

Middle School FCS & Careers (19000)

Curriculum Map 2026–2027

Mrs. Jessica DeVries

Year-Long Course | Approximately 36 Weeks

Schedule: 2 days/week, 50 minutes

Prerequisite: None

Career Clusters: Education & Training; Human Services; Arts & A/V; Hospitality & Tourism

CTSO: FCCLA

Middle School FCS & Careers introduces students to practical skills for school, home, relationships, careers, and future independence. Students explore career pathways and employability skills while gaining introductory experience in nutrition and food safety, human development, healthy relationships, textiles, interior design, and hospitality and tourism.

South Dakota identifies this as a foundational course intended to provide middle school students with transferable skills and an understanding of career opportunities related to Family and Consumer Sciences.

Course Units & Learning Overview

Unit	Time	SD Standards	Focus	Key Skills Developed	Major Assessments
Welcome to FCS & Career Exploration	3 weeks	MSFCS-CE 1.1, 1.2, 1.3	Career clusters, FCS-related careers & influences on career choices	Career awareness, research, comparison & self-reflection	Career Cluster Exploration Project
Knowing Myself & Planning My Future	4 weeks	MSFCS-CE 2.1, 2.3, 3.1, 3.2	Employability skills, interests, strengths, teamwork & career planning	Self-assessment, goal setting, teamwork & personal planning	Career assessment & Personal Learning Plan
Healthy Relationships & Communication	5 weeks	MSFCS-R 1.1, 2.1, 2.2, 3.1–3.4	Self-image, values, communication, decision-making & conflict resolution	Communication, empathy, problem-solving & relationship skills	Communication scenarios & conflict-resolution project
Human Development & Caregiving	4 weeks	MSFCS-HD 1.1, 2.1–2.3, 3.1–3.4	Human development, family influences, caregiving & developmentally appropriate activities	Developmental awareness, caregiving, safety & activity evaluation	Human Development & Careers Project
Nutrition, Wellness & Food Safety	6 weeks	MSFCS-NW 1.1, 2.1–2.4, 3.1	Nutrition careers, food choices, nutrients, physical activity, wellness & sanitation	Healthy decision-making, nutrition literacy, kitchen safety & food handling	Nutrition/wellness project & introductory food lab

Unit	Time	SD Standards	Focus	Key Skills Developed	Major Assessments
Textiles & Clothing	4 weeks	MSFCS-T 1.1, 2.1–2.3	Textile careers, terminology, technical directions & basic production	Following directions, measuring, textile skills & problem-solving	Beginning textile construction project
Interior Design	4 weeks	MSFCS-ID 1.1, 2.1, 2.2	Interior design careers, elements/principles & space planning	Design analysis, creativity, spatial reasoning & planning	Interior space/design project
Hospitality & Tourism	3 weeks	MSFCS-HT 1.1, 2.1, 2.2	Hospitality careers, customer service & safety	Customer service, professionalism, safety awareness & career exploration	Hospitality scenario/project
Putting It All Together: FCS, Careers & Leadership	3 weeks	MSFCS-CE 2.1–2.3, 3.1, 3.2 plus integrated standards	Connecting FCS skills to careers, leadership & everyday life	Leadership, teamwork, reflection, communication & career planning	Final FCS & Career Portfolio/Presentation

Total: 36 weeks

This pacing is a local curriculum organization, not a pacing schedule mandated by South Dakota DOE. The state explicitly allows the middle school course to be tailored to individual schools by selecting standards from the seven content areas.

Skills Students Will Develop

Students will develop skills in career exploration and goal setting; employability, leadership, and teamwork; positive communication and conflict resolution; understanding human growth and caregiving; nutrition and food-safety decision-making; introductory textile production; interior design and space planning; hospitality customer service; and following technical instructions.

The course is intentionally broad. At the middle-school level, the goal is to give students opportunities to explore FCS areas and careers while building foundational skills they can carry into high-school CTE courses.

Career & Real-World Connections

Career exploration is woven throughout the entire course rather than limited to one unit. Students investigate the knowledge and skills associated with career clusters, evaluate careers connected to FCS, consider social, economic, and technological influences on career choices, examine their own career-assessment results, and develop a personal learning plan. These expectations come directly from MSFCS-CE 1–3.

Career connections also occur within each content area, including nutrition and wellness (NW 1.1), Education & Training/Human Services (HD 1.1 and R 1.1), textiles (T 1.1), interior design (ID 1.1), and hospitality and tourism (HT 1.1).

Standards Alignment

The following seven areas are taken directly from South Dakota's current Middle School FCS standards.

