

Class Name Here



To be college and career ready, students need to be able to integrate and apply 21st century skills, as well as core academic and technical knowledge. Career and Technical Education programs are aligned with rigorous industry and academic standards. The State of Washington has incorporated the 21st Century Leadership & Employability Skills Standards, developed from *Partnership for 21st Century Skills* organization, within the Career and Technical courses. The 21st Century Skills Standards adopted by the State, focus on creativity, critical thinking, communication and collaboration. These standards are essential to preparing students for complex lives and work environments in our global economy.

Everett Public Schools' Career and Technical Education has developed a program, aligned with the State standards, to provide opportunities for students to be assessed on the 21st Century Skills State Standards. In the Family, Career and Consumer Education Pathway, this is accomplished through assessments recommended by the Office of Superintendent of Public Instruction (OSPI). OSPI has cross-walked resources provided by the student organization, Family, Career and Community Leaders of America (FCCLA), and other recommended assessments. In addition to these resources, students will be assessed using classroom assessments.

The 21st Century Skills Standards students will be assessed on, are assembled into eleven categories. The categories include:

Creativity and Innovation	Flexibility and Adaptability
Critical Thinking and Problem Solving	Initiative and Self-direction
Communication and Collaboration	Social and Cross-Cultural Skills
Information Literacy	Productivity and Accountability
Media Literacy	Leadership and Responsibility
Information, Communication and Technology Literacy (ICT)	

The grading scale used for assessing students is as follows:

- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Worked toward meeting standard, but did not complete
- 1 = Made an attempt to meet standard, but did minimal work
- 0 = Did not attempt to meet Standard

Each student is responsible for tracking and maintaining their score for the 21st Century Skills Standards for the course. Below is a listing of the Standards for the course and what assessments are available for demonstration of meeting or exceeding the standard throughout the semester. There are multiple opportunities for students to demonstrate their skills. It is up to the student to choose the activities that best fit **their** schedule/needs/interest and to collect the signatures DURING or IMMEDIATELY following the assessment.

<div>Class Name</div> <div>** LEARNING AND INNOVATION SKILLS **</div>	
Leadership Standard	OSPI Suggested Resources/Activities
Think Creatively 1.A.1 Use a wide range of idea creation techniques (such as brainstorming) 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts) 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts	Power of One and Leaders at Work programs Star Event Competition Regional, State, and National Conferences Community Service Projects with the FCCLA model
Work Creatively with Others 1.B.1 Develop, implement and communicate new ideas to others effectively 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Dynamic Leadership program STAR Events (Team) FCCLA Leadership Programs
Implement Innovations 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	Power of One Leaders at Work Families First Community Service FCCLA model Student Body Financial Fitness programs
Reason Effectively 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	Power of One Leaders at Work programs Star Events

	FCCLA Conferences Community Service Projects with the FCCLA model
Use Systems Thinking 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Dynamic Leadership program STAR Events (team) FCCLA Leadership Programs
Make Judgments and Decisions 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs 2.C.2 Analyze and evaluate major alternative points of view 2.C.3 Synthesize and make connections between information and arguments 2.C.4 Interpret information and draw conclusions based on the best analysis 2.C.5 Reflect critically on learning experiences and processes	Power of One Leaders at Work programs Star Event Competition FCCLA Conferences Community Service Projects with the FCCLA model
Solve Problems 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions	All activities that take place outside the classroom and school. Join Hands Day/Make a Difference Day Career Connection
Communicate Clearly 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact 3.A.5 Communicate effectively in diverse environments (including multi-lingual)	All national programs and organization activities, specifically the: Interpersonal Communication STAR Event: Applied Technology
Collaborate with Others 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	FCCLA activities and programs where students work on common goals in groups of two or more. STAR Events National Programs

