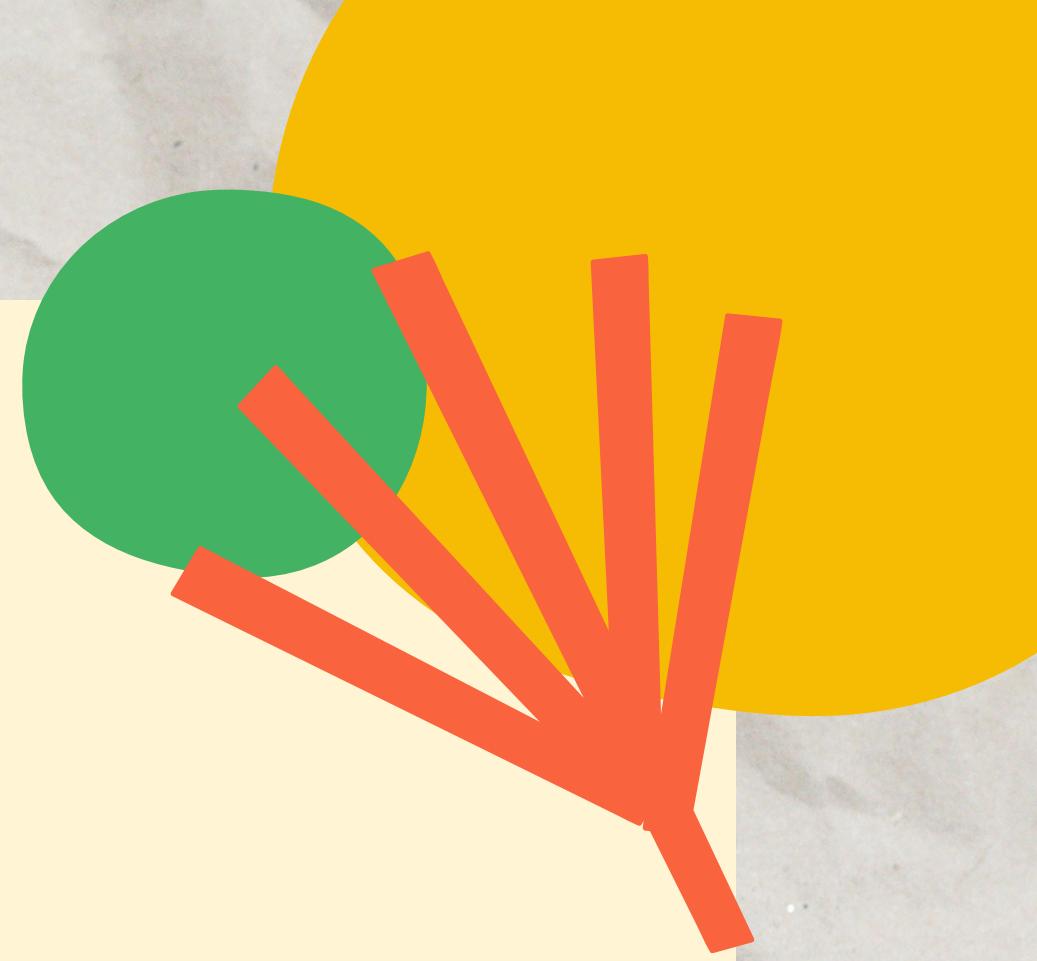
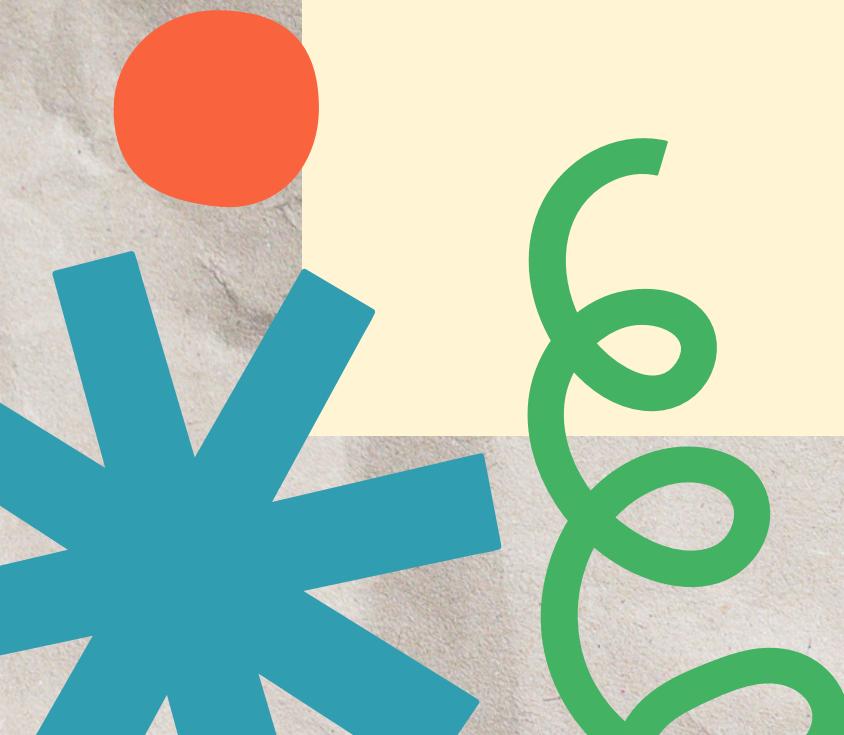


