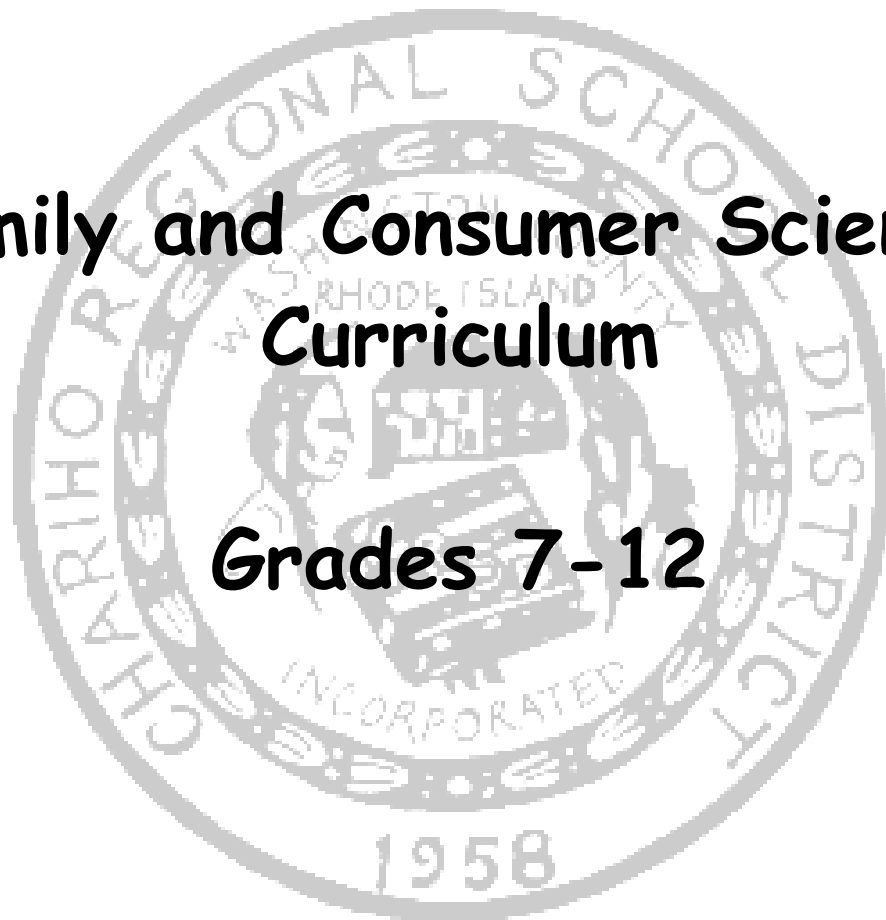


Chariho Regional School District

Family and Consumer Sciences Curriculum

Grades 7-12



January 26, 2010

**Chariho Regional School District
Family and Consumer Sciences Curriculum
Grades 7-12**

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Family and Consumer Sciences Task Force

Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

Introduction

The Chariho Regional School District Family and Consumer Sciences Curriculum is being revised to reflect the national standards developed by the National Association of State Administrators for Family and Consumer Science. It is important that this curriculum be current, relevant, and dynamic.



District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

All students can learn and meet or exceed rigorous standards.

All students at every level must be engaged in rigorous and challenging academic experiences.

Rigorous academic standards are the foundation of this school district.

Instructional and program decisions must be data-informed and research-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.



Report on Knowledge Base for Family and Consumer Sciences Education

The Family and Consumer Sciences Curriculum empowers students to manage the challenges of living and working in a global society. The focus of the curriculum is on families, work, and their interrelationships. Problem-based learning is fundamental to this curriculum. Problems engage students in thinking about practical issues that they face now and may face in the future. A critical scientific approach helps students to learn to think, reflect, and take action through the study of issues, decisions, and problems. In the end, students should be able to make informed decisions using community resources and current technology.