Class Name

** INFORMATION, MEDIA AND TECHNOLOGY SKILLS **

Leadership Standard	OSPI Suggested Resources/Activities
Access and Evaluate Information 4.A.1 Access information efficiently (time) and effectively (sources) 4.A.2 Evaluate information critically and competently	Washington State Business Leadership Competitive Event Guidelines, specifically Partnership with Business, American Enterprise, and Code of Ethics/Creed
Use and Manage Information 4.B.1 Use information accurately and creatively for the issue or problem at hand 4.B.2 Manage the flow of information from a wide variety of sources 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	Washington State Business Leadership Competitive Event Guidelines, specifically Partnership with Business, American Enterprise, and Code of Ethics/Creed
Analyze Media 5.A.1 Understand both how and why media messages are constructed, and for what purposes 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors 5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	
Create Media Products 5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions 5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	
Apply Technology Effectively 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information 6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately	All activities that take place outside the classroom and school. Join Hands Day/Make a Difference Day Career Connection

to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	
6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	

<p style="text-align: center;">Class Name</p> <p style="text-align: center;">** LIFE AND CAREER SKILLS **</p>	
Leadership Standard	OSPI Suggested Resources/Activities
Adapt to Change 7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts 7.A.2 Work effectively in a climate of ambiguity and changing priorities	Learned through the Dynamic Leadership program and practiced in all other group activities. Chapter Officer State Officer Youth Leadership Training
Be Flexible 7.B.1 Incorporate feedback effectively 7.B.2 Deal positively with praise, setbacks and criticism 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	All national programs correlate with class content and require use of these skills. Power of One Program Stop the Violence Program National Organization for Youth Safety (NOYS)
Manage Goals and Time 8.A.1 Set goals with tangible and intangible success criteria 8.A.2 Balance tactical (short-term) and strategic (long-term) goals 8.A.3 Utilize time and manage workload efficiently	All national programs correlate with class content and require use of these skills. Power of One Program Stop the Violence Program National Organization for Youth Safety (NOYS)
Works Independently 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight	All national programs correlate with class content and require use of these skills. Power of One Program Stop the Violence Program National Organization for Youth Safety (NOYS)

Be Self-Directed Learners 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise 8.C.2 Demonstrate initiative to advance skill levels towards a professional level 8.C.3 Demonstrate commitment to learning as a lifelong process 8.C.4 Reflect critically on past experiences in order to inform future progress	
Interact Effectively with Others 9.A.1 Know when it is appropriate to listen and when to speak 9.A.2 Conduct themselves in a respectable, professional manner	FCCLA organization activities STAR Event: Parliamentary Procedure Chapter Meetings Regional, State, and National Leadership Programs Officer Training
Work Effectively in Diverse Teams 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds 9.B.2 Respond open-mindedly to different ideas and values 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	Taking the role of leader in all FCCLA national program group activities. FCCLA Program of Work Member Quest
Manage Projects 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures 10.A.2 Prioritize, plan and manage work to achieve the intended result	Power of One and Leaders at Work programs Star Event Competition Regional, State, and National Conferences Community Service Projects with the FCCLA model
Produce Results 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to: 10.B.1.a Work positively and ethically 10.B.1.b Manage time and projects effectively 10.B.1.c Multi-task 10.B.1.d Participate actively, as well as be reliable and punctual 10.B.1.e Present oneself professionally and with proper etiquette 10.B.1.f Collaborate and cooperate effectively with teams 10.B.1.g Respect and appreciate team diversity 10.B.1.h Be accountable for results	Power of One and Leaders at Work programs STAR Events Competition
Guide and Lead Others 11.A.1 Use interpersonal and problem-solving skills to influence and guide	FCCLA organization activities; ie., for meetings, travel, community activities

others toward a goal 11.A.2 Leverage strengths of others to accomplish a common goal 11.A.3 Inspire others to reach their very best via example and selflessness 11.A.4 Demonstrate integrity and ethical behavior in using influence and power	
Be Responsible to Others 11.B.1 Act responsibly with the interests of the larger community in mind	

Activity Descriptions

Power of One: Members set their own goals, work to achieve them, and enjoy the results. The skills members learn in Power of One help them now and in the future in school, with friends and family, in their future at college, and on the job.

Financial Fitness: Students plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers.

Community Service Project: Students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Leaders at Work: Through on-the-job leadership experiences, students develop transferable skills. These skills contribute to success across a broad range of career fields.

Families First: It covers topics that provide a general overview of families and related issues: Families Today - Understand and celebrate families You-Me-Us - Strengthen family relationships Meet the Challenge - Overcome obstacles together Balancing Family and Career - Manage multiple responsibilities Parent Practice - Learn to nurture children.

