

Course Title	FACS Leaders at Work	Grade Levels	10-12	Credit Value	1
Description	This course is designed to prepare Family and Consumer Sciences students to be innovative and effective leaders in families, future careers and communities. Students will integrate higher order thinking, communication, leadership, and technical skills to explore FCS careers, conduct service learning projects, discover modern social issues relevant to the field and enhance employability skills to lead the 21st century workforce. Students will be engaged in project based learning opportunities by developing authentic, real-world and rigorous projects leading to self-discovery, positive social action and career preparation. Leadership development will be provided through the Family, Career and Community Leaders of America.				
	Additional Resources can be found here				
Unit Title	<u>Elements of Leadership</u>				

### **National Standards**

- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 13.1.1 Analyze processes for building and maintaining interpersonal relationships.
- 13.2.1 Analyze the effects of personal characteristics on relationships.
- 13.3.1 Analyze communication styles and their effects on relationships.
- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 13.3.3 Demonstrate effective listening and feedback techniques.
- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.3.5 Apply ethical principles of communication in family, community and work settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
- 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.
- 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.
- 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- 13.5.4 Demonstrate techniques that develop team and community spirit.
- 13.5.5 Demonstrate ways to organize and delegate responsibilities.
- 13.5.6 Create strategies to integrate new members into the team.
- 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.
- 13.6.2 Apply guidelines for assessing the nature of issues and situations.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

#### **Personal Wellness (Health Education) - Practical Living**

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

### **Mathematics Standards**

CC.9-12.S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

ICT (Information, Communications, and Technology) Literacy

Flexibility and Adaptability

Life and Career Skills

Productivity and Accountability

## **ACT Standards**

ACT English USG 302. Ensure straightforward subject-verb agreement

ACT English USG 305. Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead)

ACT English TOD 402. Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)

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ACT English ORG 403. Provide an introduction to a straightforward paragraph

ACT English ORG 404. Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)

ACT English KLA 505. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon

ACT English SST 401. Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)

ACT Reading IDT 402. Identify a clear central idea or theme in somewhat challenging passages or their paragraphs

ACT Reading IDT 403. Summarize key supporting ideas and details in somewhat challenging passages

ACT Reading CLR 401. Locate important details in somewhat challenging passages

ACT Reading CLR 402. Draw logical conclusions in somewhat challenging passages

ACT Reading WME 402. Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

ACT Reading PPV 301. Recognize a clear intent of an author or narrator in somewhat challenging passages

ACT Science IOD 301. Select two or more pieces of data from a simple data presentation

ACT Science IOD 402. Compare or combine data from a simple data presentation (e.g., order or sum data from a table)

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## **Learning Targets - Click here to view Sample Learner Activities**

Assess individual personality traits and use it to create a professional growth plan.

Utilize leadership styles and personality inventories to assign roles and responsibilities.

Identify characteristics of successful leaders.

Apply the decision making process effectively.

Develop personal and professional goals using the SMART goals template.

Anticipate and develop solutions for workplace problems and needs.

Improve verbal and nonverbal communication skills to enhance success.

Model proper communication skills in the workplace.

Analyze and adapt messages to an audience.

Perform the elements of effective public speaking to convey information to an audience.

Discuss how teams can contribute to an organization's effectiveness.

Use problem solving techniques to mediate conflicts that occur in the workplace.

Determine specific roles necessary for team productivity.

Analyze behaviors that positively and negatively affect team cohesion.

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Unit Title	Additional Resources can be found here <b><u>FACS Revolution</u></b>	

### **National Standards**

- 1.1.4 Analyze potential effects of career path decisions on balancing work and family.
- 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
- 5.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- 5.1.3 Summarize education and training requirements and opportunities for career paths in facilities management and maintenance.
- 5.1.6 Analyze the role of professional organizations in facilities management and maintenance professions.
- 5.7.9 Develop a marketing plan for a business or department.

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### **21st Century Skills and Knowledge**

- Collaboration
- Communication
- ICT (Information, Communications, and Technology Literacy)
- Leadership and Responsibility

### **AAFCS Pre-PAC Competencies**

- AAFCS Education Fundamentals 1A. Examine roles, functions, and education and training requirements of individuals engaged in education careers.
- AAFCS Education Fundamentals 1B. Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers.
- AAFCS Education Fundamentals 1E. Examine the historical and contemporary significance of education in society.

