliances options; use and care of natural, synthetic and manufactured products in interiors; and selection and use of accessories

CLOTHING AND TEXTILES II (recommended)

Length of course 1 Semester
Credits per semester .5
Grade level 10

This course increases the level of knowledge and skills of students as they construct, purchase, care for, and work with clothing, accessories and textiles. The ways in which personal considerations and fashion trends interact with the market are explored in this primarily non laboratory course. Broad areas of emphasis include career opportunities in clothing, accessories, and textile products fields; fibers and fabrics; color, line and design in fashion; clothing selection, consumer information, clothing maintenance and care; sewing and construction skills; and merchandising. Emphasis is placed on fashion occupations.

INTERIOR FURNISHING SERVICES OCCUPATIONS I

Length of course: 1 Year
Credits per semester: .5
Grade level: 11

This course prepares students for employment opportunities in the area of interior furnishings services. Through classroom and laboratory experiences, students develop skills in selling merchandise, preparing merchandise displays and following safety procedures. Emphasis is placed on use of textiles, color, line and design, and materials and criteria for selecting and coordinating furnishings and furniture. The development of personal characteristics applicable to the job, opportunities for career advancement, and laws applicable to the field are emphasized throughout the course.

INTERIOR FURNISHINGS SERVICES OCCUPATIONS II

Length of course: 1 Year
Credits per semester: .5
Grade level: 12

This course emphasizes management of an interior furnishings establishment, performing advertising duties, and managing personnel. Instruction in determining merchandise needs, selecting inventory needs, and designing interior living/work spaces is included. Areas of study include interiors and furnishings as related to socioeconomic conditions of society; individual values and needs related to various environments; and employment opportunities. Opportunities in selecting and coordinating furnishings and accessories to satisfy the needs and personal tastes of customers are included.

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION

(Only after completing a minimum of one credit of skill-specific training in an approved Interior Furnishings Services program)

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Family and Consumer Sciences Cooperative Education is designed for senior students interested in pursuing careers in occupations related to family and consumer sciences. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, as well as improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

A qualified, certified FCS instructor is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom and worksite instruction is based on the tasks in an occupation.

This program enables students to develop competencies needed for employment and continued education in hospitality, hotel and lodging, professional cleaning and housekeeping, homemaker services, assistance to individuals and families in their homes, and consumer services. The program sequence develops a broad range of skills related to providing services to people with a variety of needs. Regional employment opportunities must be carefully analyzed to ensure development of appropriate instructional content.

This program includes a sequence of planned educational classroom and laboratory experiences which will develop competencies in the following duty areas:

Developing and maintaining interpersonal relationships	Coordinating and communicating
Following ethical standards	Practicing safety in the home
Managing business matters	Performing personal care skills
Developing rapport with children and pets	Applying principles of rehabilitation
Handling special situations	Planning, marketing and preparing food
Organizing work procedures	Budgeting and spending
Maintaining and using equipment and supplies	Caring for children
Performing special inside and outside activities	Interviewing clients
Performing general cleaning activities	Performing in-take counseling
Maintaining positive guest contacts	Writing up case histories
Cleaning kitchens	Reporting on staff discussions of client needs
Cleaning bathrooms	Keeping records of client progress toward behavioral objectives
Cleaning bedrooms and living areas	Teaching daily living skills
Cleaning laundry and utility areas	Seeking out community resources for clients
Cleaning special areas	Facilitating the clients' use of resources
Communicating information	Aiding socialization of socially handicapped clients
Performing laundry activities	Working as a member of a social service team
Following appropriate linen room procedures	

Worksite learning and employment opportunities are found in homes of the elderly, handicapped, convalescent, and ill or absent homemaker. In addition to any home desiring such services, employment opportunities also include lodging establishments and recreational programs under public and private auspices. Through entrepreneurship other employment opportunities are also available.

The following are examples of occupations which require skills and knowledge in the field of Community and Facility Management Services that may be attained at the secondary and postsecondary setting.

Cleaner/Housekeeper, Domestic

Cleaner/Housekeeper, Institutional

The following list includes examples of occupations which may require additional training in a specialized program at the postsecondary level.

Social Service Aide

Consumer Assistant/Concierge

Homemaker's Aide/Health Care Aide (*Home Care Specialist)

***Illinois Occupational Title**

In addition to the occupations noted above, there are other community and facility management services occupations of a professional nature requiring extensive education beyond that received at secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students. This program is the basis for entry level into the labor market and for further training at a postsecondary agency. Regional articulation between the secondary and postsecondary programs is essential.

