

FAMILY AND CONSUMER SCIENCES (FACS) CURRICULUM



School District of Three Lakes
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Course Offerings: FACS

In an average lifetime, you'll spend about 10,000 days working, 7,300 days in a 20 year marriage, about 21,900 days preparing food, unlimited days parenting... and then there's managing a family budget, hunting for a job, getting yourself organized, choosing and caring for clothes, and so much more. These are the skills that make up real life. The following courses will better help prepare students to fulfill these lifetime skills.

7 th Grade - FACS Block – 9 week class (quarterly rotation), offered every day, all year –Required	
Child & Parenting I – Grades 10, 11, 12 – offered every other day, all year – Required	
Child & Parenting II – Grades 11 & 12 – (Prereq. C/P I) – offered every other day, all year – Elective – Independent Study	
FACS about the Future - from A to Z - Part I & II – Grade 12 – offered every other day, all year – Elective	
Semester I , offered every other day - Electives	Semester II , offered every other day – Electives
Foods I – Grade 9-10	Foods II – Grade 9-10 (Prereq. Foods I)
Advanced Foods –Grade 11-12 (Prereq. Foods I & II)	International Foods – Grade 11-12 (Prereq. Foods I & II)
Clothing Constructions I – Grade 9-12	Clothing Constructions II – Grade 9-12 (Prereq. Clothing Constructions I)
Yesterday – Today – Grade 9-12	Independent Living – Grade 9-12
Family Living – Grade 9-12	Personal Relationships – Grade 9-12
Fashion Merchandising – Grade 9-12	Interior Design – Grade 9-12

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7th Grade Block – Family and Consumer Sciences

Description: Students will explore the areas of Family and Consumer Sciences (FACS). This 9-week course is a good foundation for FACS classes that may be taken in high school. Two main areas covered: 1) Textiles – which includes a clothing care project, sewing terms, tools, measuring, sewing machine parts and functions and two sewing projects will be completed. 2) Food/Nutrition – which includes food safety & sanitation, kitchen safety, measuring, recipe info, nutrition, healthy eating choices/habits, lab procedures, and techniques for simple food preparation.

Resources:

Textile Project Packet – Haan Crafts

Adventures in Food and Nutrition – Goodheart-Wilcox Company Inc., 2012

Health – Prentice Hall, 2007

+ videos, Internet resources, hands-on activities/projects/labs

Objectives:

Students will:

- Demonstrate knowledge in the basic principles of Textiles:
 - + Identifying sewing machine parts and functions
 - + Sewing tools and terms
 - + Sewing machine safety
 - + Measuring skills
- Complete a Clothing Care Project
- Complete two sewing projects (pin cushion and gym bag)
- Demonstrate knowledge in the basic principles of Food/Nutrition:
 - + Nutrition – (Six components – carbohydrates, proteins, vitamins, minerals, fats and water)
 - + Food safety and sanitation
 - + Kitchen safety
 - + Measuring skills
 - + Analyze info from the website ChooseMyPlate.gov to understand food selections and activity recommendations from their own personal details
 - + Following steps of a recipe for simple food preparation
 - + Working effectively as a group member

Child and Parenting I

Description: This course covers the importance of pregnancy, childbirth and parenthood. Planning for children and understanding their development at each stage of growth from conception through infancy is studied in depth. Coursework includes physical, emotional, social, and intellectual development from birth to age one. Also, a required baby simulation project will help emphasize topics learned about infants and their proper care.

Resources:

The Developing Child – Glencoe/McGraw Hill, 2016
+ videos, Internet resources, hands-on activities/projects

Objectives:

Students will be able to:

- Analyze the importance of: making a difference in a child's life, studying children and observing young children
- Analyze roles and responsibilities of parenting, families and teen parenthood
- Research and discuss sexual choices and consequences: abstinence, contraception, STIs, the unique circumstances of teen pregnancy/risks and teen parenting options
- Discuss building strong families: characteristics, functions, support, traditions, shared values, handling conflict, structure, family life cycle, and trends
- Examine and discuss parenting skills, and styles
- Explain the similarities/differences of guidance, reinforcement, discipline and punishment in both positive and negative terms
- Describe and understand the terms, stages and month by month process of the developing baby from conception through birth
- Discuss the problems/dangers to the baby during pregnancy
- Describe and research birth defects—types, causes, detections and treatments
- Explain the impact of heredity and environment with prevention and diagnosis involved in the decision to become a parent
- Discuss a healthy pregnancy: early signs, medical care, discomforts, physical /emotional changes, and nutrition
- Discuss preparing for the baby's arrival – parenthood, basic supplies, breast vs. bottle-feeding, making a budget, child care and childbirth options
- Discuss labor and birth: signs, stages and problems
- Describe and understand the terms associated with the newborn such as their appearance, first exam and later tests
- Describe and understand the terms associated with the postnatal period such as bonding, feeding, medical issues w/mom & baby and legal issues
- Examine the development process for baby's first year
 - Physical –average growth (height, weight, teeth, etc.), and milestones
 - Emotional – bonding, home climate, and milestones
 - Social – stranger anxiety, play environment, and milestones
 - Intellectual - brain development, early learning, and milestones
- Explain proper infant care, health and wellness
- Discuss infancy problem such as SIDS and research Shaken Baby Syndrome
- Describe the importance of health care check-ups and general safety guidelines

Students will complete The RealCare® Baby Project, where they are required to successfully care for a baby simulator, complete a baby packet, a reflection project, and discuss their experience.

Child and Parenting II

Description: This course covers the development of children at each stage of growth from age one through their adolescent years. Coursework includes physical, emotional, social, moral and intellectual development. To emphasize these concepts, students will observe and/or work with the young children in Tiny Tykes Day Care and/or with Three Lakes Elementary students.

Resources:

The Developing Child – Glencoe/McGraw Hill, 2016
+ videos, Internet resources, hands-on activities/projects

Objectives:

Students will be able to:

- Examine the development process from age one to three:
 - Physical – average growth –like height, weight, posture, teeth, gross and fine motor skills, hand-eye coordination, sleep, nutrition, hygiene, dress, toilet training, check-ups, immunizations, and safety
 - Emotional – general patterns, temper tantrums, specific emotions-like anger, fear, separation anxiety, jealousy, love, affection, and empathy, and positive self-concept
 - Social – general patterns, making friends, imaginary friends, self-discipline, setting limits, autonomy, sharing, behavioral problems- like biting and hitting
 - Intellectual – brain development, methods and readiness of learning, concept development, attention, memory, perception, reasoning, imagination, creativity, curiosity, play, speech development, and difficulties
- Examine the development process from age four to six:
 - Physical – average growth –like height, weight, teeth, posture, motor skills, hand preference, nutrition (at home & school), nutrition and weight problems, and self-care skills (bathing, teeth, dressing, sleeping, & toileting)
 - Emotional – general patterns, specific emotions –like self-confidence, anger, fear, and jealousy, stress and encouragement
 - Social – general patterns, resolving conflicts, competition, teamwork, cooperation, and family relationships
 - Moral – general guidelines, handling lying, modeling moral behavior, resolving conflicts, competition and teamwork/cooperation
 - Intellectual – traditional views, IQ, multiple intelligences, signal of development, theorists- Piaget, Vygotsky and Montessori, everyday learning, reading, art, music, preparing for school, speech development, and difficulties
- Examine the development process from age seven to twelve:

- Physical – average growth –like height, weight, body image, proportion and posture, permanent teeth, puberty, motor skills, nutrition (dietary guidelines, making choices, eating disorders), physical fitness, sleep, hygiene, check-ups, and vaccines
 - Emotional – sense of self, sense of competence, sense of gender, changing emotions, specific emotions –like anger, fear, worry, anxiety, envy and jealousy
 - Social – relationships with peers, peer groups, making friends, resolving conflict w/peers, bullying, and family relationships (parents and siblings)
 - Moral – guidance, peer pressure and taking responsibility
 - Intellectual – brain growth, learning theories with Piaget, Vygotsky, Montessori, Gardner, and Sternberg, learning methods, middle school transitions, measuring intellectual development and use and misuse of standardized tests
- Examine the development process of an adolescent:
 - Physical – average growth –like height, weight, sexual development, nutrition, hygiene, exercise, and sleep
 - Emotional – forming personal identity (w/Erikson & Marcia), push for independence and handling emotional difficulties (depression, anxiety, and bipolar disorder)
 - Social – peer influences and opportunities for social interaction
 - Moral – Kohlberg's theory, peer group, popular cultural, family and community influences, and linking behavior to personal values
 - Intellectual – changing brain, impact of educational experiences - positive learning environment, role of parents and theories of Piaget and Vygotsky
- Understand children's health and safety – from childhood illnesses to accidents and emergencies
- Analyze different family challenges – to include family stresses, children with special needs, and child abuse and neglect
- Discuss child care options and participating in early childhood education
- Describe careers that work with children – from preparing for a career to beginning your career

FACS about the Future – from A to Z – Part I & II

Description: Seniors will soon be going into the “real world”. Are they ready? This class is designed to cover all of the basic necessities they need as a refresher or they didn’t acquire during their high school career. This class may cover information from cooking a simple, nutritious meal to sewing on a button to balancing a checkbook to communication in effective ways. The subjects covered will be driven partly by what students need/want to know before graduating and being on their own so they can be successful and productive citizens.

Resources:

Young Person’s Guide to Getting and Keeping a Good Job – JIST, 2006

+ videos, Internet resources, guest speakers, hands-on activities/projects/labs

Objectives:

Students will:

- Demonstrate knowledge in simple principles of:
 - + Simple food preparation
 - + Clothing repair
 - + Checking/debit accounts
 - + Communication skills
 - + Budgeting skills
 - + Work skills
 - + Resume writing
 - + Interview skills
 - + Insurance information
 - + Credit cards
 - + Planning a trip
- Get an understanding of any other skills they feel are important to know

Foods I

Description: Students will learn basic knowledge associated with nutrition and will apply them to lab procedures and techniques of simple food preparation. Topics of study includes food safety and sanitation, kitchen safety, nutrition, lab procedures, and preparation techniques of meats, yeast breads, sandwiches, pizza, poultry, biscuits, and dairy, just to mention a few. Also, we conduct a holiday cookie/candy sale to help raise funds for an educational, end-of-the year field trip.

Resources:

Food for Today – Glencoe, 2004

+ videos, Internet resources, hands-on activities/projects/labs

Objectives:

Students will:

- Demonstrate knowledge in the simple principles of working with food:
 - + Safety and sanitation
 - + Kitchen Safety
 - + Nutrition
 - + Food preparation techniques
- Use simplified preparation techniques in the following areas:
 - + Meat
 - + Yeast breads
 - + Sandwiches
 - + Pizza
 - + Poultry
 - + Biscuits
 - + Dairy
- Demonstrate the ability to select, order, properly store, prepare, and serve nutritious and aesthetically pleasing foods

Foods II

Description: Students will learn intermediate nutrition, food preparation skills and techniques. They will gain additional knowledge associated with intermediate meal planning, preparation, and etiquette, ChooseMyPlate info, food trends, and foods for athletes. Topics of study includes breakfast, soups, fish, convenience foods, microwave cooking, fruits/vegetables, muffins, desserts and outdoor cookery, just to mention a few.

Resources:

Food for Today – Glencoe, 2004

+ videos, Internet resources, hands-on activities/projects

Objectives:

Students will:

- Compare and contrast the principles and preparation of convenience foods to home-made foods
- Compare and contrast the principles of microwave cooking to conventional cooking
- Research, create a Google presentation and examine the importance of breakfast using the latest information
- Reanalyze info from the website ChooseMyPlate.gov to understand food selections and activity recommendations from their current personal details vs. info learned in FACS Block 7 class
- Discuss food trends and understand where food comes from and what/how food production has changed
- Use preparation techniques in the following areas:
 - + Soups
 - + Fish and shellfish
 - + Convenience foods
 - + Microwave cooking
 - + Pasta/sauce
 - + Fruits/Vegetables
 - + Muffins
 - + Desserts
 - + Outdoor cookery
- Demonstrate the ability to select, order, properly store, prepare, and serve nutritious and aesthetically pleasing foods

Advanced Foods

Descriptions: Students will learn advanced nutrition, food safety and sanitation, food preparation skills, and entertainment/catering techniques. Students will discuss and apply knowledge associated with advanced meal planning and preparation. Topics of study would include fruit carving, cake decorating, pizza variations, vegetarian lifestyles, casseroles, and holiday candies, just to mention a few.

