

Introduction to FACS: All the FACS

Course Curriculum

Course Description: This introductory course is designed to introduce students to the various areas within the Family and Consumer Sciences (FACS). It is designed to present foundational subject matter in the following areas of FACS and experiences in the following areas: foods/cooking/nutrition, fashion, interior design, consumer and leadership skills, child development, as well as various career opportunities & pathways associated with the different areas.

Grades: Grade 9 preferred

Course Expectations & Rationale: As a result of their coursework and experiences in the *Introduction to FACS* semester course, students will be able to:

- explore and experience the broad spectrum of content areas and courses within the Family Consumer Sciences department at Kirkwood High School.
- develop and demonstrate basic, foundational skills in the areas of fashion construction, textiles, apparel, and design.
- develop and demonstrate basic, foundational skills in working with, preparing, and using a variety of food products and food service equipment.
- develop and apply interpersonal skills for building and maintaining positive collaborative relationships with people in their school community.
- develop and apply a foundational understanding of the diverse developmental needs of children in learning and play activities.
- analyze career paths within the food production and food service industries, the textiles, fashion, apparel, and design industries, and the early childhood and education service fields.
- construct meaning related to business entrepreneurship in the Family Consumer Sciences.

Course Essential Questions:

- How do you utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel?
- How are different elements and principles of design considered and applied in the creation of a product or the design of a space?
- What are the different parts of a food service kitchen and how are they used for a variety of food preparation and/or storage purposes?
- How do you prepare different foods in different ways using both appropriate equipment **and** safe handling and professional preparation techniques?

- How do you assess **and** address the specific, individual developmental needs of children?
- How do you design and implement an activity for children that encourages physical activity, exploration, and discovery while also being developmentally appropriate and safe?
- In what ways can someone pursue entrepreneurial careers in the family and human services?
- What pathways exist for someone looking to pursue a career in the food production and food service industries, the textiles, fashion, apparel, and design industries, and/or the early childhood and education service fields?

Course Priority Standards:

- Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career. (1.2.1)
- Identify, analyze, and evaluate career paths and entrepreneurial options within the food production and food services industries, the housing, interior design, and furnishings industries, the textiles, fashion, and apparel industries, the early childhood, education & related services, and the family and human services. (8.1, 11.1, 16.1, 4.1, 7.1)
- Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving. (8.3.6)
- Demonstrate professional food preparation methods and techniques in different categories to produce a variety of food products. (8.5)
- Demonstrate professional skill for a variety of cooking methods using professional equipment and current technologies. (8.5.2)
- Evaluate factors that affect food safety from production through consumption. (14.4)
- Analyze the effects that the principles and elements of design have on aesthetics and function. (11.2.3)
- Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. (16.3.3)
- Demonstrate textiles, fashion, and apparel design skills. (16.3)
- Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel. (16.4)
- Demonstrate and apply communication, teamwork, and leadership skills and abilities in various settings and with diverse populations. (1.2.3, 1.2.4, 1.2.6)
- Analyze developmentally appropriate and culturally responsive practices to plan for early childhood services. (4.2)
- Arrange the environment to provide for learners' exploration, discovery, development, and reflection through multiple methods. (4.3.5)
- Demonstrate interpersonal skills that promote positive, productive, and collaborative relationships. (4.5)

Course Enduring Understandings, Goals, & Objectives: As a result of their coursework and experiences in the *Introduction to FACS* semester course, students will be able to:

- identify the knowledge, skills, and practices required for careers in the:
 - food production and food services industries,

- interior design, textiles, fashion, and apparel industries,
- and the early childhood, education and related service industries.
- develop and demonstrate the skills needed to produce, alter, or repair textiles, fashion, and apparel.
- develop and demonstrate basic textile, fashion, and/or apparel design skills.
- address the specific developmental needs of children based on assessment of their abilities.
- establish effective, developmentally appropriate, and safe activities for children of various ages.
- support the sound physical, intellectual, emotional, and social development of children.
- safely, accurately, and efficiently prepare different foods using a variety of techniques and equipment.
- prepare various types of food using safe handling and professional preparation techniques.
- identify, apply, and/or manipulate different elements and principles of design for a specific purpose.
- identify and evaluate careers and entrepreneurial options related to different areas within the family and human services.

