



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



Standards introduce middle school students to Culinary Arts, Early Childhood Education, Education Professions, Fashion Design and Operations, Hospitality Management, and Interior Design in preparation for high school and Career and Technical Education (CTE) programs. Standards include age-appropriate technical, employability, and academic skills.

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 **May 2026**

1.0 EXPLORE CAREERS IN CULINARY ARTS

- 1.1 Explore the national career cluster for hospitality, events & tourism (e.g., careertech.org/career-clusters/) and culinary pathways (e.g., careertech.org/resource/industry-sector-profile)
- 1.2 Investigate culinary arts job descriptions including required education and training requirements, salary ranges, and employment outlook (i.e., food handler cards, manager certifications, college degrees, certificates, etc.)
- 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 (e.g., apply scaling, measuring, and conversions skills)
- 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 Explore examples of sustainable sources (i.e., locally grown foods, grocery shopping, growing your food, farmers markets, etc.)
- 1.17 Investigate Family, Career and Community Leaders of America (FCCLA) middle-level programs and events related to culinary, education careers, hospitality, and fashion design
- 1.18 Identify the location of high school CTE Culinary Arts programs in Arizona (i.e., <https://www.azed.gov/cte>)

2.0 EXPLORE HOSPITALITY & TOURISM CAREERS

- 2.1 Explore the national hospitality, events & tourism career cluster (e.g., careertech.org/career-clusters/) and related pathways (e.g., careertech.org/resource/industry-sector-profile)
- 2.2 Discuss the employee responsibilities and skills for each level within the hospitality organization (e.g., entry, skilled, supervisory, and managerial)
- 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 Research the CTSO DECA membership and programming
- 2.14 Identify the location of high school CTE Hospitality and Tourism programs in Arizona (i.e., <https://www.azed.gov/cte>)

3.0 EXPLORE CAREERS IN FASHION DESIGN & OPERATIONS

- 3.1 Explore the national arts, entertainment & design career cluster (e.g., careertech.org/career-clusters/) and related pathways (e.g., careertech.org/resource/industry-sector-profile)
- 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 between 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 repurpose 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, handbag, potholders, pillow, etc.)
- 3.15 Identify the location of high school CTE Fashion Design and Operations programs in Arizona (i.e., <https://www.azed.gov/cte>)

4.0 EXPLORE CAREERS IN EDUCATION

- 4.1 Explore the national education & training career cluster (e.g., careertech.org/career-clusters/) and related pathways (e.g., careertech.org/resource/industry-sector-profile)
- 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 professional 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 infancy to elementary school (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 how 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 EXPLORE INTERIOR DESIGN CAREERS

- 5.1 Explore the national arts, entertainment & design career cluster (e.g., careertech.org/career-clusters/) and related pathways (e.g., careertech.org/resource/industry-sector-profile)
- 5.2 Discuss residential and commercial interior design
- 5.3 Identify elements and principles of design including color, balance, texture, and space
- 5.4 Explore how color (e.g., complementary, neutral, and monochromatic) style, and personal needs are reflected in design
- 5.5 Measure standard interior specifications (i.e., width and height for countertops, chairs, tables, desks, barstools, etc.)
- 5.6 Use basic sketching and digital tools to recreate existing spaces to scale (e.g., convert units of measurement from feet and inches and from inches and feet)
- 5.7 Investigate common materials, furniture, lighting, and accessories based on use, cost, and appearance
- 5.8 Calculate the amount of material and cost for a specific redesign project (i.e., paint, flooring, molding, etc.)
- 5.9 Investigate design techniques and behaviors that conserve, reuse, and recycle resources
- 5.10 Create and present a scaled interior design project including cost
- 5.11 Identify the location of high school CTE Interior Design programs in Arizona (i.e., <https://www.azed.gov/cte>)