# BUILDING AN FCS TOOLBOX



# MOVING BEYOND THE "SINGLE TEXTBOOK" MODEL

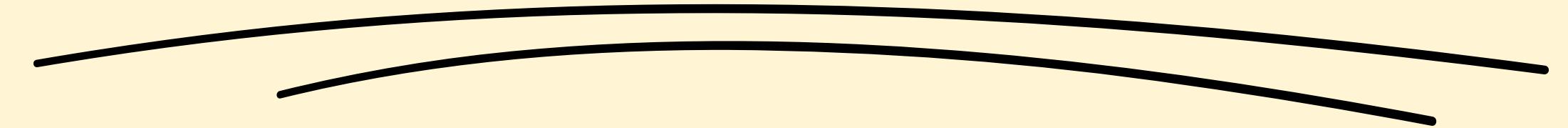
The Reality Check: No One-Size-Fits-All

The Goal: Build a Foundational Base supported by Specialized Supplements.

Use a "Core + More" approach.



# HOW DO I CHOOSE?





# POWER PLAYERS



Goodheart-Willcox



eDynamics Learning



CCFCS



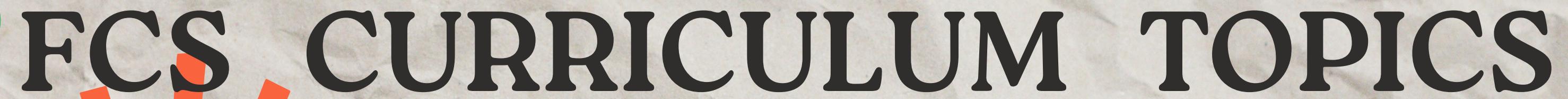
iCEV

These provide the structure, grading systems, and standards alignment that simplify your life.

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WILLCOX

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- Print
- Digital
- Digital resources
- Certifications
- Training resources



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## Tools for Educators: Activities, Posters, and Professional Development Videos

Extend learning, build student interest, and create an engaging atmosphere for your class. These printable activities, infographics, and posters along with student-centered instructional strategy videos are ready for use today. Help yourself to these tools and feel free to share this page with your colleagues.