Hallmarks of Excellence for Family and Consumer Sciences

Desirable Features of the Instruction

MORE

- Hands-on learning experiences
- Use of technology
- Decision-making and decision analysis
- Problem-solving
- Creating and designing
- Service learning and internships
- Focus on current issues
- Opportunities for student portfolios
- Academic rigor and relevance
- Increase variety of resources
- Career exploration

LESS

- Paper and pencil tasks



Statement of Educational Goals for Family and Consumer Sciences

Students who avail themselves of our Family and Consumer Science offerings will leave Chariho High School with the skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span,
- Becoming responsible citizens and leaders in family, community, and work settings,
- Promoting optimal nutrition and wellness across the life span,
- Managing resources to meet the material needs of individuals and families,
- Balancing personal, home, family, and work lives,
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments,
- Successful life management, employment, and career development,
- Functioning effectively as providers and consumers of goods and services,
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Family and Consumer Sciences Education National Standards



Content Standards for Family and Consumer Sciences

The Chariho Regional School District Family and Consumer Sciences Content Standards for grades 7-12 are:

Standard FACS/1.0: Integrate multiple life roles and responsibilities in family, work, and community settings.

Standard FACS/2.0: Evaluate management practices related to the human, economic, and environmental resources.

Standard FACS/3.0: Integrate knowledge, skills, and practices needed for careers in consumer services.

Standard FACS/4.0: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Standard FACS/5.0: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

Standard FACS/6.0: Evaluate the significance of family and its effects on the well-being of individuals and society.

Standard FACS/7.0: Synthesize knowledge, skills, and practices required for careers in family and community services.

Standard FACS/8.0: Integrate knowledge, skills, and practices required for careers in food production and services.



Standard FACS/9.0: Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.

Standard FACS/10.0: Synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

Standard FACS/11.0: Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Standard FACS/12.0: Analyze factors that influence human growth and development.

Standard FACS/13.0: Demonstrate respectful and caring relationships in the family, workplace, and community.

Standard FACS/14.0: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Standard FACS/15.0: Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Standard FACS/16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparel.



Family and Consumer Sciences Content Standards by Grade and Course

Seventh & Eighth Grade Curriculum

Family and Consumer Sciences Course I

Baby Sitting Unit*

FACS COMPREHENSIVE STANDARD 4.0 Integrate knowledge, skills and practices required for careers in early childhood, education, and services.

FACS CONTENT STANDARDS:

4.1 Analyze career paths within early childhood education and related services.

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interest.

4.4 Demonstrate a safe and healthy learning environment for children.

FACS COMPREHENSIVE STANDARD 12.0 Analyze factors that influence human growth and development.

FACS CONTENT STANDARDS:

12.1 Analyze principles of human growth and development across the life span.

Students will demonstrate the following competencies:

- Explain the roles and functions of individuals engaged in early childhood education and related services.
- Implement learning activities in all curriculum areas that meet the developmental needs of children.
- Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- Plan safe and healthy snacks.
- Analyze physical, emotional, social, and intellectual development of newborn through school age children.



- Perform basic first aid.
 - Carry out basic care such as feeding, changing and holding a baby.
 - Interview skills for babysitting job.
- *Upon successful completion, students will acquire a Red Cross Baby Sitting Certificate.

Food Science Unit

FACS COMPREHENSIVE STANDARD 1.0 Integrate multiple life roles and responsibilities in family, work, and community setting.

FACS CONTENT STANDARDS:

1.2 Demonstrate transferable and employability skills in school, community, and workplace setting.

FACS COMPREHENSIVE STANDARD 9.0 Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

FACS CONTENT STANDARDS:

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

9.5 Demonstrate use of current technology in food product development and marketing.

9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

Students will demonstrate the ability to:

- Apply communication skills in school, community, and workplace settings.
- Demonstrate teamwork skills in school, community and workplace settings.
- Demonstrate leadership skills and abilities in school, community, and work place setting.
- Identify and analyze factors that contribute to food borne illness.
- Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- Prepare food for presentation and assessment.
- Conduct sensory evaluations of food products.
- Conduct testing for safety of food products.
- Apply standards for food quality.



Family and Consumer Sciences Course II

Housing and Interior Design Unit

FACS COMPREHENSIVE STANDARD 11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FACS CONTENT STANDARDS:

11.2 Evaluate housing design concepts in relation to available resources and options.

11.4 Demonstrate blueprint reading and space planning skills required for the housing, interiors and furnishings industry.

