



Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

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	Unit	Course Standards and Objectives	Content	Skills	Vocabulary
<p>District Basic FACS Exploration (20.0101) (District) 2014-2015 Collaboration</p>	<p>Personal Development (Week 1, 3 Weeks)</p>	<p>UT: CTE: Family and Consumer Sciences, UT: Grades 6-8, FACS Exploration 2010 STANDARD 1 Students will identify and discuss social skills needed to develop personal independence and interpersonal relationships.</p> <ul style="list-style-type: none"> ▪ Objective 1: Identify how skills needed to develop and strengthen interpersonal relationships. <ul style="list-style-type: none"> ▪ a. Identify traits needed to develop (positive and supportive) friendships. ▪ b. Examine the effect of personal behavior on relationships. ▪ d. Discuss the effects of positive and negative peer pressure. ▪ e. Practice skills that strengthen and support positive family relationships. ▪ Objective 2: Discuss values, goals, decision-making and personal responsibility. <ul style="list-style-type: none"> ▪ a. Identify personal values, (needs vs. wants), goals and the effect upon personal decisions. ▪ b. 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. <ul style="list-style-type: none"> ▪ 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, etc.) 	<ul style="list-style-type: none"> ▪ Interpersonal Relationships ▪ Values ▪ Goals ▪ Decision-Making ▪ Personal Responsibility ▪ Adapting and Coping Skills 	<p><u>Interpersonal Relationships</u></p> <ul style="list-style-type: none"> ▪ Assess traits needed to develop friendships ▪ Examine the effect of personal behavior on relationships ▪ Differentiate the effects of positive versus negative peer pressure ▪ Practice skills that strengthen and support positive family relationships <p><u>Values</u></p> <ul style="list-style-type: none"> ▪ Prioritize values <p><u>Goals</u></p> <ul style="list-style-type: none"> ▪ Construct positive, powerful goals <p><u>Decision-Making</u></p> <ul style="list-style-type: none"> ▪ Apply decision-making skills to life scenarios <p><u>Personal Responsibility</u></p> <ul style="list-style-type: none"> ▪ Show personal responsibility <p><u>Adapting and Coping Skills</u></p> <ul style="list-style-type: none"> ▪ Identify resources for help with teen issues 	<ul style="list-style-type: none"> ▪ Personal Independence ▪ Interpersonal Relationships ▪ Positive Peer Pressure ▪ Negative Peer Pressure ▪ Friendship ▪ Values ▪ Goals ▪ Decision-Making ▪ Personal Responsibility ▪ Positive Coping Strategies

Housing and Interior Design



(Week 4, 2 Weeks)

UT: CTE: Family and Consumer Sciences,
UT: Grades 6-8, FACS Exploration 2010
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
- Recommended Use: FACS Exploration Model A - 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

- Principles of Design
- Elements of Design
- Wants and Needs of a Family
- Furniture Arrangement and Traffic Patterns

Principles of Design

- Recognize and define the principles of design

Elements of Design

- Show examples of the elements of design

Wants and Needs of a Family

- Organize family space to fit needs and wants

Furniture Arrangement and Traffic Patterns

- Design a room that demonstrates an understanding of furniture arrangement and traffic patterns

- Structural Design
- Decorative Design
- Color Scheme
- Color
- Value
- Hue
- Tint
- Texture
- Space
- Line
- Pattern
- Traffic Lane

Childcare



(Week 6, 2 Weeks)

UT: CTE: Family and Consumer Sciences,
UT: Grades 6-8, FACS Exploration 2010
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

- Responsibilities of Caregiver
- Value of Play
- Good Eating Habits
- 4 Types of Development

Responsibilities of Caregiver

- Outline the responsibilities of a caregiver
- Critique the activities and diet of a child

Value of Play

- Evaluate the benefits of play
- Create appropriate activities for a child

Good Eating Habits

- Plan and make a healthy snack
- Make healthy eating fun

- Caregiver
- Play/Work
- Cognitive Development
- Social Development
- Emotional Development
- Physical Development
 - Large Motor Skills
 - Small Motor Skills
- Healthy Eating Habits
- Child Abuse

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.