Standards	South Dakota Content Area	Major Emphasis
MSFCS-CE 1–3	Career Exploration	Career opportunities, employability/soft skills, leadership, teamwork & personal learning plans
MSFCS-NW 1–3	Nutrition	Nutrition careers, wellness, food choices, physical activity, nutrients & food safety
MSFCS-HD 1–3	Human Development	Careers, stages of development, family influences, developmentally appropriate activities, health/safety & caregiving
MSFCS-R 1–3	Healthy Relationships	Careers, needs/wants/values, self-image, communication, ethics, decision-making & conflict resolution
MSFCS-T 1–2	Textiles	Textile careers, terminology, technical instructions & textile production
MSFCS-ID 1–2	Interior Design	Interior-design careers, elements/principles of design & space planning
MSFCS-HT 1–2	Hospitality & Tourism	Hospitality/tourism careers, customer service & safety

Prior Knowledge Needed - No prior FCS coursework is required; South Dakota lists **no prerequisite** for MS Family and Consumer Sciences. Before beginning each unit, students can share what they already know or believe the topic includes. Instruction can then be adjusted based on students' prior knowledge, experience, and readiness. Because this is an exploratory middle-school course, students are not expected to enter with previous experience in cooking, sewing, interior design, childcare, or career planning.

Assessment Framework

Formative

- Guided notes and vocabulary activities
- Class discussions and reflections
- Career exploration activities
- Skill-practice worksheets
- Demonstrations and practice activities

- Exit tickets and short quizzes
- Small-group scenarios and problem-solving

Summative

- Career Cluster Exploration Project
- Personal Learning Plan
- Healthy Relationships/Communication assessment
- Human Development project
- Nutrition and Wellness assessment
- Textile project
- Interior Design project
- Hospitality & Tourism project
- Final FCS & Career Portfolio

Performance-Based

- Teamwork and leadership activities
- Communication/conflict scenarios
- Developmentally appropriate activity planning
- Food preparation and safety lab
- Textile construction
- Interior space planning
- Customer-service scenarios
- Career presentation

Differentiation & Student Support

Support Strategies

- Guided notes and templates
- Visual examples and teacher modeling
- Vocabulary scaffolding
- Step-by-step directions
- Demonstrations before hands-on activities
- Small-group instruction
- Peer collaboration

- Modified project expectations when appropriate
- Additional practice and extended time when needed

Enrichment

- Advanced hands-on projects
- Independent career investigations
- Leadership responsibilities during group projects
- Additional textile or interior-design challenges
- Career interviews
- Community connections
- FCCLA participation
- Service-learning opportunities

Classroom Management and Environment

The classroom is arranged with large tables that encourage discussion, collaboration, and group work. The open layout allows students to move safely between classroom and hands-on work areas and accommodates the variety of activities included in FCS, such as food preparation, textiles, design projects, career exploration, and collaborative problem-solving.

Because students frequently work with equipment, tools, food, and materials, clear procedures and safety expectations are established before hands-on activities. The classroom remains welcoming and flexible while maintaining consistent rules, responsibilities, and expectations.

Cross-Curricular Connections

Math: measurement, fractions, proportions, budgeting, scale and spatial reasoning

ELA: communication, technical directions, research, reflection and presentations

Science/Health: nutrients, wellness, human development and food safety

Art & Design: textiles, color, elements/principles of design and interior spaces

Career Readiness: career exploration, goal setting, employability, teamwork and leadership

Technology: career research, presentations and appropriate use of technology

Work-Based Learning & CTSO Integration

South Dakota specifically identifies FCCLA as the student organization for Middle School FCS and lists work-based experience through volunteer opportunities as the coordinating work-based-learning component. This will give the students an opportunity to experience FCCLA before being able to join as freshman.

Students can therefore connect classroom learning to FCCLA through leadership, teamwork, service, career exploration, nutrition and wellness, relationships, design, and other appropriate chapter activities. Service-learning or volunteerism has an especially direct standards connection because MSFCS-CE 2.2 calls for using service learning or volunteerism to develop employability and soft skills.

Resources

South Dakota Department of Education

[Official South Dakota Middle School Family & Consumer Sciences Standards](#)

Career Exploration

- [SDMyLife](#) — career exploration and planning
- South Dakota career-cluster and pathway information
- Career interest and skills assessments
- Local career and community professionals

Classroom Resources

- Teacher-created guided notes and activities
- Career exploration materials
- Nutrition and food-safety materials
- Human development and relationships activities
- Textile equipment and supplies
- Interior-design materials
- FCCLA resources and activities