Career Technical Education

2017-2018
FACS B
Curriculum Map
FACS Exploration (Integrated Model-Standards 1-6 Taught) — (.5 credit) This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FACS). Students will explore and cultivate skills in food and nutrition sciences, childcare, interior design, clothing and textile construction, fashion design and merchandising, consumerism, entrepreneurship, family relationships, personal responsibility, and career and job-related tasks. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership (FCCLA) may be an integral part of the course.

License Type
Secondary Education 6-12
Required Endorsement
FACS General Composite or FACS 6-8 Endorsement

Intended Grade Level: 7-8
Units of Credit: .50
CIP Code: 20.0101
Core Code: 34.01.00.00.230
CE Core Code: None
Prerequisite: College and Career Awareness
Strands & Standards

Family and Consumer Sciences (FACS) Exploration – Integrated model to introduce students to all five disciplines within FACS programs.

**It is recommended that the FACS Exploration course be taught as a full semester (.5) credit course using all 6 standards. It may be divided into a two semester courses using the A/B Model described below. Recommended standards found in boxed areas are not required to be taught in the Integrated Model.**

FACS Exploration (A Model- Standards 1-3 Taught) — (.5 credit) This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FACS). Students will explore and cultivate skills in interior design, clothing and textile construction, fashion design and merchandising, consumerism, entrepreneurship and career and job-related tasks. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership (FCCLA) may be an integral part of the course. (Teachers should dedicate 1-2 days to introduce standards 4-6 as it relates to FACS career pathways.)

FACS Exploration (B Model- Standards 3-6 Taught) — (.5 credit) This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FACS). Students will explore and cultivate skills in food and nutrition sciences, childcare, consumerism, entrepreneurship, family relationships, personal responsibility, and career and job-related tasks. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership (FCCLA) may be an integral part of the course. (Teachers should dedicate 1-2 days to introduce standards 1-2 as it relates to FACS career pathways.)

STRAND 1 Students will be introduced to elements of housing and interior design and how it impacts families, communities and careers. (FACS Interior Design Career Pathway)

**Standard 1** Discuss how homes can be designed according to the activities, wants and needs of the family.

**Standard 2** Discuss the basic elements and principles of design used in the home and industry.

a. Identify the elements (tools) of design: space, line, texture, shape/form, pattern, color.

b. Identify the principles (rules) of design: balance, emphasis, rhythm, harmony, and scale/proportion.

c. Describe the effect of color on shape, size, feelings, and moods.

d. Explore the science of color and color combinations to form color schemes. (*STEM: Science of Color/Biology/Physics, Geometry, Technology*)

**Standard 3** Integrate consumerism/entrepreneurship and careers related to housing and interior design.

Recommended Use: FACS Exploration Model A

**Standard 4** Discuss how interiors are affected by furniture arrangements and traffic patterns in the home and industry.
a. Using a floor plan and/or templates, arrange furniture for an apartment, home or office using the elements and principles of design. (*STEM: Geometry, Math, Ratio, Proportion, Scale, Technology)
b. Discuss the traffic patterns developed by furniture arrangement.

STRAND 2 Students will discuss and participate in hands-on skill development related to clothing construction, fashion, textile technology and careers. (FACS Fashion, Manufacturing and Merchandising Career Pathway)

Standard 1 Demonstrate the skill to use and care for the sewing machine, serger and other specialty sewing machines. (*STEM: Technology)

a. Learn the parts of the sewing machine and their functions.
b. Learn to change a needle in the sewing machine.
c. Learn to correctly thread the sewing machine.
d. Learn to wind and insert a bobbin into the sewing machine.
e. Learn the proper/safe usage of a serger.

Standard 2 Identify industry based sewing equipment and follow safety standards as they apply.

a. Scissors/shears
b. Rotary cutter and mat board
c. Pins
d. Hand needles
e. Seam gauge
f. Measuring tape/tape measure
g. Seam ripper
h. Iron

Standard 3 Apply concepts related to reading and following a sewing pattern during the construction process. (*STEM: Technical Reading/Literacy, Math)

a. Identify information found on a sewing pattern.
b. Determine body measurements and calculate/apply pattern adjustments.
c. Identify various pattern markings and transfer pattern markings to fabric.
d. Identify the fold, lengthwise and crosswise grain of the fabric.
e. Correctly lay a pattern onto fabric.
f. Correctly pin and cut a pattern from fabric.

