



Reasoning for Action Standards and Process Questions

Copyright © 2008

Developed by National Association of State Administrators of
Family and Consumer Sciences (NASAFACS www.nasafacs.org)

National Standards for Family and Consumer Sciences

Process	Career, Community, and Family Relations	Consumer and Family Resources	Consumer Services	Early Childhood, Education, and Services
Academics	Facilities Management and Maintenance	Family	Family and Community Services	Food Production and Services
FCCLA	Food Science, Dietetics, and Nutrition	Hospitality, Tourism, and Recreation	Housing, Interiors, and Furnishings	Human Development
	Interpersonal Relationships	Nutrition and Wellness	Parenting	Textiles and Apparel

National Standards for Family and Consumer Sciences Reasoning for Action Standards and Process Questions



Copyright © 2008 – 2028

Developed by National Association of State Administrators of Family and Consumer Sciences
(NASAFACS www.nasafacs.org)

TABLE OF CONTENTS

	Page
PROCESS FRAMEWORK FOR THE NATIONAL STANDARDS	1-12
REASONING FOR ACTION STANDARD AND COMPETENCIES	13-15
SAMPLE PROCESS QUESTIONS FOR EACH FCS AREA OF STUDY	
1. Career, Community and Life Connections	16-19
2. Community and Family Resources	20-26
3. Consumer Services	27-31
4. Education and Early Childhood	32-38
5. Facilities Management and Maintenance	39-47
6. Family	48-50
7. Family and Community Service	51-53
8. Food Production and Services	54-58
9. Food Science, Dietetics and Nutrition	59-62
10. Hospitality, Tourism and Recreation	63-66
11. Housing, Interiors and Furnishings	67-71
12. Human Development	72-74
13. Interpersonal Relationships	75-78
14. Nutrition and Wellness	79-82
15. Parenting	83-86
16. Textiles and Apparel	87-91

National Standards for Family and Consumer Sciences

Reasoning for Action Standards and Process Questions

Copyright © 2008 – 2028

Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS www.nasafacs.org)

PROCESS FRAMEWORK FOR THE NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

In the *National Standards for Family and Consumer Sciences Education*, process has been addressed in two ways. One is the Reasoning for Action standard, which is an overarching, process-oriented standard that delineates knowledge and skills for high-quality reasoning. The second is through questions related to thinking, communication, leadership, and management process areas that are provided for each content standard in the 16 Areas of Study. The purposes of this chapter are to provide background information on process in family and consumer sciences education, to give an overview of the Reasoning for Action standard, and to explain the structure of the process questions.

Process in Family and Consumer Sciences Education

In an educational context, process refers to skills, operations, and dispositions through which learners construct meaning and develop applications related to content (Costa & Liebmann, 1997). Process and content work in tandem. On one hand, process is a vehicle for obtaining, analyzing, and using content. On the other hand, content is a means for developing students' abilities for using and applying process. While both can be taught separately, they are most effectively learned when they are used together and linked to life situations or simulations that involve performance (Costa & Liebmann, 1997; Rubin, 1997)

The emphasis on process within the *Standards for Family and Consumer Sciences Education* is grounded in needs and issues of society and in developments in family and consumer sciences education. As with other areas of the *National Standards*, family and consumer sciences educators will use the Reasoning for Action standard and the process questions in various ways, depending on their overall approach to family and consumer sciences curriculum and the needs and issues of their local setting. For some, process will be a centerpiece of the curriculum, while others will apply process in more subtle, integrated ways. Regardless of the approach, the process aspects of the *Standards* complement and support student learning across all 16 Areas of Study. Likewise, all 16 Areas of Study can be used to develop students' capabilities related to process.

Needs and Issues of Society

Career and technical educators and other trend watchers predict that over their lifetimes, today's students will work in several career areas and hold a multitude of different jobs, many of which may not yet be invented. Given the certainty of future change, today's students are best served by education through which they develop abilities to identify problems, locate and synthesize information, and work with others to create solutions (Costa & Liebmann, 1997; Friedman, 2005). "These abilities not only can increase comprehension and retention but -- of even greater consequence -- can enhance intellectual capability as well as the capacity to use acquire knowledge constructively" (Rubin, 1997, p. 231).

The need for process in education was emphasized in the 1991 report of the Secretary's Commission on Achieving Necessary Skills (SCANS). The business and industry leaders from across the country who participated in this Commission determined that process-oriented foundations and competencies are "at least as important as technical expertise"; the competencies represent the attributes that today's high-performance employer seeks in tomorrow's employee" (U.S. Department of Labor, 1991, p. xvi). Since that time, unprecedented global events, worldwide expansion in technology and communication, and related social and cultural changes have reinforced the need for process-oriented knowledge and skills. This rapidly changing world context has accelerated the calls for education that will develop learners' capacities to analyze and use information; collaborate with others; and make reasoned, ethical decisions (e.g., Association for Career and Technical Education, 2006; National Center for Education and the Economy, 2006). The Reasoning for Action standard and the process questions of the *National Standards for Family and Consumer Sciences Education* address these needs.

Developments in Family and Consumer Sciences Education

The ground work for emphasizing process in family and consumer sciences education was established several years ago with the publication of *Home Economics: A Definition* (Brown & Paolucci, 1979). In this seminal document, Brown and Paolucci described the issues families face as "practical problems," or value-based questions about what actions individuals and families should take in addressing the concerns they face over time.

Central to the practical problems approach is that those who are impacted by the situation or "problem" use practical reasoning to determine a course of action. Situations that require practical reasoning have four distinct and interactive characteristics: they are value-related; there is a need to act; the circumstances are uncertain and changing; and two or more reasonable options or "alternative actions" can be identified with no clear-cut answer about the best action to take (Laster, 1998). In the practical reasoning process, participants examine and consciously form goals or valued ends, interpret contextual information, obtain and use technical information and skills, consider alternative actions and consequences, and decide what action to take (Brown & Paulucci, 1979). The Reasoning for Action standard (further introduced below) outlines the constituent tasks and expectations for high-quality reasoning.

The practical problems approach is grounded in a critical science perspective of curriculum, with a focus on open-ended, "what should we do?" questions (Plihal, Laird, & Rehm, 1997; Montgomery, 1999). These learner-directed questions are in contrast to traditional approaches to education that emphasize steps or techniques used to reach predetermined goals. Instead, with a practical problems approach instruction begins with questions, emphasizing examination of valued ends and alternative means for accomplishing them, and focusing on the specific information and skills needed to identify and take the selected actions (Johnson & Fedje, 1999). This emphasis on questions led to the process questions that are included in the *National Standards* (described in further detail below).

Brown (1980) further delineated three **systems of action** that individuals and families use to address the practical problems they face: instrumental-technical, interpretive-communicative and critical-emancipatory. In the *National Standards for Family and Consumer Sciences Education* these systems are referred to as technical, interpretive, and reflective. These systems of action provide a framework for the process questions that are included in the *Standards*. Brief explanations are provided in the following paragraphs for each system of action. While these are explained individually, it is important to

note that the three types of action are not used separately or in isolation. Rather, they are collaborative, interrelated actions that in actual practice are used to support, strengthen, and enable one another. References used to develop the following explanations include American Home Economics Association (1989), Brown (1980, 1986), Brown & Paolucci (1979), Fox (1998), Hultgren & Wilcosz (1986), Indiana Department of Education (1997), Kowalczyk, Neels, & Sholl (1990), Laster (1997), Maryland State Department of Education (1989), Montgomery & Davis, (2004); Morgaine (1992), Nebraska Department of Education (1987), Oregon Department of Education (1990, 1996a, 1996b), Thorsbakken & Schield (1999), Wisconsin Department of Public Instruction (1997), Vincenti & Smith (2004), and Wogensen (1989).

- **Technical Action.** Technical action emphasizes knowledge, facts, and manipulative skills. Technical action includes activities such as preparing a specific food item, investigating characteristics of certain careers, describing developmental tasks of two-year-olds, or explaining the steps in a planning process. Lectures, informational texts, demonstrations, and structured laboratory activities typically build technical knowledge and skills. Technical action is essential for successful personal and family life and for all types of careers. There are certain things individuals and families simply need to know and be able to do. However, in a practical problems approach, technical action has a supportive rather than central role. Before technical action can be taken, decisions must be made about which knowledge and skills are needed, and efforts must be made to gain and consider perspectives broader than one's own. This is where interpretive and reflective actions come in, as means for selecting and implementing technical actions that will contribute to reaching valued ends. We therefore turn our attention to discussing the other two types of action.
- **Interpretive Action.** Interpretive action emphasizes interacting with other people through written and spoken words and other types of verbal and nonverbal communication. Interpretive action is used to develop mutual understanding; shared meanings; and interpretations of values, means, and goals. We are involved in interpretive actions when we share ideas and when we seek to understand how other people view issues and problems we are trying to address. Interpretive action also is important for anticipating the impacts various actions could have on ourselves and others. Class discussions and debates, case studies, role playing, interviews, and summary reports are examples of learning experiences that typically involve interpretive action.
- **Reflective Action.** Reflective action is a key component of the practical problems approach. Reflective actions feature critical examination of various alternatives, with a goal of selecting the "best" action to take in this situation and point in time. Reflective actions are used to answer questions such as, "what should be?" and "what should we do?" Reflective action relies on technical knowledge and skills. It also depends on interpretive actions through which we aim to understand our own and others' points of view. Reflective action seeks to examine and address root issues and causes of problems that individuals and families face, and to make choices that will be best for selves, others, and society. Classroom activities in which students make decisions and then justify their choices are examples of reflective action. Other learning experiences that can emphasize reflective action include goal-setting, personal applications, advocacy, service learning, and self-assessment.

A number of family and consumer sciences education curriculum initiatives reflect the practical problems approach, with an emphasis on integrating process and content. Descriptions of underlying frameworks and specific curriculum efforts are available in *Family and consumer sciences curriculum: Toward a critical science approach* (Johnson & Fedje, 1999) and in curriculum materials developed in various states (see reference section for further details). These curricula reflect a belief that process-oriented knowledge and skills are integral to family and consumer sciences education; that they can be learned; and therefore, they should be directly and purposefully taught. The processes also must be reinforced in context by studying and using them in conjunction with relevant content (Halpern, 1996; Laster, 1987; Perkins, 1995; Sternberg, 1996).

The needs and issues of society and the developments in family and consumer sciences that have been described in this section serve as a rationale for incorporating process in middle and high school family and consumer sciences education. The remainder of this chapter provides an overview of the process-oriented components of the *National Standards*. The Reasoning for Action standard is introduced first. The chapter concludes with an explanation of the framework used for the process questions and an explanation of each of the four process areas.

Reasoning for Action Standard

The Reasoning for Action standard is an overarching standard that links and in many ways defines family and consumer sciences education (Fox & Laster, 2000). This standard is grounded in beliefs that concepts and processes used for reasoning can be learned; that reasoning for action is a vehicle for the active use and functionality of all 16 Areas of Study (Rubin, 1997); and that the content and skills delineated in the Areas of Study provide a context in which Reasoning for Action can be developed and applied.

The comprehensive standard for Reasoning for Action states that the learner "Uses reasoning processes, individually and collectively, to take responsible action in families, workplaces, and communities." The five content standards and their corresponding competencies address evaluating reasoning, analyzing concerns, analyzing practical reasoning components, demonstrating practical reasoning, and demonstrating scientific inquiry and reasoning. These standards provide a foundation for instruction and student learning *about* reasoning and for *using* reasoning in applied contexts (Fox & Laster, 2000; Knorr & Manning, 1997).

Framework for Process Questions

During the initial development of the *National Standards*, a wide range of processes that students learn and use within their study of family and consumer sciences content were identified and discussed. After much deliberation, development panels grouped these into four overall process areas: Thinking, Communication, Leadership, and Management. In the *National Standards*, these four process areas are integrated through process questions, which are designed to draw out students' thinking and application of content. The questions included in the *National Standards* serve as models that teachers can use in developing questions for their specific students and instructional goals (Ashby, Conkin, & O'Connor, 2000; Coomer, Hittman, & Fedje, 1997). A total of 12 sample questions are given for every content standard, with three questions for each of the four process areas. The questions also are intended to help students consider the three systems of action that were described in the previous section. Thus, for each of the four process areas, one question focuses on technical action, a second on interpretive

action, and a third on reflective action. This four-by-three framework is illustrated in Figure 1. Brief explanations of the four process areas follow.

Process Questions Framework			
Process Areas	Types of Action		
	Technical Action	Interpretive Action	Reflective Action
Thinking Processes	<i>Questions that lead to technical actions about thinking processes</i>	<i>Questions that lead to interpretive actions about thinking processes</i>	<i>Questions that lead to reflective actions about thinking processes</i>
Communication Processes	<i>Questions that lead to technical actions about communication processes</i>	<i>Questions that lead to interpretive actions about communication processes</i>	<i>Questions that lead to reflective actions about communication processes</i>
Leadership Processes	<i>Questions that lead to technical actions about leadership processes</i>	<i>Questions that lead to interpretive actions about leadership processes</i>	<i>Questions that lead to reflective actions about leadership processes</i>
Management Processes	<i>Questions that lead to technical actions about management processes</i>	<i>Questions that lead to interpretive actions about management processes</i>	<i>Questions that lead to reflective actions about management processes</i>

Figure 1: Design matrix for process questions in the *National Standards for Family and Consumer Sciences Education*

Thinking. Thinking processes encompass complex, multifaceted activities of the mind. The process area of Thinking in the *National Standards for Family and Consumer Sciences Education* emphasizes directed thinking, which is defined by Halpern (1996) as "the use of cognitive skills or strategies that increase the probability of a desirable outcome. It is purposeful, reasonable, and goal-directed . . . when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking" (p. 5). Directed thinking relies on an extensive and accessible knowledge base, multiple cognitive skills, and disposition to think productively (Costa, 2001; Marzano, 1992; Way, 1987). These deliberate, skill-based characteristics of directed thinking can be contrasted to nondirected thinking, or routine patterns of information-processing that are sufficient for many day-to-day events. However, nondirected thinking also can lead to hasty, fuzzy, narrow, or sprawling thinking in situations when more focused attention is needed. Awareness and skills for directed thinking can help to counteract these limitations (Perkins, 1995).

The process area of Thinking incorporates two distinct but interdependent types of directed thinking: creative thinking and critical thinking (Paul & Elder, 2005). Creative thinking is the use of innovative, exploratory approaches to generate ideas. In creative thinking, unusual ideas are valued, and perspectives and explanations other than those which are immediately apparent are sought. At the same time, creative thinking is purposeful and goal-directed. It builds on previous knowledge to create imaginative, new interpretations that are relevant to the desired goal (Barell, 2003; Halpern, 1996).

Critical thinking is defined as reasonable reflective thinking that is focused on deciding what to believe or do (Ennis, 1987; Way & Nitzke, 1998). Critical thinking typically is used to analyze and evaluate multiple ideas in order to select the beliefs or actions that are best in a given situation, based on an established set of standards or norms. Critical thinking involves systematic, purposeful analysis of explanations and arguments in order to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values (Wisconsin, 1987). Thus, in contrast to creative thinking, which is intended to generate ideas, the focus of critical thinking is on examining and eventually narrowing the field.

Communication. Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. People communicate through a variety of verbal and nonverbal channels including spoken and written language, facial expressions, gestures, tone of voice, and written signs and symbols. Communicative competence or effective communication can be defined as the clarity with which the sender conveys the message so that the receiver accurately understands the intended meaning.

Communication processes are important for building a sense of cohesiveness within groups, whether of friends, coworkers, or family members. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Communication also is important for managing conflicts. Effective communication includes accepting rather than denying or avoiding differences, while trying to identify common ground. This is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others.

The four major communication processes are speaking, listening, writing, and reading. Speaking and writing are ways to send messages. Their effectiveness is influenced by the sender's abilities to organize ideas and to use verbal or written language to express ideas clearly. Speaking also involves matching verbal messages with appropriate nonverbal creating and formatting various types of printed documents. Word usage, fluency, and structure are technical processes used in speaking and writing. Sensitivity to others, insight into individual differences, and ability to adjust communication to the audience are important interpretive features.

Listening and reading are processes for receiving messages. A key difference between these is that in most cases listeners, unlike readers, have an immediate opportunity to exchange messages with the speaker. For instance, effective listening includes appropriate eye contact, asking questions to clarify what the speaker is saying, and regularly sharing, through paraphrased feedback, an understanding of what the speaker has said. Thus, becoming an effective communicator not only involves learning how to send messages clearly, but also how to be an effective receiver of messages and how to provide productive feedback to the sender. (Ohio Department of Education, 1993)

Leadership. Leadership focuses on taking initiative for developing a vision of purpose and goals and then taking action to achieve that purpose and reach those goals. Leaders work with groups, including family groups, to clarify purposes and goals and to encourage other group members to commit and recommit themselves to accomplishing intended results. Leaders use many different actions and skills. They work with others in establishing a shared dream or goal, and in using that dream or goal to guide actions. They relate well to other group members in that they listen, empathize, and consider others' perspectives before taking action. Leaders tell, sell, participate, and delegate, using different strategies

at different times and with different group members in order to involve and encourage everyone toward achieving the shared vision (Fox & Habegger, 1999; Kouzes & Posner, 1995).

Leadership can be accomplished in various ways. The selected style depends on several factors: the situation; the roles, responsibilities, values, and goals of participants; the types of acceptable outcomes; and the speed with which action must be taken. A continuum of leadership styles ranges from authoritarian to shared or democratic to laissez-faire (Bennis & Townsend, 1995). Authoritarian leadership is a "command and control" style in which one individual takes charge and others take action as directed. This style is especially useful in situations that require fast action to keep people safe; where confidentiality or hierarchical authority structures exist and the leader has more information and/or responsibility than others in the group; and when tasks need to be accomplished in a predictable, efficient manner.

A laissez-fair leadership style is on the other end of the continuum from authoritarian. This style emphasizes individual perspectives, goals, and actions. It involves a loose organizational structure in which the leader serves as a role-model and facilitator, but individuals determine the specific actions they will take. This style is particularly applicable among groups of peers where interactions are based more on relationships and activities than on achieving particular goals.