11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Students will demonstrate the following competencies:

- Apply the principles and elements of design.
- Explain information provided on blueprints.
- Create floor plans.
- Demonstrate illustrative sketching, presentation of color, materials, and furnishings in preparation of renderings, elevations, and sketches.

Food and Nutrition Unit

FACS COMPREHENSIVE STANDARD 1.0 Integrate multiple life roles and responsibilities in family, work, and community setting.

FACS CONTENT STANDARDS:

1.2 Demonstrate transferable and employability skills in school, community, and workplace setting.



FACS COMPREHENSIVE STANDARD 8.0 Integrate knowledge, skills, and practices required for careers in food production and services.

FACS CONTENT STANDARDS:

8.2 Demonstrate food safety and sanitation procedures.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

FACS COMPREHENSIVE STANDARD 13.0 Demonstrate respectful and caring relationships in the family, workplace and community.

FACS CONTENT STANDARDS:

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

FACS COMPREHENSIVE STANDARD 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.

FACS CONTENT STANDARDS:

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

Students will demonstrate the following competencies:

- Apply communication skills in school, community, and workplace settings.
- Demonstrate teamwork skills in school, community and workplace settings.
- Demonstrate leadership skills and abilities in school, community, and workplace setting.
- Identify characteristics of major food borne pathogens, their roles in causing illness, foods involved in outbreaks, and method of prevention.
- Practice good personal hygiene/health procedures.
- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods.
- Demonstrate safe and environmentally responsible waste disposal and recycling methods.
- Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.
- Demonstrate professional skills in safe handling of knives, tools and equipment.
- Demonstrate professional skills for a variety of cooking methods using professional equipment and current



technologies.

- Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- Demonstrate ways to organize and delegate responsibilities.
- Demonstrate processes for cooperating, compromising, and collaborating.
- Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Textile Unit

FACS COMPREHENSIVE STANDARD 16.0 Integrate knowledge, skills and practices required for careers in textiles and apparels.

FACS CONTENT STANDARDS:

16.3 Demonstrate fashion, apparel and textile design skills.

16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Students will demonstrate the following competencies:

- Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- Demonstrate skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alterations, and repair.
- Demonstrate basic skills for producing and altering textile products and apparel.



High School Curriculum

Textile and Design Cluster

Introduction to Textiles

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD FACS/ 16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

FACS CONTENT STANDARDS:

- 16.1 Analyze career paths within textile industry.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion textile design skills.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

Students will demonstrate the ability to:

- Analyze career paths and opportunities for employment and entrepreneurial endeavors.
- Practice appropriate laundering processes.
- Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
- Apply research methods, including forecasting techniques, for marketing apparel and textile products.
- Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.
- Apply appropriate terminology for identifying, comparing, and analyzing the generic textile fibers.
- Evaluate performance characteristics of textile fiber and fabrics.
- Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
- Explain the way fiber, fabric, texture, pattern, and finish can affect visual appearance.
- Generate textile design that takes into consideration ecological, environmental, sociological, psychological,



technical, and economic trends and issues.

- Analyze the evolution of textiles.
- Apply elements and principles of design to make textile design decisions.
- Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.

Fashion Design and Construction

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

FACS CONTENT STANDARDS:

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.4 Demonstrate skills needed to produce repair fashion, textile products and apparel.

Students will demonstrate the ability to:

- Apply apparel and textile design skills.
- Create patterns and adapt patterns for individuals.
- Use skills needed to produce, alter, or repair textile products and apparel.
- Create a textile project applying unique fashion techniques for sleeves, buttons, hems, collar, etc.
- Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.
- Explain the roles and functions of individuals engaged in textiles and apparel careers.
- Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
- Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- Demonstrate draping techniques.
- Generate designs that take into account ecological, environmental, sociological, psychological, technical, and economic trends.



- Demonstrate ability to use technology for fashion, apparel, and textile design.
- Apply color schemes to develop and enhance visual effect.
- Demonstrate professional skill in using a variety of equipment, tools, and supplies for fashion and apparel construction, alteration, and repair.

