

# **Implementation Handbook for Family and Consumer Sciences**

*Including Scope & Sequence, Program Evaluation, and  
Critical-Thinking Process*

*Third Edition*

Victoria Shahan  
Instructional Materials Laboratory

Cynthia K. Arendt, Ph.D.  
Family and Consumer Sciences Education  
Missouri Department of Elementary and Secondary Education

Deborah Pohl, Ed.S.  
Family and Consumer Sciences Education  
Missouri Department of Elementary and Secondary Education

Instructional Materials Laboratory, College of Education  
University of Missouri-Columbia  
2001

Instructional Materials Laboratory, College of Education, Columbia, MO 65211  
University of Missouri-Columbia  
© 2001 by The Curators of the University of Missouri  
All rights reserved. First edition 1995  
Third edition 2001  
Printed in the United States of America  
04 03 02 01 00                    5 4 3 2 1

Additional materials may be purchased from  
Instructional Materials Laboratory  
University of Missouri-Columbia  
2316 Industrial Drive  
Columbia, MO 65202  
800-669-2465 or 573-882-2883

Development of this project was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, information or opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

# **Family and Consumer Sciences Education National Vision and Mission Statements**

## **Vision Statement:**

To empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

## **Mission Statement:**

To prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for

- Strengthening the well-being of individuals and families across the life span
- Becoming responsible citizens and leaders of family, community, and work settings
- Promoting optimal nutrition and wellness across the life span
- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments
- Functioning as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life
- Successful life management, employment, and career development

Created and Adopted by Family and Consumer Sciences Education Division of the Association for Career and Technical Education, 1994. Adopted by the Missouri Educators of Family and Consumer Sciences, 1994.



# Table of Contents

Family and Consumer Sciences Education National Vision and Mission Statements .....	iii
Acknowledgments .....	vii
Preface.....	ix
Bibliography and Selected Resources.....	xi

## Section 1 — Introduction

Critical Thinking in Program Design and Implementation .....	1.2
Teaching Critical Thinking .....	1.3
Using Standards-Based Competencies.....	1.4
Using Process Skills in the Curriculum.....	1.4
Linking Assessment and Instruction.....	1.5

## Section 2 — Program Design

Missouri Family and Consumer Sciences-Approved Program Requirements .....	2.1
Program Definition and Scope & Sequence .....	2.2
Program Objectives .....	2.3
Family-Focused Education .....	2.3
Career Preparation Education.....	2.5
Reporting Programs on Core Data .....	2.5
Family and Consumer Sciences Curricular Path .....	2.6
Taxonomy of Approvable Courses and Classification of Instructional Programs (CIP) .....	2.7

## Section 3 — Program Development

Developing a Local Program.....	3.1
Implementing a Program Curriculum Based on a Vocational Instructional Management System.....	3.1
Prepare the Program Rationale and Philosophy .....	3.2
Identify the Program Goals/Objectives.....	3.3
Quality Indicators for Program Development and Evaluation.....	3.5

## Section 4 — Program Implementation

Implementing a Family and Consumer Sciences Program.....	4.1
Integrating Standards into the Curriculum.....	4.1
Aligning Curriculum to Standards.....	4.2
Instructions for Use of Crosswalk and Alignment.....	4.3
Instructional Delivery Strategies.....	4.4

Assessment Methods .....	4.13
Criteria for Evaluating Assessments .....	4.15
Creating Critical-Thinking Assessments .....	4.16

## **Section 5 — Program Evaluation and Improvement**

Why Evaluate.....	5.1
What to Evaluate .....	5.2
Whom to Involve.....	5.2
How to Evaluate.....	5.3
Using the Missouri Family and Consumer Sciences Program Components and Quality Indicators for Program Development and Evaluation .....	5.5

## **Section 6 — Model Assessments**

Using Scoring Guides with Performance Assessments .....	6.1
---	-----

## **Section 7 — Appendixes**

Appendix A: Higher Order Thinking Skills	
Appendix B: Strategy List: 35 Dimensions of Critical Thought	
Appendix C: Process Skills Scoring Guides	
Appendix D: Missouri Show-Me Standards	
Appendix E: All Aspects of the Industry	
Appendix F: SCANS Competencies	
Appendix G: Missouri Core Employment Competencies	
Appendix H: Work and Family Life OCAP (Ohio’s Competency Analysis Plan)	
Appendix I: National Standards for Family and Consumer Sciences Education	
Appendix J: Guide for Submitting Applications for Expanding /New Regular Vocational Education Programs (FV-3)	

# Acknowledgments

The following high school and middle school family and consumer sciences instructors participated in a variety of ways. Most were involved in crosswalking the National Standards for Family and Consumer Sciences Education to each of the core Missouri course competencies. In addition, these instructors designed critical-thinking assessments that can be used as models for each core area. They contributed to the program evaluation section and guided the content selection and organization. Their thoughts and ideas are represented throughout this document in writing and in spirit. Their guidance in developing this *Implementation Handbook* is sincerely appreciated and acknowledged.