Standard 4 Learn basic industry based sewing techniques to construct textile projects

a. seam allowances (*STEM: Math)
b. backstitch
c. pivot
d. seam finishes
e. casing (*STEM: Math)
f. topstitch
g. buttonhole and attach a button *(STEM: Math, Engineering, Technology)*

h. pressing/ironing techniques

**Standard 5** Explain the meaning and function of fashion.

a. Discuss how fashion is used as a means of personal communication and expression of one’s self.

b. Discuss brand names, advertising, merchandising and how they affect buying.

c. Discuss proper textile laundering techniques and interpret care symbols. *(STEM: Technical Reading/Literacy, Technology)*

**Standard 6** Integrate consumerism, entrepreneurship and careers related to clothing, textiles and fashion merchandising.

**STRAND 3** Students will explore employability skills, entrepreneurship, the principles of the free enterprise system and their impact on families, communities and careers. (College and Career Ready Skill Development)

**Standard 1** Discuss employability skills preparation.

a. Identify characteristics of a good employee.

b. Discuss how social skills and conflict resolution are helpful in obtaining and maintaining a job.

**Standard 2** Complete a free enterprise experience. Develop a business plan that incorporates the following: *(STEM: Math, Engineering, Technology, and Technical Reading/Literacy)*

a. Select a product or service to sell.

b. Conduct and analyze a market survey.

c. Design packaging for the product if applicable.

d. Establish a price for the product.

e. Conduct an advertising campaign.

f. Produce and sell the product.

g. Evaluate the effectiveness of the process/business plan.

**STRAND 4** Students will identify and discuss social skills related to Human Services careers needed to develop personal independence and interpersonal relationships. (FACS Family and Human Services Career Pathway)

**Standard 1** Identify skills needed to develop and strengthen interpersonal relationships.

a. Identify traits needed to develop (positive and supportive) friendships.

b. Examine the effect of personal behavior on relationships.

c. Discuss the effects of positive and negative peer pressure.

d. Practice skills that strengthen and support positive family relationships.

e. Identify appropriate behavior in social situations regarding families, communities and careers.
Standard 2 Discuss values, goals, decision-making and personal responsibility.
   a. Identify personal values, needs vs. wants, goals and the effect upon personal decisions.
   b. Analyze personal values and how they impact future college and/or career plans.
   c. Discuss and apply the decision-making process to personal and professional goals.

Recommend Use: FACS Exploration Model B

Standard 3 Identify strategies for adapting and coping through challenging teen issues.
   a. Identify challenging issues for teens, their friends and family members.
   b. Identify and apply positive strategies and support systems for adapting to change. (Families, extended family, friends, community, workplace, etc.)

STRAND 5 Students will discuss and participate in activities regarding childcare services/early childhood education and its effect on families, communities and careers. (Pre-School, Kindergarten – Grade 3) (FACS Education Pathway)

Standard 1 Review the responsibilities of childcare providers who work in early childhood careers.
   a. Identify safety hazards, accident prevention and emergency situation procedures.
   b. Discuss types and signs of child abuse and how to prevent it.
   c. Differentiate between negative and positive methods of guidance for children.

Standard 2 Describe the developmental value of play.
   a. Identify age appropriate activities that promote creative play.
   b. Discuss how play influences social, emotional and physical development. (*STEM: Science/Biology)

Standard 3 Plan and/or prepare a food experience that appeals to children, promotes healthy eating habits, and follows current USDA nutritional guidelines for preparing foods for children. (*STEM: Science)

Standard 4 Plan a hands-on childcare/early childhood education experience that can be used in childcare services careers.
   a. Select a theme, games, healthy snacks, stories, fingerplays, art project, and science or sensory projects to use for childcare activities. (*STEM: Science, Math, Engineering)
   b. Role play and/or practice early childhood education activities.
**Standard 5** Integrate consumerism/entrepreneurship and careers related to childcare/early childhood education. (Pre-School, K-3)

**STRAND 6** Students will identify and discuss the importance of food and nutrition sciences and related careers through class activities and lab experiences. (FACS Food Science, Dietetics & Nutrition and Food Services\Culinary Arts Career Pathways)

**Standard 1** Explore and apply the foundations of lab management and safety procedures critical in the foods service careers:

a. Identify food safety and sanitation guidelines. (*STEM: Science*)
b. Formulate basic equivalent conversions including doubling and halving recipes. (*STEM: Math*)
c. Demonstrate correct measuring techniques. (*STEM: Math*)
d. Apply safety and care concepts related to kitchen equipment and appliances. (*STEM: Technology*)
e. Identify cooking terms and demonstrate food preparation procedures.

f. Practice table setting and appropriate social interactions during mealtimes.