Fashion Merchandising

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

FACS CONTENT STANDARDS:

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design and merchandising skills.
- 16.5 Evaluate elements of textile apparel and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

FACS COMPREHENSIVE STANDARD 3.0 Integrate knowledge, skills and practices needed for a career in consumer services.

FACS CONTENT STANDARDS:

- 3.2 Analyze factors that affect consumer advocacy.

Students will demonstrate the ability to:

- Examine the impact of consumer service, textile and apparel occupations on local, state, national and global economies.
- Apply color schemes and theory to develop and enhance visual effects.
- Evaluate the elements of textile and apparel merchandising.



- Evaluate the components of customer service.
- Evaluate operational procedures required for business profitability and career success.
- Apply marketing strategies for textile, apparel, and fashion products.
- Critique varied methods for promoting apparel and textile products.
- Apply research methods, including forecasting techniques, for marketing apparel and textile products.
- Demonstrate the skills necessary for quality customer service.
- Create solutions to address customer concerns.
- Analyze the legislation, regulations, and public policy affecting textiles, apparel, and fashion industries.
- Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

Childhood and Education Pathway

Child Growth and Development

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 6.0 Evaluate the significance of family and its effects on the well-being of society.

FACS CONTENT STANDARDS:

6.1 Analyze the effects of family as a system on individuals and society.

6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.

FACS COMPREHENSIVE STANDARD 12.0 Analyze factors that influence human growth and development.

FACS CONTENT STANDARDS:

12.1 Analyze principles of human growth and development across the life span.

12.2 Analyze conditions that influence human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.



FACS COMPREHENSIVE STANDARD 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

FACS CONTENT STANDARDS:

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.3 Evaluate external support systems that provide services for parents.

15.4 Analyze physical and emotional factors related to the parenting process.

Students will demonstrate the ability to:

- Analyze conditions and strategies that promote growth and development, newborn to age three.
- Analyze roles and responsibilities of parenting children to age three.
- Determine the special needs of infants.
- Present information regarding developmental issues and concerns related to infants.
- Provide care for a Reality Baby for at least 24 hours; reflect on the social, emotional and physical effects of this experience.
- Identify and appraise community resources that provide resources relating to parenting.
- Analyze biological processes and emotional factors relating to the health of child and mother.
- Analyze physical, emotional, social, and intellectual development.
- Analyze current and emerging research about human growth and development.
- Analyze the effect of heredity and environment on human growth and development.
- Analyze the role of nurturance on human growth and development.
- Analyze the role of family and social services support systems in meeting human growth and development.



Early Childhood and Elementary Education I

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FACS CONTENT STANDARDS:

4.1 Analyze career paths within early childhood, education and related services.

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4.4 Demonstrate a safe and healthy learning environment for children.

FACS COMPREHENSIVE STANDARD 12.0 Analyze principles of human growth and development across the life span.

FACS CONTENT STANDARDS:

12.2 Analyze conditions that influence human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

Students will demonstrate the ability to:

- Explain the roles and functions of individuals engaged in early childhood education and services.
- Apply a variety of assessment methods to observe and interpret the developmental milestones of children.
- Analyze strategies that promote growth and development of children ages three to twelve.
- Implement learning activities in curriculum areas that meet developmental needs, a child's language, learning style, and cultural values of children.
- Arrange a learning center that provides for children's exploration, discovery and development.
- Demonstrate developmentally appropriate guidelines for behavior and problem-solving skills.
- Create an employment portfolio for use when applying for internships and work-based learning opportunities in education and early childhood.
- Apply child development theories and their implications for educational and childcare practices.
- Establish activities, routines, and transitions.



- Apply safe and healthy practices that comply with state regulations.
- Plan safe and healthy meals and snacks.
- Apply developmentally appropriate guidelines for behavior.

Early Childhood and Elementary Education II

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FACS CONTENT STANDARDS:

- 4.1 Analyze career paths within early childhood, education and related services.
- 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- 4.4 Demonstrate a safe and healthy learning environment for children.

FACS COMPREHENSIVE STANDARD 12.0 Analyze principles of human growth and development across the life span.

FACS CONTENT STANDARDS:

- 12.2 Analyze conditions that influence human growth and development.
- 12.3 Analyze strategies that promote growth and development across the life span.