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Getting Started**

**Getting Started Kit for New FCS  
Teachers**

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**Instructional Strategies To-Go:  
Window Notes with Teaching, 4e**

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**Grade:** 9-12  
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**Instructional Strategies To-Go:  
Jigsaw Method with School to  
Career, 12e**

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**Grade:** 9-12  
**Subject:** All

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**Instructional Strategies To-Go:  
Caption This with Working with  
Young Children, 10e**

**Type:** Downloadable Activities  
**Grade:** 9-12  
**Subject:** Education

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# CONTACT:



**Laura Adamson**  
Educational Consultant  
[ladamson@g-w.com](mailto:ladamson@g-w.com)  
708.738.4751

# EDYNAMICS LEARNING

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# Instructional Materials For



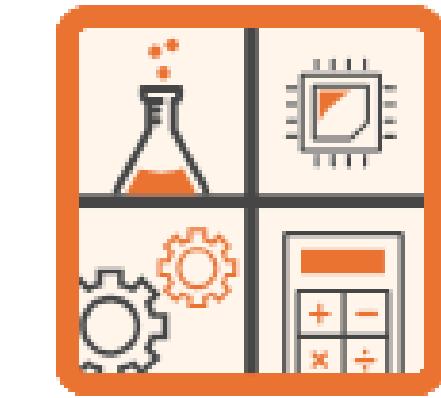
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### Employability Skills



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### STEM



Supporting STEM programs with equitable instructional materials.

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### Summer Programs



Instructional materials for programs grades 5-12.

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### Career Exploration



Integrated, supplemental lessons and comprehensive exploration courses.

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### Industry-Based Certifications



CTE pathways that prepare students for nearly 100 certifications.

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### Work-Based Learning (WBL)



Simulated work experiences and virtual internships.

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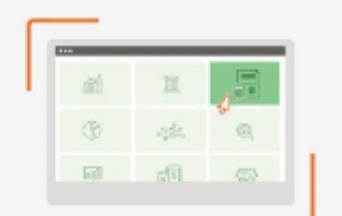
### TX Proclamation



2024 adopted courses: Science, CTE, and Tech Apps.

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### Perkins V Funding



Supporting educators to take full advantage of Perkins V funding.

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### Career Course Placement Resources



Guide students in their career discovery to match their interests and skills to a rewarding future.

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TER BY

Subject



Career Clusters



Programs



Grade Level



Sort by : A-Z

Agriculture, Food, & Natural Resources

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Career Clusters



Programs



Grade Level



Sort by: A-Z

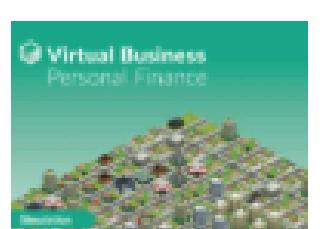
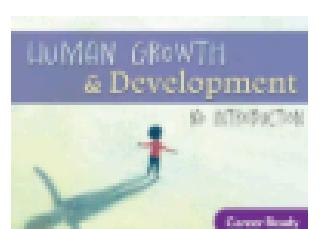
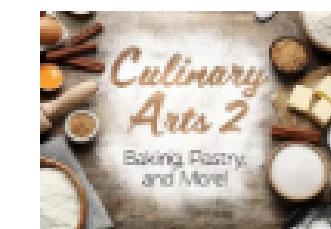