Unit 1	Exploring: Culinary Arts
Unit 1 Guiding & Essential Questions	● What are conditions and practices that promote safe food handling and preparation in the kitchen? ● How can different food preparation methods be used to produce a variety of food products? ● What are the characteristics of a “safe” kitchen? ● Why do some foods need to be prepared differently from one another? ● How is different equipment used in food preparation? ● How do you follow a recipe accurately and efficiently?
Unit 1 Student Learning Goal(s)	Students will demonstrate how to safely navigate a kitchen; that is, how to prevent kitchen accidents, how to properly sanitize, clean, and organize a kitchen, and how to maintain food safety.
	Students will demonstrate how to choose tools, appliances, and equipment in a way that makes food preparation convenient, safe, and efficient.
	Students will identify and measure ingredients of different quantities (tsp, tbsp, oz, etc.) correctly.
	Students will prepare different foods using a variety of cooking techniques.
	Students will utilize appropriate terminology to read and accurately follow a recipe.
	Students will prepare assigned recipes in the allotted time.
	Students will demonstrate proper food preparation techniques such as beating, whipping, stirring, whisking, etc.

Unit 1 NASAFACS Priority Standards	<i>8.1 Analyze career paths within the food production and food services industries.</i>
	<i>8.2.5 Practice standard personal hygiene and wellness procedures.</i>
	<i>8.2.6 Demonstrate proper storage and handling of both raw and prepared foods.</i>
	<i>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</i>
	<i>8.2.8 Analyze current types of cleaning and sanitizing materials for proper use.</i>
	<i>8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.</i>
	<i>8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</i>
	<i>8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.</i>
	<i>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.</i>
	<i>8.5 - Demonstrate professional food preparation methods and techniques in different categories to produce a variety of food products.</i>
	<i>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</i>
	<i>8.5.2 - Demonstrate professional skill for a variety of cooking methods using professional equipment and current technologies.</i>
	<i>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques</i>
	<i>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.</i>
	<i>8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</i>
	<i>8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.</i>
	<i>14.4.1 Analyze conditions and practices that promote safe food handling.</i>
	<i>14.4.2 Analyze safety and sanitation practices.</i>

Unit 2	Exploring: Principles & Elements of Design
Unit 2 Guiding & Essential Questions	• What are the different elements and principles of design? • How are different elements and principles of design used to create a fabric pattern and a living space? • What are the most effective ways to use the elements and principles of design in fashion & interior design? • How does the inclusion and/or exclusion of different elements and principles of design impact visual unity and/or harmony? • How do you create visual unity (harmony)? • How can different elements and principles of design be utilized to appeal to consumers?
Unit 2 Student Learning Goal(s)	Students will identify and apply different elements of design (line, shape, space, size, texture, color, and value).
	Students will identify and apply different principles of design (balance/symmetry, repetition/rhythm, contrast, harmony, dominance/emphasis, unity).
	Students will design a textile for use in the creation of an apparel accessory.
	Students will explain how elements of design can be applied to create the principles of design.
	Students will analyze real-world products (a living space, a logo, an article of clothing, etc.) as products of elements and principles of design.
	Students will apply elements and principles of design to manipulate the appearance and aesthetic of a living space.
Unit 2 NASAFACS Priority Standards	<i>11.1 Analyze career paths within the housing, interior design, and furnishings industries.</i>
	<i>11.2.1 Evaluate the use of elements and principles of design in housing and residential interiors.</i>
	<i>11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</i>
	<i>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</i>
	<i>16.1 Analyze career paths within textiles, fashion, and apparel industries.</i>
	<i>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.</i>
	<i>16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit.</i>

