



# EARLY CTE CAREER EXPLORATION, GRADES 6-8 FAMILY & CONSUMER SCIENCE CAREER CLUSTER KNOWLEDGE AND SKILLS

Family & Consumer Sciences (FCS) career knowledge and skills were developed in 2024 by a committee of teachers and administrators from grades 6-12. The content of this document introduces students to careers in Culinary, Hospitality, Fashion, and Interior Design in preparation for high school academic studies and Career and Technical Education (CTE) programs.

Definitions of career-related terms used in this document are on the last page.

i.e. explains or clarifies the content and e.g. provides examples of the content that should be taught.

This content will be reviewed and updated as appropriate – the last update was **July 9, 2024**.

## 1.0 EXPLORE CULINARY CAREERS

Study principles of nutrition and food science to understand their impact on health and wellness. Investigate and apply culinary-related knowledge and skills necessary for food preparation in a safe and sanitary work environment.

- 1.1 Explore culinary occupations and required knowledge and skills using an Arizona or National career planning tool
- 1.2 Investigate proper food preparation and sanitation (i.e., guest speaker from industry, health inspector, etc.)
- 1.3 Identify common foodborne illnesses (e.g., E.coli, Norovirus, Salmonella, Campylobacter, Hepatitis A, and Listeria)
- 1.4 Recognize and practice safety and sanitation practices in the selection, preparation, handling, and storage of food
- 1.5 Study the impact of basic nutrition and wellness across the human lifespan and geographic location
- 1.6 Compare and analyze “nutrition facts labels” on food products
- 1.7 Plan a healthy family meal and include each food group listing ingredients, preparation, group work plan, and clean-up steps
- 1.8 Identify and label components of a recipe (i.e., yield, ingredients, cooking time, equipment, etc.)
- 1.9 Practice the proper use of standard kitchen tools and equipment (i.e., blenders, knives, mixers, etc.)
- 1.10 Perform foundational cooking techniques (i.e., cooking methods, portioning, plating, and presentation, etc.)
- 1.11 Explore sustainable sources of ingredients for recipes (i.e., locally grown foods, grocery shopping, growing your food, farmers' markets, farm-shares, distributors, food systems, etc.)
- 1.12 Calculate unit of measure conversions (e.g., ounce, cup, quart, gallon, and increasing or decreasing yield from a recipe)
- 1.13 Demonstrate proper food scaling and measurement techniques
- 1.14 Conduct basic food science experiments and food technology procedures (e.g., ingredient interactions)
- 1.15 Demonstrate recipe preparation, organized cooking, and cleaning methods (i.e., mise en place, group work, etc.)
- 1.16 Identify high school CTE programs to prepare for culinary careers
- 1.17 Describe the knowledge and requirements and process needed to obtain a food handlers card (i.e., age, location, identification required, etc.)

## STANDARD 2.0 EXPLORE HOSPITALITY CAREERS

Investigate the knowledge and skills needed for a career in hospitality.

- 2.1 Explore hospitality occupations and required knowledge and skills using a career planning tool
- 2.2 Recognize personal lifestyle choices when preparing for a career in hospitality and tourism (i.e., exercise, nutrition, fatigue, stress, etc.)
- 2.3 Discuss key areas of the hospitality and tourism industry (e.g., food and beverage, lodging, entertainment and recreation, travel and tourism, and meetings and events)
- 2.4 Discuss local tourism (i.e., hiking, historical sites, military, etc.), and what drives tourism (e.g., geography, climate, and environmental characteristics)

- 2.5 Investigate how tourism (e.g., lodging, entertainment and recreations, and meetings and events) is marketed and advertised (i.e., industry advertisements, AZ Chamber of Commerce, AZ Department of Tourism, Convention and Visitors Bureau (CVB), AZ Lodging and Tourism Association, Parks and Recreation, etc.)
- 2.6 Summarize the classifications of lodging facilities and properties including outdoor lodging (i.e., vacation rentals, yurts, cabins, bed-breakfast, hotels, resorts, etc.)
- 2.7 Identify the hospitality services within lodging (i.e., food and beverage, meetings, events, entertainment, etc.)  
Discuss the responsibilities of different positions within the hospitality and tourism organization (e.g., entry-level, skilled-level, and supervisory)
- 2.8 Compare qualities and characteristics of a successful service professional [e.g., professionalism, patience, and people-first attitude (three Ps)]
- 2.9 Practice guest service skills that enhance the overall guest experience in the hospitality industry (i.e., case studies, role play, etc.)
- 2.10 Create customized tours/promotional packages with lodging options for entertainment, recreation, travel and tourism, and meetings and events
- 2.11 Identify high school CTE programs to prepare for hospitality careers

### **STANDARD 3.0 EXPLORE FASHION CAREERS**

Analyze social, psychological, cultural, and economic effects on apparel decisions for individuals and families and explore the knowledge and skills needed for a career in fashion.