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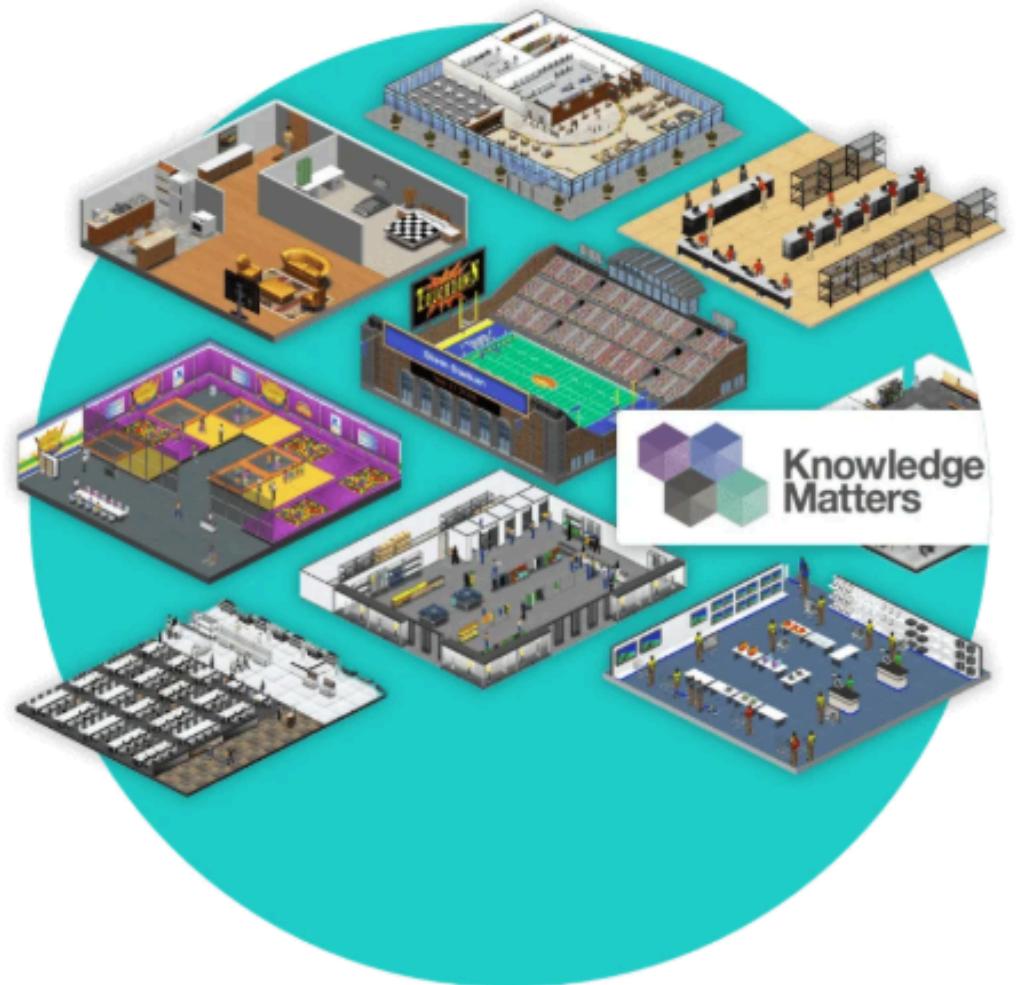
Family & Consumer Sciences

High School, Middle School

Career and Technical Education



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# CONTACT:

**Kelly Griesbach**

[kelly.griesbach@edynamiclearning.com](mailto:kelly.griesbach@edynamiclearning.com)

# CCFCS

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# Products

- Online curriculum materials for thirty-six FCS courses
- Additional print resources.
- Customers include novice and seasoned educators across the country.



# Experience Sample Curriculum Instructions

1. URL: <https://texastechfl.instructure.com/>
  - a. Username: ccfcs@ttu.edu
  - b. Password: Pobox41161!
2. Select the Modules button.
3. Choose a course to explore and review.



Home

Modules



Account



Dashboard



Courses



Calendar



Inbox



History



Studio



Panorama



## ▼ Principles of Human Services

### Topic 1: Personal Characteristics for Success

Principles of Human Services Course Outline with NS Standards

Principles of Human Services Course Outline with TX Standards

Principles of Human Services Pacing Guide.docx

### Unit 1: Decision-Making Process

Decisions I

Decision-Making Process

Case Studies

Characteristics of Maturity I

Maturity and Decision Making

# Decisions I

## Instructional Strategies

- Partner Activity
- Class Discussion
- SEL Components
  - Self-Awareness
  - Self-Management
  - Responsible Decision-Making
  - Relationship Skills

## Objectives

The student will define the word *decision* and determine whether decisions are good or bad.