A shared, participatory leadership style is a middle ground between authoritarian and laissez-fair. This style incorporates involvement, cooperation, and negotiation among all group members (Woyach, 1991). Everyone in the group is encouraged to take initiative, carry out actions, and assume responsibility for accomplishing goals. Shared leadership results in empowered, interdependent relationships among group members. Shared leadership is closely related to responsible citizenship in a democratic society. Being a responsible citizen requires taking action for the common good of the group. Responsible citizens are concerned about the well-being of all society members and take social action to meet those needs (Kister, Laurenson, & Boggs, 1994). Similarly, being a responsible family member requires taking action for the common good of the family as a whole, as well as, for the good of individuals. Leadership is enacted in families as members develop a common vision, relate and cooperate with each other, and assume shared responsibility for each other, their home, and their neighborhood (Kister, Laurenson, & Boggs, 1995).

Management. Management processes are used to carry out actions in order to meet individual and family needs and goals. Management processes range in complexity from problem solving to decision making to technical management. This three-part conceptualization of management processes parallels the three systems of action discussed above. The following brief explanation of these management processes highlights their interdependence and their relationship to the three systems of action described above.

Problem solving, the most complex management process, is closely related to reflective action, and relies heavily on the competencies outlined in the Reasoning for Action standard. Problem solving is used when direction and goals are being established or reconsidered. In this situation, management processes would include examination of values, perspectives, and concerns. Reasoning processes would be used to identify standards, examine alternative actions, consider consequences of various alternatives, and select acceptable alternatives. The focus in problem solving is on "what ought to be?" and "what could we do?"

Once acceptable alternatives are identified, management processes shift to decision making. In decision making, the acceptable options that were identified during problem solving are further examined and evaluated based on current preferences, resources, and needs and a specific option is chosen. In decision making, the "what should we do?" question is answered with a specific choice of action.

Technical management processes are used to implement a selected plan of action. Technical management focuses on "how". It is an action-oriented process used to select and implement strategies for reaching the established goal. It involves determining the specific objectives to be accomplished, planning the steps to take and resources to use, carrying out the plan in a suitable way, and evaluating the implementation process and the result.

The multiple layers of management processes described above are used simultaneously and interactively to address personal and family issues. In addition each of these incorporates the other process areas in varying ways. For instance, critical thinking processes such as assessing information accurately, judging the viability of alternatives, and making a decision, are integral to the process of management. Creative thinking, in which one imagines consequences, conceptualizes alternatives, and empathizes with others, also is important. Furthermore, when management processes are carried out in families and other groups, communication and leadership are needed as well. Thus, all four process areas are used in taking action to meet individual and family needs, and all will be integrated in process-based Family and Consumer Sciences Education (American Home Economics Association, 1989; Coomer, Hittman, & Fedje, 1997; Indiana Department of Education, 1997; Kister, Laurensen & Boggs, 1994, 1995; Recick, 1995; Rhode Island Department of Elementary and Secondary Education, 1997; Stone, 1993)).

In conclusion, the process components of the *National Standards* will be implemented in various ways depending on educators' overall approaches to curriculum and needs and issues of the local setting. In any case, process and content are tandem components of the curriculum, with each aspect supporting the other. The Reasoning for Action standard and the process-area questions provide a vehicle for students to take greater initiative and responsibility for their learning and to develop knowledge and skills for the rapidly changing environments they will experience throughout their lives.

*Wanda S. Fox, Ph.D., Association Professor, Department of Curriculum and Instruction, College of Education, Purdue University.

References

- American Home Economics Association. (1989). *Home economics concepts: A base for curriculum development*. Alexandria, VA: Author.
- Ashby, A. W., Conkin, M. A., & O'Connor, E. J. (2000). In A. Vail, W. S. Fox, & P. Wild (Eds.), *Leadership for change: National standards for family and consumer sciences education* (pp. 208-218). Family and Consumer Sciences Teacher Education Yearbook 20, Education and Technology Division, American Association of Family and Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill. Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Association for Career and Technical Education (ACTE). (2006). *Reinventing the American high school for the 21st century: A position paper*. Alexandria, VA: Author. Retrieved January 3, 2007 from http://www.acteonline.org/policy/legislative_issues/high_school_reform.cfm
- Barell, J. (2003). *Developing more curious minds*. Alexandria, VA: Association for Career and Technical Education.

-
- Bennis, W., & Townsend, R. (1995). *Reinventing leadership*. New York: William Morrow & Company.
- Brown, M. (1980). *What is home economics education?* Minneapolis, MN: University of Minnesota (ERIC Document Reproduction No. 199 546).
- Brown, M. (1986). Home Economics: A practical or technical science? In *Vocational home economics curriculum: State of the field*, pp. 14-15. Peoria, IL: Bennett and McKnight.
- Brown, M., & Paolucci, B. (1979). *Home economics: A definition*. Alexandria, VA: American Home Economics Association.
- Coomer, D., Hittman, L., & Fedje, C. (1997). Questioning: A teaching strategy and everyday life strategy. In J. F. Laster & R. G. Thomas (Eds.), *Thinking for ethical action in families and communities* (pp. 173-183). (Family & Consumer Sciences Teacher Education Yearbook 17, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill.
- Costa, A. L. (Ed.) (2001). *Developing minds: A resource book for teaching thinking* (3rd ed). Alexandria VA: Association of Supervision and Curriculum Development.
- Costa, A. L., & Liebmann, R. M. (Eds.) (1997). *Envisioning process as content: Toward a renaissance curriculum*. Thousand Oaks, CA: Corwin.
- Delisle, R. (1997). *How to use problem-based learning in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ennis, R. H. (1996). *Critical thinking*. Upper Saddle River, NJ: Prentice Hall.
- Fox, W. S. (1998). Consumer and family sciences education: Poised to contribute to the well-being of families. In S. Kontos (Ed.), *Monograph of the Center for Families*, School of Consumer and Family Sciences, Purdue University.
- Fox, W. S., & Habegger, J. (1999). *Process in Family and Consumer Sciences Education*. Indianapolis: Indiana Department of Education.
- Fox, W. S., & Laster, J. F. (2000). Reasoning for action. In A. Vail, W. S. Fox, & P. Wild (Eds.) (2000). *Leadership for change: National standards for family and consumer sciences education* (pp. 20-32). (Family & Consumer Sciences Teacher Education Yearbook 20, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill. Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus, and Giroux.
- Halpern, D. F. (1996). *Thought and knowledge: An introduction to critical thinking*. Mahwah, NJ: Lawrence Erlbaum.
- Hultgren, F., & Wilcosz, J. (1986). Human goals and critical realities: A practical problem framework for developing home economics curriculum. *Journal of Vocational Home Economics Education*, 4(2), 135-154.
- Indiana Department of Education. (1997). *Celebrating family and consumer sciences in the 21st century: Indiana family and consumer sciences education 1997 fall inservice guide*. Indianapolis, IN: Author.

-
- Johnson, J. L., & Fedje, C. (Eds.) (1999). *Family and consumer sciences curriculum: Toward a critical science approach*. (Family & Consumer Sciences Teacher Education Yearbook 19, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill. Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Kister, J., Laurenson, S., & Boggs, H. (1994). *Life planning resource guide*. Columbus, Ohio: The Ohio State University, Vocational Instructional Materials Laboratory.
- Kister, J., Laurenson, S., & Boggs, H. (1995). *Human development resource guide*. Columbus, Ohio: The Ohio State University, Vocational Instructional Materials Laboratory.
- Knorr, A.J. & Manning, D.E. (1997). Reasoning and acting on practical problems of home and family. In J. F. Laster & R. G. Thomas (Eds.), *Thinking for ethical action in families and communities* (pp. 147-161). (Family & Consumer Sciences Teacher Education Yearbook 17, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill.
- Kouzes J. M., & Posner, B. Z. (1995). *The leadership challenge*. San Francisco: Jossey-Bass.
- Kowalczyk, D., Neels, N., & Sholl, M.. (1990, May/June). The critical perspective: A challenge for home economics teachers. *Illinois Teacher*, 174-180.
- Laster, J. F. (1987). Problem solving: Definition and meaning. In R. Thomas (Ed.), *Higher order thinking: Definition, meaning, and instructional approaches*. Washington, D.C.: Home Economics Education Association.
- Laster, J. F. (1997). Introduction. In J. F. Laster & R. G. Thomas (Eds.), *Thinking for ethical action in families and communities* (pp. ix-xx). (Family & Consumer Sciences Teacher Education Yearbook 17, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill.
- Laster, J. F. (1998). Assessment of practical reasoning. In R. G. Thomas & J. F. Laster (Eds.), *Inquiry into thinking* (pp. 47-74). (Family & Consumer Sciences Teacher Education Yearbook 18, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill. Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Laster, J. F., & Thomas, R. G. (1997). *Thinking for ethical action in families and communities*. Peoria, IL: Glencoe/McGraw-Hill.
- Maryland State Department of Education, Division of Vocational Technical Education. (1989). *A conceptual guide framework for home economics curriculum in Maryland*. Baltimore, MD: Author.
- Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning*.. Alexandria, VA: Association for Supervision and Curriculum Development.
- Montgomery, B. (1999). Continuing concerns of individuals and families. In J. L. Johnson & C. Fedje (Eds.) *Family and consumer sciences curriculum: Toward a critical science approach*. (pp. 80-90). (Family & Consumer Sciences Teacher Education Yearbook 19, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Montgomery, B., & Davis, S. (2004). Building strong families and communities: A critical science rationale for FCS. *Journal of Family and Consumer Sciences*, 96(1), 52-56.

-
- Morgaine, C. (1992). Alternative paradigms for helping families change themselves. *Family Relations*, 41, 12-17.
- National Center on Education and the Economy (2006). *Tough choices or tough times: The report of the new commission on the skills of the American workforce* (executive summary). Washington, D.C.: Author. Retrieved January 4, 2007 from http://skillscommission.org/pdf/exec_sum/ToughChoices_EXECSUM.pdf
- Nebraska Department of Education. (1987). *Nebraska base curriculum for family focused secondary home economics programs: Teacher handbook*. Lincoln: Author.
- Ohio Department of Education. (1997). *Problem-based teaching: A bridge to meaningful learning*. Columbus, Ohio: The Ohio State University Center on Education and Training for Employment, Vocational Instructional Materials Laboratory.
- Oregon Department of Education. (1990). *Parenthood education curriculum*. Salem, OR: Author.
- Oregon Department of Education. (1996a). *Family and consumer studies curriculum for Oregon middle schools; Balancing work, family, and community life*. Salem, OR: Author.
- Oregon Department of Education. (1996b). *Oregon Program Standards: Child development and parenthood education program, Career based childhood care and education program, School based teen parent program*. Salem, OR: Author.
- Paul, R., & Elder, L. (2005). *The thinkers' guide to the nature and functions of critical and creative thinking*. Dillon Beach, CA: Foundation for Critical Thinking. www.criticalthinking.org.
- Perkins, D. (1995). *Outsmarting IQ: The emerging science of learnable intelligence*. New York: The Free Press.
- Redick, S. S. (1995). The family and consumer sciences curriculum. In A. A. Glatthorn (Ed.), *Content of the curriculum* (2nd ed.), pp. 130-152. Alexandria, VA: Association for Supervision and Curriculum Development.
- Plihal, J., Laird, M., & Rehm, M. (1999). The meaning of curriculum: Alternative perspectives. In J. Johnson & C. Fedje (Eds.), *Family and consumer sciences curriculum: Toward a critical science approach* (pp. 2-22). (Family & Consumer Sciences Teacher Education Yearbook 19, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Rhode Island Department of Elementary and Secondary Education. (1997). *The Rhode Island family and consumer sciences framework*. Providence, RI: Author.
- Rubin, L. (1997). The essence: Process as content (pp. 230-234). In A. L. Costa & R. M. Liebmann (Eds.), *Envisioning process as content: Toward a renaissance curriculum*. Thousand Oaks, CA: Corwin Press.
- Sternberg, R. J. (1996). *Successful intelligence: How practical and creative intelligence determine success in life*. New York: Simon & Schuster.
- Stone, T. M. (Ed.) (1993). *A future of choice! A guide to developing issue-based curriculum with process skills learned before and throughout content*. Gainesville, VA: Home Economics Education Association.

-
- Thomas, R. (Ed.) (1987). *Higher order thinking: Definition, meaning, and instructional approaches*. Washington, D.C.: Home Economics Education Association.
- Thorsbakken, P., & Schield, B. (1999). Family systems of action. In J. Johnson & C. Fedje (Eds.), *Family and consumer sciences curriculum: Toward a critical science approach* (pp. 117-131). (Family & Consumer Sciences Teacher Education Yearbook 19, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- U.S. Department of Labor, the Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools: A SCANS report for America 2000. Washington, D.C.: Author.
- Vincenti, V., & Smith, F. (2004). Critical science: What it could offer all family and consumer sciences professionals. *Journal of Family and Consumer Sciences*, 96(1), 63-70.
- Way, W. (1987). The role of the Future Homemakers of America student organization in facilitating the development of critical thinking skills. In R. G. Thomas (Ed.) *Higher order thinking: Definition, meaning, and instructional approaches*. Washington, D.C.: Home Economics Education Association.
- Wisconsin Department of Public Instruction. (1987). *A guide to curriculum planning in home economics*. Madison, WI: Author
- Wisconsin Department of Public Instruction. (1997). *Wisconsin's model for academic standards for family and consumer education*. Madison, WI: Author.
- Wogensen, C. (1989, January/February). Teaching home economics in an age of transition. *Illinois Teacher*, 103-106.
- Woyach, R. B. (1991). *Preparing for leadership: A young adult's guide to leadership skills in a global age*. Columbus, Ohio: Mershon Center. The Ohio State University.

National Standards for Family and Consumer Sciences

Copyright © 2008 – 2028

Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS www.nasafacs.org)

REASONING FOR ACTION STANDARD AND COMPETENCIES

Reasoning for Action			
The Reasoning for Action standard is an overarching standard that links and in many ways defines family and consumer sciences education. This standard is grounded in beliefs that concepts and processes used for reasoning can be learned; that reasoning for action is a vehicle for the active use and functionality of all 16 Areas of Study (Rubin, 1997); and that the content and skills delineated in the Areas of Study provide a context in which Reasoning for Action can be developed and applied.			
The comprehensive standard for Reasoning for Action and the five content standards and their corresponding competencies provide a foundation for instruction and student learning <i>about</i> reasoning and for <i>using</i> reasoning in applied contexts (Fox & Laster, 2000; Knorr & Manning, 1997).			
Reasoning for Action, Comprehensive Standard			
Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.			
Content Standards		Competencies	
1	Evaluate reasoning for self and others.	1.1	Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
		1.2	Distinguish between adequate and inadequate reasoning.
		1.3	Establish criteria for adequate reasoning.
		1.4	Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
2	Analyze recurring and evolving family, workplace, and community concerns.	2.1	Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.
		2.2	Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.
		2.3	Describe conditions and circumstances that create or sustain recurring and evolving concerns.
		2.4	Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.
3	Analyze practical reasoning components.	3.1	Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.

		3.2	Analyze short-term and long-term consequences on self, family, culture/society, and global environment.
		3.3	Analyze assumptions that underly beliefs and actions.
		3.4	Distinguish adequate and/or reliable information from inadequate and/or unreliable information.
		3.5	Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.
		3.6	Distinguish adequate from inadequate reasons.
4	Implement practical reasoning for responsible action in families, workplaces, and communities.	4.1	Synthesize information from a variety of sources that are judged to be reliable
		4.2	Describe a particular recurring and evolving individual, family, workplace, or community concern.
		4.3	Select goals/valued ends to resolve a particular concern.
		4.4	Establish standards for choosing responsible action to address a particular concern.
		4.5	Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, and global/environmental.
		4.6	Generate reasonable actions for reaching goals/valued ends for a particular concern.
		4.7	Use adequate and reliable information to critique possible actions.
		4.8	Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.
		4.9	Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.
		4.10	Select an action supported by justified reasons, valued ends, contextual conditions, and positive consequences of actions.
		4.11	Design a plan for accomplishing a selected action.
		4.12	Implement and monitor a plan of action based on established standards and valued ends.
		4.13	Evaluate actions and results, including consequences on self, others, culture/society, and global environment.
		4.14	Evaluate practical reasoning processes.
5	Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on	5.1	Delineate scope, concepts, and scientific terminology for a particular inquiry.
		5.2	Judge validity and reliability of information, sources, opinions, and evidence.

which to base judgments for action.	5.3	Generate hypotheses based on scientific principles, observations, evidence.
	5.4	Test hypotheses and theories using scientific inquiry and reasoning.
	5.5	Draw conclusions based on data and information that are judged to be reliable.
	5.6	Evaluate scientific reasoning processes.

References

- Fox, W. S. & Laster, J. F. (2000). Reasoning for action. In A. Vail, W. S. Fox, & P. Wild (Eds.), (2000). *Leadership for change: National standards for family and consumer sciences education* (pp. 20-32). (Family & Consumer Sciences Teacher Education Yearbook 20, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill. Available from the Family and Consumer Sciences Education Association, <http://www.cwu.edu/~fandcs/fcsea>
- Knorr, A.J. & Manning, D.E. (1997). Reasoning and acting on practical problems of home and family. In J. F. Laster & R. G. Thomas (Eds.), *Thinking for ethical action in families and communities* (pp. 147-161). (Family & Consumer Sciences Teacher Education Yearbook 17, American Association of Family & Consumer Sciences). Peoria, IL: Glencoe/McGraw-Hill.
- Rubin, L. (1997). The essence: Process as content (pp. 230-234). In A. L. Costa & R. M. Liebmann (Eds.), *Envisioning process as content: Toward a renaissance curriculum*. Thousand Oaks, CA: Corwin Press.