Model Student Body: Members may complete projects in one or several units: Eat Right — Explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more. Be Fit — Take action related to lifelong exercise habits, obesity, sports training, and other topics. Make Healthy Choices— Choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; building self esteem; and practicing good character.

Dynamic Leadership: A portfolio is a purposeful collection of student work that exhibits the student’s efforts, progress, and achievements in one or more areas. For each of the six Essentials of Dynamic Leadership, students should select artifacts that demonstrate their progress and development as leaders as a result of

completing the project. Artifacts could include such things as photos, newspaper articles, artwork, copies of letters sent or received, certificates, copies of programs, Web sites developed—in short, anything that illustrates the student’s accomplishments.

Families Acting for Community Traffic Safety (FACTS): Through FACTS, FCCLA members create projects that strive to save lives through sober driving, seat belt use, safe driving habits, becoming the spokesperson for their safety, and bridging the gap between youth and adults to understand the importance of driver education and safety. Traffic safety is a family affair. Children first learn basic safety skills and attitudes in families. Crashes deeply affect families.

Career Connection: Career Connection guides students to develop, plan, carry out, and evaluate projects. The projects improve the quality of life in six (6) units. Students focus activities on different aspects of career development. Students can choose a unit, then plan and carry out related projects that strengthen their awareness of skills needed for careers.

Stop the Violence Program: reach their peers with violence prevention education recognize warning signs of potential youth violence encourage young people to report troubling behavior collaborate with school and community resources to address youth violence develop and implement local action projects to reduce the potential for violence in their school.

Star Event: (Students Taking Action with Recognition),

Online Events:

Digital Stories for Change: (individual or team) Participants must prepare a *digital story*, to be submitted online. **Level II:** The twenty (20) highest scoring entries will be invited to present their digital story, plus an **oral presentation**, at the National Leadership Conference.

National Outreach Program: (team) Create a website and oral presentation on a given topic

Virtual Poster: (1 student) publish a virtual, interactive digital poster using Glogster EDU

Advocacy An individual or team event, recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, or national concern, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law.

Applied Technology An individual or team event - recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations. The project integrates and applies content from academic subjects.

Career Investigation An individual event - recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career.

Chapter Service Project (Display and Manual) A team event - recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need.

Chapter Showcase (Display and Manual) A team event - recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the community.

Culinary Arts A team event - recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment.

Early Childhood An individual event - recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an occupational early childhood program.

Entrepreneurship An individual or team event - recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations.

Environmental Ambassador An individual or team event - recognizes participants that address environmental issues that adversely impact human health and well-being and who actively empower others to get involved.

Fashion Construction An individual event- recognizes participants who apply fashion construction skills learned in Family and Consumer Sciences courses to create a display using samples of their skills.

Fashion Design An individual event - recognizes participants who apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles.

Focus on Children An individual or team event - recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community.

Food Innovations An individual or team event - recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups*, and developing a marketing strategy.

Hospitality, Tourism, and Recreation An individual or team event, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination.

Illustrated Talk An individual or team event - recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.

Interior Design An individual or team event - recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors that meet the living space needs of clients.

Interpersonal Communications An individual event - recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication.

Job Interview An individual event - recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements.

Leadership An individual event, recognizes participants who actively evaluate and grow in their leadership potential. Participants use the *Student Leadership Challenge* and supporting materials, to investigate their leadership ability and develop a mentorship relationship to further their leadership development.

Life Event Planning An individual or team event - recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the costs of an event.

National Programs in Action An individual or team event - recognizes participants who explain how the FCCLA Planning Process was used to implement a national program project.

Nutrition and Wellness An individual event, recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health.

Parliamentary Procedure A team event - recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting.

Promote and Publicize FCCLA! An individual or team event - recognizes participants who use communications skills and techniques to educate their schools and communities about FCCLA with the intention of growing chapters and strengthening FACS and FCCLA programs.

Recycle and Redesign An individual event - recognizes participants who select a used fashion or home apparel item to recycle into a new product.

Teach and Train An individual event - recognizes participants for their exploration of the education and training fields through research and hands-on experience.