**Standard 2** Students will discuss and analyze basic nutrition information that is taught and practiced in dietetic careers.

a. Review the six basic nutrients for function: (carbohydrates, protein, lipids, vitamins, minerals and water).

b. Identify food sources for the six basic nutrients.

**Standard 3** Discuss the current USDA Dietary Guidelines and MyPlate.

**Standard 4** Prepare recipes following the current USDA Dietary Guidelines and MyPlate.

**Standard 5** Integrate consumerism/entrepreneurship and careers included in food related industries.

**FCCLA Integration into FACS Exploration:**

**STAR Events:** Illustrated Talk, Interpersonal Communications, Life Event Planning, Advocacy, Chapter Service Project Display, Chapter Service Project Portfolio, Leadership, National Programs in Action, Focus on Children

**Skill Demonstration Events:** Impromptu Speaking.

**National Program:** Power of One, Student Body, FACTS-Families Acting for Community Traffic Safety.
# FACS B
## 2017-2018
### Year at a Glance

<table>
<thead>
<tr>
<th>Units</th>
<th>1st Quarter/ 3rd Quarter</th>
<th>2nd Quarter/ 4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>Personal Skills, Food Safety/Measuring and MyPlate/ Dietary Guidelines</td>
<td>Six Main Nutrients, Childcare and Free Enterprise</td>
</tr>
<tr>
<td>Standards</td>
<td>Standard 4 and Standard 6 (Objective 1, 3-4)</td>
<td>Standard 6 (Objective 2 &amp; 5), Standard 5 and 3</td>
</tr>
<tr>
<td>Units</td>
<td>1st Trimester</td>
<td>1st Trimester</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Personal Skills</td>
<td>Food</td>
<td>MyPlate/Dietary Guidelines</td>
</tr>
<tr>
<td>Safety/Measuring</td>
<td>Safety</td>
<td>MyPlate</td>
</tr>
<tr>
<td>Suggested Date Range</td>
<td>Mt. Jordan: 10 days</td>
<td>Draper Park 16 days</td>
</tr>
<tr>
<td>*depending on facility and availability</td>
<td>Draper Park 13 days</td>
<td>Indian Hills: 12 days</td>
</tr>
<tr>
<td>Average: 14 Days</td>
<td>Average: 11 Days</td>
<td>Average: 6 Days</td>
</tr>
<tr>
<td>Standards</td>
<td>Standard 4</td>
<td>Standard 6 (Objective 1)</td>
</tr>
<tr>
<td>Supporting Questions</td>
<td>Key Terms</td>
<td>Student Learning Targets</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>What is a value?</td>
<td>Values</td>
<td>• I can identify traits needed to develop positive and supportive friendships.</td>
</tr>
<tr>
<td>What does each letter in setting S.M.A.R.T goals mean?</td>
<td>Needs vs. Wants</td>
<td>• I can examine the effect of personal behavior on relationships.</td>
</tr>
<tr>
<td>What prevents effective communication?</td>
<td>Decisions</td>
<td>• I can compare the effects of positive and negative peer pressure.</td>
</tr>
<tr>
<td>What is the difference between positive and negative peer pressure?</td>
<td>SMART Goals</td>
<td>• I can practice skills that support positive family relationships.</td>
</tr>
<tr>
<td>What can we do to strengthen relationships with others?</td>
<td>Conflict Resolution</td>
<td>• I can identify personal values, needs vs. wants, goals and the effect upon personal decisions.</td>
</tr>
</tbody>
</table>

**Utah Core Standards For FACS B**

**Objective 1:** Identify skills needed to develop and strengthen interpersonal relationships.

**Objective 2:** Discuss values, goals, decision-making and personal responsibility.

**Objective 3:** Identify strategies for adapting and coping through challenging teen issues.

**Standard 4:** Students will identify and discuss social skills related to Human Services careers needed to develop personal independence and interpersonal relationships.