## Instructions

1. Explain to students that in order to set goals or make choices in life, an important decision must be made. A pattern of decision-making is developed early in life and typically continues throughout a person's life.
2. Instruct each student to write down a definition for the word *decision*.
3. Next, have students turn to the person seated next to them and together compare their definitions.
4. Allow each pair to share their definition with the class, and record all the definitions on the board.
5. As a class, decide on one definition. Example definitions of the word *decision* include:
  - the act or process of deciding
  - the act of or need for making up one's mind
  - something that is decided
  - choosing between alternatives
6. Show and discuss the PowerPoint slides, [Types of Decisions](#). (Click the link to access the resource.)
7. On the final slide, ask students to identify whether the examples of decisions are good or bad.

## Resources & Technology

Click the link to access the resource.

[Types of Decisions.pptx](#)

# CONTACT:

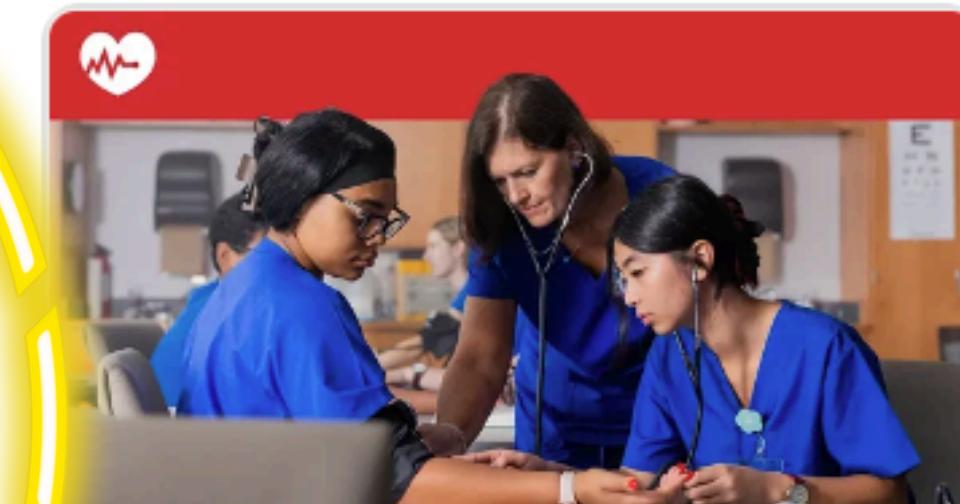
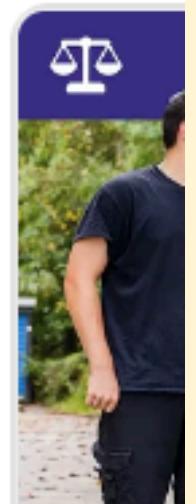
Arnessa Dotson, Director

[Ardotson@ttu.edu](mailto:Ardotson@ttu.edu)

806-742-3029

# ICEV

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# Introduction to Family & Consumer Sciences

Get a FREE Trial



## About the Course

iCEV's Introduction to Family & Consumer Sciences course focuses on a broad range of topics in Family & Consumer Sciences such as human services, employability skills, consumer practices, leadership skills, community service, apparel construction and interior design. Additionally, the course offers FCS Challenge lessons where students are prompted with a problem and use skills they have learned in the course to meet the challenge.



**SAMPLE LESSON**

### FCS Challenge: Community Service Project

Each lesson includes media-rich presentations, a pre-made lesson plan, assessments and engaging real-world projects and activities. To get an idea of what iCEV offers, explore the sample lesson and resources below.

**Lesson Resources:**

- [Lesson Plan](#)
- [Project: FCS Challenge: Community Service Project](#)

## Lessons Available in This Course

- Basic Principles in Apparel Selection
- Basic Principles of Apparel Construction
- Basic Principles of Apparel Maintenance & Repair
- Basic Principles of Child Development - Coming Soon
- Basic Principles of Healthy Meals
- Basic Principles of Interior Design
- Basic Principles of Interior Maintenance
- Communication & Conflict Resolution
- Community Service
- Consumer Practices & Responsibilities
- Creating a Human Services Career Plan
- Employability Skills in Human Services
- Exploring Personal Care Services
- Family Dynamics
- FCS Challenge: Community Service Project
- FCS Challenge: Crisis Care Compass
- FCS Challenge: Micro Chef
- FCS Challenge: Room Revamp
- FCS Challenge: Spill Seekers
- FCS Challenge: Wellness and You
- Goals & Decision Making
- Identifying Personal Priorities
- Leadership in Human Services
- Navigating Life's Challenges
- Nutrition Over the Lifespan
- Personal Practices for Success
- Principles of Human Services

Highlight any text to hear text-to-voice speech.

