

FACS Exploration

Revised 6-2011

Levels:	8
Units of Credit:	.5
CIP Code:	20.0101
Core Code:	34-01-11-11-230
Prerequisite:	None
Skill Test:	None

COURSE DESCRIPTION

FACS Exploration (Integrated Model-Standards 1-5 Taught) —(.5 credit) This course provides students the opportunity to learn essential life skills. It allows them to develop skills in food and nutrition, childcare, interior design, clothing construction and style, consumerism, family relationships, personal responsibility, and job-related tasks. Student leadership (FCCLA) may be an integral part of the course.

*****It is recommended that the FACS Exploration course be taught as a full semester (.5) credit course. 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. Standard 6 (Free Enterprise) must be taught in both the A and B Model, but is not required to be taught in the Integrated Model.***

FACS Exploration (A Model: Interior Design/Sewing/Textiles/Free Enterprise) —(.5 credit) This course provides students the opportunity to learn essential life skills. It allows them to develop skills in interior design, clothing construction and style, textiles, consumerism, free enterprise and job-related tasks. Student leadership (FCCLA) may be an integral part of the course.

FACS Exploration (B Model: Child Care/Food and Nutrition/Interpersonal Relations/Free Enterprise) —(.5 credit) This course provides students the opportunity to learn essential life skills. It allows them to develop skills in childcare, food and nutrition, family relationships, personal responsibility, consumerism, free enterprise, and job-related tasks. Student leadership (FCCLA) may be an integral part of the course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will identify and discuss social skills needed to develop personal independence and interpersonal relationships.

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

- Identify traits needed to develop (positive and supportive) friendships.
- Examine the effect of personal behavior on relationships.
- Discuss the effects of positive and negative peer pressure.
- Practice skills that strengthen and support positive family relationships.

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

- Identify personal values, (needs vs. wants), goals and the effect upon personal decisions.
- Discuss and apply the decision-making process to personal life.

Recommended Use: FACS Exploration Model B

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

- Identify challenging issues for teens, their friends and family members.
- Identify and apply positive strategies and support systems for adapting to change. (Families, extended family, friends, community, etc.)

STANDARD 2

Students will be introduced to housing and interior design.

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

Objective 2: Discuss the basic elements and principles of design.

- a. Describe the effect of color on shape, size, feelings, and moods.
- b. Identify color preferences and combine color combinations to form color schemes

Objective 3: Integrate finance/consumerism and careers related to housing and interior design.

<p>Recommended Use: FACS Exploration Model A</p>

Objective 4: Discuss how interiors are affected by furniture arrangements and traffic patterns.

- a. Using a floor plan and templates, arrange furniture for an apartment or home
- b. Discuss the traffic patterns developed by furniture arrangement

STANDARD 3

Students will discuss and participate in activities regarding childcare.

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 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.

- a. Select a theme, games, snacks, stories, fingerplays, art project, and science or sensory projects to use for child care activities
- b. Role play and practice childcare activities.

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

STANDARD 4

Students will discuss and participate in hands-on activities related to clothing and textiles.

Objective 1: Demonstrate the ability to use and care for the sewing machine, serger and other specialty sewing machines.

- 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

Objective 2: Follow safety standards when using and identifying small sewing equipment:

- 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

Objective 3: Learn to use a sewing pattern.

- a. Identify information found on a sewing pattern
- b. Determine body measurements
- c. Identify various pattern markings
- 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 and transfer pattern markings

Objective 4: Learn basic sewing techniques to construct sewing projects:

- a. seam allowances
- b. backstitch
- c. pivot and miter
- d. seam finishes
- e. casing
- f. top stitch
- g. buttonhole and attach a button
- h. pressing/ironing techniques

Objective 5: Integrate finance/consumerism and careers related to clothing, textiles and fashion.

Recommended Use: FACS Exploration Model A

Objective 6: Explain the meaning 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 and how they affect buying
- c. Learn proper laundering techniques

STANDARD 5

Students will identify and discuss the importance of food and nutrition through class activities and lab experiences.

Objective 1: Review the basics of lab management and safety procedures:

- a. safety and sanitation
- b. measuring and basic equivalents
- c. doubling and halving recipes
- d. table setting and mealtime manners
- e. use and care of kitchen equipment
- f. cooking terms and food preparation procedures

Objective 2: Students will discuss and analyze basic nutrition information.

- a. Review the six basic nutrients for function: (carbohydrates, protein, fats, vitamins, minerals and water).
- b. Identify food sources for the six basic nutrients

Objective 3: Discuss the current Dietary Guidelines and MyPlate.

Objective 4: Prepare simple foods following the current Dietary Guidelines and MyPlate.

Objective 5: Integrate finance/consumerism and careers related to the food service and culinary industry.

Recommended Use: FACS Exploration Model B

Objective 6: Identify safety and care-related issues concerning kitchen appliances.

- a. Exercise standard safety operating procedures
- b. Discuss energy conservation practices that are related to food preparation

STANDARD 6

Students will learn the basics of the free enterprise system.

Required Use: FACS Exploration Model A and B

Objective 1: Discuss employment preparation.

- a. Identify characteristics of a good employee
- d. Discuss how social skills are helpful in obtaining and maintaining a job

Objective 2: Complete a free enterprise experience. Develop a business plan that incorporates the following:

- a. Select a product or service to sell
- b. Complete 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