In addition, Dr. Cheryl Mimbs, family and consumer sciences teacher educator at Southwest Missouri State University, provided technical assistance and reviewed the content of this handbook. Dr. Mimbs is a strong advocate for critical-thinking curriculum.

Jeanette Brown  
Reeds Spring High School  
Reeds Spring, MO

Sharon Lawler  
Lutie High School  
Theodosia, MO

Lori Scanlon  
Gentry Middle School  
Columbia, MO

Maude Coy  
Blue Eye High School  
Kimberling City, MO

Marcia Northrup  
Pleasant Lea Junior High  
School  
Lee's Summit, MO

Brenda Smith  
West Plains High School  
West Plains, MO

Carollyn Cummins  
Republic High School  
Republic, MO

Billie Perrin  
Lafayette County C-I High  
School  
Higginsville, MO

Dawn Stuedle  
Cameron R-I  
Cameron, MO

Linda Gers  
Eminence R-I  
Eminence, MO

Beverly Plymell  
Keytesville R-III  
Keytesville, MO

Linda Turner  
John B Lange Middle School  
Columbia, MO

Patty Hart-Starr  
Liberty Public Schools  
Liberty, MO

Linda Rice  
Bolivar R-I High School  
Bolivar, MO

Jane Wolff  
Pattonville Senior High  
School  
Maryland Heights, MO

Jeanne Jones  
West Junior High School  
Columbia, MO

Kelley Ritter  
Rolla Middle School  
Rolla, MO

Cathy Woolfolk  
Buchanan High School  
Troy, MO

## Support and Direction

The Family and Consumer Sciences staff of the Missouri Department of Elementary and Secondary Education provided extensive guidance and support:

Cynthia K. Arendt, Ph.D., Director

Christine Hollingsworth, Supervisor and State FCCLA Advisor

Janey Miller, Supervisor

Deborah Pohl, Ed.S., Supervisor



# Preface

The primary focus of family and consumer sciences is preparing students for adult roles and family responsibilities. Successful families do not just happen; they require a sustained effort. Preparing individuals for the work of the family is basic and necessary for building strong families and a productive workforce. This document was created to assist administrators and teachers in developing and implementing quality family and consumer sciences education programs that will prepare individuals for family life, work life, and the interrelationship of work and family.

In the 1960s, the program's scope was expanded to include preparing individuals for occupations in career clusters related to family and consumer sciences content. Family and consumer sciences education contributes significantly to the preparation of workers in nearly one third of the occupations expected to experience the largest growth in Missouri. Today, students in family and consumer sciences programs can prepare for virtually hundreds of current and emerging careers in fields such as dietetics, interior design, hospitality, fashion, food service, education, consumer services, and family and children services.

During the last part of the 20th century, a change in the instructional philosophy took place within the discipline. Although the goal of the program has always been about improving the quality of individual and family life, the emphasis began to change from teaching the technical aspects of running a home to embracing the communicative aspects of nurturing the family unit and the individuals within that unit. There is less focus on teaching students the "correct way" to perform household tasks. The program's emphasis is on the relationship needed between thought and action in addressing recurring or perennial family problems. Society depends on families to nurture, socialize, and support individuals in becoming contributing citizens and productive workers. More than ever, employers need skilled employees who also effectively manage their personal and family lives. This is the work of the family.

In 1993, 100 members of the profession met in Scottsdale, Arizona, to discuss future directions. Outcomes from this Scottsdale conference included a conceptual framework for defining the profession and providing direction for curriculum development. Based on this framework came the adoption of a new vision and mission statement in 1994 by the Home Economics Education Division of the American Vocational Association, which is now the Association of Career and Technical Education. That same year, the name of the profession changed from home economics education to family and consumer sciences education. Programs assisting students to focus the work of the family and the effects of family on careers continue to increase in importance as students try to make the connection between their education and their careers. Assisting individuals to understand the role of balancing work and family remains unique to the discipline.

One of the intents of this guide is to help districts establish quality family and consumer sciences programs that will guide students in learning to solve the practical problems of the family using a critical science perspective. As curriculum and instruction advance beyond the traditional technical

“how-to” approach to one that is student directed and process oriented, students learn that the process of studying questions and finding answers is as important as the answers. The process skills needed for critical thinking are a part of every new curriculum guide the Family and Consumer Sciences Section, Department of Elementary and Secondary Education develops. These process skills are closely aligned with the four goals of the Show-Me Standards. By developing curriculum and instructional strategies “using the critical science perspective, family and consumer sciences are aligned with other subject matter areas such as integrated language arts and social studies – which also embrace a process-oriented curriculum” (Redick, S. in *Family and Consumer Sciences: A Chapter of the Curriculum Handbook*, p. 2, Association for Supervision and Curriculum Development, Alexandria, VA, 1998).

