

**FACS Basics Crosswalk to  
National Association of State Administrators of Family and Consumer Sciences (NASAFACS) Standards**

Unit and Objective	NASAFACS Standard	
18.18 18.19 18.20 18.21	1.1.2	Analyze the effects of social, economic, and technological change on work and family dynamics.
18.18 18.19 18.20 18.21	1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
18.18 18.19 18.20 18.21	1.1.4	Analyze potential effects of career path decisions on balancing work and family.
18.20	1.1.5	Define goals for life-long learning and leisure opportunities for all family members.
18.14 18.15 18.16 18.20	1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
18.1 18.2 18.3 18.4 18.7 18.10 18.11	1.2.1	Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
18.1 18.2 18.3 18.7 18.12 18.13 18.14 18.15 18.16	1.2.2	Demonstrate job seeking and job keeping skills.
3.7 3.9 3.10	1.2.3	Apply communication skills in school, community and workplace settings.
1.5 1.6	1.2.4	Demonstrate teamwork skills in school, community and workplace settings.
3.8 3.9	1.2.5	Analyze strategies to manage the effects of changing technologies in workplace settings.
18.1	4.1.1	Explain the roles and functions of individuals engaged in early childhood,

18.2 18.3 18.4 18.5 18.6 18.7 18.10		education, and services.
18.8 18.9	4.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
18.21	4.1.6	Analyze the role of professional organizations in education and early childhood.
5.11 5.12	4.2.1	Analyze child development theories and their implications for educational and childcare practices.
5.11 5.12	4.2.3	Analyze cultural and environmental influences when assessing children's development.
5.6 5.7 5.8	4.2.4	Analyze abilities and needs of children and their effects on children's growth and development.
5.6 5.7 5.8 5.11 5.12	4.2.5	Analyze strategies that promote children's growth and development.
5.11 5.12	4.3.1	Analyze a variety of curriculum and instructional models.
5.11 5.12	4.3.3	Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
5.6 5.7 5.8	4.3.4	Demonstrate a variety of teaching methods to meet individual needs of children.
5.13 5.15 5.16 5.18 5.19	4.4.3	Implement strategies to teach children health, safety, and sanitation habits.
5.13 5.14 5.15	4.4.4	Plan safe and healthy meals and snacks.
5.21	4.4.5	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
5.20	4.4.6	Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
5.5	4.5.1	Apply developmentally appropriate guidelines for behavior.
4.1	6.1.1	Analyze family as the basic unit of society.
4.3 4.4	6.1.4	Analyze the role of family in teaching culture and traditions across the life span.

4.2 4.3 4.4	6.1.5	Analyze the role of family in developing independence, interdependence, and commitment of family members.
4.5	6.1.6	Analyze the effects of change and transitions over the life course.
6.6	6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
6.6	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
12.6 12.7	8.2.1	Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
12.2 12.3 12.4 12.8	8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
9.8 9.9 9.10 9.11	8.2.5	Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
12.5 12.7	8.2.6	Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
12.5 12.7 17.1	8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
12.7	8.2.8	Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.
11.3	8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
11.14 11.15	8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
14.15	8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
11.1 11.2 11.4 11.5 11.6 11.7 11.8 11.9 11.10 11.11 11.12	8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
10.15 14.3 14.4	8.4.2	Apply menu-planning principles to develop and modify menus.

14.5 15.13		
13.9 13.10	8.4.3	Analyze food, equipment, and supplies needed for menus.
11.3 11.13 11.14 12.1	8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
13.8 13.13 13.14 13.15 13.16 15.14 16.6 17.11 17.12	8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteeing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
12.7	8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
15.5 15.6 15.8 15.6 16.6 17.11 17.12	8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
16.10 16.14	8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
17.10 17.11	8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
15.14 17.3	8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
12.6	9.2.1	Analyze factors that contribute to food borne illness.
12.7	9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
12.7	9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
10.3 17.4	9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
10.4 10.5 15.1 17.5	9.3.2	Analyze nutritional data.
10.3 10.11 13.3 15.9	9.3.3	Apply principles of food production to maximize nutrient retention in prepared foods.

