

HIGH SCHOOL FAMILY AND CONSUMER SCIENCES FOODS AND NUTRITION

New Construction

I. PROGRAM PHILOSOPHY

Family and Consumer Sciences focuses on strengthening the family as a social unit. Developing individuals with many competencies in: food science experimentation, parenting, consumership, family dynamics, management practices, life-span planning, homemaking skills, and decision-making abilities is essential. Opportunities for occupational training for men and women will be provided. Use of technology will be a prime goal.

II. PROGRAM GOALS

1. Self-directed learners who commit to the process of learning formulate positive core values in order to create a vision for their future, set priorities and goals, create options, take responsibility for pursuing these goals, and monitor and evaluate their progress.
2. Effective communicators who master the basic skills of reading, writing, speaking/listening (communication), and mathematical skills sufficient for daily living and for effective, efficient functioning in a complex society.
3. Contributing citizens who take the initiative to contribute their time, energies, and talents to improve the welfare of themselves and others, have a sense of social responsibility, participate in the democratic process and operate effectively as a responsible member of our local, national, and international society.
4. Collaborative team members who use effective leadership and group skills to establish effective, supportive, and cooperative interpersonal relationships with and between others in culturally diverse work, community, and family settings and who value diversity and unique gifts, have pride in one's own culture and an appreciation and understanding of the contributions of all cultures.
5. Adaptive problem solvers who anticipate, assess, and resolve the problems and challenges that accompany the rapidly changing political, economic, environmental, and social conditions of society and live a physically, mentally, and emotionally balanced life.
6. Perceptive thinkers who are creative and critical thinkers use multiple frames of reference to identify, assess, integrate and apply available information and resources from all appropriate sources of meaning and/or action.
7. Quality producers who display high standards of effort, a sense of confidence, and self-worth, are self-disciplined, exhibit honesty and integrity, choose ethical course of action, create intellectual, artistic, and practical products which reflect originality, innovations, and use of advanced technologies.

III. PROGRAM ACTIVITIES

1. Emphasis is given to a balanced program in all aspects of family life. Facilities need to include space and equipment for non-laboratory as well as laboratory activities.
2. The multipurpose room needs to have a well-planned and equipped demonstration area.
3. Gainful employment programs for Family and Consumer Sciences occupations are essential.
4. A variety of methods and media are used in Family and Consumer Sciences classrooms, therefore, flexibility of space, equipment and furnishings is essential for individual, small and large group instruction.
5. Because Family and Consumer Sciences encompasses the application of the knowledge, skills and principles of science, economics, art, psychology, health, mathematics and social sciences, there is a great utilization of reference and resource materials requiring storage accessible to teachers and students. Storage is critical to the successful learning environment.

III. PROGRAM ACTIVITIES (continued)

HIGH SCHOOL FAMILY AND CONSUMER SCIENCES FOODS AND NUTRITION

New Construction

A. Accreditor Title: Food Science Technology

 Accreditor Code: 85003951.2

 Course Objective: To provide opportunities to acquire basic knowledge, attitudes and skills in nutrition and wellness.

 Course Description: This course is designed to include the nutritional needs of people of various ages and with special concerns; the ecological implications of food technology; social and psychological aspects of food; foods for the space age; uses of convenience foods; experiences in selecting, preparing and serving a variety of foods; employment opportunities in food and nutrition; legislation and agencies which relate to the food consumer. Concepts in management, consumer education, sanitation and safety are taught as they relate to the home and to the food service industry.

B. Accreditor Title: Nutrition and Wellness

 Accreditor Code: 8500355

 Course Objective: To prepare students to understand the relationship between nutrition and wellness.

 Course Description: The program provides for selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness. Classroom food laboratory activities are an integral part of this program. Safe use and care of small and large appliances as well as kitchen tools and equipment are practiced in a foods laboratory.

C. Accreditor Title: Principles of Food Preparation

 Accreditor Code: 8500390

 Course Objective: To prepare students to understand the principles of food preparation, selection and storage, basic food preparation, and selection of food services.

 Course Description: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, equipment, and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in: the application of the principles of food preparation, food selection, storage, choosing appropriate food service for various occasions and the use of small and large appliances, kitchen tools and equipment.

HIGH SCHOOL FAMILY AND CONSUMER SCIENCES FOODS AND NUTRITION

New Construction

III. PROGRAM ACTIVITIES (continued)

D. Accreditor Title: Family, Home and Consumer Technology

Accreditor Code: 8500365

Course Objective: To prepare students for the twenty-first century. Major emphasis should be placed on the latest technology as it relates to the home and family.

Course Description: This course is designed for one year with a possible exit at the semester and may be taught in a non-sequential order. Part I includes future trends in food and consumer technology; global food issues; impact of food technology; trends in consumer and personal finance; consumer decisions; cost of technology equipment; careers; and the impact consumer technology on the family unit. Part II includes future trends; equipment technology; current innovative resources; housing alternatives; constraints; environmental; and ecological issues; and the impact on the family.

E. Accreditor Title: Institutional and Residential Services

Accreditor Code: 8524000

Course Objective: To provide students the opportunity to develop an understanding of residential and institutional housekeeping and maintenance procedures.

Course Description: The content includes the use of laundry and housekeeping equipment, first aid procedures, entrepreneurship skills, and resource management.