Area of Study 1.0 Sample Process Questions	
Career, Community and Life Connections	
Comprehensive Standard Integrate multiple life roles and responsibilities in family, work, and community settings.	
Content Standard 1.1	Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What factors should be considered when developing policies related to the family, the workplace, and the community? • What strategies could be used to manage multiple roles and responsibilities?
Interpretive	<ul style="list-style-type: none"> • How are leadership skills used in the family career, and the community? • What factors affect trends in the workplace and the community?
Reflective	<ul style="list-style-type: none"> • What criteria should be used for developing a life plan? • What skills are needed to manage multiple roles and responsibilities?
Communication	
What communication skills are needed to manage multiple roles and responsibilities? What are the consequences of poor communication skills when managing multiple roles and responsibilities?	
Technical	<ul style="list-style-type: none"> • Which workplace trends impact individuals and families? • How can families and individuals address the impact of work place trends on their multiple roles and responsibilities?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to create policies related to critical family issues? • What criteria should be used to evaluate policies related to critical issues in the family?
Reflective	<ul style="list-style-type: none"> • What might be the consequences of designing a life plan that does not reflect family, career, learning, leisure, and community goals? • What are some advantages for individuals who design a life plan?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership skills are necessary to succeed in workplace and community settings? • How can communities foster leadership skill development? • What leadership strategies address the needs of individuals and families in the workplace?
Interpretive	<ul style="list-style-type: none"> • What is the role of community in the development of leadership skills? • Which leadership strategies could a leader use to address the needs of individuals and families in the workplace?
Reflective	<ul style="list-style-type: none"> • How is well-being of individuals, families, careers and the community affected by the continuous evaluation of a life plan? • How might continuous evaluation and improvement of a life plan support the vision of well-being for the individual? family? career? community?
Management	
Technical	<ul style="list-style-type: none"> • How might family, workplace, and community issues impact the family?

	<ul style="list-style-type: none"> • How can information be misleading?
Interpretive	<ul style="list-style-type: none"> • How can the level of impact that new policies have on individuals and families be measured? • What criteria should be used to assess the level of impact that a workplace issue has on the family and community?
Reflective	<ul style="list-style-type: none"> • What should be considered when designing a life plan that reflects family, career, learning, leisure, and community goals? • How do priorities affect the development of a life plan?

Area of Study 1.0 Sample Process Questions	
Career, Community and Life Connections	
Comprehensive Standard Integrate multiple life roles and responsibilities in family, work, and community settings.	
Content Standard 1.2	Demonstrate transferable and employability skills in school, community and workplace settings.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are sources of reliable information about employability skills? • What are transferable employability skills?
Interpretive	<ul style="list-style-type: none"> • What might be the consequences for an individual of not developing transferable employability skills? •
Reflective	<ul style="list-style-type: none"> • How can we develop employability skills that support our vision for the well-being of individual, family, career, and community?
Communication	
Technical	<ul style="list-style-type: none"> • What communication skills are needed for a career or job search? • What job skills are needed for the individual to maintain a job? • What communication skills are needed for the individual to advance in a career?
Interpretive	<ul style="list-style-type: none"> • What cues should we look for to tell if an employer is pleased with our work?
Reflective	<ul style="list-style-type: none"> • What effect does a work ethic have on the well-being of an individual, family, community, and career? •
Leadership	
Technical	<ul style="list-style-type: none"> • What skills are needed for employability? • What leadership skills would enhance employability? • What leadership skills would enhance an employee’s opportunities for advancement? • What skills are universally important to all careers? • What skills may be job specific?
Interpretive	<ul style="list-style-type: none"> • How can role playing help demonstrate transferable employability skills?

	<ul style="list-style-type: none"> • What are some ways we can help develop, practice, and demonstrate transferable employability skills?
Reflective	<ul style="list-style-type: none"> • What might happen if we chose to begin an apprenticeship program at our place of employment?
Management	
Technical	<ul style="list-style-type: none"> • Which steps should be included in the development of a plan for acquiring transferable employability skills? • How could a plan benefit an individual?
Interpretive	<ul style="list-style-type: none"> • How can examining different perspectives on employability help form personal criteria for developing employability skills? • How can honest self reflection help a person develop a personalized plan for developing employability skills?
Reflective	<ul style="list-style-type: none"> • How can having and implementing transferable employability skills impact individual, family, community, and career goals?

Area of Study 1.0 Sample Process Questions	
Career, Community and Life Connections	
Comprehensive Standard Integrate multiple life roles and responsibilities in family, work, and community settings.	
Content Standard 1.3	Evaluate the reciprocal effects of individual and family participation in community activities.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • How can families become involved in their communities? • What family activities are related to community involvement?
Interpretive	<ul style="list-style-type: none"> • What factors (including environment) help determine our community involvement?
Reflective	<ul style="list-style-type: none"> • Who benefits from families being involved in the community?
Communication	
Technical	<ul style="list-style-type: none"> • What skills are needed when addressing community issues?
Interpretive	<ul style="list-style-type: none"> • How can we encourage others to become involved in the community?
Reflective	<ul style="list-style-type: none"> • What are the possible outcomes of a community working together to achieve the group's goals if families do not cooperate with each other? • How could the lack of cooperation and communication skills impact the success of a community project?
Leadership	
Technical	<ul style="list-style-type: none"> • What skills are needed to become effective community leaders? • What skills do we need to be able to work with community leaders?
Interpretive	<ul style="list-style-type: none"> • How might a variety of viewpoints affect the outcome of a community project?
Reflective	<ul style="list-style-type: none"> • What might happen if a community worked together to achieve the group's goals?

	<ul style="list-style-type: none"> • What are the consequences if individuals and families do not work together on community activities? • What is the impact on the community when individuals and families are not involved in community activities?
Management	
Technical	<ul style="list-style-type: none"> • What are possible consequences if families do not become involved in the community?
Interpretive	<ul style="list-style-type: none"> • What criteria could be used to determine if community activities foster family and individual involvement? • What might be the consequences for the family and individual of too little community involvement? T • What might be the consequences for the family and individual of too much community involvement?
Reflective	<ul style="list-style-type: none"> • How does the active participation of individuals and families in community activities affect the quality of community activities?

Area of Study 2.0 Sample Process Questions	
Community and Family Resources	
Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources.	
Content Standard 2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What concerns do individuals and families have regarding finances for resources such as food, clothing, shelter, health care, and transportation? • What is a need?
Interpretive	<ul style="list-style-type: none"> • What criteria can be used to determine the resources needed by a family? • How does a need differ from a want?
Reflective	<ul style="list-style-type: none"> • What steps can be used to prioritize and organize tasks and responsibilities to positively impact families? • What choices should individuals and families make to effectively organize tasks and responsibilities?
Communication	
Technical	<ul style="list-style-type: none"> • How can individuals communicate needs and wants to family members?
Interpretive	<ul style="list-style-type: none"> • What should be considered when making decisions about family resources e.g. food, clothing, shelter, health care, and transportation?
Reflective	<ul style="list-style-type: none"> • How do good communication skills contribute to effective family management? • How does effective communication contribute to management principles?
Leadership	
Technical	<ul style="list-style-type: none"> • What are some examples of goals individuals and families may establish regarding the use of resources (e.g. food, clothing, shelter, health care and transportation)?
Interpretive	<ul style="list-style-type: none"> • What goals family members have related to food, clothing, shelter, health care, and transportation?
Reflective	<ul style="list-style-type: none"> • In what ways are an individual's goals similar to those in a family? • In what ways are an individual's goals different to those in a family?
Management	
Technical	<ul style="list-style-type: none"> • What are some examples of strategies a family may use to manage family resources to meet needs and wants??
Interpretive	<ul style="list-style-type: none"> • What personal factors could interfere with achieving individual goals? • What resources need to be considered when establishing goals to manage family resources? • What personal factors influence individual goals? • How can family resources be managed to meet family and individual goals?

Reflective	<ul style="list-style-type: none"> • What are possible consequences of the mismanagement of family resources? • How do decisions about resource allocation affect families and individuals?
-------------------	---

Area of Study 2.0 Sample Process Questions	
Community and Family Resources	
Comprehensive Standard	
Evaluate management practices related to the human, economic, and environmental resources.	
Content Standard 2.2	Analyze the relationship of the environment to family and consumer resources.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What effect does the environment have on resources? • What are some ways that the environment could influence our allocation of resources?
Interpretive	<ul style="list-style-type: none"> • What factors can affect decisions about our actions related to the environment?
Reflective	<ul style="list-style-type: none"> • Whose interest will be served if our action supports unplanned environmental protection? • How could our action of supporting unplanned environmental protection effect the environment and future generations? • In what ways will our interests be served if our action supports environmental protection?
Communication	
Technical	<ul style="list-style-type: none"> • How can we effectively communicate individual and family responsibilities in relation to the environment? • How can we communicate the importance of environmental issues to our leaders and policymakers?
Interpretive	<ul style="list-style-type: none"> • What insights do we have into how environmental trends and issues affect family and future generations? • What responsibilities do individuals and families have in relation to environmental issues within their own community? What responsibilities do individuals and families have for environmental issues in a global community?
Reflective	<ul style="list-style-type: none"> • In what ways can we effectively communicate to promote the implementation of government regulations for conserving natural resources? • What are the consequences of not effectively communicating with individuals and families concerning environmental issues?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership techniques do we need to implement behaviors that conserve, reuse, and recycle resources to maintain the environment?
Interpretive	<ul style="list-style-type: none"> • How is conflict handled in our family/group concerning individual and family responsibilities in relation to the environment? • How can we prevent conflict within our family and group concerning environmental individual and family responsibilities?

Reflective	<ul style="list-style-type: none"> • Are our goals similar/different from those in our family/group concerning conservation, reuse, and recycling of resources to maintain the environment?
Management	
Technical	<ul style="list-style-type: none"> • What are individual, family, and community goals regarding the environment? What resources will be required to implement these goals? • What are barriers to implementing these goals?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to assist us in determining our environmental actions?
Reflective	<ul style="list-style-type: none"> • What are the consequences of making environmentally unsound decisions? • What are the possible consequences of making uninformed, unplanned environmental decisions?

Area of Study 2.0 Sample Process Questions	
Community and Family Resources	
Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources.	
Content Standard 2.3	Analyze policies that support consumer rights and responsibilities.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are state and federal policies and laws regarding goods and services? • What groups or organizations may impact these policies and laws?
Interpretive	<ul style="list-style-type: none"> • How do local, state, and federal policies and laws affect the consumer?
Reflective	<ul style="list-style-type: none"> • Whose interests are served by the enforcement of local, state, and federal policies and laws? • How might the enforcement or lack of enforcement of local, state, and federal policies and laws impact individuals, families, and communities?
Communication	
Technical	<ul style="list-style-type: none"> • What are consumer rights? • How can we promote consumer responsibility?
Interpretive	<ul style="list-style-type: none"> • What questions do we need to ask to clarify information about consumer rights and responsibilities?
Reflective	<ul style="list-style-type: none"> • In what ways do we need to support consumer rights and responsibilities to contribute to building a healthy community?
Leadership	
Technical	<ul style="list-style-type: none"> • What are the goals of consumers in regard to local, state, and federal policies and laws?
Interpretive	<ul style="list-style-type: none"> • How do policies and laws help to prevent conflict with consumers? • How do policies and laws help to create healthy communities?
Reflective	<ul style="list-style-type: none"> • What should be done to support consumer's rights through enforcement?

Management	
Technical	<ul style="list-style-type: none"> • What steps do we need to take to guarantee the rights and responsibilities of consumers?
Interpretive	<ul style="list-style-type: none"> • What are the effects of consumer rights, policies, and laws on business and industry?
Reflective	<ul style="list-style-type: none"> • What are positive and negative consequences of local, state, and federal protection laws for individuals and for business and industry? • What would happen if there were no consumer protection laws?

Area of Study 2.0 Sample Process Questions	
Community and Family Resources	
Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources.	
Content Standard 2.4	Evaluate the effects of technology on individual and family resources.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What information do we need to understand decisions related to the use of technology on individual and family resource management?
Interpretive	<ul style="list-style-type: none"> • What criteria can we use to help us decide uses of technology for resource management?
Reflective	<ul style="list-style-type: none"> • What are the advantages and disadvantages of using technology to access information? Is the information provided through the use of technology more or less reliable and relevant? • What alternatives might we create that could be used to plan resource management without technology?
Communication	
Technical	<ul style="list-style-type: none"> • What is the impact of technology on family resources? • What do we need to know in order to understand the impact of technology on individual and family resources?
Interpretive	<ul style="list-style-type: none"> • What is communicated in media and technological advancement to assist individuals and families with resource management? • How does information provided through the media and other technologies assist individuals and families? How could it be harmful?
Reflective	<ul style="list-style-type: none"> • What are the short and long term consequences of technology on consumer decision-making and financial planning?
Leadership	
Technical	<ul style="list-style-type: none"> • What technological advancements do we need to share with others in order to assist in their activities at home, in the workplace, and in the community?
Interpretive	<ul style="list-style-type: none"> • How do technological advances impact family life? • How do we know if sharing ideas about technological advances has positive or negative impact on individuals and families?
Reflective	<ul style="list-style-type: none"> • What are the consequences of technological advancement on family life?

Management	
Technical	<ul style="list-style-type: none"> • How can technology be used to help manage resources? • What management practices utilizing technology are effective for managing human, economic and environmental resources? • What goals should be established for the use of technology for resource management?
Interpretive	<ul style="list-style-type: none"> • How might one of our member's goals affect the use of technology in our family?
Reflective	<ul style="list-style-type: none"> • What are the possible consequences of using technology to manage resources? • What might be the consequences of using technology alone to manage human resources?

Area of Study 2.0 Sample Process Questions	
Community and Family Resources	
Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources.	
Content Standard 2.5	Analyze relationships between the economic system and consumer actions.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What factors should be considered in relation to understanding how the consumer functions as part of the economic system? • What skills are needed for a consumer to function within the economic system?
Interpretive	<ul style="list-style-type: none"> • What criteria can be used to help us make consumer decisions?
Reflective	<ul style="list-style-type: none"> • What alternatives may be considered when determining individual and family consumer actions?
Communication	
Technical	<ul style="list-style-type: none"> • How can we effectively communicate personal responsibility for use of resources?
Interpretive	<ul style="list-style-type: none"> • What insights do we have into laws and regulations that pertain to consumers and providers of services?
Reflective	<ul style="list-style-type: none"> • In what ways does the use of communication contribute to practices that allow families to maintain self-efficiency? • What ways does the understanding and communication of consumer laws and regulations contribute to practices that allow families to become financially healthy?
Leadership	
Technical	<ul style="list-style-type: none"> • What skills are needed in relation to the exchange of work and/or resources for income? • How do these skills affect the purchasing of goods and services including taxation?

Interpretive	<ul style="list-style-type: none"> • How do consumer decisions and leadership actions influence the economic system? • How do leaders of business, industry, and government influence it? • As leaders, how do our consumer choices affect the economic system?
Reflective	<ul style="list-style-type: none"> • What are the possible consequences of consumer decisions and actions on both individuals and families? • What effect do consumer choices have on individuals and families?
Management	
Technical	<ul style="list-style-type: none"> • What management skills are needed to maintain economic self-sufficiency? • How can we maintain economic self-sufficiency?
Interpretive	<ul style="list-style-type: none"> • When using resources, how does taking personal responsibility affect our actions? • How do our actions reflect our personal responsibility for the use of resources? • What do individual, family, and government actions “suggest” about responsibility and use of resources?
Reflective	<ul style="list-style-type: none"> • What are the positive and negative consequences of the interrelationship between the economic system and consumer decisions and actions?

Area of Study 2.0 Sample Process Questions	
Community and Family Resources	
Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources.	
Content Standard 2.6	Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are our financial goals? What financial planning resources will be needed to reach our goals? • What criteria should be used in establishing financial goals? What resources will be needed? • What does effective financial planning involve?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to decide how to apply financial planning? What value will this plan have for individuals and for family members? • What value would a sound financial plan have for individuals and families?
Reflective	<ul style="list-style-type: none"> • What are the positive and negative consequences of having a financial plan?
Communication	
Technical	<ul style="list-style-type: none"> • What financial skills are necessary for establishing a personal and family financial plan?

	<ul style="list-style-type: none"> • What communication skills are necessary to work collaboratively to manage resources to meet the goals of all involved?
Interpretive	<ul style="list-style-type: none"> • What do we do about communicating to others the need for financial planning across the life span? • What is the meaning of financial planning across the life span?
Reflective	<ul style="list-style-type: none"> • How do we eliminate or minimize the difficulties associated with financial planning? • What are possible consequences of meeting or not meeting the financial goals of individuals and families across the life span?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership skills do we need to reach our financial goals?
Interpretive	<ul style="list-style-type: none"> • What financial planning goals are important for families to set?
Reflective	<ul style="list-style-type: none"> • How do individual financial goals differ within a family? How are they similar?
Management	
Technical	<ul style="list-style-type: none"> • What resources do individuals and families have to reach our financial goals? How do they access these resources? • What resources do individuals and families need to achieve financial goals? What methods can be utilized to obtain these resources?
Interpretive	<ul style="list-style-type: none"> • What resources do others have that might help individuals and families? • How can families or groups work together as a unit to achieve financial goals?
Reflective	<ul style="list-style-type: none"> • What are the consequences of working together as a family or group to manage or obtain resources needed to achieve financial goals?

Area of Study 3.0 Sample Process Questions	
Consumer Services	
Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services.	
Content Standard 3.1	Analyze career paths within consumer service industries.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What careers are involved in the consumer services industry? • What information about careers does an individual need to determine if this a field of interest?
Interpretive	<ul style="list-style-type: none"> • What criteria might be used when exploring consumer service careers?
Reflective	<ul style="list-style-type: none"> • Why is it important to research careers in the consumer services industry? • What values support a career decision?
Communication	
Technical	<ul style="list-style-type: none"> • What communication skills are necessary for a career in this field?
Interpretive	<ul style="list-style-type: none"> • What questions need to be answered in order to make a wise career selection in consumer affairs occupations? • When choosing careers in the consumer affairs field what questions should be asked in order to make an informed decision?
Reflective	<ul style="list-style-type: none"> • What are the advantages of selecting a career in the consumer affairs industry? What are the disadvantages of selecting a career in the consumer affairs?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership qualities are needed in consumer services occupations?
Interpretive	<ul style="list-style-type: none"> • How do our leadership skills affect career entrepreneur success or failure?
Reflective	<ul style="list-style-type: none"> • What strategies would bring about changes in the perception of consumer affairs occupations?
Management	
Technical	<ul style="list-style-type: none"> • What resources and training are required for a career in the consumer services occupations? • What resources and training are available for consumer services careers?
Interpretive	<ul style="list-style-type: none"> • What personal factors affect our career choices and goals in this industry?
Reflective	<ul style="list-style-type: none"> • When choosing consumer affairs careers what short and long-term goals should be considered?