Select Language

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# FCS Challenge: Community Service Project

## Introduction

Media: Video (1 minute)

This lesson guides students through the process of planning and executing a meaningful community service project. Community service projects are not only a valuable way to engage students in hands-on learning but also a means of fostering civic responsibility, empathy and leadership skills. Students will have a deeper understanding of community service, its significance, and the practical steps involved in planning and executing a successful project.

All materials are open-ended to allow flexibility to fit classroom needs. Throughout this lesson, students will collaborate in groups, develop critical thinking skills and engage in creative problem-solving.

### Objectives:

1. To understand how to plan and execute a community service project effectively.
2. To develop teamwork, problem-solving, and leadership skills.
3. To understand the importance of community engagement and social responsibility.

Instructors can determine the best length of time for the project based on the student's abilities and available class time.

## Project Scope & Sequence

### Introduction to the Challenge

#### Class Overview:

The introduction should be one class period. Students will review the expectations of the class.

#### Step 1: Bell Ringer:

- Ask students to write down one community issue they care about and one skill or talent they have.
- Have students share these with a partner.

#### Step 2: Show the FCS Challenge: Community Service Project video segment.

- This video is one minute long.

Highlight any text to hear text-to-voice speech.

Select Language

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# FCS Challenge: Community Service Project

### FCS Challenge Overview:

As a class, you will plan a community service project.

### Directions:

1. Your instructor will divide the class into groups of three to four.
2. As a class, brainstorm school or community needs your class would like to address. Use the internet and other available resources to conduct further research on community needs. Keep a list of sources for documentation. Examples might include:
  - **Food Drive:** Organize a food drive in your school or community to collect non-perishable food items for a local food bank or pantry
  - **Cleanup Day:** Plan a community cleanup day to pick up litter and beautify public spaces such as parks, streets and playgrounds
  - **Environmental Awareness Campaign:** Create a campaign to raise awareness about environmental issues such as pollution, waste reduction and conservation
  - **Senior Citizen Outreach:** Plan a visit to a local nursing home or senior center to spend time with elderly residents, play games and provide companionship
  - **Children's Literacy Project:** Organize a children's book drive and donate the books to a local school or library
  - **Homeless Shelter Support:** Volunteer at a local homeless shelter serving meals or donating essential items, such as blankets, socks and toiletries
  - **Animal Shelter Volunteer:** Volunteer at a local animal shelter walking dogs, socializing cats or cleaning cages
  - **Community Garden:** Start a community garden project by cleaning up a vacant lot or unused space and planting vegetables and flowers to beautify the area and provide fresh produce to those in need



# CONTACT:

**Kassi Winn-Huizar**

**KJ.Huizar@icevonline.com**

**Carla Campbell**

**carla.campbell@icevonline.com**

# CTYOU

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# www.ctyou.org



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## FCS Courses and Curriculum Resources

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› FCS Course Catalog with Curriculum Recommendations, and Programs of Study

› ICAP and Report Card Information

› Texas Tech Curriculum



### Course Standards & Pacing Guide



Food Science



Food Science Outline Pacing Guide



Chemistry of Foods



### Topic 1: Exploring Food Science (2 Weeks)



Alton Brown's Food Science videos



Topic 2: The Food Science Laboratory (3 Weeks)



Topic 3: Fundamentals of Chemistry (4 Weeks)



Ice Cream in a Bag



Ice Cream Lab



Lesson Plan Title: Knife Skills

Subject Area: Food Production

Recommended course(s):

Food Production and Services



Aligned to NASA FACS Standards:

Food Production and Services 8.5.1

Objectives:

Students will demonstrate proper knife skills and safety.