See Canvas: [https://canyons.instructure.com/courses/1038418/modules](https://canyons.instructure.com/courses/1038418/modules)
## 7th-8th

### Unit 2: Food Safety/Measuring Skills

<table>
<thead>
<tr>
<th>Supporting Questions</th>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the 4 points of food safety?</td>
<td>Sanitation Danger</td>
</tr>
<tr>
<td>What is the danger zone?</td>
<td>Zone Foodborne</td>
</tr>
<tr>
<td>How can you prevent foodborne illness?</td>
<td>illness Cook</td>
</tr>
<tr>
<td>What are the different measuring methods?</td>
<td>Chill</td>
</tr>
<tr>
<td>What are the safety procedures for lab management?</td>
<td>Cross-contamination</td>
</tr>
<tr>
<td></td>
<td>Separate</td>
</tr>
<tr>
<td></td>
<td>Clean</td>
</tr>
<tr>
<td></td>
<td>Wet Ingredients</td>
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<tr>
<td></td>
<td>Dry Ingredients</td>
</tr>
<tr>
<td></td>
<td>Beat</td>
</tr>
<tr>
<td></td>
<td>Boil</td>
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<tr>
<td></td>
<td>Whip</td>
</tr>
<tr>
<td></td>
<td>Chop</td>
</tr>
<tr>
<td>Wet Ingredients</td>
<td></td>
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<tr>
<td>Beat</td>
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<tr>
<td>Boil</td>
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<tr>
<td>Whip</td>
<td></td>
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<tr>
<td>Chop</td>
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</tbody>
</table>

**Sanitation Danger Zone**
- Foodborne illness
- Cook
- Chill

**Cross-contamination**
- Separate
- Clean
- Wet Ingredients
- Dry Ingredients

**Beat**

**Boil**

**Whip**

**Chop**

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### Utah Core Standards For FACS B

**Standard 6:** Students will identify and discuss the importance of food and nutrition sciences and related careers through class activities and lab experiences. (FACS Food Science, Dietetics & Nutrition and Food Services\Culinary Arts Career Pathways)

**Objective 1:** Explore and apply the foundations of lab management and safety procedures critical in the foods service careers.

- I can identify food safety and sanitation guidelines.
- I can formulate basic equivalent conversions
- I can demonstrate correct measuring techniques
- I can identify cooking terms and demonstrate food preparation.

### Resources


See Canvas: [https://canyons.instructure.com/courses/1038418/modules](https://canyons.instructure.com/courses/1038418/modules)
<table>
<thead>
<tr>
<th>Supporting Questions</th>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the food groups on MyPlate?</td>
<td>Nutrient dense</td>
</tr>
<tr>
<td>How can you incorporate USDA Dietary Guidelines into your diet?</td>
<td>Calorie</td>
</tr>
<tr>
<td>What are foods you should try to eliminate or eat less of in your diet?</td>
<td>Empty calories</td>
</tr>
<tr>
<td>What are foods you should try to increase in your diet?</td>
<td>Whole grains</td>
</tr>
<tr>
<td>How many minutes of physical exercise should 6-17 year olds get daily?</td>
<td>Essential nutrients</td>
</tr>
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<td></td>
<td>Fruits</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Utah Core Standards For FACS</th>
<th>Student Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 6</strong>: Students will identify and discuss the importance of food and nutrition sciences and related careers through class activities and lab experiences</td>
<td>• Students will analyze basic nutrition and current USDA Dietary Guidelines and MyPlate.</td>
</tr>
<tr>
<td><strong>Objective 3</strong>: Discuss the current USDA Dietary Guidelines and MyPlate</td>
<td>• Students will prepare recipes following the current USDA Dietary Guidelines and MyPlate.</td>
</tr>
<tr>
<td><strong>Objective 4</strong>: Prepare recipes following the current USDA Dietary Guidelines and MyPlate</td>
<td>• Students will evaluate their eating and lifestyle habits and compare their results to the USDA Dietary Guidelines and MyPlate</td>
</tr>
</tbody>
</table>

Resources

See Canvas: [https://canyons.instructure.com/courses/1038418/modules](https://canyons.instructure.com/courses/1038418/modules)
# 7th-8th
## Unit 4: Six Main Nutrients

### Supporting Questions

- What is the function of each six basic nutrients in our bodies?
- What foods can we eat to get each of the six basic nutrients?
- What are the negative effects on the body if you do not get enough of each nutrient?

### Key Terms

<table>
<thead>
<tr>
<th>Nutrients</th>
<th>Function</th>
<th>Source</th>
<th>Carbohydrates</th>
<th>Protein</th>
<th>Fats</th>
<th>Vitamins</th>
<th>Minerals</th>
<th>Water</th>
</tr>
</thead>
</table>

### Utah Core Standards For CTE

**Standard 6:** Students will identify and discuss the importance of food and nutrition sciences and related careers through class activities and lab experiences. (FACS Food Science, Dietetics & Nutrition and Food Services\Culinary Arts Career Pathways)

**Objective 2:** Students will discuss and analyze basic nutrition information that is taught and practiced in dietetic careers.

b) Identify food sources for the six basic nutrients.