Students will demonstrate the ability to:

- Explain the roles and functions of individuals engaged in early childhood, education and services.
- Analyze strategies that promote growth and development of children ages three to twelve.
- Implement learning activities in curriculum areas that meet a child's developmental needs, language, learning style, and culture.
- Demonstrate developmentally appropriate guidelines for behavior and problem-solving skills.



- Analyze the role of professional organizations in education and early childhood.
- Apply child development theories and their implications for educational and childcare practices.
- Analyze abilities and needs of children.
- Analyze a variety of curriculum and instructional models.
- Establish activities, routines, and transitions.
- Apply safe and healthy practices that comply with state regulations.
- Apply developmentally appropriate guidelines for behavior, positive social interaction, active engagement in learning, and self-motivation.
- Demonstrate problem-solving skills with children.
- Implement strategies for constructive, confidential, and supportive interactions between children, school, colleagues, families and/or related agencies.

Nutrition, Foods, and Global Connections Cluster

Nutrition and Food

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 9.0

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

FACS CONTENT STANDARDS

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

FACS COMPREHENSIVE STANDARD 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

FACS CONTENT STANDARDS:



- 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.4 Evaluate factors that affect food safety from production through consumption.

Students will demonstrate the ability to:

- Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- Analyze the governmental, economic, and technological influences on food choices and practices.
- Analyze the effect of nutrients on health, appearance, and peak performance.
- Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
- Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
- Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Analyze conditions and practices that promote safe food handling.
- Analyze safety and sanitation practices related to the food industry.
- Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
- Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.



Food Science

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 9.0

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

FACS CONTENT STANDARDS

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

9.5 Demonstrate use of current technology in food product development and marketing.

Students will demonstrate the ability to:

- Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
- Analyze opportunities for employment and entrepreneurial endeavors.
- Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
- Analyze factors that contribute to food borne illness.
- Analyze food service management safety and sanitation programs.
- Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- Analyze various factors that affect food preferences in the marketing of food.
- Prepare food for presentation and assessment.
- Properly maintain test kitchen/laboratory and related equipment and supplies.
- Conduct sensory evaluations of food products.
- Demonstrate use of current technology in food product development and marketing.



Global Food Perspectives

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 9.0 Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

FACS CONTENT STANDARDS:

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

9.5 Demonstrate use of current technology in food product development and marketing.

FACS COMPREHENSIVE STANDARD 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

FACS CONTENT STANDARD:

14.1 Analyze factors that influence nutrition and wellness practices across the life span.

14.4 Evaluate factors that affect food safety from production through consumption.

14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.

Students will demonstrate the ability to:

- Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
- Assess the influence of socioeconomic, and psychological factors on food and nutrition and behavior.
- Analyze various factors that affect food preferences in the marketing of food.
- Explain physical, emotional, social, and psychological components of individual and family wellness.
- Analyze the effects of psychological, cultural and social influences on food choices and other nutrition practices.
- Analyze the effects of global and local events and conditions on food choices and practices.
- Analyze safety and sanitation practices from production to consumption.
- Analyze how changes in national and international food production and distribution systems influence the food supply.
- Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the



public.

- Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
- Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
- Analyze the effects of technological advances on selection, preparation, and home storage of food.
- Analyze the effects of food science and technology on meeting nutritional needs.

21st Century Living Cluster

Ethics and the Environment

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 2.0 Evaluate management practices related to the human, economic, and environmental resources.

FACS CONTENT STANDARDS:

2.2 Analyze the relationship of the environment to family and consumer resources.

FACS COMPREHENSIVE STANDARD 3.0 Integrate knowledge, skills, and practices needed for a career in consumer services.

FACS CONTENT STANDARDS:

3.4 Analyze resource consumption for conservation and waste management practices.

FACS COMPREHENSIVE STANDARD 5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FACS CONTENT STANDARDS:



5.3 Demonstrate sanitation procedures for a clean and safe environment.

5.4 Apply hazardous materials and waste management procedures.

FACS CONTENT STANDARDS:

9.5 Demonstrate use of current technology in food product development and marketing.

FACS COMPREHENSIVE STANDARD 11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FACS CONTENT STANDARDS:

11.2 Evaluate housing design concepts in relation to available resources and options.

14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.

