



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, Early Childhood Education, Education Professions, Fashion Design, and Hospitality in preparation for high school and Career and Technical Education (CTE) programs. These standards include career exploration, employability skills, and academic studies.

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 **March 20, 2025**.

1.0 EXPLORE CULINARY ARTS CAREERS

Study principles of nutrition and food science and their impact on health and wellness. Investigate knowledge and skills for culinary occupations.

- 1.1 Use a career planning tool (Arizona or National) to explore culinary occupations and required knowledge and skills
- 1.2 Explore career advancements in culinary arts (i.e., food handler cards, manager certifications, college degrees, and certificates)
- 1.3 Describe the relationship of nutrition and wellness to individuals and family health throughout the life span, including the impact of geographical location, religion, and culture
- 1.4 Analyze sources of food and nutrition information related to health and wellness (i.e., nutrition labels, USDA food groups, etc.)
- 1.5 Describe cross-contamination and acceptable procedures to prepare and store foods
- 1.6 Explain the factors that affect the growth of microorganisms (e.g., Food, Acidity, Temperature, Time, Oxygen, and Moisture [FATTOM])
- 1.7 Identify common foodborne illnesses (e.g., E. coli, Norovirus, Salmonella, Campylobacter, Hepatitis A, and Listeria)
- 1.8 Discuss safety and sanitation practices in selecting, preparing, handling, and storing food
- 1.9 Define and practice Mise en Place
- 1.10 Identify and label components of a recipe (i.e., yield, ingredients, cooking time, equipment, etc.)
- 1.11 Read and execute a recipe
- 1.12 Practice the proper use of standard kitchen tools and equipment (i.e., blenders, knives, mixers, etc.)
- 1.13 Perform basic cooking techniques (i.e., mixing, baking, microwaving, etc.)
- 1.14 Conduct basic food science experiments (i.e., leavening, fermentation, ingredient interactions, etc.)
- 1.15 Explore how elements of design can change the presentation and visual appeal of a dish (i.e., plating, portioning, coloring, etc.)
- 1.16 Apply math skills with food scaling, measuring, and conversions
- 1.17 Explore examples of sustainable sources (i.e., locally grown foods, grocery shopping, growing your food, farmers markets, etc.)
- 1.18 Identify the location of high school CTE Culinary Arts programs in Arizona (i.e., <https://www.azed.gov/cte>)

STANDARD 2.0 EXPLORE HOSPITALITY & TOURISM CAREERS

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

- 2.1 Use a career planning tool (Arizona or National) to explore hospitality and tourism occupations and required knowledge and skills
- 2.2 Discuss the responsibilities and skills needed by each level of worker within the hospitality and tourism organization (e.g., entry-level, skilled-level, and supervisory)
- 2.3 Compare and contrast the different sectors of hospitality and tourism (e.g., lodging, food and beverage in various venues, travel and tourism, recreational tourism, and event planning)
- 2.4 Analyze factors that affect tourism (e.g., geography, climate, and environmental characteristics)
- 2.5 Research local tourism (i.e., hiking, historical sites, state parks, etc.)

- 2.6 Investigate how tourism 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.]
- 2.7 Summarize the classifications of indoor and outdoor lodging facilities and properties
- 2.8 Discuss factors that enhance the overall customer experience (i.e., price, location, accommodation type, ratings and current reviews, amenities, dining convenience, safety, etc.)
- 2.9 Identify qualities and characteristics of a successful service professional [e.g., professionalism, patience, and people-first attitude (three Ps)]
- 2.10 Practice guest service skills that enhance the guest experience (i.e., case studies, role play, etc.)
- 2.11 Differentiate between revenues and expenses and the effect they have on profit and loss
- 2.12 Create customized tours/promotional packages with lodging options for entertainment, recreation, travel and tourism, meetings, and events
- 2.13 Identify the location of high school CTE Hospitality and Tourism programs in Arizona (i.e., <https://www.azed.gov/cte>)

STANDARD 3.0 EXPLORE CAREERS IN FASHION DESIGN & OPERATIONS

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 Use a career planning tool (Arizona or National) to explore fashion occupations and required knowledge and skills
- 3.2 Discuss the role of designers, celebrities, and others in determining fashion trends
- 3.3 Investigate the ethical conduct of giving credit to others' ideas and work
- 3.4 Identify ways to purchase clothing (i.e., stores, online, small businesses, etc.)
- 3.5 Differentiate among textiles, fibers, and fabrics
- 3.6 Identify the characteristics of natural and synthetic (manufactured) fibers
- 3.7 Explain processes for making fabric (i.e., weaving, knitting, felting, etc.)
- 3.8 Explore concepts of sustainability, redesign, and repurposing in fashion
- 3.9 Discuss principles and elements of design (i.e., color, line, form, texture, balance, repetition, etc.)
- 3.10 Determine yardage, cost of fabric, and other resources to create a project
- 3.11 Perform conversions of units of measurement (e.g., English and Metric)
- 3.12 Investigate fashion design illustration techniques [i.e., sketching, rendering, understanding body proportions (croquis), color theory]
- 3.13 Apply the elements and principles of design to sketch a garment
- 3.14 Follow a pattern to create a consumer item (i.e., clothing, handbags, potholders, pillows, etc.)
- 3.15 Identify the location of high school CTE Fashion Design and Merchandising programs in Arizona (i.e., <https://www.azed.gov/cte>)

4.0 INVESTIGATE EDUCATION CAREERS

Gain insights to the knowledge and skills needed for a career as an educator.

- 4.1 Use a career planning tool (Arizona or National) to explore educational occupations and required knowledge and skills
- 4.2 Discuss the role and responsibilities of PK-12 educators (i.e., create instructional strategies that promote student learning, use student assessment data to evaluate effectiveness, classroom management, school duties, continuous learning, etc.)
- 4.3 Investigate human development stages (e.g., prenatal, infancy, childhood, and adolescence) and types of development (e.g., physical, behavioral, emotional, and intellectual)
- 4.4 Discuss care procedures and routines for infant through elementary children (i.e., sleep schedules, structure and routines, nutrition, physical care, etc.)
- 4.5 Examine preschool and elementary student learning opportunities that foster development (i.e., language, communication, cognitive, social, physical, emotional, etc.)
- 4.6 Describe different learning environments and instructional activities in PK-12 classrooms
- 4.7 Practice student learning styles (i.e., visual, auditory, reading/writing, and kinesthetic) and discuss why educators develop lesson plans for all the different types of learners
- 4.8 Investigate the components of a lesson plan (i.e., learning objectives, standards, materials, assessment, etc.)
- 4.9 Explain the purpose of academic and CTE standards
- 4.10 Discuss challenges that educators face (i.e., class size, safety, funding, technology, etc.)
- 4.11 Create classroom rules and routines with rewards and consequences
- 4.12 Design a developmentally appropriate educational activity for a given age range and subject area

- 4.13 Identify the location of high school CTE Early Childhood Education and Education Profession programs in Arizona (i.e., <https://www.azed.gov/cte>)

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 and purpose 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, education careers, hospitality, and fashion design
- 5.4 Research high school CTSO-DECA, as a future hospitality-related organization
- 5.5 Create a personal plan including participation in programs, conferences, community service, and events that align with the knowledge and skills of the Family & Consumer Sciences career clusters (i.e., Arts, Entertainment & Design, Education, Human Services, and Hospitality & Events)