Area of Study 3.0 Sample Process Questions	
Consumer Services	
Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services.	
Content Standard 3.2	Analyze factors that affect consumer advocacy.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What contextual factors should be considered when defining the role of an advocacy group?
Interpretive	<ul style="list-style-type: none"> • What factors will affect the decisions of a consumer advocacy group?
Reflective	<ul style="list-style-type: none"> • Whose interests are best served by the use of a consumer advocacy group?
Communication	
Technical	<ul style="list-style-type: none"> • As a consumer advocate, how can we effectively communicate with those we represent?
Interpretive	<ul style="list-style-type: none"> • What questions need to be asked to clarify the needs of a group represented by a consumer advocacy group?
Reflective	<ul style="list-style-type: none"> • How do we eliminate communication misconceptions between an advocate and the policy makers?
Leadership	
Technical	<ul style="list-style-type: none"> • What skills would a consumer advocate need to relate to others?
Interpretive	<ul style="list-style-type: none"> • What actions do we take as leaders to prevent conflict in an advocacy group?
Reflective	<ul style="list-style-type: none"> • What should be done to facilitate consumer building between an advocate and the group being represented?
Management	
Technical	<ul style="list-style-type: none"> • What steps do we need to take to develop consumer protection laws?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to analyze consumer protection laws?
Reflective	<ul style="list-style-type: none"> • Considering our criteria, what other ways could we become consumer advocates in the future?

Area of Study 3.0 Sample Process Questions	
Consumer Services	
Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services.	
Content Standard 3.3	Analyze factors in developing a long-term financial management plan.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What contextual factors should be considered when making consumer decisions?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to determine what financial decisions are necessary?
Reflective	<ul style="list-style-type: none"> • How will the financial decisions we make affect ourselves, our families, and our communities?
Communication	
Technical	<ul style="list-style-type: none"> • What terminology must we learn to be able to communicate about finances?
Interpretive	<ul style="list-style-type: none"> • What questions do we need to ask to be able to develop a long-term financial plan?
Reflective	<ul style="list-style-type: none"> • What are the positive and negative consequences of developing a long-term financial plan?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership skills affect the success of a long term financial management plan?
Interpretive	<ul style="list-style-type: none"> • How could leadership skills affect the success of a long term financial management plan?
Reflective	<ul style="list-style-type: none"> • What are the implications of developing a long term financial management plan?
Management	
Technical	<ul style="list-style-type: none"> • What resources are available to develop a long term financial management plan?
Interpretive	<ul style="list-style-type: none"> • Why is it important to consider the impact of personal factors on the success of a long term financial management plan?
Reflective	<ul style="list-style-type: none"> • What are personal consequences of developing a long term financial management plan?

Area of Study 3.0 Sample Process Questions	
Consumer Services	
Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services.	
Content Standard 3.4	Analyze resource consumption for conservation and waste management practices.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What is the best action to take ethically in regard to conservation and waste management?
Interpretive	<ul style="list-style-type: none"> • Why should we be concerned about the impact of conservation and waste management in the home and workplace?
Reflective	<ul style="list-style-type: none"> • What ethical concerns regarding conservation and waste management should be addressed?
Communication	
Technical	<ul style="list-style-type: none"> • How can we communicate strategies for conservation and waste management?
Interpretive	<ul style="list-style-type: none"> • How does communication raise awareness of the need for conservation and waste management?
Reflective	<ul style="list-style-type: none"> • What questions do we need to ask to clarify the need for conservation and waste management practices?
Leadership	
Technical	<ul style="list-style-type: none"> • What are some leadership goals for conservation and waste management personnel? • What leadership roles are available in the conservation and waste management fields?
Interpretive	<ul style="list-style-type: none"> • What actions can we take as leaders to insure conservation and waste management practices are understood and followed?
Reflective	<ul style="list-style-type: none"> • What consequences of using a waste management plan have on the next generation?
Management	
Technical	<ul style="list-style-type: none"> • What are the steps for developing a conservation and waste management plan?
Interpretive	<ul style="list-style-type: none"> • What historical circumstances have led to the need for improved conservation and waste management practices?
Reflective	<ul style="list-style-type: none"> • What are the consequences (positive and negative) of using a waste management plan for the present generation? future generations?

Area of Study 3.0 Sample Process Questions	
Consumer Services	
Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services.	
Content Standard 3.5	Demonstrate skills needed for product development, testing, and presentation.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What skills are needed to be successful in developing, testing and presenting products in the consumer services industry?
Interpretive	<ul style="list-style-type: none"> • What factors affect the decision to pursue a career in product development, testing, and presentation? • What personal qualities might be beneficial to someone pursuing a career in this field?
Reflective	<ul style="list-style-type: none"> • What are the positive and negative consequences of developing skills in developing, testing, and presenting consumer products?
Communication	
Technical	<ul style="list-style-type: none"> • What communication skills are needed to be successful in presenting consumer products? • What communication skills are needed to work collaboratively to develop and test consumer products?
Interpretive	<ul style="list-style-type: none"> • What impact might communication have on the success of a career in product presentation?
Reflective	<ul style="list-style-type: none"> • What are the consequences of effective communication on the development of skills in this career area?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership skills are necessary to be success in the field of product development, testing, and presentation?
Interpretive	<ul style="list-style-type: none"> • How might an individual’s leadership skills impact success or failure in this career? • How might the leadership skills needed vary depending on the career area of consumer services pursued by an individual?
Reflective	<ul style="list-style-type: none"> • What are the positive and negative consequences of leadership abilities when pursuing a career in the field of product developing, testing, and presenting?
Management	
Technical	<ul style="list-style-type: none"> • What are the goals? What resources are available? What skills are needed? • What are the steps in conducting these activities?
Interpretive	<ul style="list-style-type: none"> • What standards are available for conducting these activities?
Reflective	<ul style="list-style-type: none"> • What are the consequences of these activities?

Area of Study 4.0 Sample Process Questions	
Education and Early Childhood	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Content Standard 4.1	Analyze career paths within early childhood, education & related services.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What career options are available now in the early childhood education and services field? What is the projected need for early childhood education and service personnel in the future?
Interpretive	<ul style="list-style-type: none"> • What personal skills, interest and values important for success in the early childhood education and services field? What other factors affect career choices? What are the ethical implications of choosing a career in this field?
Reflective	<ul style="list-style-type: none"> • Is our information about careers in early childhood education and services relevant and relative? What are the related alternatives in this field? What career choices concerning working with children should be made based on this information?
Communication	
Technical	<ul style="list-style-type: none"> • What communication skills are necessary for a career in early childhood education and related services?
Interpretive	<ul style="list-style-type: none"> • What individual strengths, weaknesses and questions need to be considered when selecting a career in early childhood education and services?
Reflective	<ul style="list-style-type: none"> • What are the positive and negative consequences of choosing a career in early childhood education and related services? What are the implications for children when an individual selects a career field for which they are not well matched?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership qualities are needed for success in early childhood, education, and services careers?
Interpretive	<ul style="list-style-type: none"> • How do leadership skills affect career success or failure in early childhood education?
Reflective	<ul style="list-style-type: none"> • How can we foster leadership development in the early childhood education field? • How are individual goals similar or different for the various career areas of early childhood education and services?
Management	
Technical	<ul style="list-style-type: none"> • What training and resources are required for a career in early childhood, education, and services?
Interpretive	<ul style="list-style-type: none"> • What personal factors affect career goals and choices in this field?
Reflective	<ul style="list-style-type: none"> • What might be the impact of long-term and short-term career goals for self and others when selecting a career in early childhood education and services?

Area of Study 4.0 Sample Process Questions	
Education and Early Childhood	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Content Standard 4.2	Analyze developmentally appropriate practices to plan for early childhood, education, and services.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What criteria are used to determine early childhood education developmentally appropriate practices and how are these criteria established? • What are developmentally appropriate practices for early childhood education?
Interpretive	<ul style="list-style-type: none"> • What is the goal of developmentally appropriate practices? • What criteria should be used to determine which practices should be selected?
Reflective	<ul style="list-style-type: none"> • What might be the consequences for the educator and the children when learning is based developmentally appropriate practices? What might be the consequences when practices in early childhood education settings do not match the developmental abilities of children?
Communication	
Technical	<ul style="list-style-type: none"> • What is the meaning of developmentally appropriate practices? • What is the relationship of learning styles, culture, and environment to the selection of developmentally appropriate practices in early childhood education?
Interpretive	<ul style="list-style-type: none"> • How can educators analyze developmentally appropriate practices in order to ensure that the practices fit the needs of the children?
Reflective	<ul style="list-style-type: none"> • What are the consequences for children, families, the community and society when early childhood educators successfully or unsuccessfully implement developmentally appropriate practices?
Leadership	
Technical	<ul style="list-style-type: none"> • What skills are needed to make wise decisions concerning the use of developmentally appropriate practices in early childhood education settings?
Interpretive	<ul style="list-style-type: none"> • How do early childhood educators know if these developmentally appropriate practices are effective? Why is it important to communicate to parents the relationship of learning to developmentally appropriate practices?
Reflective	<ul style="list-style-type: none"> • What should be done to ensure that developmentally appropriate practices in the early childhood setting are utilized in the best interest of the children involved?
Management	
Technical	<ul style="list-style-type: none"> • What assessment methods can be used to assess the development of children in early childhood education?
Interpretive	<ul style="list-style-type: none"> • What meaning can be gained through the use and interpretation of developmentally appropriate assessment methods?
Reflective	<ul style="list-style-type: none"> • What should early childhood educators do to ensure the well-being of children when learning is being assessed?

Area of Study 4.0 Sample Process Questions	
Education and Early Childhood	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Content Standard 4.3	Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> ● What are the developmental needs and interests of children at various stages of growth and development? ● What contextual factors should be considered when developing and implementing curriculum based on children's developmental needs and interests? ● What learning experiences should be planned to meet children's developmental needs and interests?
Interpretive	<ul style="list-style-type: none"> ● What are the developmental needs and interest of children in early childhood educational settings?
Reflective	<ul style="list-style-type: none"> ● What existing beliefs or actions create limits or prevent accomplishing the implementation of early childhood education curriculum?
Communication	
Technical	<ul style="list-style-type: none"> ● What family and cultural issues need to be considered when integrating children's developmental needs and interests into curriculum and instruction in the early childhood education classroom? ● What can be done to involve families in the curriculum and instructional strategies to meet the needs and interests of children?
Interpretive	<ul style="list-style-type: none"> ● What steps can early childhood educators take to better understand the developmental needs and interests of children?
Reflective	<ul style="list-style-type: none"> ● What actions should early childhood educators take to communicate curriculum and instruction to children's families?
Leadership	
Technical	<ul style="list-style-type: none"> ● What leadership skills are needed by early childhood educators to successfully implement integrated curriculum and instruction? ● What standards are appropriate for evaluating early childhood curriculum and instruction?
Interpretive	<ul style="list-style-type: none"> ● What are the consequences of implementing curriculum based on children's developmental needs and interests?
Reflective	<ul style="list-style-type: none"> ● How can educators assess the impact of curriculum based on children's developmental needs and interests? ● What are the possible implications for family and community when implementing curriculum based on the developmental needs and interests of its children?
Management	
Technical	<ul style="list-style-type: none"> ● What resources are needed to meet children's needs and interests?
Interpretive	<ul style="list-style-type: none"> ● What are curriculum and instruction goals in relation to early childhood developmental needs and interests?

	<ul style="list-style-type: none"> • What skills are needed to manage and balance the implementation of curriculum and instruction that is developmentally appropriate and interesting to children?
Reflective	<ul style="list-style-type: none"> • How should early childhood educators implement curriculum to ensure the needs of children are met and their interests are fostered? • What might be the consequences of not managing curriculum to meet the developmental needs and interests of children?

Area of Study 4.0 Sample Process Questions	
Education and Early Childhood	
Comprehensive Standard	
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Content Standard 4.4	Demonstrate a safe and healthy learning environment for children.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are standards for a safe, healthy learning environment? • What was the reasoning behind developing a set of standards (regulations) for a safe, healthy learning environment?
Interpretive	<ul style="list-style-type: none"> • What are the consequences of providing or not providing a safe, healthy learning environment? • Who benefits from providing this safe, healthy learning environment?
Reflective	<ul style="list-style-type: none"> • What should be done to establish and maintain a safe, healthy learning environment? • What might be the impact for a community if a safe, healthy learning environment is not taught and maintained in day care settings? In the family?
Communication	
Technical	<ul style="list-style-type: none"> • What criteria should be used to decide how to provide a safe, healthy, learning environment?
Interpretive	<ul style="list-style-type: none"> • What are the meanings of each standard? • How can early childhood educators ensure that there is shared meaning among educators and with parents in interpreting the standards? • What consequences may result from failure to secure the cooperation of parents when implementing strategies to teach children health, safety, and sanitation habits?
Reflective	<ul style="list-style-type: none"> • How can early childhood educators communicate the standards for a safe, healthy, learning environment to parents and children? • What beliefs, actions, or conditions might limit cooperation between parents and child care professionals?
Leadership	
Technical	<ul style="list-style-type: none"> • What are the basic health practices and prevention procedures regarding illness and disease? • Whose primary responsibility is it to teach children health, safety, and sanitation habits—parents or child care professionals?
Interpretive	<ul style="list-style-type: none"> • What historical circumstances led to the formation of current health practices in this country? • What skills are needed to implement strategies that teach children health, safety, and sanitation habits?

Reflective	<ul style="list-style-type: none"> • Whose primary responsibility is it to teach children health, safety, and sanitation habits—parents or child care professionals? • What might be the outcome for children and families if health, safety, and sanitation habits are not taught to children in early childhood settings?
Management	
Technical	<ul style="list-style-type: none"> • What are the steps to implementing safe and healthy practices that comply with state regulations?
Interpretive	<ul style="list-style-type: none"> • What are the basic criteria for meeting the state standards regarding safe and healthy practices? • What are the consequences of managing health practices and prevention procedures?
Reflective	<ul style="list-style-type: none"> • What are the probable consequences of managing health practices and disease and illness prevention practices? • What are the benefits of managing healthy practices and prevention procedures?

Area of Study 4.0 Sample Process Questions	
Education and Early Childhood	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in early childhood, education, and services	
Content Standard 4.5	Demonstrate techniques for positive collaborative relationships with children.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are developmentally appropriate classroom management and child guidance methods? How can these methods be communicated to parents and community?
Interpretive	<ul style="list-style-type: none"> • What are goals for classroom management and child guidance methods? • How can an early childhood educator determine what classroom management theory or model best meets the needs of children in a class?
Reflective	<ul style="list-style-type: none"> • What might be the consequences of utilizing only one classroom guidance and management method?
Communication	
Technical	<ul style="list-style-type: none"> • What are verbal and nonverbal communication skills that are needed for classroom management?
Interpretive	<ul style="list-style-type: none"> • What are alternative classroom management methods (to dominant method) and their consequences?
Reflective	<ul style="list-style-type: none"> • What are the consequences of the dominant classroom management method on different genders, ability levels, cultures, and developmental levels? • What are the consequences of other alternative classroom management methods on different genders, ability levels, cultures and developmental levels? • How can miscommunication interfere with parent and community relationships? • What are the principles of various classroom management models and what are the probable consequences of each? • What are the consequences of other alternative classroom management methods?
Leadership	

Technical	<ul style="list-style-type: none"> • What leadership skills do children need for self-reliance? What leadership skills are needed by children and early childhood educators to relate effectively with families and community?
Interpretive	<ul style="list-style-type: none"> • How should early childhood educators relate to children? What are the positive and negative consequences of the various leadership styles on relationships with children and parents?
Reflective	How might early childhood educators support rather than dominate children? What might be the effect of this behavior? How can leadership style affect our parent and community relationships?
Management	
Technical	Why is it important to demonstrate positive classroom management and guidance? What management skills are needed for positive classroom management and guidance?
Interpretive	What factors need to be considered when selecting classroom management and guidance methods for the early childhood classroom?
Reflective	What resources do early childhood educators need to maintain positive collaborative relationships with families and the community?

Area of Study 4.0 Sample Process Questions	
Education and Early Childhood	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Content Standard 4.6	Demonstrate professional practices and standards related to working with children.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are the federal, state and local standards, policies, regulations, and laws related to working with children? • What professional organizations are available for early childhood educators to inform them of the changes in professional practices and standards?
Interpretive	<ul style="list-style-type: none"> • What ethical standards support laws and policies related to children? What are the sources of these standards?
Reflective	<ul style="list-style-type: none"> • What are the legal and ethical consequences of meeting or failing to demonstrate professional practices and standards when working with children?
Communication	
Technical	<ul style="list-style-type: none"> • What practices ensure confidentiality? • What communication skills are involved in demonstrating professional practices in early childhood education when dealing with children, parents, co-workers, and community?
Interpretive	<ul style="list-style-type: none"> • What steps should be taken to ensure the common interpretation of confidentiality practices?
Reflective	<ul style="list-style-type: none"> • What beliefs, actions, or conditions create limits or distort confidentiality practices?

