

# STRANDS AND STANDARDS

## FCS EXPLORATION



### Course Description

FCS Exploration (Integrated Model-Standards 1-7 Taught) — (.5 credit) This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FCS). Students will explore and cultivate skills in food and nutrition sciences, childcare, interior design, clothing and textile construction, fashion design and merchandising, consumerism, entrepreneurship, family relationships, personal responsibility, and career and job-related tasks.

<b>Intended Grade Level</b>	7-8
Units of Credit	0.5
Core Code	34.01.00.00.230
Concurrent Enrollment Core Code	N/A
Prerequisite	N/A
Skill Certification Test Number	N/A
<b>Skill Certification Cut Score</b>	<b>N/A</b>
Test Weight	N/A
<b>License Area of Concentration</b>	CTE and/or Secondary Education 6-12
<b>Required Endorsement(s)</b>	
Endorsement 1	Family & Consumer Sciences General
Endorsement 2	FCS Basic
Endorsement 3	FCS Essentials

Family and Consumer Sciences (FCS) Exploration – Integrated model to introduce students to all six disciplines within FCS programs.

*\*\*It is recommended that the FCS Exploration course be taught as a full semester (.5) credit course using all 7 strands. It may be divided into a two semester course using the A/B Model described below.*

**FCS Exploration (A Model-Strands 1-4 Taught)** — (.5 credit) This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FCS). Students will explore and cultivate skills in interior design, clothing and textile construction, fashion design and merchandising, consumerism, entrepreneurship and career and job-related tasks. Student leadership (FCCLA) may be an integral part of the course. (Teachers should dedicate 1-2 days to introduce standards 5-7 as it relates to FCS career pathways.)

**FCS Exploration (B Model-Strands 1 & 4-7 Taught)** — (.5 credit) This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FCS). Students will explore and cultivate skills in food and nutrition sciences, childcare, consumerism, entrepreneurship, family relationships, personal responsibility, and career and job-related tasks. Student leadership (FCCLA) may be an integral part of the course. (Teachers should dedicate 1-2 days to introduce standards 2 & 3 as it relates to FCS career pathways.)

## STRAND 1

**Students will identify the six Family and Consumer Science career pathways and the associated clusters.**

### Standard 1

- Define the difference between career pathways and career clusters and how they are related. Cluster List
- Define the CTE pathway concentrator and a pathway completer.

### Standard 2

- Complete FCCLA Step ONE

### Performance Skills

- Conduct career research and pathway planning for a career of choice based on self-assessment results (could be YouScience career aptitude assessment, OR student personal interest).
  - (Career Investigation FCCLA STAR Event could be integrated.)

## STRAND 2

Students will be introduced to elements of design, housing, interior design and apparel and how it impacts families, communities and careers.

### Standard 1

- Identify the elements (tools) of design: space, line, texture, shape/form, pattern, color.
- Identify the principles (rules) of design: balance, emphasis, rhythm, harmony, and scale/proportion.
- Describe the effect of color on shape, size, feelings, and moods.
- Explore the science of color and color combinations to form color schemes.

### Standard 2

Discuss how homes and businesses can be designed according to the activities, wants and needs of the occupants.

### Standard 3

Integrate consumerism/entrepreneurship and careers related to the interior design industry.

- Explore the cost associated with owning a home and/or business.

### Standard 4

Discuss how interiors are affected by furniture arrangements and traffic patterns in the home and/or business.

- Evaluate floor plans and the traffic patterns developed by furniture arrangements.
- Create a floor plan and arrange furniture for an apartment, home and/or business implementing the elements and principles of design.

### Performance Skill

- Utilize the elements and principles of design to create a floor plan for a home, business, or apartment.

## STRAND 3

Students will participate in hands-on skill development related to sewing construction and textile design.

### Standard 1

Demonstrate proper care and use of sewing equipment.

- Distinguish the parts of the sewing machine and their functions.
- Demonstrate how to correctly thread the sewing machine.
- Demonstrate how to correctly wind and insert a bobbin into the sewing machine.

