

Implementation date

Fall 2009

**PROGRAM CONCENTRATION:** Family and Consumer Sciences  
**COURSE TITLE:** FCS Pathway Essentials

**Course Description:** The goal of Exploring FCS Pathway Essentials is to provide all students with an introduction to the Family and Consumer Sciences Career Pathways. The FCS career pathways are Culinary Arts, Nutrition and Food Science, Early Childhood Education, Teaching as a Profession, Consumer Services, Interior Design, Fashion, and Family, Community, and Global Leadership. Students will acquire fundamental knowledge and skills necessary for success in any of the career pathways. Exposure to career possibilities in each area will allow students to successfully integrate their own interests into a career plan. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.

### **CONTENT KNOWLEDGE**

**FCS-FPE-1. Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.**

### **CAREERS**

**FCS-FPE-2. Students will integrate knowledge, skills, and practices focused on career pathways: Early Childhood Education, Teaching, Culinary Arts, Nutrition and Food Science, Consumer and Finance, Interior Design, and Fashion.**

- a. Develop a personal/professional network to assist in career exploration through a variety of experiences.
- b. Identify employability skills helpful in obtaining and maintaining a job.
- c. Analyze an individual career plan and personal aptitude interests against short-range and long-range goals and values.
- d. Interpret the impact on families of critical issues faced by workers.
- e. Identify employability skills helpful in obtaining and maintaining a job.
- f. Develop a portfolio that incorporates an individual career plan that researches a career/career pathway.

### ***Academic Standards:***

*ELA9W3 The student uses research and technology to support writing.*

*SSEPF6 The student will describe how the earnings of workers are determined in the market place.*

### **EARLY CHILDHOOD EDUCATION**

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**FCS-FPE-3. Students will analyze human growth and development and demonstrate the integration of knowledge, skills, and practices of the caregiver-educator roles.**

- a. Analyze principles of human growth and development.
- b. Assess conditions that influence human growth and development.
- c. Investigate the roles and responsibilities of parents and caregivers.
- d. Analyze career paths within early childhood education and childcare services.
- e. Compare and contrast developmentally appropriate practices to plan for early childhood education and child-care services.

**Academic Standards:**

*SCSh2 Students will use standard safety practices for all classroom laboratory and field investigations.*

*SB2 Students will analyze how biological traits are passed on to successive generations.*

**CULINARY ARTS**

**FCS-FPE-4. Students will demonstrate food preparation and service knowledge and skills.**

- a. Implement kitchen management through proper use of kitchen equipment and utensils.
- b. Apply food safety and sanitation guidelines consistently.
- c. Utilize the dietary guidelines and MyPyramid.gov to develop meal plans and menus.
- d. Identify and practice the basic concepts of food production.
- e. Discuss career options and employment skills required in the food service industry.

**Academic Standards:**

*MMID1 Students will determine the number of outcomes related to a given event.*

*SCSh2 Students will use standard safety practices for all classroom laboratory and field investigations.*

**NUTRITION AND FOOD SCIENCE**

**FCS-FPE-5. Students will apply principles of food science, food technology, and nutrition and their relationships to growth, development, health, and wellness to support informed decision-making that promotes good health.**

- a. Demonstrate dietetic and nutrition management principles and practices.
- b. Distinguish between a healthy diet and fads and food addictions and eating disorders.
- c. Demonstrate strategies and skills used to set personal health goals.
- d. Recognize safety and sanitation standards and practices in selection, preparation, handling, and food storage.

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- e. Identify and demonstrate acceptable behaviors for table service and etiquette.
- f. Research cultural influences on individual family food preferences and practices.

**Academic Standards:**

*SCSh2 Students will use standard safety practices for all classroom laboratory and field investigations.*

*SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.*

**CONSUMER AND FINANCE**

**FCS-FPE-6. Students will identify and discuss social and financial skills needed to develop personal independence and interpersonal relationships.**

- a. Explain the responsibilities associated with managing personal finances.
- b. Analyze factors in developing short term and long term financial plans.
- c. Demonstrate financial literacy and money management strategies in areas of budgeting.
- d. Create a portfolio entry related to financial planning.

**Academic Standard:**

*SSEPF1 The student will apply rational decision making to personal spending and savings choices.*

**FCS-FPE-7. Students will analyze factors (social, psychological, economic, cultural) affecting consumer and management decisions for individuals and families and how those decisions impact society.**

- a. Identify the types of available credit.
- b. Compare and contrast sources of credit.
- c. Analyze the cost and limitations of credit
- d. Apply ways consumer rights and responsibilities and policies protect consumers.
- e. Critique ways advertising influences consumer decisions.
- f. Describe the impact of technology on consumers.

**Academic Standard:**

*SSEPF4 The student will evaluate the costs and benefits of using credit.*

**INTERIOR DESIGN**

**FCS-FPE-8. Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decisions impact society.**

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- a. Identify specific considerations and/or adaptations which would improve a living space for individuals with disabling conditions.
- b. Create a portfolio project applying the elements and principles of design.
- c. Explain ways of conserving natural resources in family, school, work, and/or community settings.
- d. Identify the impact of technology on residential and commercial design.

**Academic Standards:**

*MMIP1 Students will solve problems (using appropriate technology).*

*MMIP3 Students will make connections among mathematical ideas and to other disciplines.*

**FASHION**

**FCS-FPE-9. Students will analyze factors (social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families and how those decisions impact society.**

- a. Assess alternatives to purchasing clothes by using personal and family resources.
- b. Identify daily, weekly, and seasonal care of clothing and accessories.
- c. Identify characteristics of fiber performance, quality construction, durability, and style.
- d. Use creative ideas and materials to personalize an individual and/or group project.

**Academic Standards:**

*MA1G1 Students will investigate properties of geometric figures in the coordinate plane.*

*SSEF4 The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.*

**FAMILY, COMMUNITY, AND GLOBAL LEADERSHIP**

**FCS-FPE-10. Students will demonstrate teamwork, leadership skills, and knowledge to become leaders in the family, workplace, and community.**

- a. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- b. Demonstrate teamwork skills in classroom, community, and workplace settings.
- c. Research community and civic responsibilities, volunteerism, volunteer management and recognition, and social services.
- d. Analyze the characteristics of persons who are valued leaders and citizens in the community.

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- e. Develop a project that demonstrates leadership skills.

### **Academic Standards:**

*ELA9W3 The student uses research and technology to support writing.*

*ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

## **Reading Across the Curriculum**

### **Reading Standard Comment**

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

### ***CTAE-RC-1 Students will enhance reading in all curriculum areas by:***

#### **Reading in All Curriculum Areas**

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

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### **Discussing Books**

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

### **Building Vocabulary Knowledge**

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

### **Establishing Context**

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

## **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

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**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.