	<ul style="list-style-type: none"> • What are the possible consequences of failing to employ appropriate confidentiality practices when working with young children?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership skills are needed to demonstrate professional practices and standards?
Interpretive	<ul style="list-style-type: none"> • How might professional practices help and/or harm children?
Reflective	<ul style="list-style-type: none"> • Who would be most adversely affected by a lack of consideration of accepted professional practices? • What might be the consequences for the child, parent and educator if professional practices and standards are not met in the early childhood classroom?
Management	
Technical	<ul style="list-style-type: none"> • What record keeping and management procedures are required in early childhood education settings?
Interpretive	<ul style="list-style-type: none"> • What steps should be taken to develop a plan for keeping and managing records?
Reflective	<ul style="list-style-type: none"> • What professional practices should be used in child related programs? • What might be the consequences if records are not kept according to professional standards and regulations?

Area of Study 5.0 Sample Process Questions	
Facilities Management and Maintenance	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Content Standard 5.1	Analyze career paths within the facilities management and maintenance areas.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What careers are involved in the facilities management and maintenance industry? • Why is the facilities management industry important to the community, country, and the world?
Interpretive	<ul style="list-style-type: none"> • What criteria can be used in selecting a facilities management and maintenance career?
Reflective	<ul style="list-style-type: none"> • Why is it important to research careers in the facilities management and maintenance areas? What values support a career decision? • What are the consequences of selecting a career in the facilities management and maintenance field?
Communication	
Technical	<ul style="list-style-type: none"> • What communication skills are necessary for a career in facilities management and maintenance? • What information do those considering a career in facilities management and maintenance need?
Interpretive	<ul style="list-style-type: none"> • What questions need to be answered in order to make a wise career selection?
Reflective	<ul style="list-style-type: none"> • What are the consequences of selecting a career in the facilities management and maintenance field? • What are the personal consequences for the individual selecting this type of career?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership qualities are needed to be an entrepreneur in the facilities management and maintenance field?
Interpretive	<ul style="list-style-type: none"> • How do our leadership skills affect career success or failure?
Reflective	<ul style="list-style-type: none"> • What are the consequences of strong leadership in the field at the local, state, national, and global economics? • What are the consequences of a weak leadership in the field at the local, state, national, and global economics?
Management	
Technical	<ul style="list-style-type: none"> • What resources and training are required for a career in the facilities management and maintenance field?
Interpretive	<ul style="list-style-type: none"> • What personal factors affect career choices and goals in this industry?
Reflective	<ul style="list-style-type: none"> • What might be the impact of long-term and short-term career goals on the individual selecting the facilities and maintenance field?

	<ul style="list-style-type: none"> • What are the probable consequences on individual and family of a career in facilities management and maintenance?
--	---

Area of Study 5.0 Sample Process Questions	
Facilities Management and Maintenance	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Content Standard 5.2	Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What procedures are needed when implementing housing operations?
Interpretive	<ul style="list-style-type: none"> • What factors should be considered when determining standards for cleaning?
Reflective	<ul style="list-style-type: none"> • What are the possible consequences on the standard of living of individuals and families when housekeeping operations do not meet standards? What are possible consequences on the business when housekeeping operations are substandard? • What effect does inadequate sanitation procedures have on the well-being of individuals, families, and society? What are the implications for the future?
Communication	
Technical	<ul style="list-style-type: none"> • What do we need to know to understand housekeeping operations? • What methods can be used to communicate sanitation procedures?
Interpretive	<ul style="list-style-type: none"> • How can we ensure the procedures are clearly understood by everyone involved?
Reflective	<ul style="list-style-type: none"> • In what ways does the use of communication contribute to efficient housekeeping operations? • Who will be affected by unclear communications with housekeeping operations? Who might be harmed? Will those affected be affected equally?
Leadership	
Technical	<ul style="list-style-type: none"> • What are our goals in operating a housekeeping facility?
Interpretive	<ul style="list-style-type: none"> • What are the guidelines for meeting the goals of operation?
Reflective	<ul style="list-style-type: none"> • What could be done to facilitate, plan, organize, and maintain an efficient housekeeping operation?
Management	
Technical	<ul style="list-style-type: none"> • What procedures need to be implemented to accomplish the task of housekeeping?
Interpretive	<ul style="list-style-type: none"> • What resources and skills are required to perform the housekeeping task? • What standards should be established?

Reflective	<ul style="list-style-type: none">• What are the consequences of not meeting the standards for housekeeping for an institution, a hotel, and an office?
-------------------	---

Area of Study 5.0 Sample Process Questions	
Facilities Management and Maintenance	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Content Standard 5.3	Demonstrate sanitation procedures for a clean and safe environment.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What regulations and standards need to be met to achieve a clean and safe environment?
Interpretive	<ul style="list-style-type: none"> • What criteria can be used to decide what regulations and standards apply? • What criteria can be used to determine what regulations and standards apply to various facilities and institutions?
Reflective	<ul style="list-style-type: none"> • What might the consequences be for well-being of the individuals, families, and society when sanitation procedures do not provide a clean and safe environment?
Communication	
Technical	<ul style="list-style-type: none"> • What organizations are responsible for regulating a clean and safe environment?
Interpretive	<ul style="list-style-type: none"> • How can we ensure the procedures are clearly understood by everyone involved?
Reflective	<ul style="list-style-type: none"> • What are the positive and negative consequences of communication between management and employees regarding sanitation procedure compliance? • What are the consequences of communicating and not communicating sanitation procedures to employees? • What might cause unclear communication to employees?
Leadership	
Technical	<ul style="list-style-type: none"> • How can we act as leaders to encourage sanitation procedure compliance?
Interpretive	<ul style="list-style-type: none"> • What actions should we take to guarantee sanitation procedures are consistently followed according to required guidelines?
Reflective	<ul style="list-style-type: none"> • What should be done to evaluate the sanitation procedures in the workplace? What ethical considerations are involved?
Management	
Technical	<ul style="list-style-type: none"> • What are the sanitation standards to guide our performances in housekeeping? • What management strategies are necessary for ensure sanitation standards are met?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to reach sanitation standard requirements? • How might management issues impact sanitation procedures and guidelines?

Reflective	<ul style="list-style-type: none">• What are the possible consequences of meeting or not meeting sanitation standards?
-------------------	--

Area of Study 5.0 Sample Process Questions	
Facilities Management and Maintenance	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Content Standard 5.4	Apply hazardous materials and waste management procedures.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What factors should be considered when eliminating hazardous materials and waste?
Interpretive	<ul style="list-style-type: none"> • What environmental, social, political, and economic factors will affect our decisions regarding hazardous materials and waste management procedures?
Reflective	<ul style="list-style-type: none"> • What choices should we advocate for individual, industry, and society when evaluating hazardous materials and waste management procedures?
Communication	
Technical	<ul style="list-style-type: none"> • What are the organization's responsibilities for regulating waste management?
Interpretive	<ul style="list-style-type: none"> • How can we ensure that procedures are understood and followed by everyone involved?
Reflective	<ul style="list-style-type: none"> • What are the consequences of not communicating waste management procedures to employees?
Leadership	
Technical	<ul style="list-style-type: none"> • What actions should we take as leaders to encourage the use of appropriate and safe hazardous materials and waste management procedures?
Interpretive	<ul style="list-style-type: none"> • What actions should we take to guarantee waste management procedures are followed according to required standards? • How might leadership abilities impact the efficiency of hazardous materials and waste management standards and procedures?
Reflective	<ul style="list-style-type: none"> • What should be done to facilitate waste management procedures in the workplace? • What are the possible consequences when procedures are efficiently followed? Not followed?
Management	
Technical	<ul style="list-style-type: none"> • What are the hazardous materials and waste management requirements that guide our performance in waste removal?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to determine if hazardous material and waste management standards have been met?
Reflective	<ul style="list-style-type: none"> • What are the possible consequences to individuals, families, industry of meeting or not meeting the standards regarding hazardous materials and waste management?

Area of Study 5.0 Sample Process Questions	
Facilities Management and Maintenance	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Content Standard 5.5	Demonstrate a work environment that provides safety and security.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are the characteristics of a safe and secure work environment?
Interpretive	<ul style="list-style-type: none"> • What factors will affect our decisions about developing procedures for a safe and secure working environment?
Reflective	<ul style="list-style-type: none"> • What are the consequences to the individual when safety and security procedures are not followed?
Communication	
Technical	<ul style="list-style-type: none"> • How can we communicate safety and security procedures to employees?
Interpretive	<ul style="list-style-type: none"> • How can we ensure that safety and security procedures are clearly understood by everyone involved?
Reflective	<ul style="list-style-type: none"> • How does communication contribute to safety and security in the workplace? • What might be the positive or negative consequences of communication on safety and security in the workplace?
Leadership	
Technical	<ul style="list-style-type: none"> • What safety and security skills do we need to model to others? • What are the guidelines for meeting the standards for safety and security in the workplace?
Interpretive	<ul style="list-style-type: none"> • How might leadership skills affect the implementation of safety and security practices in the workplace?
Reflective	<ul style="list-style-type: none"> • What should be done to inspire a clear vision of the importance of compliance with safety and security procedures?
Management	
Technical	<ul style="list-style-type: none"> • What are the safety requirements to guide our activities?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to guide our activities?
Reflective	<ul style="list-style-type: none"> • What are the long-term consequences for the industry when the guidelines for safety and security are followed? What are the short-term and long-term consequences for the individual and the workplace when the guidelines for complying with safety and security procedures are not followed?

Area of Study 5.0 Sample Process Questions	
Facilities Management and Maintenance	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Content Standard 5.6	Demonstrate laundering processes aligned with industry standards and regulations.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What procedures do we need to know to demonstrate appropriate laundering?
Interpretive	<ul style="list-style-type: none"> • What are the end results of appropriate laundering processes? • What personal, environmental, and societal factors will affect our decisions regarding aligning laundering processes with industry standards and regulations?
Reflective	<ul style="list-style-type: none"> • What are the consequences of appropriate and inappropriate laundering processes for the individual and the industry?
Communication	
Technical	<ul style="list-style-type: none"> • What do we need to know about laundering processes?
Interpretive	<ul style="list-style-type: none"> • How can we ensure the procedures are clearly understood by the worker?
Reflective	<ul style="list-style-type: none"> • What are the consequences of not clearly understanding the procedures of laundering?
Leadership	
Technical	<ul style="list-style-type: none"> • What skills do we need to convey concerning appropriate laundering?
Interpretive	<ul style="list-style-type: none"> • How can we encourage compliance of appropriate laundering processes? • How can we ensure that individuals understand the importance of complying with appropriate laundering processes?
Reflective	<ul style="list-style-type: none"> • What should be done to encourage the implementation of appropriate laundering procedures?
Management	
Technical	<ul style="list-style-type: none"> • What steps need to be taken to carry out laundry processes so that they are aligned with industry standards and regulations? • What management procedures need to be in place for appropriate laundering practices to be performed?
Interpretive	<ul style="list-style-type: none"> • What criteria are established to assist us in meeting the expectations related to laundry tasks?
Reflective	<ul style="list-style-type: none"> • What are the consequences of performing laundry tasks appropriately? performing tasks inappropriately?

Area of Study 5.0 Sample Process Questions	
Facilities Management and Maintenance	
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Content Standard 5.7	Demonstrate facilities management functions.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What skills are needed to manage a facility?
Interpretive	<ul style="list-style-type: none"> • What environmental, social, political and economic factors will affect our decisions about managing a facility?
Reflective	<ul style="list-style-type: none"> • What might be the consequences to the facility when effective management functions are used with employees and customers?
Communication	
Technical	<ul style="list-style-type: none"> • What do we need to know about facilities management?
Interpretive	<ul style="list-style-type: none"> • How can we apply this information to enhance management of the facility?
Reflective	<ul style="list-style-type: none"> • In what way does the use of communication contribute to facilities management functions?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership techniques do we need to know to be effective facilities managers?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to make management decisions?
Reflective	<ul style="list-style-type: none"> • How might our actions as leaders impact individuals, customers, the facility, and the organization?
Management	
Technical	<ul style="list-style-type: none"> • What management skills are needed to implement facilities management functions? What resources are required for successful facilities management?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to determine how to manage the facilities maintenance? • What do we need to know to determine how to manage the facilities maintenance?
Reflective	<ul style="list-style-type: none"> • What are the consequences of implementing or not implementing facilities management procedures? How might a facilities manager plan for alternative actions for implementing procedures?

Area of Study 6.0 Sample Process Questions	
Family	
Comprehensive Standard Evaluate the significance of family and its effects on the well-being of individuals and society.	
Content Standard 6.1	Analyze the effects of family as a system on individuals and society
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What is the role of the family in society today? In what ways have roles within the family changed? What factors have caused these changes in the family?
Interpretive	<ul style="list-style-type: none"> • What are social, cultural, political, and environmental factors that affect family systems?
Reflective	<ul style="list-style-type: none"> • What alternatives can family members create to have a positive effect upon family and society? • What actions can family members take to instill the societal skills of communication, education, and role expectations in family members? What would happen if families did not instill these skills?
Communication	
Technical	<ul style="list-style-type: none"> • What is the importance of communication in the family? • How has communication among family members changed over time? How has this change impacted the relationships between family and community?
Interpretive	<ul style="list-style-type: none"> • What are the consequences of the changes in family communication upon society? • What societal forces brought about change in family communication? • How can communication cause misunderstanding in families and across cultures? • What social forces have brought about change in communication among individuals in the immediate family and throughout the extended family?
Reflective	<ul style="list-style-type: none"> • What will be the positive and negative long-term and short-term consequences of improved family communication for individuals, families, the community, the nation, and the world?
Leadership	
Technical	<ul style="list-style-type: none"> • What leadership techniques are needed to achieve family goals?
Interpretive	<ul style="list-style-type: none"> • How do we know if family members are listening actively, with understanding, and empathizing with each other? How is conflict handled in the family? • How might leadership styles affect the family as a system and how the family interacts with individuals outside of the family?
Reflective	<ul style="list-style-type: none"> • What should families do to facilitate consensus building to solve problems? • What existing beliefs, actions, or conditions create limits for achieving good leadership in the family? What impact could this have on society?
Management	

Technical	<ul style="list-style-type: none"> • What steps do we need to take in the family to improve the role family has on society and individuals? • What steps do we need to take in the family to improve individual family members' overall well being?
Interpretive	<ul style="list-style-type: none"> • How do the actions of one family member affect others? How can we manage the family to improve the role family has on society and individuals?
Reflective	<ul style="list-style-type: none"> • What are the possible long-term positive and negative consequences of the actions of individual families on the community and society?

Area of Study 6.0 Sample Process Questions	
Family	
Comprehensive Standard Evaluate the significance of family and its effects on the well-being of individuals and society.	
Content Standard 6.2	Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are the perspectives of individual family members concerning personal beliefs about society? • What are the characteristics of individuals and families that may be impacted by culture, society, and diversity?
Interpretive	<ul style="list-style-type: none"> • What values, beliefs, and goals do others from different perspectives have concerning the significance of the family on individuals? •
Reflective	<ul style="list-style-type: none"> • How can differing perspectives on family systems contribute to personal and family relationships?
Communication	
Technical	<ul style="list-style-type: none"> • How can we gain an understanding of others' perspectives, needs, and characteristics in relation to the family system?
Interpretive	<ul style="list-style-type: none"> • What new meanings or insights have we become aware of concerning the family and its place in society?
Reflective	<ul style="list-style-type: none"> • What are the consequences of empathetic active listening on personal and family relationships? What might be the consequences of ignoring the well-being of individuals in a family? • How might failing to deal with individual family issues negatively impact the family as a unit and society as a whole?
Leadership	
Technical	<ul style="list-style-type: none"> • What are our goals in working with different families of individuals?
Interpretive	<ul style="list-style-type: none"> • How do we know if we are accurately empathizing with others' family issues and perspectives?
Reflective	<ul style="list-style-type: none"> • What are the consequences of understanding diverse perspectives? What are the consequences of taking the initiative to learn about diverse family systems?

Management	
Technical	<ul style="list-style-type: none"> • What resources are available to help us understand diverse perspectives, needs, and characteristics of other individuals and families?
Interpretive	<ul style="list-style-type: none"> • How can utilize the knowledge of the perspectives and characteristics of individuals and families to improve relationships?
Reflective	<ul style="list-style-type: none"> • What are the short-term and long-term consequences of understanding perspectives of diverse family systems on individuals, the family, and society?

7.0 FAMILY AND COMMUNITY SERVICES

PROCESS QUESTIONS 7.1

Thinking

- What information do we need for choosing a career?
- What criteria can be used to help us decide on a career path?
- Is the information we gathered about careers relevant and related to career choices?

Communication

- What communication skills are needed to research potential careers?
- What questions should we ask to determine entrepreneurial opportunities in a career?
- How can we work with others to research possible careers?

Leadership

- What steps do we need to take in order to reach career goals?
- How do we know that we are choosing a career path that will benefit the family?
- What should be done to assess the impact of family and community service occupations on the local, state, national, and global economies?

Management

- What factors can be used when setting career goals?
- What personal factors will influence employment opportunities?
- What criteria should be used to evaluate the best career path?

PROCESS QUESTIONS 7.2

Thinking

- How can we identify reliable information related to human services safety issues?
- What factors should be considered when creating networking opportunities between family and community services?
- What are the consequences of deceptive human service practices on the family? community?

Communication

- How can we express our concerns about ethical practices used in community service programs?
- How can analyzing human service practices change our perspective of our community?
- How can working with others help decrease harmful, deceptive or fraudulent community services?

Leadership

- How can an employer encourage professionalism?
- How might a person's values interfere with making professional or ethical decisions in a service?
- How should we confront a community which acts in an unprofessional or unethical way?

Management

-
- What resources are needed to analyze harmful and deceptive human service practices?
 - If all people chose to act ethically, how would this affect families, community, and the workplace?
 - How would role playing help us examine the implications of professional, ethical, legal, and safety practices in human services?

PROCESS QUESTIONS 7.3

Thinking

- What are the goals for working cooperatively in groups?
- What criteria can be used to help decide professional behavior?
- What beliefs, actions or conditions create limits for demonstrating professional behavior in the community? workplace?

Communication

- How can we communicate the importance of professional behavior, skills, and knowledge?
- What would be the consequences for not communicating rules, regulations, and policies in the workplace? community?
- What factors will affect our decisions to act professionally?