	<i>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i>
	<i>16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
	<i>16.3.7 - Demonstrate ability to use technology for fashion, apparel, and textile design.</i>

Unit 3	Exploring: Fashion Construction
Unit 3 Guiding & Essential Questions	• How do you perform basic operations with a sewing machine? • How do you sew seams that look like manufactured clothing? • How do you utilize various sewing tools and materials safely and effectively? • What is the equipment that I will need to construct an accessory?
Unit 3 Student Learning Goal(s)	Students will demonstrate basic fashion construction skills, such as: ☐ How to thread a sewing machine ☐ How to measure and cut material ☐ How to lay out pattern pieces and follow sewing instructions ☐ How to sew, press, and finish basic seams
	Students will identify and explain the purpose of sewing tools.
	Students will be able to use accurate measurements when sewing.
	Students will apply design concepts and techniques and use appropriate materials and tools to design, construct, and/or alter a final product.
Unit 3 NASAFACS Priority Standards	<i>16.1 Analyze career paths within textiles, fashion, and apparel industries.</i>
	<i>16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</i>
	<i>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i>
	<i>16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</i>

	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
	<i>16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.</i>
	<i>16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.</i>
	<i>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.</i>
	<i>16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.</i>

Unit 4	Exploring: Child Development
Unit 4 Guiding & Essential Questions	• How do children act in similar and different ways than one another? • What influences the way a child learns and develops? • How can play and exploration be applied to optimize learning and development? • How do role models appropriately interact with and guide young children? • How do you meet different learning and developmental needs for different children? • How does development progress for young, preschool-aged children? • How are the different developmental domains interrelated?
Unit 4 Student Learning Goal(s)	Students will analyze physical, emotional, social, and cognitive development in children of varying ages.
	Students will identify and explain how different influences (environment, culture, etc.) impact development of the child.
	Students will design, plan, and share activities that meet the developmental needs of children.
	Students will explain and justify why different children act in different ways.
	Students can create a learning activity that encourages play.
	Students will work with their peers to share responsibility in creating activities for young children.
	Students will apply interpersonal skills that promote positive and productive relationships with their peers and their teacher(s).

	Students will explain how the various developmental domains are interrelated (i.e. - a child's physical actions may be in response to their emotional development).
	Students will analyze how role models (adults, teachers, older peers, etc.) can prepare developmentally appropriate, relevant learning opportunities (i.e. - crafts, stations, activities) to best meet the intellectual, physical, social, and emotional needs of a child.
Unit 4 NASAFACTS Priority Standards	<i>1.2.3 Apply communication skills in the school setting and with diverse populations.</i>
	<i>1.2.4 Demonstrate teamwork skills in the school settings and with diverse populations.</i>
	<i>1.2.6 Demonstrate leadership skills and abilities in the school setting.</i>
	<i>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</i>
	<i>4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.</i>
	<i>4.2.5 Analyze strategies that promote growth and development of children, youth and adults.</i>
	<i>4.3.2 Implement learning activities that meet the developmental needs of learners.</i>
	<i>4.3.6 Establish effective activities and routines for various age groups.</i>
	<i>4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.</i>
	<i>4.5.2 Demonstrate problem-solving and decision making skills when working with children and adults.</i>
	<i>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships.</i>
	<i>12.1.1 Analyze physical, emotional, social, moral, and cognitive development.</i>
Unit 5	Exploring: Entrepreneurship & Career Pathways in FACS <i>Curriculum Note: For the sake of clarity, entrepreneurship has been outlined below as a discrete, “separate” unit of curricular study. However, in practice, we may elect to embed and integrate the below learning goals, competencies, and standards into each unit of study outlined above (into Units 1, 2, 3, and 4). In this instance, the theme and “lense” of entrepreneurship would be purposely woven into and embedded across each specific unit of study, specific to the area being explored (i.e. - entrepreneurship & careers in foods, entrepreneurship & careers in apparel, textiles, and design, etc.).</i>

