

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. Student leadership (FCCLA) may be an integral part of the course.

Intended Grade Level	7-8
Units of Credit	.50
Core Code	34.01.00.00.230
Prerequisite	None
License Type	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Family & Consumer Sciences
Endorsement 2	FCS 6-8 Endorsement
Endorsement 3	NA

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 courses 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.

*Performance Skills for this strand included below

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

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.

STRAND 3

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

*Performance Skills for this strand included below

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.

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

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

*Performance Skills for this strand included below

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.

STRAND 5

Students will exercise the social and emotional skills related to Human Services.

*Performance Skills for this strand included below

Standard 1

Demonstrate character traits necessary to be successful in school, personal life, and future employment.

- Explore the impact of making responsible decisions.
- Identify Havighurst's developmental tasks and challenges that occur during adolescence and conditions that can impede, delay, or interrupt these tasks\roadblocks.
 - Developmental Tasks: establish emotional independence, learn skills needed for a productive occupation, establish mature relationships with peers, achieve social role.
 - Specific roadblocks: crisis level trauma, substance abuse, divorce, abuse, teen pregnancy, OCD, addictions, etc.
- Identify skills which lead to an understanding of self (self-esteem, self-concept/self-confidence, how to build self-concept/self-confidence, and personality assessment).
 - Self-concept: combination of self-esteem and self-image
 - Self-confidence: believing in yourself and your abilities, trusting yourself to do what is right no matter what
 - Self-esteem: the way we think or feel about ourselves (changes from moment to moment). Two types: High self-esteem and low self-esteem
 - Self-image: the way we see ourselves physically
 - Ways to build self-concept include: accept yourself, forgive yourself, learn a new skill, reach out to others, be positive, be assertive, make a new friend, improve a friendship, do something nice for someone, recognize your strong points, don't compare 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.
- Identify and define personal values (tangible and intangible) using the values cycle.
 - 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.)

- Results of acting within values: have a clear conscience, be self-reliant, peace of mind, gain trust, build self-esteem, happiness and contentment.
 - Results of acting against values: feeling guilty, being ashamed, legal problems, lose trust, lose self-esteem, unhappiness, lowering values to justify actions
 - Define short and long-term goals. Discuss how short-term goals are the steppingstones to achieving long term goals. Discuss 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)
 - Long-Term Goals: usually takes longer to accomplish (Months-Years)
 - Short-term goals help individuals achieve long-term goals.
 - Successful goals are realistic, measurable and specific.

Standard 2

- 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.
 - Types of Stress:
 - Eustress: Good or positive stress (Ex: weddings, special date, birth of a baby, etc.)
 - Distress: Bad or negative stress (Ex: death in the family, divorce injury, etc.)
 - Stressor: things or events that cause us stress (Ex: school, family, friends, work, others)
 - Stress Reducer: anything that helps individuals to reduce or relieve stress. (Ex: acknowledge it, good diet, regular sleep, exercise, building good relationships, 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, etc.
 - Understand the importance of selfcare in the dimensions of wellness.
 - Mental

- Emotional
- Physical
- Social

STRAND 6

Students will participate in activities regarding early childhood education.

*Performance Skills for this strand included below

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.

STRAND 7

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

*Performance Skills for this strand included below

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 Skills

Strand 1

Conduct career research and pathway planning for a career of choice based upon self-assessment results. (Career Investigation FCCLA STAR Event could be integrated.)

Strand 2

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

Strand 3

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

Performance Skills

Strand 4

Develop a business plan using a fictitious product.

AND/OR

Strand 4

Practice the characteristics of a good employee.

Strand 5

Create a road map of life that analyzes the influence of personal values and goals related to college/career pathways.

AND/OR

Strand 5

Evaluate the stress management techniques and determine which technique(s) are effective for stress reduction for the individual student.

Strand 6

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

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

Strand 7

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.