### Standard 2

Identify industry based sewing equipment and follow safety standards.

- Scissors/shears
- Rotary cutter and mat board
- Pins
- Hand needles
- Seam gauge
- Measuring tape/tape measure
- Seam ripper
- Iron

### Standard 3

Apply basic industry sewing techniques.

- pattern markings
- seam allowances
- backstitch
- pivot
- casing
- attach a button
- measuring
- pressing/ironing techniques
- Identify the fold, lengthwise and crosswise grain of the fabric

### Standard 4

Explain the purpose of fashion.

- Discuss how fashion is used as a means of expression.
- Discuss proper laundering techniques.

**Standard 5**

Integrate consumerism, entrepreneurship, and careers related to the fashion and textile design industry.

- Discuss brand names, advertising, merchandising and how they affect the consumer.

**Performance Skill**

Demonstrate competence in sewing machine use, care and safety with the completion of a soft good that includes all of the following:

- pattern markings
- seam allowances
- backstitch
- pivot
- casing
- attach a button
- measuring
- pressing/ironing techniques

## **STRAND 4 (Note: Start of FCS explorations part B)**

Students will explore employability skills and the principles of the free enterprise system.

### **Standard 1**

Explore the importance of employability skills.

- Identify characteristics of a good employee.
  - Effective communication
  - Problem-solving
  - Teamwork
  - Critical thinking
  - Dependability
  - Accountability
  - Legal requirement/expectations (i.e. adhering to USDA or OSHA)
- Discuss how social skills and conflict resolution are helpful in obtaining and maintaining a job.

### **Standard 2**

Complete a free enterprise experience. Develop a business plan following project management principle.

- Select a product or service to sell.
- Conduct and analyze a market survey.
- Design packaging for the product if applicable.
- Establish a price for the product.
- Conduct an advertising campaign.
- Produce and sell the product.
- Evaluate the effectiveness of the process/business plan.

### **Performance Skill**

Develop a business plan using a fictitious product.

AND/OR

Practice the characteristics of a good employee, could be a part of classroom expectations.

## STRAND 5

Students will explore skills related to Family & Human Services.

### Standard 1

Identify key milestones throughout different developmental stages.

- Infancy (neonatal -1 year)
- Toddler (1-5 years of age)
- Childhood (6-11years of age)
- Adolescents (12-18 years of age)
- Adulthood (18-65 years of age)
- Late Adulthood (65- ?)

Explain challenges that lead to growth in each developmental stage.

### Standard 2

Discuss supports and challenges related to different generations.

- Explain the role different generations play in society.
- Identify ways different generations support one another.

### Standard 3

- Identify ways that self-concept is important for professionals in the behavioral health industry to understand for potential clients.
  - Self-concept: a combination of self-esteem and self-image
  - Discuss ways to help others build positive self-concept. Some examples may include accepting yourself, forgiving yourself and others, strengthening family relationships learning a new skill, reaching out to others, be positive, be assertive, making a new friend, improving a friendship, do something nice for someone, recognizing your strong points, not comparing yourself to others, set and accomplish goals, give yourself credit for your positive qualities, live within your values system, care about other people, positive self-talk.

### Standard 4

- Identify and define personal values (tangible and intangible) and discuss how they may govern a potential client's actions.
  - Values: anything in life that is important to us. They determine how we live and how we tell the difference between right and wrong.
  - Tangible values: material things in our lives that usually cost money to obtain (Ex: jewelry, cars, clothes, etc.)
  - Intangible values: non-material things that usually can't be bought with money (Ex: love, honesty, kindness, etc.)

### Standard 5

Define short and long-term goals. Discuss how short-term goals are the stepping stones to achieving long-term goals. Discuss the qualities of successful goals.

- Goals: plans you make to help you reach or accomplish something in the future.
- Two Types of Goals:
  - Short-Term Goals: usually accomplished quickly (1-3 days)
    - Short-term goals help individuals achieve long-term goals.
  - Long-Term Goals: usually takes longer to accomplish (Months-Years)
- Successful goals are realistic, measurable and specific.