Resources:

Food for Today – Glencoe, 2004

Adventures in Food and Nutrition – Goodheart-Wilcox Company Inc., 2012

+ videos, Internet resources, hands-on activities/projects/labs

Objectives:

Students will:

- Demonstrate knowledge in the advanced principles of working with food:
 - + Nutrition – Six components (carbohydrates, protein, vitamins, minerals, fats, and water)
 - + Food preparation techniques/skills
 - + Advanced Food Safety and Sanitation
 - + Food competitions (Ramon Noodle Cook-off & Chopped Challenge)
- Use advanced preparation techniques in the following labs:
 - + Foods using the six components
 - + Vegetarianism
 - + Pizza (breakfast, main & dessert)
 - + Dessert
 - + Casseroles
- Develop an awareness of marketing and the effects of advertising on food choices
- Explore alternative diets/dietary needs (vegetarian, diabetic, gluten free, etc.)
- Explore career paths in food and nutrition (helping & observing in the TL food service facility)

International Foods

Description: Students will experience gourmet foods from several different foreign/domestic regions such as Latin America, Europe, Mediterranean, Middle East, Africa, U.S. and Canada. Students will explore the cultural influences on nutrition, regional traditions and eating patterns. We will tour the world through their food selections, planning, preparations and tasting and an international cookbook will be produced, to include photographs and recipes.

Resources:

Guide to Good Food – Goodheart-Wilcox, 2004

+ videos, Internet resources, guest speakers, hands-on activities/projects/labs

Objectives:

Students will:

- Demonstrate knowledge about food elements from different countries with:
 - + Nutrition
 - + Eating patterns
 - + Food preparation techniques
- Use information to study the different regions of:
 - + Latin American
 - + Europe
 - + Mediterranean Countries
 - + Middle East
 - + Africa
 - + United States (regions)
 - + Canada
- Collect recipes, prepare food, photograph food, and consolidate all of their chosen recipes into a cookbook

Clothing Construction I

Description: This course gives students an opportunity to review sewing skills learned in FACS Block 7 class by using computerized machines to create three projects. Students will make a pair of fleece mittens or hat, pajama pants, and a skills appropriate project of their choice. Reading and following directions are the skills learned that could be applied to all disciplines.

Resources:

Clothing: Fashion, Fabrics & Construction, 2003

+ videos, Internet resources, hands-on activities/projects

Patterns: McCalls, Simplicity or Haan Crafts

Objectives:

Students will:

- Develop an understanding of color and color schemes
- Compare and contrast fabrics and fibers
- Define fashion terms to include style, classic, fad, avant-garde, retro, fashion cycles, and swings.
- Distinguish between styles of necklines, collars and sleeves of dresses, shirts, skirts, pants, jackets, and coats.
- Evaluate their personal wardrobes and complete a project
- Evaluate their project for personal strengths and identify specific types of learned tasks that need improvement
- Describe clothing care to include routine cleaning, dry-cleaning, stain removal, reading/understanding care labels, and storage
- Discuss redesign, repair, and recycle clothing
- Identify sewing machine parts and functions
- Identify sewing safety rules
- Identify sewing tools and terms
- Explain the relationship of body measurements to pattern sizes and adjustments
- Evaluate different sizes, fit, appearance, quality, and price of clothing
- Apply beginning techniques to include: pattern layout, pattern cutting, stitching/backstitching, and finishing procedures
- Apply beginning applications to include: pockets, hems, interfacing, and casements (for elastic)
- Construct three (3) independent projects: fleece mittens or hat, pajama pants, and a student's choice

Clothing Constructions II

Description: This course continues to give students the opportunity to advance their sewing skills. Completion of several advanced, independent projects will be the focus of this class.