FACS COMPREHENSIVE STANDARD 16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

FACS CONTENT STANDARDS:

16.2 Evaluate fiber and textile products and materials.

Students will demonstrate the ability to:

- Analyze individual and family responsibility in relation to the environmental trends and issues.
- Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
- Explore strategies and practices to conserve energy and reduce waste.
- Examine waste management issues.
- Analyze the various types of cleaning methods and their environmental effects.
- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- Analyze various factors that affect food preferences in the marketing of food.
- Analyze the effects of technological advances on selection, preparation and home storage of food.



- Analyze the effects of food science and technology on meeting nutritional need.
- Evaluate performance characteristics of textile fiber and fabrics.

Housing Design

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FACS CONTENT STANDARDS:

11.1 Analyze career paths within the housing, interiors, and furnishings industry.

11.2 Evaluate housing design concepts in relation to available resources and options.

11.4 Demonstrate computer-aided drafting design, blueprint reading and space planning skills required for the housing, interiors and furnishings industry.

11.5 Analyze influences on architectural and furniture design and development.

11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.

11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Students will demonstrate the following competencies:

- Explain the roles and functions of individuals engaged in housing careers.
- Analyze opportunities for employment and entrepreneurial endeavors.
- Summarize education, training, and credentialing requirements and opportunities for career paths in housing.
- Apply the principles and elements of design.
- Analyze the effects that the principles and elements of design have on aesthetics and function.
- Apply principles of human behavior such as ergonomics and anthropometrics to design of housing.
- Explain information provided on blueprints.
- Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.
- Draw an interior space to mathematically accurate scale using correct architecture symbols and drafting skills.



- Create floor plans.
- Illustrate the development of architectural styles throughout history including 21st century “green” developments and trends.
- Compare and contrast historical architectural details to current housing trends.
- Assess human needs, safety, space, and technology as they relate to housing.
- Assess community, family, and financial resources needed to achieve clients' housing goals.
- Demonstrate illustrative sketching, presentation of color, materials in preparation of renderings, elevations, and sketches.
- Prepare visual presentations including legends, keys, and schedules.
- Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.

Interior Design

The students will produce work framed by:

FACS COMPREHENSIVE STANDARD 11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FACS CONTENT STANDARDS:

11.1 Analyze career paths within the housing, interiors, and furnishings industry.

11.2 Evaluate housing design concepts in relation to available resources and options.

11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

11.4 Demonstrate computer-aided drafting design, blueprint reading and space planning skills required for the housing, interiors and furnishings industry.

11.5 Analyze influences on architectural and furniture design and development.

11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.

11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Students will demonstrate the following competencies:



- Explain the roles and functions of individuals engaged in interior design and furnishings careers.
- Analyze opportunities for employment and entrepreneurial endeavors.
- Summarize education, training, and credentialing requirements and opportunities for career paths in interior design and furnishings.
- Apply the principles and elements of design.
- Analyze the effects that the principles and elements of design have on aesthetics and function.
- Apply principles of human behavior such as ergonomics and anthropometrics to design of interiors and furnishings.
- Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
- Demonstrate measuring, estimating, ordering, purchasing, and pricing skills.
- Appraise various interior furnishings, appliances, and equipment that provide cost and quality choices for clients, considering first-cost and product life-cycle costing.
- Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
- Utilize applicable building codes, universal guidelines, and regulations in space planning.
- Describe feature of furnishings that are characteristic of various historical periods.
- Explain how mass prosperity, mass production, and technology are related to various periods.
- Analyze future design and development trends in interiors, furniture and furnishings.
- Assess human needs, safety, space, and technology as related to interior design products.
- Assess community, family, and financial resources needed to achieve clients' interior design goals.
- Critique design plans that address client's needs, goals and resources.
- Justify design solutions relative to client needs, the design process and current green technologies and trends.
- Demonstrate illustrative sketching, presentation of color, materials, and furnishings in preparation of renderings and sketches.
- Prepare visual presentations including legends, keys, and schedules.
- Utilize a variety of presentation media such as photography, video, computer, and software for client presentation.



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