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9.1	9.3.4	Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
13.7 13.12 17.8	9.3.5	Analyze recipe/formula proportions and modifications for food production.
10.9 10.12 10.16 14.1 14.2 14.3 14.4 14.5 15.2 15.7 17.5	9.3.6	Critique the selection of foods to promote a healthy lifestyle.
10.15 15.3	9.3.7	Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
10.2 10.8 10.14	9.4.1	Analyze nutritional needs of individuals.
10.2 15.7	9.4.5	Design instruction on nutrition for health maintenance and disease prevention.
13.1 13.2 13.7 14.8 14.9 14.10 14.11 15.4 15.6 17.11	9.5.3	Prepare food for presentation and assessment.
14.6 14.7 15.12 15.13 16.5	9.5.6	Conduct sensory evaluations of food products.
10.4 10.5 13.12 15.11 15.12 16.5	9.6.3	Apply standards for food quality.
10.4	9.6.6	Analyze new products.

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6.1 6.2 6.3 6.4 6.5 6.10 6.12	11.2.1	Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
6.6 6.9	11.2.2	Analyze the psychological impact that the principles and elements of design have on the individual.
6.7 6.8 6.9 6.11 6.13	11.2.3	Analyze the effects that the principles and elements of design have on aesthetics and function.
6.14	11.3.5	Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.
6.14	11.4.2	Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.
6.15	11.4.3	Draft an interior space to scale using architecture symbols.
6.15	11.4.4	Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
6.15	11.7.2	Prepare sketches, elevations, and renderings using appropriate media.
6.15	11.7.3	Prepare visual presentations including legends, keys, and schedules.
6.1 6.15	11.7.6	Create floor plans using architectural drafting skills and computer aided design software.
2.1 2.2 2.3 2.4	12.1.1	Analyze physical, emotional, social, spiritual, and intellectual development.
2.6 2.7	12.2.2	Analyze the impact of social, economic, and technological forces on individual growth and development.
2.6 2.7	12.2.4	Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
3.9	13.1.5	Analyze processes for handling unhealthy relationships.
1.1 1.2 1.6 1.7 1.11	13.2.1	Analyze the effects of personal characteristics on relationships.
1.8	13.2.2	Analyze the effect of personal need on relationships.
1.4 1.6	13.2.3	Analyze the effects of self-esteem and self-image on relationships.

1.8		
1.3 1.9 1.10	13.2.5	Explain the effects of personal standards and behaviors on interpersonal relationships.
3.1 3.3	13.3.1	Analyze communication styles and their effects on relationships.
3.2 3.3 3.4 3.6	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
3.5	13.3.3	Demonstrate effective listening and feedback techniques.
3.10	13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
3.8	13.3.6	Analyze the effects of communication technology in family, work, and community settings.
3.7	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.
1.5	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
1.5	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.
9.1 13.4	14.1.1	Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
9.1	14.1.2	Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
9.1	14.1.3	Analyze the governmental, economic, and technological influences on food choices and practices.
9.2 10.3 10.7 16.1	14.2.1	Analyze the effect of nutrients on health, appearance, and peak performance.
9.3 9.5 9.6 9.7 9.8	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
9.11 10.15	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
9.4 9.9 9.10 10.6 16.1	14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2	14.3.2	Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
15.5 16.2	14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

16.3 16.4		
7.1 7.3 7.2	16.2.1	Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
7.2 7.9	16.2.2	Evaluate performance characteristics of textile fiber and fabrics.
8.1 8.9 8.11 8.12 8.13	16.2.4	Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
7.10 8.10 8.11 8.12 8.13	16.2.5	Apply appropriate procedures for care of textile products.
8.6	16.3.3	Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
8.7	16.3.5	Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
8.1 8.4 8.5	16.3.6	Apply elements and principles of design to assist consumers and businesses in making decisions.
8.3	16.3.1	Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
8.1 8.4 8.5	16.3.6	Apply elements and principles of design to assist consumers and businesses in making decisions.
7.4	16.3.7	Demonstrate ability to use technology for fashion, apparel, and textile design.
7.5 7.6 7.7 7.8 7.11 7.12 7.13 7.14 7.15	16.4.5	Demonstrate basic skills for producing and altering textile products and apparel.
7.17	16.5.2	Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.