Leadership

- What skills are needed to work cooperatively with others?
- How do we know if we are applying reasoning and problem solving to human services?
- What can be done to inspire a clear vision of professionalism?

Management

- What happens if we disregard rules, regulations, and policies in the workplace?
- What criteria would we use to determine a person's level of professionalism?
- What might be the long-term consequences of identifying professional resources to be used in the workplace? families? community?

PROCESS QUESTIONS 7.4

Thinking

- What are disadvantaging conditions?
- Why is it important to know about disadvantaging conditions?
- Whose interests are served by understanding disadvantaging conditions?

Communication

- How can we communicate information about disadvantaging conditions?
- What insights do we have into dealing with disadvantaging conditions?
- In what ways does the use of communication contribute to improvement of life style of those who have disadvantaging conditions?

Leadership

- What skills do we need to relate to others who have disadvantaging conditions?

-
- How do we know if we are effectively informing others of management and living environment issues of individuals and families that live with disadvantaging conditions?
 - What should be done to educate individuals on implementing a crisis intervention plan?

Management

- What resources do we need to reach our goal of people with disadvantaging conditions?
- What resources do we have that might help us determine how to manage the living environment of a person with a disadvantaging condition?
- What are the consequences of using resources to develop a crisis intervention plan?

PROCESS QUESTIONS 7.5

Thinking

- What contextual factors should be considered when determining needs for people with disadvantaging conditions?
- What factors will affect our decisions on evaluating accommodations of those with disadvantaging conditions?
- What choices should we advocate for families with disadvantaging conditions when providing support that validates dignity?

Communication

- How can we communicate ways a family is affected financially, socially, and emotionally when living with a family member who has a disadvantaging condition?
- What questions do we ask in order to evaluate stress management techniques for families?
- What would be the consequences of modeling verbal and nonverbal communication skills when counseling or advising families?

Leadership

- What skills are needed to assist people with disadvantaging conditions?
- How can we develop a strategy to manage conflict between the caregiver and the person with a disadvantaging condition?
- What would happen in a family if the needs for the member with a disadvantaging condition were not met?

Management

- What happens if we disregard the right to privacy of a person with a disadvantaging condition?
- What criteria would we use to determine proper adjustment strategies for a caregiver? family? participants?
- What would be the short and long-term consequences of not considering needs and accommodations for those with disadvantaging conditions?

8.0 FOOD PRODUCTION AND SERVICES

PROCESS QUESTIONS 8.1

Thinking

- What careers are involved in the food production and food service industry?
- What criteria can be used in career selection?
- Why is it important to research careers in the food industry? What values support our career decisions?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection?
- What are the consequences of selecting a career in the food production and food service industry?

Leadership

- What leadership qualities are needed to be an entrepreneur in the food production and food service industry?
- How do our leadership skills affect career entrepreneur success or failure?
- What strategies would bring about desirable change in the public's perception of food production and food service employees?

Management

- What resources and training are required for a career in the food production and food service industry?
- What personal factors affect our career choices and goals in this industry?
- What might be the impact of employees' long-term and short-term career goals on the food production and food service industry?

PROCESS QUESTIONS 8.2

Thinking

- What procedures are needed to ensure food safety and sanitation?
- What factors will affect our decisions in evaluating food safety and sanitation procedures?
- What choices should we advocate for individuals, families, and society when evaluating food safety and sanitation procedures in order to meet health and safety procedures?

Communication

- What organizations are responsible for regulating food safety and sanitation procedures?
- How can we ensure that procedures are clearly understood by everyone involved in food safety and sanitation?
- What are the consequences of not communicating food safety and sanitation procedures to employees?

Leadership

- How can we act as leaders to set goals to follow food safety and sanitation procedures?
- What actions should we take to guarantee food safety and sanitation procedures are followed according to required guidelines?
- What should be done to facilitate food safety and sanitation procedures in the workplace? What happens when food safety and sanitation practices are effectively followed? What are the ethical considerations?

Management

- What steps do we need to take to ensure proper food safety and sanitation procedures are followed?
- What criteria are needed to develop a plan for following food safety and sanitation procedures?
- What might be the consequences for the individual, family, and society (positive and negative) of how we manage food safety and sanitation procedures?

PROCESS QUESTIONS 8.3

Thinking

- What information is needed for the selection of food service equipment?
- What type of equipment is needed for efficient, safe, and economical food production?
- What contradictions exist between the way things are and the way they should be in selection of food production equipment?

Communication

- What are the present safety procedures and requirements for operating and maintaining food production equipment?
- Why is it important to follow safety procedures and requirements when selecting and using food production equipment?
- Whose interests are served with these food safety procedures and requirements?

Leadership

- What skills do we need to select, use, and maintain food production tools and equipment?
- What criteria should be developed for cleaning and sanitizing food production equipment?
- What would be the implications for employee, employer, customer, and community of not following cleaning and sanitizing guidelines?

Management

- What reliable resources are needed for selecting efficient, safe, and economical equipment?
- What would be the consequences of selecting equipment that is efficient, safe, and economical? for the employee? employer? customers? economy?
- What is the impact of equipment selection on food production? economical impact? environmental impact?

PROCESS QUESTIONS 8.4

Thinking

- What contextual factors should be considered when preparing and serving foods to meet the customer's needs?
- What factors will affect our decisions about preparing and serving foods to meet customer needs? economically? socially? culturally? nutritionally?
- What might be the consequences for wellbeing of the individual, families, and societies when foods are not prepared and served to meet customer needs?

Communication

- What do we need to know about understanding customer needs when preparing foods using standardized recipes?
- What questions do we need to ask to determine customer needs?
- What ethical issues are involved in meeting customer needs?

Leadership

- What are our goals in planning menus to meet customer needs?
- What are the guidelines for meeting the goals of menu planning and customer needs?
- What should be done to inspire a clear vision of the importance of preparing and serving foods to meet customer needs?

Management

- What resources do we have for planning, developing and modifying menus to meet customer needs?
- What criteria should be used to decide menu layout and design when meeting customer needs?
- What if everyone in the industry followed this standard? What are the consequences of standardization for us? customer?

PROCESS QUESTIONS 8.5

Thinking

- What factors should be considered when preparing food products?
- What factors will affect our decisions about food product preparation?
- What actions can we create that meet our goals and standards in preparing food products?

Communication

- What are food preparation choices?
- What criteria can be used to help decide what food preparation techniques are best when preparing food products?
- What are the consequences of preparing foods using a variety of methods?

Leadership

- What skills do we need to prepare food products?
- How do we communicate these skills to others effectively?
- What are the consequences (positive and negative) of food preparation choices?

Management

- What resources do we need when preparing food products?
- What criteria should be used in determining food preparation processes?
- What is the best action to take preparing food products economically? nutritionally?

PROCESS QUESTIONS 8.6

Thinking

- What are food service management functions?
- What is the value of food service management functions?
- Whose interests are being served with food service management functions?

Communication

- How can we communicate effectively in the food service industry?
- Why is it important to communicate food service management functions?
- How do we eliminate or minimize the roadblocks to communication within the food service industry?

Leadership

- What skills do we need to relate to others in planning food service management functions?
- How would we resolve conflicts relating to food service management functions?
- How would we work collaboratively with others to achieve food service management functions?

Management

- What steps should be taken to implement food service management functions?
- What criteria should be used to determine food service management functions?
- What if everyone implemented food service management functions? Whose interests are served?

PROCESS QUESTIONS 8.7

Thinking

- What are the contextual factors involved in internal and external customer service?
- What is the dominant point of view regarding internal and external customer service?
- Whose interests are served with the concept of internal and external customer service? What are the consequences of not following the guidelines for internal and external customer service?

Communication

- What communication skills are needed to ensure success in internal and external customer service interactions?
- How do we communicate effectively when working with customers in the food production and services industry?
- What are the consequences of communication (positive and negative) with internal and external customers in the food production and services industry?

Leadership

-
- How can we act as leaders to set goals for working with internal and external customer relations?
 - How do our actions as leaders affect the outcomes of internal and external customer relations?
 - What should be done to facilitate positive internal and external customer service in the food production and services industry?

Management

- What skills do we need to manage internal and external customer relations in the food production and services industry?
- What criteria should be used to decide what to do when dealing with internal and external customer relations?
- What are the consequences (positive and negative) of dealing with internal and external customer service in the food production and service industry?

9.0 FOOD SCIENCE, DIETETICS, AND NUTRITION

PROCESS QUESTIONS 9.1

Thinking

- What careers are involved in the food science, dietetics, and nutrition industry?
- What criteria can be used in career selection?
- Why is it important to research careers in the food science, dietetics, and nutrition industry? What values support a career decision?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection?
- In what way does communication with others assist us to critically analyze various career paths as a personal choice?

Leadership

- What leadership qualities are needed to be an entrepreneur in the food science, dietetics, and nutrition industry?
- How do our leadership skills affect career entrepreneur success or failure?
- What strategies would bring about change in the public's perception of food science, dietetics, and nutrition careers?

Management

- What resources and training are required for a career in the food science, dietetics, and nutrition industry?
- What personal factors affect career choices and goals in this industry?
- What might be the impact of long-term and short-term career goals on the food science, dietetics, and nutrition industry?

PROCESS QUESTIONS 9.2

Thinking

- What procedures are needed to ensure food safety and sanitation?
- What factors will affect our decisions in evaluating food safety and sanitation procedures?
- What choices should we advocate for individuals, families, and society when evaluating food safety, food testing, and sanitation procedures in order to meet health and safety procedures?

Communication

- How can we effectively communicate risk management procedures?
- How can we ensure that procedures are clearly understood by everyone involved in food safety, food testing, and sanitation?
- What are the consequences of not communicating food safety, food testing, and sanitation procedures to employees?

Leadership

- How can we act as leaders to set goals to follow food safety, food testing, and sanitation procedures?
- What actions should we take to guarantee food safety, food testing, and sanitation procedures are followed according to required guidelines?
- What should be done to facilitate food safety, food testing, and sanitation procedures in the workplace? What happens when food safety, food testing, and sanitation practices are effectively followed?

Management

- What steps do we need to take to ensure proper food safety and food testing and sanitation procedures are followed?
- What criteria are needed to develop a plan for following food safety, food tasting, and sanitation procedures?
- What might be the consequences for the individual, family, and society (positive and negative) of how we manage food safety and sanitation procedures?

PROCESS QUESTIONS 9.3

Thinking

- What contextual factors should be considered when evaluating nutrition information?
- What factors will affect our decisions about preparing and serving foods to meet nutritional needs of individuals and families across the life span?
- What might be the consequences for the well-being of the individual, families, and societies when foods are not prepared and served to meet nutritional needs?

Communication

- What do we do about understanding and evaluating nutritional information?
- How do we communicate nutritional information to others?
- How should we communicate to enhance the evaluation of nutrition information?

Leadership

- What skills do we need to relay to others to promote the evaluation of nutritional information?
- What guidelines promote evaluation of nutritional information?
- What actions can we create that meet our goals and standards for evaluating nutrition information?

Management

- What resources do we have to aid us in evaluating nutrition information?
- What resources are available that might help us prepare and serve food to meet nutritional needs of individuals and families?
- What actions can individuals and society take to evaluate nutrition information to promote optimal wellness?

PROCESS QUESTIONS 9.4

Thinking

- What are the basic concepts of nutritional therapy?
- What should be accomplished when implementing nutritional therapy?
- What beliefs, actions, or conditions prevent applying the basic concepts of nutritional therapy?

Communication

- What communication skills do we need to use to convey basic concepts of nutritional therapy?
- What questions do we ask in order to clarify the meaning of nutritional therapy?
- In what way does the use of communication contribute to the analysis of basic concepts of nutritional therapy?

Leadership

- What skills do we need to relate to others for health maintenance and disease prevention?
- What goals promote skills in nutrition counseling?
- What is the impact of contradictions and inaccuracies on the success of nutrition therapy?

Management

- What resources impact basic concepts of nutritional therapy?
- What should be our standards in managing nutrition counseling?
- What actions can individuals, families, and society take to promote optimal health and disease prevention?

PROCESS QUESTIONS 9.5

Thinking

- What contextual factors might affect food preferences?
- How might these factors be interpreted to aid in food product development?
- What are the possible consequences (positive and negative) of food product development on the individual? families? community?

Communication

- What do we need to know in order to understand the relationship between current technology and product development?
- How can we utilize this data to enhance food product development?
- In what way does the use of communication contribute to successful food product development?

Leadership

- What skills do we need to successfully apply technology in food product development?
- What should be done to facilitate the implementation of procedures to ensure successful food product development?
- How do we know if we are achieving these goals?

Management

-
- What resources are needed to manage technology used in food product development?
 - What criteria should be developed to examine the impact of current technology on food product development?
 - What are the consequences of using technology in food product development? for individuals? families? employees? company?

PROCESS QUESTIONS 9.6

Thinking

- What are food science, dietetics, and nutrition management functions?
- What are the goals and standards of food science, dietetics, and nutrition management?
- Whose interests are served when we meet the goals of food science, dietetics, and nutrition management?

Communication

- How can we communicate effectively the functions of food science, dietetics, and nutrition management?
- What questions do we ask to clarify customer/client preferences and needs in relation to food science, dietetics, and nutrition management?
- What are the consequences (positive and negative) of communicating the needs of individuals, families, and society in relation to food science, dietetics, and nutrition management?

Leadership

- What skills do we need as leaders to implement food science, dietetics, and nutrition management functions?
- How do we handle conflict in implementing food science, dietetics, and nutrition management functions?
- What should be done to facilitate the implementation of food science, dietetics, and nutrition management functions? How can we ensure that the group shares the same goals?

Management

- What resources are needed to implement food science, dietetics, and nutrition management functions?
- What criteria should be used to evaluate food science, dietetics, and nutrition management functions? Why is this important to evaluate?
- What are the consequences (positive and negative) of implementing food science, dietetics, and nutrition management functions? on employees? company? individual customers/clients? others?

10.0 HOSPITALITY, TOURISM, AND RECREATION

PROCESS QUESTIONS 10.1

Thinking

- What information do we need to examine career paths within the hospitality, tourism, and recreation industry?
- What factors will affect our career decisions?
- What are the consequences of selecting various career paths in the hospitality industry? environmental? social? ethical?

Communication

- What communication skills do we need to examine career paths?
- What questions do we ask in order to clarify which career path within the hospitality industry would work for us?
- What criteria would we use to evaluate careers in the hospitality industry?

Leadership

- What skills do we need to relate to others who work in the hospitality career paths?
- What leadership strategies would be appropriate for a career path in the hospitality industry?
- How could we use reflective questioning to match leadership strategies to hospitality career paths?

Management

- What resources do we have to reach our career path goals within the hospitality industry?
- What steps need to be taken to achieve career goals within the hospitality industry?
- Whose interests are being served in selecting career paths in the hospitality industry?

PROCESS QUESTIONS 10.2

Thinking

- What are the present standards for meeting safety, security, and environmental issues within the hospitality/tourism industry?
- What criteria should we use to decide what to do about safety, security, and environmental issues in the hospitality/ tourism industry?
- Whose interests are served? What is morally and ethically acceptable?

Communication

- What do we do regarding understanding the procedures about safety, security, and environmental issues?
- What questions do we ask in order to clarify meaning of safety, security, and environmental issues in the hospitality/ tourism industry?
- How do we eliminate or minimize the roadblocks to the communication process as it applies to safety, security, and environmental issues?

Leadership

- How do we act as leaders to promote procedures applied to safety, security, and environmental issues?
- How do we work with others to set goals regarding procedures applied to safety, security, and environmental issues?
- What effect might the consequences (positive and negative) of our actions have on safety, security, and environmental issues?

Management

- What steps do we need to take to analyze procedures as applied to safety, security, and environmental issues?
- What is the value of this plan for use and others? Why?
- When considering safety, security, and environmental issues, what is the best action to take economically? ethically?

PROCESS QUESTIONS 10.3

Thinking

- What are present standards in service work roles as they apply to customer expectations?
- What are the end results that should be accomplished? What should be our standards? What viewpoints do others have? What viewpoints do those affected have?
- What are the consequences (positive and negative) for individuals and industries regarding customer expectations and services?

Communication

- What communication skills are needed to demonstrate service methods in hospitality, tourism, and recreation?
- What insights do we have when we critique the impact customer relations has on hospitality, tourism, and recreation?
- What are the consequences of applying strategies both positive and negative for resolving complaints?

Leadership

- What are our goals for evaluating customer satisfaction?
- What goals do other hospitality, tourism, and recreation facilities have? How do company goals affect employees?
- What should be done to facilitate consensus building for employee, company, and customer goals?

Management

- How can we act efficiently concerning customer relations with special populations?
- What is the value of a special population customer service plan?
- What are the consequences of using our resources to service special populations?

PROCESS QUESTIONS 10.4

Thinking

- What procedures exist or need to be invented to perform tasks involved in lodging operations?
- What aesthetic, economic, environmental, standards are needed to perform tasks involved in lodging occupations?
- What actions can we create that meet our goals and standards for performing tasks involved in lodging occupations?

Communication

- What communication skills do we need to perform tasks involved in lodging occupations?
- What do we do about communicating feedback to encourage others when performing tasks involved in lodging occupations?
- How do we eliminate or minimize the roadblocks to communication when performing tasks involved in lodging occupations?

Leadership

- How do we act as leaders to achieve group goals when performing tasks involved in lodging occupations?
- How is conflict handled in groups which perform tasks involved in lodging occupations?
- What should be done to facilitate consensus building when managing conflict while performing tasks involved in lodging occupations?

Management

- What goals do we have when performing tasks involved in lodging occupations?
- What goals do other people have about performance tasks involved in lodging occupations?
- How do our goals to perform tasks involved in lodging occupations impact the goals of others? What if everyone acted this way?

PROCESS QUESTIONS 10.5

Thinking

- What contextual factors should be considered when analyzing travel related services?
- What factors will affect us when involved in travel related services (environment, social, cultural, political)?
- Is the information we are using to analyze travel-related services relevant? reliable? reasonably adequate?