- 3.1 Explore fashion occupations and required knowledge and skills using an Arizona or National career planning tool
- 3.2 Discuss the role of leading designers, celebrities, and others in determining fashion trends
- 3.3 Investigate the ethical conduct of providing proper credit to others' ideas and content
- 3.4 Identify various ways to purchase clothing (i.e., stores, online, small businesses, multi-level marketing, etc.)
- 3.4 Analyze how different fabrics are constructed (i.e., weaving, knitting, pressing, etc.)
- 3.6 Investigate types of fabrics and their care
- 3.7 Discuss the environmental impact of natural versus manufactured fibers used to make clothing
- 3.8 Explore concepts of sustainability, redesign, and repurposing in fashion
- 3.9 Investigate the role of color schemes accents and prints in fashion (e.g., complementary, neutral, and monochromatic)
- 3.10 Discuss the basic principles and elements of design (i.e., contrast proportion, scale, repetition, pattern, balance, rhythm, emphasis, etc.)
- 3.11 Determine yardage, cost of fabric, and other resources to create a project
- 3.12 Apply the elements of design through the creation of a sketch (e.g., line, form, color, material, size, and texture)
- 3.13 Identify and perform conversions of units of measurement (e.g., English and Metric)
- 3.14 Follow instructions on a pattern to create a fashion item (i.e., clothing, handbags, potholders, pillows, etc.)
- 3.15 Identify high school CTE programs to prepare for fashion careers

### **4.0 EXPLORE INTERIOR DESIGN CAREERS**

Investigate interior design for residential and commercial practices and explore the knowledge and skills needed for interior design careers.

- 4.1 Explore interior design occupations and required knowledge and skills using an Arizona or National career planning tool
- 4.2 Discuss residential and commercial uses within the interior design industry
- 4.3 Compare and contrast different textile fibers, fabrics, and finishes used for interior design
- 4.4 Explore color schemes on the color wheel (e.g., complementary, neutral, and monochromatic)
- 4.5 Explore the concepts of sustainability, redesign, and repurposing textiles
- 4.6 Investigate design techniques and behaviors that conserve, reuse, and recycle resources
- 4.7 Convert units of measurement from feet and inches and from inches and feet
- 4.8 Calculate the amount of material needed for a specific redesign project (i.e., paint, flooring, molding, etc.)
- 4.9 Measure and calculate standard interior specifications (i.e., width and height for countertops, chairs, tables, desks, barstools, etc.)

- 4.10 Apply the elements of design in the creation of a scaled floor plan (e.g., line, form, color, material, space, and texture)
- 4.11 Identify high school CTE programs to prepare for interior design careers

## 5.0 INVESTIGATE CAREER-BASED CLUBS, MIDDLE-LEVEL CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO), OR COMMUNITY SERVICE

Career-related activities are excellent ways to practice career skills and develop student interest in careers.

- 5.1 Research and brainstorm career-based clubs and community service opportunities as related to careers in Family & Consumer Sciences
- 5.2 Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of Career and Technical Student Organizations (CTSO)
- 5.3 Investigate Family, Career and Community Leaders of America (FCCLA) middle-level programs and events related to culinary, hospitality, fashion design, and interior design
- 5.4 Research high school CTSO-DECA, as a future hospitality-related organization
- 5.5 Create a personal plan to participate in programs, conferences, community service, and events that align with the knowledge and skills of the Family & Consumer Sciences career cluster and support career growth

## DEFINITIONS

**Career Literacy**, Career education in the areas of Career Awareness (K-5), Career Exploration (6-8), and Career Preparation (9-12).

**Career Exploration Skills**, Opportunities for middle school students to discover work environments, to understand and appreciate their strengths and interests, and to plan short- and long-term goals.

**Career**, An occupation selected based on individual preferences that requires education, training, professional memberships, and volunteer work. A career is the history of work for a significant period of a person's life that often has growth opportunities.

- Occupation - a specific type of work or field (e.g., lawyer, musician, or contractor).
- Jobs - work done for pay that may or may not relate to a desired career.

**Career Clusters**, The national career clusters framework is an organizing tool for occupations. (e.g., [careertech.org/what-we-do/career-clusters](http://careertech.org/what-we-do/career-clusters))

**Career Pathways**, A smaller group of jobs within a career cluster that uses similar skills.

Teacher → curriculum coordinator → assistant principal → principal.

Retail Sales associate → cashier → assistant manager → store manager → regional manager

**Career and Technical Student Organizations (CTSO)**, CTOS are an integral requirement for high school CTE programs that encourage excellence in scholarship, build character, promote citizenship, volunteerism, and patriotism, endorse cooperation and cooperative attitudes, and provide opportunities through internships, camps, and leadership conferences. The six Arizona CTOS are DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA.

**Early Career and Technical Education (eCTE) K-8**, Preparation for high school CTE programs that contain academic and employability skills.

**Industry**, Businesses within a similar group that manufacture goods or share a business focus or service.