

2010/2011 DoDEA Student Competency Record
Family Consumer Science
PTZ304 - 18 weeks

Student	School Year
Grade	Term (fall, spring)
School	Teacher Signature

Mastery is a level of performance that indicates a student has demonstrated the knowledge, skills, and abilities for a unit of instruction or subject area as defined by a recognized standard. DoDEA defines mastery as being competent in the task and non-mastery as needing task remediation.

As students complete each competency, the student or teacher should assess the student's level of performance and mark the appropriate column next to the competency. This record should be used to provide information about competencies mastered to employer, student-employee, or another school/teacher.

PTZ304 18 weeks	Family and Consumer Science TASKS/COMPETENCIES	Mastery	Non-Mastery
Implementing DoDEA's CTE Course Requirements			
• 001	Demonstrate DoDEA's Workplace Readiness Skills in course activities.		
• 002	Identify issues related to the field of study that affect the environment and impact local and global communities.		
• 003	Identify Internet safety issues and procedures for complying with acceptable use standards.		
Exploring Human Development			
• 004	Explain the major components of character development.		
• 005	Set a personal goal.		
• 006	Identify influences on individual development.		
• 007	Describe responsibilities for personal safety.		
• 008	Manage transition in the school environment.		
• 009	Perform a task by completing the steps in a sequence.		
Understanding Positive Interpersonal Relationships			
• 010	Identify positive communication techniques to express individual feelings, needs, and ideas.		
• 011	Identify ways of getting along with others.		
• 012	Identify positive ways to resolve disagreements.		
• 013	Compare and contrast the contributions of different cultures to society.		
Examining the Individual's Role in the Family			
• 014	Describe the student's roles and responsibilities within his or her family.		
• 015	Explain ways an individual can strengthen the family unit.		
• 016	Use the problem-solving/decision-making model to address individual issues		

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	within the family.		
Developing Responsibility for Living Environments (Personal Environments)			
• 017	Identify ways to maintain a clean environment.		
• 018	Demonstrate ways an individual can conserve natural resources.		
• 019	Examine global concerns related to the individual.		
Understanding Nutrition and Wellness			
• 020	Explain the relationship between food and nutrition.		
• 021	Describe common food allergies and special diets.		
• 022	Describe ways to keep the food environment sanitary.		
• 023	Describe how to keep food safe.		
• 024	Identify information found on food labels.		
• 025	Prepare simple, nutritious food.		
• 026	Demonstrate basic kitchen safety practices.		
• 027	Practice table manners.		
• 028	Identify responsibilities for personal grooming and hygiene.		
• 029	Demonstrate physical activities for personal wellness.		
• 030	Explain the importance of sleep.		
• 031	Explore ways to manage individual stress.		
Examining Consumer and Family Resources			
• 032	Identify personal resources.		
• 033	Explain the correlation between education/skills and income.		
• 034	Identify strategies for earning and saving money.		
• 035	Explain the importance of consumer safety.		
• 036	Demonstrate comparison shopping techniques useful in life-long decision making.		
Exploring Textiles, Fashion, and Apparel Concepts			
• 037	Identify the steps in clothing maintenance.		
• 038	Identify basic textile tools and the safe use of each.		
• 039	Demonstrate simple clothing repair.		
• 040	Identify parts of the sewing machine and their functions.		
• 041	Create a sewing project (e.g., machine stitched).		
• 042	Construct a simple textile project.		
Exploring Education and Early Childhood Concepts			
• 043	Describe the responsibilities involved with care of younger children.		
• 044	Prepare snack appropriate for young children.		
Identifying Career Connections			
• 045	Assess interests and skills as related to school and career choices.		
• 046	Identify FACS-related career clusters.		
• 047	Create or update a portfolio containing representative samples of student work.		