## Standard 6

- Identify strategies for adapting and coping with challenging issues.
- Define stress.
  - Stress: the body's reaction to pressure, either mentally or physically
  - Signs of Stress:
    - Physical: tiredness, injury, insomnia, headache, tense muscles, etc.
    - Emotional: worrying, irritability, crying, feeling anxious, nightmares, depression, etc.
    - Behavior: acting-out, inability to eat, extreme anger, hitting/punching, nail biting, nervous twitch, etc.
- Identify and review stress management skills (causes and effects, management techniques).
  - Stress Management Techniques: acknowledge it, good diet, regular sleep, exercise, building good relationships, get organized, make a "to-do" list, don't procrastinate, mentally count down, take a break, laugh, say "no" to things, listen to music.

## Standard 7

Explore local programs related to public health.

- **Research:** Studying disease and injury prevention
- **Education:** Promoting healthy lifestyles and educating people on the dangers of substances like tobacco and alcohol
- **Response:** Detecting, preventing, and responding to infectious diseases
- **Policy:** Recommending policies and advocating for laws to keep people safe
- **Services:** Administering services like vaccination programs and school nutrition programs

## Performance Skill

Create a public health message for one of the developmental stages that helps to support the wellbeing of that age group.

Interview someone from a different generation and explore the key relationships they have with other generations. (grandparenting, elderly doctor visits, meals, holidays, work schedules)

Identify ways to strengthen bonds across different generations.

## STRAND 6

Students will participate in activities regarding early childhood education.

### Standard 1

Outline the responsibilities of childcare providers who work in early childhood careers.

- Identify safety hazards, accident prevention and emergency situation procedures.
- Discuss types and signs of child abuse and how to prevent it.
- Differentiate between negative and positive methods of guidance for children.

### Standard 2

Describe the developmental value of play.

- Identify age-appropriate activities that promote creative play.
  - Discuss how play influences social, emotional and physical development.

### Standard 3

Plan and/or prepare a food experience that appeals to children, promotes healthy eating habits, and follows current USDA nutritional guidelines for preparing foods for children.

### Standard 4

Demonstrate a hands-on early childhood education experience.

- Select a theme, games, healthy snacks, stories, fingerplays, art project, and science or sensory projects to use for childcare activities.

### Standard 5

Integrate consumerism, entrepreneurship and careers related to early childhood education. (Pre-School, K-3)

- Investigate the costs associated with childcare for one year.

### Performance Skill

Create a plan for an early childhood education provider that includes any two of the following:

- Food experience
- Art
- Fingerplay
- Sensory project
- Appropriate play according to developmental age group
- Game
- Story

## STRAND 7

Students will determine the importance of proper nutrition and food preparation and techniques.

### Standard 1

Apply lab management and safety procedures.

- Identify food safety and sanitation guidelines.
- Practice recipe conversions including doubling and halving.
- Demonstrate correct measuring techniques.
- Demonstrate proper use and care of kitchen equipment.
- Identify cooking terms.
- Demonstrate food preparation procedures.
- Recognize table settings and appropriate social interactions during mealtimes.

### Standard 2

Students will analyze basic nutrition information that is practiced in dietetic careers.

- Identify the six basic nutrients. (carbohydrates, protein, lipids, vitamins, minerals and water)
- Identify food sources for the six basic nutrients.

### Standard 3

Discuss the current USDA Dietary Guidelines and MyPlate.

### Standard 4

Prepare healthy recipes that include the six basic nutrients.

### Standard 5

Integrate consumerism, entrepreneurship and careers related to the food and nutrition industries.

### Performance Skill

Demonstrate food safety, sanitation, lab management, and healthy food choices in a food lab setting.

#### FCCLA Integration into FCS Exploration:

**STAR Events:** Illustrated Talk, Interpersonal Communications, Life Event Planning, Advocacy, Chapter Service Project Display, Chapter Service Project Portfolio, Leadership, National Programs in Action, Focus on Children

**Skill Demonstration Events:** Impromptu Speaking.

**National Program:** Power of One, Student Body, FACTS-Families Acting for Community Traffic Safety.