Workplace skills life transition skills, conflict resolution skills and leadership skill development (delivered through FCCLA activities and projects) are included in the Consumer and Facility Management Services curriculum. These skills are all transferable across careers and are instrumental in workplace and personal success

**COMMUNITY AND FACILITY MANAGEMENT SERVICES
SUGGESTED ARTICULATED PROGRAM SEQUENCE**

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Learning for Independence, Family and Employment (LIFE)	.5	1	9
Human Development	.5	1	10
Foods and Nutrition I	.5	1	10
Clothing and Textiles I	.5	1	10
<u>Preparation</u>			
Community and Facility Management Services Occupations I	.5	2	11
Community and Facility Management Services Occupations II	.5	2	12
Family & Consumer Sciences Cooperative Education or Cooperative Vocational Education	.5	2	12

LEARNING FOR INDEPENDENCE, FAMILY AND EMPLOYMENT (LIFE)

Length of course	1 Semester
Credits per semester	.5
Grade level	9

This course introduces the student to the field of family and consumer sciences. It focuses on the total well-being of the person in order to develop a healthy, well-adjusted, self confident, individual, family member and worker. Eight basic units included in the course are: healthful lifestyles, self esteem, relationships, management, parenting, human development, life situations and careers.

[If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject-matter courses at the ninth grade level.]

HUMAN DEVELOPMENT

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course emphasizes stages, expectations and issues in relationships, human development, (adolescence through adulthood), and meeting physical and psychological needs. Practical experiences related to providing for these needs are included through a variety of activities with groups of young children, families, senior citizens, etc. Course content includes: career opportunities in human, growth and development, self-understanding, relationships with family members, and relationships with others and changes throughout the lifespan. Information on a

variety of career opportunities within the human development field is incorporated throughout the course.

FOODS AND NUTRITION I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of basic food principles and nutrition for people of all ages. Course content centers around: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning/preparing/serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change. Information related to careers in foods and nutrition is incorporated throughout the course.

CLOTHING AND TEXTILES I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course provides knowledge and understanding of textiles, fashions and fabrics necessary in meeting the clothing and fabric (fashion) product needs of individuals, families and the general public. The course content centers around developing student competencies in the following duty areas: selecting clothing and textile products using goal-making skills; meeting social, physical, psychological and economic needs in evaluating, selecting and caring for clothing and textiles; appraising clothing/textile products contributing to health, safety and comfort; maximizing resources in selecting, constructing, altering, repairing and remodeling clothing/textile products; communicating intended clothing image to others; and approving decisions necessary for clothing and textile needs. Information and experiences provide students with an understanding of the psychological aspects of fabric products as related to the needs of people; jobs and careers using competencies related to textiles and fabrics and fashion are included throughout this primarily non-laboratory course.

COMMUNITY AND FACILITY MANAGEMENT SERVICES OCCUPATIONS I

Length of course:	1 Year
Credits per semester:	.5
Grade level:	11

This course provides students with the opportunities to develop the competencies needed for employment in a variety of Community and Facility Management Services occupations. The nature and scope of employment opportunities in the region will shape the structure and content of the course. Instructional areas include: performing general cleaning activities, following ethical standards, organizing work procedures, maintaining and using equipment and supplies; interviewing clients, and writing case histories. Adapting scope and style of services to the client's needs are stressed. Strong emphasis is placed throughout the course on management, decision making, handling emergencies and complying with state and federal regulations.

COMMUNITY AND FACILITY MANAGEMENT SERVICES OCCUPATIONS II

Length of course: 1 Year
Credits per semester: .5
Grade level: 12

This course focuses on: handling special situations; performing special activities; teaching daily living skills; facilitating client's use of resources; and working as a member of a social service team. Interpersonal relationships in working with and assisting others, decision making, and the further development of personal characteristics related to successful and continued employment are an integral part of this course.

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION

(Only after completing a minimum of one credit of skill-specific training in an approved Community and Facility Management Services program)

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Family and Consumer Sciences Cooperative Education is designed for senior students interested in pursuing careers in occupations related to family and consumer sciences. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, as well as improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

A qualified, certified FCS instructor is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom and worksite instruction is based on the tasks in an occupation.

12.0400 Consumer and Personal Services

This program, whether offered at a regional delivery site or by contract with a private school, must be approved by the Department of Professional Regulations in accordance with the Rules and Regulations for the administration of the Illinois Beauty Culture Act and the Illinois Barber Law. A student must be in an approved and licensed program and be given instruction in the areas outlined in the Rules and Regulations. Instructors should monitor the Rules and Regulations for changes that need to be incorporated into the program.

Upon successful completion of the program, the student is eligible to take the State Board examination for licensure. The program is structured so each student to complete the training before graduation. Emphasis throughout the program is placed on developing competencies in the following duty areas:

- | | |
|--|-------------------------------------|
| Managing a salon | Permanent waving and relaxing hair |
| Performing accounting functions | Caring for skin, hands and feet |
| Performing receptionist functions | Performing wig services |
| Shampooing, cutting, conditioning and styling hair | Cleaning and sterilizing implements |
| Bleaching and coloring hair | equipment and facilities |

This program develops the skills necessary for employment in a salon, spa or barbershop. These businesses vary greatly in size, location and scope of services. Some are independent operations, while others are connected with other related businesses.

