**Skills and Knowledge for FACS Capstone**

**NASAFACS Standards:**

|  |  |
| --- | --- |
| **Content Standards** | **Competencies** |
| |  |  | | --- | --- | | 1.1 | Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). | | | | | | | |  |  | | --- | --- | | 1.1.4 | Analyze potential effects of career path decisions on balancing work and family. | | 1.1.5 | Define goals for life-long learning and leisure opportunities for all family members. | | 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 | Demonstrate transferable and employability skills in school, community and workplace settings. | | | | | | | | | |  |  | | --- | --- | | 1.2.1 | Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career. | | 1.2.2 | Demonstrate job seeking and job keeping skills. | | 1.2.3 | Apply communication skills in school, community and workplace settings. | | 1.2.4 | Demonstrate teamwork skills in school, community and workplace settings. | | 1.2.5 | Analyze strategies to manage the effects of changing technologies in workplace settings. | | 1.2.6 | Demonstrate leadership skills and abilities in school, workplace and community settings. | | 1.2.7 | Analyze factors that contribute to maintaining safe and healthy school, work and community environments. | | 1.2.8 | Demonstrate work ethics and professionalism. | |
| |  |  | | --- | --- | | 1.3 | Evaluate the reciprocal effects of individual and family participation in community activities. | | |  |  | | --- | --- | | 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. | | 1.3.3 | Analyze personal and family assets and skills that provide service to the community. | | 1.3.4 | Analyze community resources and systems of formal and informal support available to individuals and families. | | 1.3.5 | Analyze the effects of public policies, agencies, and institutions on the family. | | 1.3.6 | Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families. | |

**Core Subjects and 21st Century Themes:**

|  |
| --- |
| Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects: |
| **Global Awareness**  Financial, Economic, Business and Entrepreneurial Literacy  Civic Literacy  Health Literacy  Environmental Literacy |
| **Learning and Innovation Skills**  Learning and innovation skills are what separate students who are prepared for increasingly complex life  and work environments in today’s world and those who are not. They include:  Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration |
| **Information, Media and Technology Skills**  Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:  Information Literacy  Media Literacy  ICT (Information, Communications and Technology) Literacy |
| **Life and Career Skills**  Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:  Flexibility and Adaptability  Initiative and Self-Direction  Social and Cross-Cultural Skills  Productivity and Accountability  Leadership and Responsibility  ***Core subject areas and 21st century interdisciplinary themes should be woven throughout the FACS Capstone project, portfolio and presentation.*** |

**Career Ready Practices of the Common Career Technical Core:**

|  |
| --- |
| 1. Act as a responsible and contributing citizen and employee. |
| 1. Apply appropriate academic and technical skills. |
| 1. Attend to personal health and financial well-being. |
| 1. Communicate clearly and effectively and with reason. |
| 1. Consider the environmental, social and economic impacts of decisions. |
| 1. Demonstrate creativity and innovation. |
| 1. Employ valid and reliable research strategies. |
| 1. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 1. Model integrity, ethical leadership and effective management. |
| 1. Plan education and career paths aligned to personal goals. |
| 1. Use technology to enhance productivity. |
| 1. Work productively in teams while using cultural global competence. |
| ***These practices should be implemented and practiced while carrying out the FACS Capstone project.*** |