**Objective 5:** Integrate consumerism/entrepreneurship and careers included in food related industries.

### Student Learning Targets

- I can understand and apply basic nutrition information.
- I can demonstrate a knowledge of the function of the six basic nutrients: (carbohydrates, protein, fats, vitamins, minerals, water)
- I can recognize and be able to identify food sources for the six basic nutrients.
- I can identify careers related to the food industry.

### Resources

See Canvas: [https://canyons.instructure.com/courses/1038418/modules](https://canyons.instructure.com/courses/1038418/modules)
### 7th-8th
#### Unit 5: Childcare

<table>
<thead>
<tr>
<th>Supporting Questions</th>
<th>Key Terms</th>
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</thead>
<tbody>
<tr>
<td>What are some common safety hazards to be aware of when watching children?</td>
<td>Hazard</td>
</tr>
<tr>
<td>What is the value of play and age appropriate activities?</td>
<td>First-degree burn</td>
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<tr>
<td>What are the types &amp; signs of child abuse?</td>
<td>Poison-control</td>
</tr>
<tr>
<td>What can you do to promote good eating habits in children?</td>
<td>Child abuse</td>
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<tr>
<td>What careers are available in childcare?</td>
<td>Physical abuse</td>
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<td></td>
<td>Emotional abuse</td>
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<td>Neglect</td>
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<td>Sexual abuse</td>
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<td>Development</td>
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<td>Social development</td>
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<td>Emotional development</td>
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<td>Physical development</td>
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<td>Developmentally Appropriate Practices</td>
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</tbody>
</table>
### STANDARD 5: Students will discuss and participate in activities regarding childcare services/early childhood education and its effect on families, communities and careers. (Pre-School, Kindergarten – Grade 3) (FACS Education Pathway)

**Objective 1:** Review the responsibilities of childcare providers.
- a) Identify safety hazards, accident prevention and emergency situation procedures.
- b) Discuss types and signs of child abuse and how to prevent it.
- c) Differentiate between negative and positive methods of guidance for children.

**Objective 2:** Describe the developmental value of play.
- a) Identify age-appropriate activities that promote creative play.
- b) Discuss how play influences social, emotional, and physical development.

**Objective 3:** Plan a food experience that appeals to children, promotes good eating habits, and follows the guidelines for preparing foods for children.

**Objective 4:** Plan a hands-on childcare experience, including appropriate activities and adequate practice.

**Objective 5:** Integrate finance/consumerism and careers related to childcare.

### Student Learning Targets

- I can explain the responsibilities of being a childcare provider.
- I can identify safety hazards for children and know what to do in the case of an accident or emergency.
- I can recognize the signs of child abuse and know what they can do to help prevent it.
- I can recognize the difference between negative and positive guidance and will demonstrate positive guidance.
- I can explain that children learn through play.
- I can recognize and create age-appropriate, creative play activities.
- I can demonstrate an understanding of how play influences a child’s social, emotional, and physical development.
- I can participate in the planning of a food experience that involves children and promotes good eating habits.
- I can plan and carry out a hands-on childcare experience.
- I can identify careers related to childcare.

### Resources

Prevent Child Abuse Utah (excellent guest speakers on child abuse & shaken baby)
Contact: Claire Christiansen claire@pcautah.org
# Supporting Questions

| What are some characteristics of a good employee? |
| What are the 4’s P’s of marketing? |
| How do you conduct a market research survey? |
| How do you create an effective business plan to sell a product? |

# Key Terms

| Free Enterprise |
| Product |
| Price |
| Place |
| Promotion |
| Advertising |
| Marketing |
| Business Plan |
| Packaging |
| Employee Skills |
| Profit/Loss |

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## Utah Core Standards For FACS B

### Standard 3:
Students will explore employability skills, entrepreneurship, the principles of the free enterprise system and their impact on families, communities, and careers.

### Objective 1:
Discuss employability skills preparation.

### Objective 2:
Complete a free enterprise experience. Develop a business plan that incorporates product selection, market survey, design packaging, establishing a price, conduct an advertising campaign, produce the product, sell the product, and evaluate the effectiveness.

### Student Learning Targets

- I can explain what it means to be a good employee and skills required.
- I can discuss how social skills and conflict resolution are helpful in obtaining and maintaining a job.
- I can develop a business plan dealing with producing, selling, and evaluating their product.

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## Resources

See Canvas: [https://canyons.instructure.com/courses/1038418/modules](https://canyons.instructure.com/courses/1038418/modules)