Communication

- How can we communicate effectively when we analyze travel-related services (i.e., coordinate travel documents and itineraries)?
- What insights do we have into individual differences when involved in travel related services (i.e., examine customs and traditions of country, region, etc.)?
- How can we eliminate roadblocks to communication when analyzing travel related services?

Leadership

-
- What leadership techniques do we need to know when analyzing travel-related services?
 - How do we know if we are listening for understanding when working in travel related services?
 - What point of view is most justified when analyzing travel related services?

Management

- How can we act efficiently when involved in travel related services?
- What criteria should be used to decide what practices and skills are used?
- Considering our criteria, what other ways could we work efficiently in travel related services?

PROCESS QUESTIONS 10.6

PROCESS QUESTIONS (Continued)

Thinking

- What contextual factors should be considered as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What factors will affect our decisions (environmental, social, cultural, political) as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What are the best management practices to implement regarding recreation, leisure, and play activities as applied to the hospitality industry? ethics? economics?

Communication

- How can we communicate effectively as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What insights do we have into individual differences as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- How do we eliminate or minimize the roadblocks to communication as we analyze recreation, leisure, and play activities as applied to the hospitality industry?

Leadership

- What skills do we need to relate to others as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- How is conflict handled in groups as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What effect would the consequences (positive and negative) have as we analyze recreation, leisure, and play activities as applied to the hospitality industry?

Management

- What are the steps in the planning process (who, what, where, when, how) as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What is the value of this plan for others and us as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- Considering our criteria, what other ways could we manage recreation, leisure, and play activities in the future?

11.O HOUSING, INTERIORS, AND FURNISHINGS

PROCESS QUESTIONS 11.1

Thinking

- What careers are involved in the interiors and furnishings industry? What are the roles and functions of individuals engaged in these careers?
- What criteria can be used in career selection? What career opportunities are available in this field?
- Why is it important to research careers in the interiors and furnishings industry?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection?
- What are the consequences of selecting a career in the interiors and furnishing industry?

Leadership

- What leadership qualities are needed in the interiors and furnishings industry?
- How do our leadership skills affect career success or failure?
- What strategies would bring about desirable change in the public's perception of interiors and furnishings employees?

Management

- What resources and training are required for a career in the interiors and furnishings industry?
- What personal factors affect our career choices and goals in this industry?
- How might housing, interiors, and furnishings occupations impact local, state, national, and global economies?

PROCESS QUESTIONS 11.2

Thinking

- What are the qualities of an aesthetic and functional environment?
- What factors should be considered when creating environments?
- What are the consequences of having an aesthetic and functional environment? of not having an aesthetic and functional environment?

Communication

- What do we need to know about understanding personal choices?
- What insights do we have into individual differences concerning the application of principles and elements of design?
- In what way does the use of communication contribute to creating pleasing environments?

Leadership

- What are our goals for creating environments that are aesthetic and functional?
- What criteria should be used in helping others to utilize the principles and elements of design?

-
- What should be done to inspire a clear vision of the importance of considering aesthetics and function in creating environments?

Management

- How can we plan an environment that meets the principles and elements of design?
- What criteria should be used to create the desired environment?
- How do our criteria reflect that the best choice was made regarding housing resources and options?

PROCESS QUESTIONS 11.3

Thinking

- What factors should be considered when making housing and interior furnishings and products decisions?
- What economic factors will affect our decisions? environmental? social? cultural?
- What alternatives might we create that will have varying effects on design choices?

Communication

- What do we need to know about understanding customer needs?
- What questions should we ask in order to clarify customer needs?
- How do we eliminate the roadblocks to effective communication with customers?

Leadership

- What skills do we need to relay to others when meeting specific design needs?
- What are the guidelines for meeting the goals of customer needs?
- What effect would the consequences (positive and negative) of our actions have on others?

Management

- How can we perform services to meet specific design needs?
- What criteria should be used to meet design needs?
- Considering our criteria, was this the best action to take? Why or why not?

PROCESS QUESTIONS 11.4

Thinking

- What factors should be considered when using CAD drafting, blueprint reading and space planning?
- What end results are desirable in CAD drafting, blueprint reading, and space planning?
- What are the consequences of effective CAD drafting, blueprint reading and effective space planning?

Communication

- What do we need to know about the space needs of customers?
- What insights do we have into individual differences concerning space needs of customers?
- In what way does the use of communication contribute to creating a well-planned space?

Leadership

-
- What are our goals for using CAD drafting, blueprint reading, and space planning?
 - What guidelines should be used to assess proficiency of CAD drafting, blueprint reading, and space planning skills?
 - What should be done to inspire a clear vision of the importance of acquiring technological skills in space planning?

Management

- How can we demonstrate skill proficiency?
- What is the value of using CAD drafting, blueprint reading and space planning?
- What are the consequences of using these resources?

PROCESS QUESTIONS 11.5

Thinking

- How has the past influenced architectural and furniture design?
- How can we assess the effect of influences on architectural and furniture design and development?
- What might be the consequences of understanding the impact of the past on architectural and furniture design and development?

Communication

- What do we need to know about the impact of history on design and development?
- What questions do we need to ask to clarify the influence of history?
- In what way does the use of communication contribute to an understanding of current design and development?

Leadership

- What are our goals in planning the use of architectural and furniture design?
- What guidelines should be used to assess understanding of the impact of history on architectural and furniture design?
- What should be done to inspire a clear vision of the impact of history on design and development?

Management

- How can we make future choices by reflecting on our past concerning design and development?
- What is the value of using history to understand architectural and furniture design?
- What are the consequences of considering the past in making architectural and furniture design choices?

PROCESS QUESTIONS 11 .6

Thinking

- What information is needed to create a design plan?
- What should be the standards for designing a plan for meeting a client's needs, goals, and resources?
- What alternatives might we create that will have positive effects for the client?

Communication

- What communication skills are needed when working with a client to create a design plan?
- What questions do we need to ask in order to clarify a client's needs, goals, and resources?
- What are the consequences of creating a design plan for a client without input from the client?

Leadership

- What skills do we need to create a design plan?
- How do we know if we are listening to the client's needs when creating their design plan?
- What should be done to build a consensus between the client and designer?

Management

- What steps do we need to take to create a design plan that meets the needs of the client? What resources are available?
- What resources do others have that might help us create the design plan?
- How do our goals impact on the goals of the client?

PROCESS QUESTIONS 11 .7

Thinking

- What factors should be considered when selecting studio tools?
- What should be our standard when selecting design ideas for a visual presentation?
- Whose interests are served when choosing appropriate presentation media? What criteria should be considered in selecting appropriate media?

Communication

- What do we do about expressing feelings through visual presentation?
- What questions do we ask in order to clarify the meaning of ideas through visual presentation? How do we know if we are listening for understanding when preparing visual presentations?
- What are the consequences of understanding communication skills when developing a visual presentation?

Leadership

- What skills do we need to design an effective visual presentation?
- How do we ensure that the design goals are communicated through the presentation?
- What are the consequences (positive and negative) of selecting appropriate media when developing a visual presentation?

Management

- What happens when inappropriate media is selected?
- What resources do we have to prepare this presentation? What resources do others have that might help us select appropriate media for a visual presentation?
- How can the criteria developed for the visual presentation determine the end product being developed? Considering criteria, what other ways could we do this in the future?

PROCESS QUESTIONS 11.8

Thinking

- What skills are needed for business profitability and career success?
- What factors will affect our decisions in preparing for employment in the housing industry?
- What might be the consequences of adequately preparing for employment?

Communication

- What do we need to know about communication skills?
- What questions do we need to ask to determine employability readiness?
- In what way does the use of communication contribute to business profitability and career success?

Leadership

- What employability skills do we need to acquire?
- What criteria should we use to determine business and career readiness?
- What values support our decisions related to profitability and career success?

Management

- What are our goals? What information do we need? What skills are needed for business profitability and success?
- What criteria should be used to determine skill levels required to meet standard practices?
- What are the positive and negative consequences associated with business profitability and career success?

Area of Study 12.0 Sample Process Questions	
Human Development	
Comprehensive Standard Analyze factors that influence human growth & development.	
Content Standard 12.1	Analyze principles of human growth and development across the life span.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are the areas and characteristics of human development?
Interpretive	<ul style="list-style-type: none"> • In what way is communication influenced by personality, temperament, experience, and the environmental situation?
Reflective	<ul style="list-style-type: none"> • What contradictions exist between what we know about human growth and development and practices and conditions currently existing in society such as, prenatal care, child care, balancing work and family, and geriatric care?
Communication	
Technical	<ul style="list-style-type: none"> • In what way is communication influenced by personality, temperament, experience, and environmental situation?
Interpretive	<ul style="list-style-type: none"> • What can we assume regarding communication based on human growth and development characteristics?
Reflective	<ul style="list-style-type: none"> • How should we communicate to enhance family, social, work, political, and economics environments? • What might be the effects of communication on human growth and development throughout the life span?
Leadership	
Technical	<ul style="list-style-type: none"> • What skills and leadership strategies do we need to collaborate on as a group to promote human grown and development? • What skills and leadership strategies do we need to collaborate on as a group to be a visionary in human growth and development? • What leadership skills do we need to be able to relate to group members?
Interpretive	<ul style="list-style-type: none"> • What goals promote human growth and development across the life span?
Reflective	<ul style="list-style-type: none"> • What actions can we create that would promote human growth and development for individuals, families, and society? • What might the consequences of these actions be in promoting human growth and development across the life span?
Management	
Technical	<ul style="list-style-type: none"> • What resources impact human growth and development?
Interpretive	<ul style="list-style-type: none"> • What should be our standards in managing resources for optimal human growth and development?
Reflective	<ul style="list-style-type: none"> • What actions can individuals, families, and society take to promote optimal human growth and development?

Area of Study 12.0 Sample Process Questions	
Human Development	
Comprehensive Standard Analyze factors that influence human growth & development.	
Content Standard 12.2	Analyze conditions that influence human growth and development.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What problems or difficulties exist that constrain human growth and development? What are the causes of the problems? At what point during growth and development are they likely to occur?
Interpretive	<ul style="list-style-type: none"> • What cultural, gender, social, political, environmental, religious, ethnic, genetic, and technology factors will affect human growth and development across the lifespan?
Reflective	<ul style="list-style-type: none"> • What existing beliefs and actions regarding personal and social forces limit human growth and development throughout the life span?
Communication	
Technical	<ul style="list-style-type: none"> • What skills do we need to work together to achieve group goals regarding personal and social human development?
Interpretive	<ul style="list-style-type: none"> • What goals do group members have regarding personal and social influences that affect human development? • What do our actions communicate to others in regard to individual beliefs about personal and social influences on human development?
Reflective	<ul style="list-style-type: none"> • What should be done to facilitate collaboration in achieving goals concerning personal and social development?
Leadership	
Technical	<ul style="list-style-type: none"> • How do we act as leaders in promoting the understanding of personal and social influences on human development?
Interpretive	<ul style="list-style-type: none"> • What do our actions communicate to others in regard to individual beliefs about personal and social influences on human development?
Reflective	<ul style="list-style-type: none"> • What should be done to solve problems regarding personal and social forces that affect human growth and development?
Management	
Technical	<ul style="list-style-type: none"> • What resources could be influenced as a result of changing personal and social conditions such as a new family member, loss of a family member, and mobility of a family member?
Interpretive	<ul style="list-style-type: none"> • What resources are available to manage personal and social influences on human development?
Reflective	<ul style="list-style-type: none"> • What are the consequences of managing or not managing personal and social influences on human development?

Area of Study 12.0 Sample Process Questions	
Human Development	
Comprehensive Standard Analyze factors that influence human growth & development.	
Content Standard 12.3	Analyze strategies that promote growth and development across the life span.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What strategies promote or constrain healthy development through the life span?
Interpretive	<ul style="list-style-type: none"> • What factors influence the use of various strategies to promote healthy human growth and development?
Reflective	<ul style="list-style-type: none"> • How will society benefit or be harmed by structure and nurture practices within family systems?
Communication	
Technical	<ul style="list-style-type: none"> • What communication skills do we need in order to promote healthy growth and development?
Interpretive	<ul style="list-style-type: none"> • What questions do we ask in order to gain an understanding of the strategies that promote healthy development?
Reflective	<ul style="list-style-type: none"> • In what ways do we communicate with others that contribute to human growth and development across the life span?
Leadership	
Technical	<ul style="list-style-type: none"> • What are the group criteria for evaluating strategies that affect human needs?
Interpretive	<ul style="list-style-type: none"> • How do we know if we are facilitating group understanding of the criteria for assessing strategies that promote development?
Reflective	<ul style="list-style-type: none"> • What actions do we take to work collaboratively with others in assessing strategies that promote development throughout the life span?
Management	
Technical	<ul style="list-style-type: none"> • What are the steps in evaluating strategies that promote healthy development? Who would be affected? When could they be implemented? What criteria will determine effectiveness of strategies to influence human growth and development?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used in understanding the effectiveness of strategies for the promotion of healthy development?
Reflective	<ul style="list-style-type: none"> • What is the ethical, social, personal effect of implementing various strategies throughout the life span?

13.0 INTERPERSONAL RELATIONSHIPS

PROCESS QUESTIONS 13.1

Thinking

- What are the characteristics of a respectful, healthy relationship? What are the functions of the various types of relationships?
- Why is it important to have respectful, healthy relationships?
- What should we do to create respectful, healthy relationships?

Communication

- How do we show respectful, healthy relationships?
- What viewpoints do others have? Where did they originate?
- How do respectful, healthy relationships contribute to communication in the community? What are the consequences (positive and negative) of stress on communication in relationships?

Leadership

- What leadership skills do we need to create respectful, healthy relationships?
- What traditions and social norms contribute to respectful, healthy relationships?
- What changes should we make to have respectful, healthy relationships? What are the consequences of dealing or not dealing with stress on relationships and work productivity?

Management

- What resources do we have to create respectful, healthy relationships?
- What personal and environmental factors contribute to healthy and unhealthy relationships?
- What are the consequences of respectful, healthy relationships for self? families? community? society?

PROCESS QUESTIONS 13.2

Thinking

- What are our characteristics and needs? (physical, social, emotional, cognitive, creative)
- Who and what influence our characteristics and needs?
- What personal perspectives and characteristics adversely affect our relationships?

Communication

- How can we identify the perspectives, characteristics, and needs of others?
- What assumptions do we make from nonverbal cues when we meet people who are different from us, from their appearance? gender? race? ethnic background?
- How do our assumptions affect our relationships? negatively? positively?

Leadership

- What personal skills are needed to positively affect relationships?
- How do cultural traditions influence our relationships?
- What actions can we take to improve our relationships?

Management

- What steps do we need to take to affect positive relationships?
- What can we learn about ourselves through self-evaluation?
- What ethical standards should guide our relationships?

PROCESS QUESTIONS 13.3

Thinking

- What communication skills contribute to healthy relationships?
- What contextual factors affect communication skills? personal skills? cultural skills? environment skills?
- What ethical effects will communication skills have on relationships?

Communication

- What communication skills do we need to learn? What are their distinguishing characteristics?
- What questions should we ask to clarify meanings? What new meanings do we gain by listening for understanding?
- What communication skills should we use? with friends? family? co-workers? employers? community members?

Leadership

- What communication skills do leaders need?
- What values and beliefs affect our communication skills? positively? negatively?
- What actions should leaders take to help others use effective communication skills?

Management

- What resources are available to help us develop communication skills?
- What criteria should be used to evaluate communication skills?
- What are the consequences of effective communication skills on relationships?

PROCESS QUESTIONS 13.4

Thinking

- What causes conflict? What strategies could be used to prevent and manage conflict?
- What are the desired ends for conflict prevention and management?
- What strategies should we use to prevent and manage conflict?

Communication

- How do communication skills affect conflict prevention and management?
- How do we manage conflict? Where do we acquire our attitudes toward conflict management?
- What alternative strategies might be used to prevent and manage conflict?

Leadership

-
- What conflict prevention strategies can leaders use when dealing with friends? with family members? in meetings? at work?
 - How will conflict management affect our group goals?
 - What effects will these strategies have on self and others?

Management

- What steps do we need to take to prevent and manage conflict?
- Why is it important to prevent and manage conflict?
- What are the consequences of utilizing various methods of conflict management?

PROCESS QUESTIONS 13.5

Thinking

- What are team skills?
- What does it mean to be on a team?
- What team skills should we use in the work place, with family, and in the community?

Communication

- What communication skills are needed for effective teamwork? In what ways can members be motivated and encouraged?
- What personal factors affect teamwork? What interferes with teamwork? What are the affects of domination? intolerance? stereotyping?
- What do we do about communicating feedback to encourage other team members?

Leadership

- What are the various roles of team members? What are the strengths and limitations of difficult team members?
- What should be done to utilize the strengths of team members?
- What are the consequences of not utilizing the strengths of team members?

Management

- What are the ways to organize teams?
- What are the consequences of using team skills in the family, workplace, and community?

PROCESS QUESTIONS 13.6

Thinking

- What are ethical standards?
- What ethical standards are used in our community? family? school? What are the origins of these standards?
- What ethical standards should guide my actions?

Communication

- How do we communicate our ethical standards to others?

-
- What is the relationship between our actions and our ethical standards?
 - What are the consequences of using/not using ethical standards to guide behavior?

Leadership

- What ethical standards are needed by leaders? in families? organizations? workplace? community?
- What is the effect of conflicting ethical standards?
- What should a leader do when standards conflict?

Management

- What resources can help us establish ethical standards?
- Are there inconsistencies between our ethical standards and our actions, especially when no one is looking?
- What is the impact of ethical standards on our behavior?

14.0 NUTRITION AND WELLNESS

PROCESS QUESTIONS 14.1

Thinking

- What are the factors contributing to nutritional practices and wellness across the life span?
- How has analyzing the factors changed over time?
- What impact do social influences have on food choices?

Communication

- What can we do to understand factors that influence nutritional practices and wellness across the life span?
- What insights do we have into influences on nutritional practices and wellness across the life span?
- In what ways does the use of communication contribute to the impact of food choices on the global community?