Unit 5 Guiding & Essential Questions	• What are the personality traits and skills of entrepreneurs? How do my own personal characteristics & traits compare? (1.2.1) • What interpersonal and intrapersonal skills and traits make someone likely to succeed as an entrepreneur? (1.2.4, 1.2.5, 1.2.8) • What motivates someone to pursue entrepreneurship? (1.2.4, 1.2.5, 1.2.8) • In what ways can someone pursue entrepreneurial careers in the family and human services? (7.1.1, 7.1.2, 7.1.3, 7.3.2) • What are the characteristics and character traits of entrepreneurs in family and human services? (7.1.1, 7.1.2, 7.1.3, 7.3.2) • How does someone begin a new business? What professional requirements must they meet/consider? (7.1.1, 7.1.2, 7.1.3, 7.3.2) • How do various ethical, legal, and government issues and responsibilities affect entrepreneurship? (7.1.6, 7.2.1, 7.2.2, 7.2.3) • What are the risks, advantages, and disadvantages of being an entrepreneur in a community? (7.2.1, 7.4)
Unit 5 Student Learning Goal(s)	Students will relate skills & personality to entrepreneurship interests and roles (1.2.1) Students will assess personal characteristics and professional requirements for entrepreneurship occupations in family and human services (1.2.1, 7.1.6) Students will investigate interpersonal skills (such as teamwork) in workplace settings. (1.2.4) Students will analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career. (1.2) Students will demonstrate creativity, generate innovative ideas, and utilize technology and other resources to research entrepreneurial opportunities. (1.2.5) Students will analyze typical characteristics & character traits of an entrepreneur (3.1.1, 7.1.1) Students will identify and evaluate careers and entrepreneurial options related to different areas within the family and human services (3.1.2, 7.1.2) Students will research procedures necessary to initiate an entrepreneurial business (7.1.3, 7.2.1). Students will compare and contrast advantages and disadvantages of being an entrepreneur (7.2.1) Students will examine ethical, legal, and professional issues and responsibilities affecting entrepreneurship (7.2.2, 7.2.3) Students will demonstrate professional behaviors, skills, and knowledge in providing family and human services. (7.3)

	Students will examine risks and assess the impact of society on entrepreneurship (7.4)
	Students will develop strategies & skills relevant and applicable to employability and entrepreneurship (i.e. - integrity, teamwork, organization, communication, problem solving, salesmanship & marketing, etc.) (1.2.8, 3.5.8, 13.3.2, 13.4.3, 13.5.2, 13.5.5)
Unit 5 NASAFACS Priority Standards	<i>1.2.1 - Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.</i>
	<i>3.1.1 - Explain roles and functions of individuals engaged in consumer service careers.</i>
	<i>3.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.</i>
	<i>3.1.3 - Summarize education and training requirements and opportunities for career paths in consumer services.</i>
	<i>7.1.1 - Explain the roles and functions of individuals engaged in family and human services careers.</i>
	<i>7.1.2 - Investigate opportunities for employment and entrepreneurial endeavors.</i>
	<i>7.1.3 - Summarize education and training requirements and opportunities for career paths in family and human services.</i>
	<i>7.2 - Analyze factors in providing family and human services.</i>
	<i>7.3 - Demonstrate professional behaviors, skills, and knowledge in providing family and human services.</i>
	<i>8.1 - Analyze career paths within the food production and food services industries.</i>
	<i>11.1 - Analyze career paths within the housing, interior design, and furnishings industries.</i>
	<i>13.3 - Demonstrate communication skills that contribute to positive relationships.</i>
	<i>13.5 - Demonstrate teamwork and leadership skills in the family, workplace, and community.</i>
	<i>16.1 - Analyze career paths within textiles, fashion, and apparel industries.</i>
	<i>1.2.1 - Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.</i>