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### **Learning Targets - [Click here to view Sample Learner Activities](#)**

Analyze the history of Family and Consumer Sciences and its impact on today's society.

Explain the historical foundations of Family and Consumer Sciences, its evolution over time, its mission and focus.

Name each of the seven Family and Consumer Sciences Career Pathways.

Analyze career opportunities in each of the FCS Career Pathways with an emphasis on Family and Consumer Sciences Education.

Identify the roles, functions and education requirements of specific careers.

Appraise the importance of Family and Consumer Sciences Education.

Defend the need for Family and Consumer Sciences Teachers in public and private settings.

Advocate for Family and Consumer Sciences Education.

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Unit Title	Additional Resources can be found here <u><a href="#">FCCLA in Action</a></u>	

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## **Mathematics Standards**

CC.9-12.S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

CC.9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean and spread (interquartile range, standard deviation of two or more different data sets).\*

CC.9-12.S.MD.7 (+ Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).\*

## **21st Century Skills and Knowledge**

Civic Literacy

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

ICT (Information, Communications, and Technology Literacy

Leadership and Responsibility

Life and Career Skills

Productivity and Accountability

## **AAFCS Pre-PAC Competencies**

AAFCS Education Fundamentals 1E. Examine the historical and contemporary significance of education in society.

AAFCS Education Fundamentals 3C. Develop organizational and managerial skills that enhance professionalism.

AAFCS Education Fundamentals 5E. Integrate technology as a tool for instruction, evaluation, and management.

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ACT Mathematics N 501. Order fractions

ACT Mathematics S 503. Compute straightforward probabilities for common situations

ACT Mathematics S 304. Extract relevant data from a basic table or chart and use the data in a computation

ACT Mathematics S 305. Use the relationship between the probability of an event and the probability of its complement

### **Learning Targets - Click here to view Sample Learner Activities**

Determine opportunities and benefits of membership in FCCLA.

Analyze organizational structures and their components. (including bylaws, officers, committees, and program of work)

Construct and deliver 21st century presentations to meet employer expectations and client needs. (Including appropriate use of language, eye contact, visual aids and time constraints.)

State the purposes of following proper parliamentary procedure.

Explain the procedures of Parliamentary Law using Robert's Rule of Order.

Demonstrate the use of proper parliamentary procedure skills.

Assess the importance of active membership and leadership in professional organizations in terms of growing as a professional and keep abreast of new information in your field. (Examples: ACTE, KACTE, NATFACS, KATFACS, AAFCS, KAFCS, FCCLA Alumni & Associates, FCSEA, NEA, KEA, and Career Pathway related professional organization.)

Correlate the role of service learning with social responsibilities and needs.

Collect data to defend the need for a service learning project.

Analyze leadership opportunities available in the school and community.

Apply statistical analysis processes to interpret, summarize and report data from projects.  
Evaluate the effectiveness of the project through reflections and data collection.

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	Additional Resources can be found here				
Unit Title	<b><u>Leaders at Work</u></b>				

### **National Standards**

- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.2.8 Demonstrate work ethics and professionalism.
- 5.7.2 Demonstrate the elements involved in staff planning, recruiting, interviewing, selecting, hiring, and terminating of employees.
- 13.1.6 Demonstrate stress management strategies for family, work, and community settings.
- 13.3.5 Apply ethical principles of communication in family, community and work settings.

### **KY Academic Standards (Big Idea)**

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### **21st Century Skills and Knowledge**

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Health Literacy
- Leadership and Responsibility
- Life and Career Skills
- Productivity and Accountability

### **AAFCS Pre-PAC Competencies**

- AAFCS Education Fundamentals 1C. Understand ethical and legal standards and principles that impact education careers.
- AAFCS Education Fundamentals 2F. Explain how schedules, activities, routines, and transitions promote learning.
- AAFCS Education Fundamentals 3C. Develop organizational and managerial skills that enhance professionalism.
- AAFCS Education Fundamentals 5E. Integrate technology as a tool for instruction, evaluation, and management.
- AAFCS Education Fundamentals 5F. Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.

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## **Learning Targets - Click here to view Sample Learner Activities**

Identify the characteristics of a professional.

Construct professional written communication. (i.e., business letters, business emails, cover letter/letter of application, resumes, memos, and other forms of correspondence.)

Demonstrate appropriate professional etiquette.

Identify and practice proper interview skills.

Distinguish the difference between ethical and unethical behaviors.