Clothing and Textiles

 (Week 8,

4 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 6-8, FACS Exploration 2010 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.

for children

4 Types of Development

- Compare and contrast 4 types of development

Use and Care for Sewing Machines

- Label the parts of the sewing machine
- Correctly thread the machine
- Set dials correctly

Safety Standards

- Practice safe machine handling

Sewing Equipment

- Memorize and use appropriate vocabulary
- Use proper equipment for the necessary task

Sewing Patterns

- Correctly pin and cut a pattern from fabric
- Select appropriate equipment to use a pattern

Basic Sewing Techniques

- Sewing Machine
- Serger
- Bobbin
- Bobbin Case
- Handwheel
- Pressor Foot Lever
- Thread
- Fabric
- Pins
- Needle
- Fiber
- Weave
- Fray
- Woven
- Knit
- Shears/Scissors
- Seam Ripper
- Rotary Cutter and Mat
- Iron
- Seam Gauge
- Measuring Tape
- Backstitch
- Pivot and Miter
- Seam Allowance Casing
- Topstitch
- Pressing/Ironing

- 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
- 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
- Construct a sewing project

Lab Management and Safety 

(Week 12, 1 Week) 

UT: CTE: Family and Consumer Sciences, UT: Grades 6-8, FACS Exploration 2010 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

- Kitchen Safety
- Sanitation
- Food Safety
- Measurement
- Kitchen Equipment and Cooking Terms

Kitchen Safety

- Demonstrate the rules of kitchen safety in the foods lab

Sanitation

- Integrate principles of sanitation in the foods lab and at home

- Sanitation
- Food Bourne Illness
- Cross Contamination
- Danger Zone
- Wet/Dry Measuring
- Equivalents
- Table Setting
- Ettiquette

- d. table setting and mealtime manners e. use and care of kitchen equipment
- f. cooking terms and food preparation procedures
- 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

Food Safety

- Integrate principles of food safety in the foods lab and at home


Measurement

- Measure using the correct methods and tools
- Use basic math to double or halve recipes

Kitchen Equipment and Cooking Terms

- Demonstrate the proper use of equipment
- Select and use correct techniques of preparing a recipe

Nutrition and Food Preparation

(Week 13, 3 Weeks)  

UT: CTE: Family and Consumer Sciences, UT: Grades 6-8, FACS Exploration 2010 STANDARD 5 Students will identify and discuss the importance of food and nutrition through class activities and lab experiences.

- Objective 2: Students will discuss and analyze basic nutrition information.
 - a. Review the six basic nutrients for function
 - b. Identify food sources for the six basic nutrients
- Objective 3: Discuss the current Dietary Guidelines and/or MyPyramid.
- Objective 4: Prepare simple foods following the current Dietary Guidelines and MyPyramid.

- 6 Basic Nutrients
- MyPlate
- Dietary Guidelines
- Lab Procedures
- Food Preparation Procedures

6 Basic Nutrients

- Memorize and Recite the 6 basic nutrients
- Describe the function of each nutrient

MyPlate

- Reproduce MyPlate
- Analyze diet according to MyPlate

Dietary Guidelines

- Analyze diet according to Dietary Guidelines/MyPlate
- List Dietary Guidelines

Lab Procedures

- Follow correct lab procedures when

- The 6 Basic Nutrients
- Carbohydrates
- Protein
- Fat
- Vitamins
- Minerals
- Water
- Dietary Guidelines
- MyPlate
- Cooking Terms

Consumerism and Careers  (Week 16, 1 Week) 

UT: CTE: Family and Consumer Sciences, UT: Grades 6-8, FACS Exploration 2010
STANDARD 2 Students will be introduced to housing and interior design.

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

STANDARD 3 Students will discuss and participate in activities regarding childcare.

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

STANDARD 5 Students will identify and discuss the importance of food and nutrition through class activities and lab experiences.

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

Free Enterprise System  (Week

UT: CTE: Family and Consumer Sciences, UT: Grades 6-8, FACS Exploration 2010
STANDARD 6 Students will learn the

- Career Options in Housing and Interior Design
- Career Options in Childcare
- Career Options in Clothing and Textiles
- Career Options in Food Service

- Employment Preparation
- Social Skills

cooking

Food Preparation Procedures

- Execute correct food preparation principles when cooking
- Explore career options in the Family and Consumer Science Pathways
- Research a Family and Consumer Science career

- Job
- Occupation
- Career

Housing and Interior Design

- Interior Design
- Contractor/Construction Worker

Childcare

- Teacher
- Preschool/Daycare Owner/Provider

Clothing and Textiles

- Fashion Designer
- Buyers
- Alterations/Tailor

Food

- Chef
- Restaurant Owner
- Prostart

Employment Preparation

- Create a resume

- Employee
- Employer
- Job Application

17, 3 Weeks) 

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

▪ Business Development

- Fill out a job application
- Conduct and participate in an interview

Social Skills

- Distinguish appropriate social skills in a job setting

Business Development

- Invent a product
- Create a marketing plan

- Resume
- Interview
- Market Survey
- Advertising Campaign
- Business Plan