Students will apply and practice basic knife cuts including; julienne, ~~brunoise~~, small dice, medium dice, chiffonade and diagonal cuts.

Materials needed:

power point presentation  
copies of handouts  
construction paper  
rulers  
scissors  
Lab: Vegetables and Ranch Dip  
~~PlayDough~~ - one small container per student  
Paper plates one per student  
Lab ingredients and recipe for each lab

Resources:

PowerPoint, handouts, Lab recipes/ingredients can be found at:

[www.uen.org/Lessonplan/preview.cgi?LPid=30977](http://www.uen.org/Lessonplan/preview.cgi?LPid=30977)

Lesson Summary/Outline:

Introduce the Basics of Knife skills power point with accompanying listening guide.

Students will then create replicas of the cuts with construction paper. They will glue it to cut in the listening guide.

Students will complete the Vegetable and Ranch Lab.

Students will make models of the cuts with ~~PlayDough~~ and present them on paper plates.

Last, Students will complete the Vegetable & Bacon Stir Fry Lab.

Motivator/Opening:

Ask questions about how students have used knife when cooking - any accidents?

Students will recount their experience with knives in the kitchen.

Activities:

Introduce the Basics of Knife skills power point with accompanying listening guide. Students will follow along with the listening guide. The power point begins with setting up a work area. Students should understand that they will need to apply these techniques later in class. Upon finishing the power point, have each student get a piece of construction paper, glue, scissors and ruler.

Students will complete the Vegetable and Ranch Lab.

Students will make models of the cuts with ~~PlayDough~~ and present them on paper plates.

Using their play dough, each student will create each of the 6 cuts, placing their best example on the paper plate for the teachers inspection. The teacher will check off or initial their Knife Cuts handout at the end of the activity for student participation points.

Assignments:

Students will then create replicas of the cuts with construction paper. They will glue it to cut in the listening guide.

Each replica should measure exactly to the dimensions for each cut. Spot check progress as the students work.

When the students are done with replicas, proceed to the Vegetables and Ranch lab. Each lab will get 2-4 carrots, depending on size, 2-4 stalks of celery, 1/2 a zucchini or cucumber and 3-5 spinach leaves per student. Plan 1/4 c. Ranch dressing per group.

Assign the following cuts:

- Carrots and celery - julienne (1/8 X 1/8 X 2" in length), have each student cut one of the julienne into ~~brunoise~~ (1/8 X 1/8 X 1/8).
- Zucchini/cucumber - diagonal cut 1/4" in width.
- Spinach leaves - chiffonade

Using their knife skills, students will complete the Vegetable Bacon Stir Fry lab.

Evaluation:

A summative check can be made on the Listening Guide and Construction Paper Cuts.

A summative guide can be made on the ~~PlayDough~~ models.

Actual knife cuts can be graded after each racing.

Notes:

Submitted by:

Joe Moore

Contact info:

405-377-3333 ext 382  
[joe.m@meridiantech.edu](mailto:joe.m@meridiantech.edu)

# Other Resources



- [www.uen.org](http://www.uen.org)
- Family and Consumer Sciences Teachers Facebook
- OKFCSED Facebook
- [www.fcclainc.org](http://www.fcclainc.org)
- Teachers Pay Teachers
- <https://www.familyconsumerscience.com/>
-

A decorative background on the left side of the slide features several large, stylized shapes in green, orange, yellow, and blue, resembling leaves or petals, arranged in a loose, organic pattern.

- Colorado Learning CTE:  
<https://coloradostateplan.com/educator/family-and-consumer-sciences/facs-lesson-plans/>
- The FACS Classroom:  
<https://www.thefacsclassroom.com/>
- [explorefoodand fam.org/lesson-library/](https://explorefoodandfam.org/lesson-library/)
- Nasco Education

# Curriculum Carousel

Link in the

FCS Newsletter

# What is our take away?

- Find what works for you
- Need structure
- Use supplemental resources
- Know your students
- Multiple options
- When in doubt, ask others