Identify potential consequences of unethical behavior in a professional setting.

Understand the importance of an ethical climate in the workplace.

Utilize time management techniques.

Identify stress management techniques.

Describe methods of organization to increase productivity.

Develop a tool to increase time management, planning skills and organization in the workplace.

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**Unit Title** Social Citzenships

**National Standards**

- 1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.
- 1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.
- 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
- 5.3.6 Apply Americans with Disabilities Act (ADA regulations).
- 5.7.5 Demonstrate techniques and strategies to measure work quality of employees.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.4.5 Demonstrate effective responses to harassment.
- 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- 13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

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Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

**Personal Wellness (Health Education) - Practical Living**

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

**Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

**21st Century Skills and Knowledge**

Collaboration  
 Communication  
 Creativity and Innovation  
 Critical Thinking and Problem Solving  
 Global Awareness  
 ICT (Information, Communications, and Technology Literacy)  
 Leadership and Responsibility  
 Life and Career Skills  
 Media Literacy  
 Productivity and Accountability

## **AAFCS Pre-PAC Competencies**

AAFCS Education Fundamentals 1D. Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol.

AAFCS Education Fundamentals 2B. Examine how effective teaching practices accommodate learning styles, learning differences, and special needs.

AAFCS Education Fundamentals 2C. Explain how language, culture, and educational background affect learning and schools.

AAFCS Education Fundamentals 5E. Integrate technology as a tool for instruction, evaluation, and management.

AAFCS Education Fundamentals 5F. Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.

## **ACT Standards**

ACT English KLA 505. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon

ACT English ORG 401. Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., first, afterward, in response)

ACT English ORG 402. Determine the most logical place for a sentence in a straightforward essay

ACT English ORG 403. Provide an introduction to a straightforward paragraph

ACT English ORG 404. Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)

ACT English SST 401. Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)

ACT English TOD 402. Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)

ACT English TOD 403. Use a word, phrase or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)

ACT English USG 302. Ensure straightforward subject-verb agreement

ACT English USG 305. Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead)

ACT Reading CLR 401. Locate important details in somewhat challenging passages

ACT Reading CLR 402. Draw logical conclusions in somewhat challenging passages

ACT Reading IDT 402. Identify a clear central idea or theme in somewhat challenging passages or their paragraphs

ACT Reading IDT 403. Summarize key supporting ideas and details in somewhat challenging passages

ACT Reading PPV 301. Recognize a clear intent of an author or narrator in somewhat challenging passages

ACT Reading WME 402. Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

ACT Science IOD 301. Select two or more pieces of data from a simple data presentation

ACT Science IOD 402. Compare or combine data from a simple data presentation (e.g., order or sum data from a table)

ACT Writing DEV 401. Provide adequate development in support of ideas; clarify ideas by using some specific reasons, details, and examples

ACT Writing DEV 402. Show some movement between general and specific ideas and examples

ACT Writing EXJ 401. Show clear understanding of the persuasive purpose of the task by taking a position on the issue in the prompt and offering some context for discussion

ACT Writing EXJ 402. Generate reasons for a position that are relevant and clear; show some recognition of the complexity of the issue in the prompt by acknowledging implications and/or complications of the issue, and/or providing some response to counterarguments to the writer's position

ACT Writing ORI 501. Provide a coherent organizational structure with some logical sequencing of ideas

ACT Writing ORI 502. Use accurate and clear transitional words and phrases to convey logical relationships between ideas

ACT Writing ORI 503. Present a generally well-developed introduction and conclusion

ACT Writing USL 401. Show adequate use of language to communicate by correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding, choosing words that are appropriate, using some varied kinds of sentence structures to vary pace

## **Learning Targets - Click here to view Sample Learner Activities**

Justify the value of diversity in the workplace. (cultural, socio-economic, ethnicity, disability, gender)

Determine impact of social, economic, cultural, and technological forces on employee development and performance through evaluation tools.

Summarize laws protecting equal rights of employees.

Practice confidentiality and other workplace policies in work-based learning placements.

Utilize current laws and workplace policies related to hiring/firing employees.

List guidelines for reporting suspected child abuse and/or neglect.

Analyze the need for change in policies and procedures.

Advocate for new laws to ensure equality in the workplace.

Analyze the impact of ethical and social behaviors on personal and professional lives.

Describe the benefits of appropriate social media usage.

Integrate new technology trends in the workplace utilizing web 2.0 tools, new software programs and hardware.