Leadership

- What skills do we need to explore societal, governmental, socio-economic, and technological influences related to food choices and practices?
- How do we know if we are conveying the skills needed to explore societal, governmental, socio-economic, and technological influences related to good choices and practices?
- What should be done to facilitate our awareness of factors that influence nutritional practices and wellness across the life span?

Management

- What happened when factors that influence nutritional practices and wellness across the life span were analyzed?
- After examining new perspectives that contribute to nutritional practices and wellness, what new meaning might be gained from these actions?
- What are the short-term consequences of food technology on the global community? long-term?

PROCESS QUESTIONS 14.2

Thinking

- What are the current standards for evaluating the nutritional content of food?
- What criteria can be used to help us decide how to evaluate the nutritional content of food? What end results promote health and wellness?
- What beliefs, actions, or conditions create limits or prevent the accomplishment of optimal wellness on the individual and family?

Communication

- How can we communicate to our families the need to evaluate the nutritional content of foods?
- What questions do we ask in order to evaluate the nutritional content of foods?
- What would be the consequences of not communicating these needs to our families?

Leadership

- What steps can we take to ensure that our families consume nutritionally balanced foods?
- What new meanings or insights have we become aware of concerning nutritional content of foods?
- What would happen in our families if we chose to put more emphasis on the nutritional content of food?

Management

- What happens if we disregard information regarding nutrition and wellness?
- What criteria would we use to determine if someone is practicing an unhealthy eating style, such as fad diets, food addictions, and eating disorders?
- What would be the long-term and short-term consequences of not considering the nutritional content of food for the individual? family?

PROCESS QUESTIONS 14.3

Thinking

- What contextual factors should be considered to meet the nutritional needs of individuals and families across the life span?
- What personal factors will affect our decisions in preparing and serving food?
- What might the consequences on the well-being of individuals, families, and societies be when foods are not prepared and served to meet nutritional needs?

Communication

- What do we do about planning, preparing, and serving foods that meet the nutritional needs of families and individuals across the life span?
- How do environmental, social, cultural, and political factors affect our decisions about preparing and serving foods to meet nutritional needs of families and individuals across the life span?
- What might be the impact of food handling and preparation on the individual? family? What future actions could be recommended?

Leadership

- What are goals in planning, preparing, and serving foods to meet nutritional needs of individuals and families?
- What goals do other group members have in planning, preparing, and serving foods to meet nutritional needs of individuals and families?
- What should be done to inspire a clear vision of the importance of preparing and serving foods to meet nutritional needs of individuals?

Management

- What resources are needed to prepare nutritious and aesthetically pleasing foods?
- What resources are available that might help us prepare and serve food to meet nutritional needs of individuals and families?

-
- What are the consequences of using the resources that might help us prepare and serve food to meet nutritional needs of individuals and families?

PROCESS QUESTIONS 14.4

Thinking

- What food handling and storage practices meet the health and safety needs of individuals and families? What are the concerns throughout the food chain?
- What factors affect food handling and storage practices?
- What food handling and storage practices should we advocate for individuals, families, and society to meet health and safety needs?

Communication

- How can we communicate about food safety in the steps from production to consumption?
- What insights do we have into individual differences regarding food handling and storage practices to meet safety and health needs?
- In what ways does the use of communication contribute to food safety?

Leadership

- How can we act as leaders and set goals to understand community rules for food handling and storage packaging?
- How can we work with others to set food handling and storage goals that meet the health and safety needs of individuals and families?
- What should be done to facilitate food safety, from production to consumption?

Management

- What steps are needed to accomplish the goal of safe food handling and storage?
- What criteria should be used to determine safe food handling and storage techniques?
- What might be the consequences (positive and negative) of how we manage food handling and storage on the individual, family, and society?

PROCESS QUESTIONS 14.5

Thinking

- What impact have science and technology had on food, nutrition, and wellness?
- How will technology affect our decisions to help achieve wellness?
- How has the impact of science and technology on food, nutrition, and wellness affected individuals and families? How will society benefit from this? be harmed by this?

Communication

- How can we communicate the effects of food science and technology in meeting nutritional needs?
- What insights do we have into how scientific and technical advancements have impacted the nutrient content, availability, and safety of foods?

-
- In what ways does the use of communication contribute to the impact of science and technology on food composition, food safety, and nutrition?

Leadership

- What skills do we need to critique scientific and technological advances in food process industry?
- How do we know if we are effectively accessing current technology to locate food and nutrition information?
- What effect would the consequences (positive and negative) of technology have on our groups?

Management

- What are our technology goals and how will they affect food choices and the wellness of individuals and families?
- What resources do others have that might help us understand how scientific and technological advancements have impacted the nutritional content, availability, and safety of foods?
- What are the consequences of not using available resources when making decisions relating to food composition and safety?

Area of Study 15.0 Sample Process Questions	
Parenting	
Comprehensive Standard Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.	
Content Standard 15.1	Analyze roles and responsibilities of parenting.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What societal conditions influence parenting decisions at various stages of the life cycle? • What roles might adults assume when they become parents?
Interpretive	<ul style="list-style-type: none"> • What viewpoints might others have about the roles of parenthood and how do these viewpoints influence the parent’s role?
Reflective	<ul style="list-style-type: none"> • What contradictions exist between the perception of parenthood and the realities of parenthood?
Communication	
Technical	<ul style="list-style-type: none"> • How do individuals and couples form beliefs about the roles and responsibilities of parenthood?
Interpretive	<ul style="list-style-type: none"> • What new meanings or insights have become evident as a result of communicating the roles and responsibilities of parenthood?
Reflective	<ul style="list-style-type: none"> • How do we effectively communicate the roles and responsibilities of parenthood to families and communities? • What are the consequences of not communicating effectively the parenting roles and responsibilities to families and communities?
Leadership	
Technical	<ul style="list-style-type: none"> • What goals influence parenting decisions? • What leadership skills are needed for the role of parenting?
Interpretive	<ul style="list-style-type: none"> • What do our actions as parent leaders mean to families, communities, and society? • What values, goals, and beliefs may be evident with family members regarding the societal conditions that impact parenting?
Reflective	<ul style="list-style-type: none"> • What actions can be taken to address the issues involved when parents are unprepared for parenthood? • What are the consequences of not taking a leadership role when solving the problems of inadequate parenting?
Management	
Technical	<ul style="list-style-type: none"> • What are the goals of parenthood? How can individuals accomplish these goals? How can individuals and couples manage societal conditions?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used in developing a management plan for balancing the roles and responsibilities of parenthood? What resources might others have that might help parents manage societal conditions?
Reflective	<ul style="list-style-type: none"> • What is the best action to take ethically, economically, and socially for managing the roles and responsibilities of parenthood?

Area of Study 15.0 Sample Process Questions	
Parenting	
Comprehensive Standard Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.	
Content Standard 15.2	Evaluate parenting practices that maximize human growth and development.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are the parenting practices that support or constrain human growth and development throughout the life span? • What parenting skills and practices may be advocated that support well-being of family members throughout the life span? • What communication strategies support positive self-esteem in family members?
Interpretive	<ul style="list-style-type: none"> • What factors will influence decisions regarding parenting practices throughout the life span?
Reflective	<ul style="list-style-type: none"> • What are the consequences of various parenting practices on human growth and development?
Communication	
Technical	<ul style="list-style-type: none"> • What communication strategies support the emotional well-being of family members?
Interpretive	<ul style="list-style-type: none"> • What emotions are conveyed and reinforced through communication strategies?
Reflective	<ul style="list-style-type: none"> • What are the best actions to take regarding communication which would foster development throughout the life span?
Leadership	
Technical	<ul style="list-style-type: none"> • How do we act as leaders to assess common practices and emerging research about the effects of discipline on human growth and development? • What leadership skills are needed to make parenting decisions?
Interpretive	<ul style="list-style-type: none"> • What beliefs do we model regarding parenting practices for maximum human growth and development?
Reflective	<ul style="list-style-type: none"> • Through a national FCCLA program, what actions can be taken to advocate parenting skills and practices that promote development?
Management	
Technical	<ul style="list-style-type: none"> • What personal and family resources are needed to support developmental well-being throughout life span? • What are the personal and family resources needed to support selection of care and services for children?
Interpretive	<ul style="list-style-type: none"> • How might the goals of family members influence the use of resources?
Reflective	<ul style="list-style-type: none"> • How do individuals and couples support developmental well-being through management of family resources such as time, energy, and economics?

Area of Study 15.0 Sample Process Questions	
Parenting	
Comprehensive Standard Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.	
Content Standard 15.3	Evaluate external support systems that provide services for parents.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What are the existing public policies, agencies, services that support or constrain parenting?
Interpretive	<ul style="list-style-type: none"> • What criteria should be used to evaluate policies, agencies, and services that support or constrain parenting?
Reflective	<ul style="list-style-type: none"> • What would happen if there were no public policies or resources to support parenting?
Communication	
Technical	<ul style="list-style-type: none"> • What communication skills are needed to investigate public policy, agencies, institutions, and services that impact parenting?
Interpretive	<ul style="list-style-type: none"> • What meanings are learned regarding the role of parenting by investigating public policy, agencies, and services that impact parenting?
Reflective	<ul style="list-style-type: none"> • In what ways can communication be utilized to investigate laws, services, and agencies and institutions that impact parenting?
Leadership	
Technical	<ul style="list-style-type: none"> • How do individuals cooperate as a group to identify public policies and agencies that impact parenting?
Interpretive	<ul style="list-style-type: none"> • What group goals have we established for the investigation of public policies and agencies?
Reflective	<ul style="list-style-type: none"> • What group actions can be taken to influence public policies and agencies that impact parenting?
Management	
Technical	<ul style="list-style-type: none"> • What are the public policies, agencies, and services available to manage parenting responsibilities?
Interpretive	<ul style="list-style-type: none"> • Why is it important to use resources when managing parenting responsibilities?
Reflective	<ul style="list-style-type: none"> • What are the consequences for managing work and family when public and private resources are not available to parents?

Area of Study 15.0 Sample Process Questions	
Parenting	
Comprehensive Standard Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.	
Content Standard 15.4	Analyze physical and emotional factors related to beginning the parenting process.
Area and Level	Sample Questions
Thinking	
Technical	<ul style="list-style-type: none"> • What contextual factors may be considered in determining healthy beginnings for parents and children?
Interpretive	<ul style="list-style-type: none"> • What criteria could be used to determine reliable sources of information regarding healthy emotional and physical beginnings for parents and children?
Reflective	<ul style="list-style-type: none"> • What actions should be taken to assure a healthy emotional and physical beginning for parents and children?
Communication	
Technical	<ul style="list-style-type: none"> • How do emotional factors affect communication (positively and negatively)?
Interpretive	<ul style="list-style-type: none"> • What processes are involved in respectful communication strategies and techniques?
Reflective	<ul style="list-style-type: none"> • How can communication roadblocks be minimized when discussing biological processes related to prenatal development and birth?
Leadership	
Technical	<ul style="list-style-type: none"> • What skills are needed for working collaboratively to impact healthy beginnings for parents and children?
Interpretive	<ul style="list-style-type: none"> • What values, meanings, and beliefs might others have about what is necessary for healthy beginnings for parents and children?
Reflective	<ul style="list-style-type: none"> • Using a national FCCLA program, how could a group work collaboratively to advocate healthy, emotional and physical beginnings for parents and children?
Management	
Technical	<ul style="list-style-type: none"> • What are goals regarding balancing social/work responsibilities and the physical and emotional requirements to assure healthy beginnings?
Interpretive	<ul style="list-style-type: none"> • What personal and environmental factors will effect how we manage the legal and ethical impact of current and emerging technology on fertility and family planning?
Reflective	<ul style="list-style-type: none"> • What actions can be taken to manage the contradictions between society's demands on new and prospective parents and the physical and emotional requirements to assure healthy beginnings (family leave, workplace demands, adequate health care)?

16.0 TEXTILES AND APPAREL

PROCESS QUESTIONS 16.1

Thinking

- What careers are involved in the textiles and apparel industry? What information about careers do we need?
- What criteria might we use to choose a career in the textiles and apparel industry?
- Why is it important to research careers in the textiles and apparel industry? What values support our career decision?

Communication

- What communication skills are necessary for a career in the field of textiles and apparel?
- What questions need to be answered in order to make a wise career selection in the apparel industry?
- What are the consequences of selecting a career in the textiles and apparel industry?

Leadership

- What leadership qualities are needed to be an entrepreneur in the textiles and apparel industry?
- How do our leadership skills affect career entrepreneur success or failure?
- What strategies would bring about changes in the perception of the textiles and apparel industry?

Management

- What resources and training are required for a career in the textiles and apparel industry?
- What personal factors affect our career choices and goals in this industry?
- What might be the best action to take on a career path in the textiles and apparel industry?

PROCESS QUESTIONS 16.2

Thinking

- What factors related to fiber and textiles should be considered when deciding which one will be used? What are the uses? What information about fiber and textiles do we need to know?
- What factors will affect our decisions about fiber and textiles use?
- What alternatives may be considered when choosing fibers and textiles? What affect will the fiber and textiles have for the end user? for the clients?

Communication

- What information about fibers and textiles do we need to know to make appropriate selections?
- What questions do we need to ask in order to clarify the evaluation of fiber and textiles materials?
- What are the consequences (positive and negative) of assessing the effects of textiles on design, construction, care, use, and maintenance of products?

Leadership

- What are our goals for examining textiles standards and labeling in the global economy?

-
- What criteria should be used to decide how to select appropriate procedures for care of textiles products?
 - What should be done to improve textiles standards and labeling in the global economy? What effect will this have on the industry?

Management

- What are the steps to examine performance characteristics of fiber textiles?
- What criteria should be used to help make decisions concerning fiber and textiles usage?
- Considering our criteria related to fiber and textiles decisions, was this the best action to take related to economics? environment? aesthetics?

PROCESS QUESTIONS 16.3

Thinking

- What contextual factors should be considered when applying elements and principles of design?
- What factors will affect our decision on applying elements and principles of design to assist the industry?
- How is our information relevant to the implementation of design skills?

Communication

- What do we want our textiles design to communicate to the fashion industry and the consumer?
- What questions do we ask in order to clarify which fabric, texture, and pattern can affect visual appearance?
- What is the effect of communication (effective and ineffective) on the use of technology for fashion design?

Leadership

- What skills are needed in apparel and textiles design? What consumer information is needed in planning designs?
- What criteria are needed to ensure that information is effectively conveyed to the designer?
- What are the positive and negative consequences on the design industry of discarding the views of the consumer?

Management

- What are the goals of the apparel and textiles industry? What resources and equipment are available to reach these goals?
- How do personal factors affect the goals of the apparel and textiles industry?
- How do our goals affect the goals of others in the apparel and textiles industry? locally? globally?

PROCESS QUESTIONS 16.4

Thinking

- What are the present standards for basic construction techniques?

-
- What are the desired ends of basic construction techniques? How do the present standards affect the end result?
 - What are the consequences of following or not following the present standards of basic construction?

Communication

- How do we communicate the skills needed for basic construction techniques?
- What questions do we need to ask to clarify understanding of basic construction techniques?
- What are the consequences of producing a textiles product without a clear understanding of the basic construction techniques?

Leadership

- What are our goals when constructing textiles products?
- How do we communicate our goals related to clothing construction to others in the field?
- What are the consequences of not reaching our goals for ourselves? for the industry?

Management

- What is required in construction to produce, alter, or repair a textiles product? What equipment is available?
- What criteria are used to establish standards to guide construction activities? What skills are required in relation to equipment available?
- What are the consequences associated with choosing appropriate construction activities?

PROCESS QUESTIONS 16.5

Thinking

- What are marketing strategies for merchandising textiles and apparel products?
- What do we hope marketing strategies for merchandising textiles will accomplish?
- What are the consequences of using unethical marketing strategies for the consumer? merchandiser? manufacturer?

Communication

- What communication skills are needed to be successful in the merchandising of textiles and apparel?
- What is communicated in the feedback received from consumers in regards to textiles?
- In what ways does communication contribute to the success of textiles and apparel merchandising?

Leadership

- What leadership skills are needed to be a successful merchandiser?
- How do we know if we are listening to the consumers for understanding/shared meaning?
- What are the consequences of strong and weak leadership in textiles and apparel merchandising?

Management

- What are the goals of textiles and apparel merchandising? What resources are available to reach those goals? What steps need to be taken to accomplish merchandising goals?

-
- What criteria will be used to guide our merchandising decisions? What personal factors will affect our ability to achieve these goals?
 - How do our merchandising goals impact the goals of others?

PROCESS QUESTIONS 16.6

Thinking

- What are the components of customer service?
- What are the desired ends of good customer service?
- Whose interests are served in quality customer service?

Communication

- What communication skills are needed for customer service? How can we communicate effectively?
- How do we determine or evaluate customer satisfaction? What questions do we ask to clarify customer requests?
- What are the consequences of collaboration? negotiation of conflict? cooperating with customers?

Leadership

- What customer service techniques are needed to be an effective leader?
- What actions do we take to ensure that appropriate techniques are employed when dealing with customers?
- What actions should be taken to solve customer problems?

Management

- How can we act efficiently to ensure quality customer service?
- What criteria should be used to assess the impact of cultural diversity on customer service?
- What is the best action to take when dealing with customers? ethically? economically?

PROCESS QUESTIONS 16.7

Thinking

- What employability skills are needed for business profitability and career success?
- What factors affect business profitability?
- Are these employability skills defensible? reasonable? adequate?

Communication

- What interpersonal skills are needed for business profitability and career success?
- What insights do we have regarding individual career success? How do interpersonal skills affect individual success?
- In what ways does the use of communication contribute to business profitability?

Leadership

- What role does leadership play in career success and business profitability?
- What actions can we take as leaders to ensure career success and profitability?

-
- What are the positive and negative consequences of our actions as leaders?

Management

- What are our goals? What information do we need for business profitability and success?
- What criteria should be used to determine skill levels required to meet standard practices?
- What is the impact of employability skill levels on career goals? How do the goals and levels determine career success?