

5440-09 Family and Consumer Sciences

1. The holder is authorized to teach family and consumer sciences in grades 5-12 in middle and high schools.
2. In order to qualify for this endorsement, the candidate shall demonstrate the following:
3. Knowledge Standards:

**Demonstrates knowledge of family and consumer sciences education concepts and skills delineated in current national professional standards including standards from the National Association of State Administrators of Family and Consumer Sciences and JumpStart, and in Vermont's Framework of Standards and Learning Opportunities, including:**

3.1. *Personal Development & Life Planning*: Personal development, life planning, and career exploration skills, including Vermont's Transferable Skills ~~careers related to the study of Family and Consumer Sciences~~

3.2. *Nutrition, Wellness & Food Science*: Principles of food science, food ~~technology~~, sustainability and nutrition, and their relationship to growth, development, health, and wellness

3.2.1. Understanding of nutrition principles, preparation techniques and dietary plans over the lifetime

3.2.2. Understanding of biological, chemical and physical properties of food and food preservation methods

3.2.3. Understanding of kitchen lab maintenance and related equipment supplies

3.2.4. Understanding of food production and distribution

~~3.2.~~

3.3. *Consumer & Resource Management*: Principles and practices of consumer resource management relative to human, material, and environmental factors, with emphasis on financial literacy

3.3.1. Including strategies to monitor income and expenses

3.3.2. Planning for spending and saving for future goals

3.3.3. Management of individual and family resources such as food, clothing, housing, health care, recreation and transportation

~~3.3.~~

3.4. *Family & Interpersonal Relationships*: Changing roles and needs of individuals in the context of relationships with others and within the family system; multiple factors influencing the wellbeing of families and interpersonal relationships including economic, environmental, gender, sexuality, and legal issues

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3.5. *Parenting & Human Development*: Human growth and development, with emphasis on early childhood development; parent/guardian roles and responsibilities

~~3.6. *Housing & Design*: Historical, cultural, social, and technological factors influencing residential housing and interiors; considerations in selecting housing and interiors, including individual/family income, interests, needs and values; elements and principles of design; planning interior space design~~

~~3.7.3.6.~~ *Clothing, Textiles, & Related Arts*: Historical, cultural, social, and other factors influencing fashion trends and individual apparel needs; clothing and textile characteristics, design, construction, and maintenance

#### 4. Performance Standards:

**Implements a comprehensive family and consumer sciences curriculum that integrates content and process standards and enables students to acquire the knowledge, skills, and attitudes that will assist them in their personal, family, and career lives. ~~and to prepare those students who seek further training in family and consumer sciences related careers.~~**  
Specifically, the educator:

4.1. Plans, delivers, and evaluates research-based instruction that incorporates national and state standards, and student, family, community, and societal needs

4.2. Facilitates instruction which includes the following: analysis of recurring and evolving family, workplace, and community concerns; application of scientific inquiry to test theories and gain factual knowledge on which to base judgments; and use of reasoning processes, individually and collaboratively, to take responsible and ethical action for self, others, and society

4.3. Creates activities which enable students to apply their knowledge of Family and Consumer Sciences to make informed decisions

~~4.4. Effectively facilitates the development of youth leadership skills by integrating programs and activities of appropriate national student organizations into instruction and assessment~~

~~4.5.4.4.~~ Plans, organizes, and manages classroom laboratory experiences in accordance with state and national safety guidelines, with emphasis on equipment and food safety

~~4.6.4.5.~~ Collaborates with colleagues, ~~parents families~~, and community members to maximize instructional resources and effectiveness