F. Student Activities

1. Observation and listening to demonstrations, teacher instructions, guest speakers, multi-media, and printed materials
2. Planning and designing individual or group activities or projects
3. Participating in field trips, and assignments outside the classroom
4. Laboratory work, individual and both small and large groups
5. Operating and caring for equipment and tools
6. Plan, prepare and serve food functions

G. Teacher Activities

1. Planning/preparing teaching materials and demonstrations
2. Supervise all areas and activities of students
3. Contacting and assisting resource speakers
4. Office work, records, filing, accounting
5. Buying, transporting, toting, storing of food products
6. Conferences with students, parents, staff
7. Equipment selection, purchasing, care, and repair
8. Working with youth organizations

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New Construction

IV. ORGANIZATIONAL NOMENCLATURE

Teacher - Student Ratio:	1:25
Student Capacity per Period:	25/Room
Total Number of Teachers:	1
Total Number of Aides:	NA (If applicable)
Grade Levels or Age Levels for Which Program is intended:	9 - 12
Hours per Day Space Will Be Used:	6

V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

N/A

VI. SQUARE FOOTAGE CHANGES EXPLANATION THAT VARIES FROM APPROVED FACILITIES LIST

N/A

HIGH SCHOOL FAMILY AND CONSUMER SCIENCES FOODS AND NUTRITION

New Construction

VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

*Shown on drawing

purchased and installed by contractor

Space or Area Number of Items Description of Furniture/Equipment Needed

FAMILY AND CONSUMER SCIENCES MULTIPURPOSE LABORATORY AND CLASSROOM

*25	Classroom Chairs (Contour)
5	Microwave/Convection Ovens, Portable, 115V, 60 HZ in Units 1 through 5
*#5	Double Sinks, Stainless Steel, with hot and cold water
*#5	Heavy Duty Garbage Disposals
*5	Computers
*5	TV/VCR's built into modules
*#1	Garland GF Series 36" Gas Restaurant Range and Exhaust Hood System
*#1	Automatic Washer, Electric, 120 Volts, 60 HZ separate circuit 15 amps, with hot and cold water
*#1	Automatic Dryer, Electric, 120/240 Volts, separately fused 30-amp single phase 60 HZ circuit with heat input rated 5,400 watts, and vented to the outside
*3	Refrigerator/Freezers 17 Cubic Feet, Frost-Free
*#1	Demo Unit with Hard Plastic Top, 110 pigtail and connection, ceiling mounted demo mirror with remote control
*#5	Overhead Storage Units in Kitchens
	Storage with locks and adjustable shelves
25	Classroom Chair/Desk Combinations
1	Open Book Storage Unit with adjustable shelves
*5	Electric Ranges, 30" Freestanding, with Self-Cleaning Ovens
1	Computer (teacher)
1	Teacher Chair
1	Interactive projector
1	Printer
1	Sound enhancement equipment system including amplifiers, speakers, and microphones

LAUNDRY AREA (CLOSET)

*#1	Single Stainless Steel Utility Sink with hot and cold water
*#1	120 Gallon Quick Recovery Hot Water Heater next to washer and dryer storage with adjustable shelves

OFFICE AND STORAGE

1	Teacher's Desk and Chair
2	Four-Drawer File Cabinets with Locks

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New Construction

IX. SPECIAL CONSIDERATIONS

- Heating/Cooling/Ventilation

Dryer must be vented to outside

Vent hood to outside over each range, including the gas range

- Electrical

Two 110 volt duplex wall outlets at each workstation/kitchen

Adequate conduits for multi-use appliances being used simultaneously

110 volt duplex outlet for washer

440 volt for water heater

220 volt for dryer

110 volt outlets for refrigerators (located at standard residential height)

Separate circuits for microwave oven and electrical appliances

220 volt outlets for five electric ranges

- Gas and Air

Gas connection for 36" gas restaurant range

- Safety

One master shut off switch (power, gas, and water)

Fire Extinguishers

Emergency lighting

- Built-in Cabinetry

A. Built-in work counters in modules/kitchens

Built-in counter space in material storage area with shelving above

B. Built-in cabinets/shelving

For Kitchens:

One sink based cabinet with double sink, two doors (modular and demo) 48" wide x 24" deep x 36" high

One counter height storage cabinet, two doors with drawers above the doors and one adjustable shelf, 36" high x 24" deep x 48" wide (Base Cabinet)

One drawer storage cabinet 24" wide x 24" deep x 36" high

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New Construction

IX. SPECIAL CONSIDERATIONS (continued)

- Built-in Cabinetry (continued)

Over counter storage, at least 14" deep, varying widths and heights above cabinets, range, sink base cabinet and refrigerator.

Computer and Printer

Additional storage cabinets with doors 66" high x 48" wide x 24" deep and adjustable shelves as space allows

Teacher Planning and Material Storage Area

8 Linear Feet of open book storage unit with adjustable shelves, 8 ft. x 24 inches.

16 Linear Feet storage units, 48" x 18' x 8', lockable

C. Built-in Instructional Aids

General Laboratory and/or Classroom (each laboratory or classroom)

Four 4 ft. x 8 ft. standard markerboards and two 4 ft. x 8 ft. tackboards.

Standard markerboards to have eraser tray, flag holder and demountable map railing. Install an interactive projector in the center of the markerboards.

Provide wheeled cabinet with doors for sound enhancement equipment and amplifier. Cabinet and equipment shall be located at, or adjacent to, the major teaching wall with tethered wiring and harnesses. Equipment purchased with Furniture, Fixtures, Equipment & Technology (FFE&T) funds.

The back of the cabinet must allow connections of white speaker wire for the four speakers used with sound enhancement equipment, a network connection, connection to interactive projector and power.

D. Other Built-ins

Paper towel dispensers at each sink

- Other Considerations

- If feasible, the Family and Consumer Sciences Department should be located to facilitate transporting groceries, changing out large appliances, and have quick access to exterior door.
- Closet area for washer and dryer should be located accordingly to facilitate noise and heat containment.
- Ends of counter base units should be 30" high to accommodate keyboards.
- To facilitate filling containers, the sink should have a high gooseneck faucet.
- In consideration of safety and security needs, demo mirror needs to be ceiling mounted.