Resources:

Clothing: Fashion, Fabrics & Construction, 2003

+ videos, Internet resources, hands-on activities/projects

Patterns: McCall and Simplicity

Objectives:

Students will:

- Develop skills and abilities to use a serger safely
- Apply advanced application techniques to include:
 - + Zippers
 - + Button holes
 - + Hook and eye
 - + Snaps
 - + Darts
- Select two to four projects to complete (depending on complexity)
- Demonstrate the ability to attend to learned tasks, using self-discipline, and concentration to complete advanced projects
- Evaluate their projects for personal strengths and identify specific types of learned tasks that need improvement

Yesterday—Today

Description: With resources from the community, students will learn about how products were made before the industrial revolution. This would include: homemade canning, quilting, crochet, knitting, and other traditional trades from the past. This class will allow community members to contribute to the next generation and pass down some traditions/trades before they are lost forever.

Resources:

People from the community
Internet research

Objectives:

Students will:

- Identify the equipment and process needed to produce homemade canned fruits/vegetables with both water bath and pressure
- Compare and contrast canning versus freezing
- Identify crocheting equipment and techniques
- Apply crocheting techniques to construct a small project
- Identify knitting equipment and needle sizes
- Practice the different techniques/stitches
- Use knitting techniques to construct a small project
- Explore the processes used to make:
 - + Butter
 - + Yogurt
 - + Ice Cream
 - + Homemade pasta
- Identify the history/themes which encompass the construction of a quilt
- Work together to construct a quilt (it will be raffled off or donated)
- Research local cultural holiday traditions to include:
 - + Desserts
 - + Decorations
- Explore and share their own holiday traditions
- Describe the process used in candle making
- Create homemade candles using several different techniques
- Identify the materials necessary and the processes used in cross-stitching and construct a small project
- Follow instructions and problem solve to produce a quality, finished product for each of the projects mentioned above

Independent Living

Description: Students will learn skills needed for living on their own. This course challenges them to use their Math, English and Science skills in everyday life, now and in the future. This includes managing their personal and family life, finances, budgets, insurances, credit/debit cards, checking and savings accounts, clothing care and repair, career exploration, and many more skills needed to move out on their own.

Resources:

Guest speakers from the community
Internet research

Objectives:

Students will:

- Analyze family related concerns when making consumer choices about:
 - + Purchase/rental of a house, car, boat, etc.
 - + Credit/debit card information
 - + Scams
 - + Finances
 - + Insurance
 - + Vacations
- Manage resources wisely in providing for the family to include:
 - + Balanced checking vs. affects of mismanagement
 - + Budgeting vs. spending beyond means
 - + Savings and retirement
 - + Credit cards
- Investigate the personal and family related influences and consequences of balancing work, family, and community
- Compare and contrast techniques used to reduce and cope with stress and discuss how to live a balanced life
- Critique advertising methods and discuss ways they influence consumer buying
- Determine the factors involved in selecting a career using personality, interests, aptitude, and community options

Family Living

Description: This course will help students understand their current family structure/role, prepare them for future family prospects/roles and the various stages of the family life cycle. Students will discuss family planning, dual-working parents, family abuse, parent-child communication, dealing w/teens and their problems, divorce, blended families, the effects of alcohol and drugs on the family unit, and coping with aging and death, just to mention a few. Class experiences include informal class discussion, guest speakers, and a variety of projects. This is a practical class for those interested in learning about family issues.

Resources:

Family Today – Glencoe, 2004

+ videos, Internet resources, hands-on activities/projects

Objective:

Students will:

- Explore roles and responsibilities of family members
- Discuss how to build healthy family relationships
- Describe ways people communicate with each other
- Identify the various stages of a family life cycle
- Discuss family dynamics
 - + Family planning--Having children, number of children, sibling spacing, financial concerns, infertility, and adoption
 - + Dual-working family- positives and negatives
 - + Parent-child communication
 - + Dealing w/teens and their problems
 - + Abuse
 - + Health/wellness
 - + Divorce
 - + Blended families
 - + Alcohol/drugs
 - + Poverty
 - + Aging/death
- Become aware of family/community resources available to enhance family life

Personal Relationships

Description: This course will stress the importance of building healthy personal relationships with one's family and peer groups. Students will learn how to develop a positive self-concept and how it affects other relationships. Personality development, communication and coping skill, dealing with teens and their problems, dating expectations and trends, love and infatuation, mate choices, engagement practices, weddings, and current lifestyles will also be discussed. Informal discussions will be an important aspect of this class.