The following are examples of occupations which require skills and knowledge in the field of consumer and personal services that may be attained at the secondary and postsecondary setting.

Barber/Hair Stylist
Cosmetologist

Nail Technician
Esthetician

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students. Entrepreneurship opportunities are also available. This program is the basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs is essential.

Workplace skills life transition skills, conflict resolution skills and leadership skill development (delivered through FCCLA activities and projects) are included in the consumer and Personal Services curriculum. These skills are all transferable across careers and are instrumental in workplace and personal success

**CONSUMER AND PERSONAL SERVICES
SUGGESTED ARTICULATED PROGRAM SEQUENCE
COURSE SEQUENCE**

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
LIFE	.5	1	9
Foods and Nutrition I	.5	1	10
Clothing and Textiles I (recommended)	.5	1	10
<u>Preparation</u>			
Barbering I & II	.5	2	11 & 12
Cosmetology I & II	.5	2	11 & 12

LEARNING FOR INDEPENDENCE, FAMILY AND EMPLOYMENT (LIFE)

Length of course	1 Semester
Credits per semester	.5
Grade level	9

This course introduces the student to the field of family and consumer sciences. It focuses on the total well-being of the person in order to develop a healthy, well-adjusted, self confident, individual, family member and worker. Eight basic units included in the course are: healthful lifestyles, self esteem, relationships, management, parenting, human development, life situations and careers.

[If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject-matter courses at the ninth grade level.]

FOODS AND NUTRITION I

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of basic food principles and nutrition for people of all ages. Course content centers around: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning/preparing/serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change. Information related to careers in foods and nutrition is incorporated throughout the course.

CLOTHING AND TEXTILES I (recommended)

Length of course	1 Semester
Credits per semester	.5
Grade level	10

This course provides knowledge and understanding of textiles, fashions and fabrics necessary in meeting the clothing and fabric (fashion) product needs of individuals, families and the general public. The course content centers around developing student competencies in the following duty areas: selecting clothing and textile products using goal-making skills; meeting social, physical, psychological and economic needs in evaluating, selecting and caring for clothing and textiles; appraising clothing/textile products contributing to health, safety and comfort; maximizing resources in selecting, constructing, altering, repairing and remodeling clothing/textile products; communicating intended clothing image to others; and approving decisions necessary for clothing and textile needs. Information and experiences provide students with an understanding of the psychological aspects of fabric products as related to the needs of people; jobs and careers using competencies related to textiles and fabrics and fashion are included throughout this primarily non-laboratory course.

BARBERING I & BARBERING II

Length of course:	1 Year, each
Credits per semester:	.5
Grade level:	11 & 12

The barbering program must be approved and licensed by the Department of Professional Regulation. It offers both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing and permanent waving; massaging; and barber implements as they relate to the Barber and Cosmetology Act, as well as labor and compensation laws. Through instruction and supervised work experience, students are prepared to take the licensure examination at the completion of the courses.

[The program may be offered through an in-school, registered or licensed program or by contracting with a private barber school or college. Course descriptions must describe the specific content in each course.]

COSMETOLOGY I AND COSMETOLOGY II

Length of course: 1 Year, each
Credits per semester: .5
Grade level: 11 & 12

The cosmetology program must be approved and licensed by the Department of Professional Regulation. It offers both theory and practice in the following areas: product chemistry; sanitary rules and regulations; sanitary procedures; chemical service procedures; knowledge of the anatomy of the skin, scalp and hair as they relate to applicable services; the Barber and Cosmetology Act; and labor and compensation laws. Through instruction and supervised work experience, students are prepared to take the licensure examination at the completion of the courses

[The program may be offered through an in-school, registered and licensed program or by contracting with a private cosmetology school. Course descriptions must describe the specific content in each course.]

ENHANCEMENT OF CTE PROGRAMS OCCURS THROUGH PROGRAM PLANNING AND REVIEW

This document is designed to assist program planners and developers in their review and revision of program content and structure and serves as an update to the Handbook for Secondary Career and Technical Education Program Planning. At the onset of a program change or enhancement, it is highly encouraged that you contact your program consultant. Careful consideration should be given to the following essential program elements.

1. Approved programs are developed based on current labor market information with curricula based on occupational competencies/occupational skill standards necessary to obtain employment.
2. Approved programs contain a logical, practical sequence of courses at the orientation and preparation levels.
3. In addition to technical skills, approved program content reflects the integration of related academic and workplace skills.
4. Each member district offering courses approved in the regional plan ensures that the course content matches that which is approved in the regional plan and provides the following resources to support course delivery: qualified staff, appropriate facilities, adequate equipment, instructional materials, workplace learning experiences, appropriate student support services.
5. When tasks for any occupation cannot be taught through secondary course offerings, postsecondary articulation components, as appropriate, are established.

For more information, please contact your Regional Education for Employment Director and Debbie Hopper, Family and Consumer Sciences program consultant. An Education for Employment Directory is available on the ISBE Career Development and Preparation website under Career and Technical Education Resources.