We hope this guide will serve as the framework and handbook for assisting districts in their goal of providing quality programs that will prepare students of all ages to be critical and ethical thinkers and successful family, career, and community leaders. The quality of the program will be measured by the improved quality of life for Missouri’s citizens.

Cynthia K. Arendt, Ph.D.

Director, Family and Consumer Sciences Education

# Bibliography and Selected Resources

- Allenspach, Dee, Sandra Laurenson, and Robin White. *Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*. Columbia, OH: Vocational Instructional Materials Laboratory, 1996.
- Andrade, Heidi Goodrich. "Using Rubrics to Promote Thinking and Learning." *Association for Supervision and Curriculum Development*, vol. 57, no. 5 (February 2000): 13-18.
- Aschbacher, Pamela R., Joan L. Herman, and Lynn Winters. *A Practical Guide to Alternative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
- Behymer, Jo. *Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement*. Columbia, MO: Instructional Materials Laboratory, 1985.
- Brooks, Jacqueline G. and Martin G. Brooks. *The Case for Constructivist Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.
- Brown, M. M. *A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content*. Madison, WI: Home Economics Education, Department of Public Instruction, 1978.
- Brown, M. M. and B. Paolucci. *Home Economics: A Definition*. Washington DC: American Home Economics Association, 1979.
- Chaffee, J. *Thinking Critically*, 4th ed. Boston: Houghton Mifflin, 1994.
- Costa, Arthur L. and Lawrence F. Lowery. *Techniques for Teaching Thinking*. Pacific Grove, CA: Midwest Publications, 1989.
- Delisle, Robert. *How to Use Problem-Based Learning in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.
- Education Division of the Association for Family and Consumer Sciences, Family and Consumer Sciences Teacher Education. *Family and Consumer Sciences Curriculum: Toward a Critical Science Approach*. Glencoe/McGraw-Hill, 1999.
- Education Division of the Association for Family and Consumer Sciences, Family and Consumer Sciences Teacher Education. *Leadership for Change: National Standards for Family and Consumer Sciences Education*. Glencoe/McGraw-Hill, 2000.
- Family and Consumer Sciences: A Chapter of the Curriculum Handbook*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.
- Goodrich, Heidi. "Understanding Rubrics." *Educational Leadership*. (December 1996): 14-17.
- Jorgensen, Margaret. *Assessing Habits of Mind: Performance-Based Assessment in Science and Mathematics*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1994.
- Linn, Robert L. "Assessments and Accountability." *Educational Researcher*, vol. 29, no. 2 (1999): 4-16.

- Mager, Robert F. *Preparing Instructional Objectives*, 2nd ed. Belmont, CA: Lake Publishing Company, 1984.
- Marzano, Robert J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
- Marzano, R. J., D. Pickering, and J. McTighe. *Assessing Student Outcomes*. Alexandria, VA: Association for Supervision and Curriculum Department, 1993.
- McTighe, Jay. "What Happens Between Assessments?" *Educational Leadership*. (December 1996): 5-12.
- Meyer, C. A. *What's the Difference Between Authentic Assessment and Performance Assessment?* *Educational Leadership*, vol. 49, no. 8 (1992): 39-40.
- Mitchell, Ruth, Marilyn Willis, and the Chicago Teachers Union Quest Center. *Learning in Overdrive: Designing Curriculum, Instruction, and Assessment from Standards*. Golden, CO: North American Press, 1995.
- Nebraska Department of Education. *Nebraska Framework for Family & Consumer Sciences Education Curriculum Development*. Lincoln, NE: Nebraska Department of Education, 1995.
- Nixon, Judy A., Sandra J. Phifer, Germaine L. Taggart, and Marilyn Wood. *Rubrics: A Handbook for Construction and Use*. Lancaster, PA: Technomic Publishing Company, Inc., 1998.
- Redick, Sharon S. "The Family and Consumer Sciences Curriculum." *Content of the Curriculum*, edited by Allan Glatthorn (1995): 130-152.
- Taggart, Germaine L., Sandra J. Phifer, Judy A. Nixon, and Marilyn Wood (Eds.). *Rubrics: A Handbook for Construction and Use*. Lancaster, PA: Technomic Publishing Company, Inc., 1998.
- Ward, Annie W. and Marilyn Murray-Ward. *Assessment in the Classroom*. Belmont, CA: Wadsworth Publishing Company, 1999.