Resources:

Family Today – Glencoe, 2004

+ videos, Internet resources, hands-on activities/projects

Objectives:

Students will:

- Define their own characteristics and personality traits
- Discuss how their family life influences their character
- Explore their roles and responsibilities in society
- Reflect on their self-concept
- Discuss ways to improve and build healthy self-concepts
- Discuss how self-concepts influence relationships
- Discuss the dynamics of interpersonal relationships:
 - + Personality development
 - + Communication
 - + Coping skills
 - + Teens and their problems
 - + Dating expectations/abuses/trends
 - + Love and infatuation
 - + Mate choices
 - + Engagement practices
 - + Weddings/marriage
 - + Current lifestyles
- Become aware of resources available to enhance personal relationships

Fashion Merchandising

Description: This class is a must for anyone interested in fashion and clothing. Students will be exposed to a variety of ideas related to fashion trends, clothing selection and care, clothing design, display and retailing aspects, and their buying power.

Resources:

Clothing: Fashion, Fabrics & Construction, 2003

+ videos, Internet resources, hands-on activities/projects

Objectives:

Students will:

- Identify influences on clothing to include basic needs, activities, personal preferences, family, friends, and media
- Explain how clothing reflects your customs and cultural expectations
- Describe how personality, conformity and individuality effects personal style
- Discuss the evolution of fashion from early civilizations to the nineteenth century
- Evaluate their personal wardrobes and complete a project
- Give examples of clothing styles in the twentieth century
- Define fashion terms to include style, classic, fad, avant-garde, retro, fashion cycles and swings
- Distinguish between styles of necklines, collars and sleeves of dresses, shirts, skirts, pants, jackets, and coats
- Identify the names, achievements, and role of fashion designers in the apparel industry and the design process
- Compare and contrast fabrics and fibers, the textile industry, the manufacturing process, and fabric finishes
- Describe the characteristics of different retail stores and identify options for purchasing garments
- Recognize advertising ploys, buying power, and sales
- Develop an understanding of color and color schemes
- Define the elements and principles of design and how they are used
- Describe consumer responsibilities and rights to protect themselves
- Describe clothing care to include routine cleaning, dry-cleaning, stain removal, reading/understanding care labels, and storage
- Discuss redesign, repair, and recycle clothing
- Discuss factors when shopping for others, from children to older adults
- Describe career opportunities in the fashion industry here and abroad

Interior Design

Description: Whether you are interested in interior design as a career, are looking for practical knowledge to apply to future housing, or enjoy creating your dream house, this is the course for you. Topics include personality and style, elements and principles of design, color, backgrounds, floor plans, and accessories. Students will enjoy the hands-on creative opportunities using models, real materials, and computer programs.

Resources:

Clothing: Fashion, Fabrics & Construction, 2003

+ videos, Internet resources, guest speakers, hands-on activities/projects

Objectives:

Students will:

- Describe how personality effects personal style in your housing designs
- Compare and contrast fabrics and fibers
- Recognize advertising ploys, buying power, and sales for furnishing your home
- Develop an understanding of color and color schemes with wall coverings, furniture, and accessories
- Define the elements and principles of design and how they are used in interior design
- Describe consumer responsibilities and rights to protect themselves to include warranties, returns, and defects
- Learn how to become or how to work with a housing contractor
- Understand the process of home construction, from design to decorating
- Discuss all elements that go into building a home to include engineering, excavation, plumbing, electrical, heating/air conditioning, insulation, dry walling, flooring, finishings (doors, windows, trim, etc) and decorating
- Discuss redesign, repair, and recycle furnishings or accessories
- Understand blueprints/floor plans
- Design your future home and all of the components