Utah CTE

Grade 8-12 -- FACS Exploration

Students will be introduced to elements of housing and interior design and how it impacts families, communities and careers. (FACS Interior Design Career Pathway) FACS 8.1

Objective 1 **Discuss how homes can be designed according to the activities, wants and needs of the family.** FACS 8.1.1

Objective 2 **Discuss the basic elements and principles of design used in the home and industry.** FACS 8.1.2

a. Identify the elements (tools) of design: space, line, texture, shape/form, pattern, color. FACS 8.1.2.A

b. Identify the principles (rules) of design: balance, emphasis, rhythm, harmony, and scale / proportion. FACS 8.1.2.B

c. Describe the effect of color on shape, size, feelings, and moods. FACS 8.1.2.C

d. Explore the science of color and color combinations to form color schemes. (*STEM: Science of Color/Biology/Physics, Geometry, Technology) FACS 8.1.2.D

Objective 3 **Integrate consumerism / entrepreneurship and careers related to housing and interior design.** FACS 8.1.3

Objective 4 **Discuss how interiors are affected by furniture arrangements and traffic patterns in the home and industry. (Recommended Use: FACS Exploration Model A)** FACS 8.1.4

a. Using a floor plan and / or templates, arrange furniture for an apartment, home or office using the elements and principles of design. (*STEM: Geometry, Math, Ratio, Proportion, Scale, Technology) FACS 8.1.4.A

b. Discuss the traffic patterns developed by furniture arrangement FACS 8.1.4.B

Students will discuss and participate in hands-on skill development related to clothing construction, fashion, textile technology and careers. (FACS Fashion, Ma[illegible] Me[illegible] Pa[illegible]

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Objective 1 **Demonstrate the skill to use and care for the sewing machine, serger and other specialty sewing machines. (*STEM: Technology)** FACS 8.2.1

a. Learn the parts of the sewing machine and their functions FACS 8.2.1.A

b. Learn to change a needle in the sewing machine FACS 8.2.1.B

c. Learn to correctly thread the sewing machine FACS 8.2.1.C

d. Learn to wind and insert a bobbin into the sewing machine FACS 8.2.1.D

e. Learn the proper/safe usage of a serger FACS 8.2.1.E

Objective 2 **Identify industry based sewing equipment and follow safety standards as they apply.** FACS 8.2.2

a. Scissor/shears FACS 8.2.2.A

b. Rotary cutter and mat board FACS 8.2.2.B

c. Pins FACS 8.2.2.C

d. Hand needles FACS 8.2.2.D

e. Seam gauge FACS 8.2.2.E

f. Measuring tape/tape measure FACS 8.2.2.F

g. Seam ripper FACS 8.2.2.G

h. Iron FACS 8.2.2.H

Objective 3 **Apply concepts related to reading and following a sewing pattern during the construction process. (*STEM: Technical Reading/Literacy, Math)** FACS 8.2.3

a. Identify information found on a sewing pattern. FACS 8.2.3.A

b. Determine body measurements and calculate/apply pattern adjustments. FACS 8.2.3.B

c. Identify various pattern markings and transfer pattern markings to fabric. FACS 8.2.3.C

d. Identify the fold, lengthwise and crosswise grain of the fabric. FACS 8.2.3.D

e. Correctly lay a pattern onto fabric. FACS 8.2.3.E

f. Correctly pin and cut a pattern from fabric. FACS 8.2.3.F

Objective 4 **Learn basic industry based sewing techniques to construct textile projects:** FACS 8.2.4

a. seam allowances (*STEM: Math) FACS 8.2.4.A

b. backstitch FACS 8.2.4.B

c. pivot FACS 8.2.4.C

d. seam finishes FACS 8.2.4.D

e. casing (*STEM: Math) FACS 8.2.4.E

f. topstitch FACS 8.2.4.F

g. buttonhole and attach a button (*STEM: Math, Engineering, Technology) FACS 8.2.4.G

h. pressing/ironing techniques FACS 8.2.4.H

Objective 5 **Explain the meaning and function of fashion.** FACS 8.2.5

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a. Discuss how fashion is used as a means of personal communication and expression of one's self FACS 8.2.5.A

b. Discuss brand names, advertising and how they affect buying FACS 8.2.5.B

c. Discuss proper textile laundering techniques and interpret care symbols. (*STEM: Technical Reading/Literacy, Technology) FACS 8.2.5.C

Objective 6 **Integrate consumerism, entrepreneurship and careers related to clothing, textiles and fashion merchandising.** FACS 8.2.6

Students will explore employability skills, entrepreneurship, the principles of the free enterprise system and their impact on families, communities and careers. (College and Career Ready Skill Development) FACS 8.3

Objective 1 **Discuss employability skills preparation.** FACS 8.3.1

a. Identify characteristics of a good employee FACS 8.3.1.A

b. Discuss how social skills and conflict resolution are helpful in obtaining and maintaining a job. FACS 8.3.1.B

Objective 2 **Complete a free enterprise experience. Develop a business plan that incorporates the following: (*STEM: Math, Engineering, Technology, and Technical Reading/Literacy)** FACS 8.3.2

a. Select a product or service to sell. FACS 8.3.2.A

b. Complete and analyze a market survey. FACS 8.3.2.B

c. Design packaging for the product if applicable. FACS 8.3.2.C

d. Establish a price for the product. FACS 8.3.2.D

e. Conduct an advertising campaign. FACS 8.3.2.E

f. Produce and sell the product. FACS 8.3.2.F

g. Evaluate the effectiveness of the process/business plan. FACS 8.3.2.G

Students will identify and discuss social skills related to Human Services careers needed to develop personal independence and interpersonal relationships. (FACS Family and Human Services Career Pathway) FACS 8.4

Objective 1 **Identify skills needed to develop and strengthen interpersonal relationships.** FACS 8.4.1

a. Identify traits needed to develop (positive and supportive) friendships. FACS 8.4.1.A

b. Examine the effect of personal behavior on relationships FACS 8.4.1.B

c. Discuss the effects of positive and negative peer pressure. FACS 8.4.1.C

d. Practice skills that strengthen and support positive family relationships. FACS 8.4.1.D

e. Identify appropriate behavior in social situations regarding families, communities and careers. FACS 8.4.1.E

Objective 2 **Discuss values, goals, decision-making and personal responsibility.** FACS 8.4.2

a. Identify personal values, needs vs. wants, goals and the effect upon personal decisions. FACS 8.4.2.A

b. Analyze personal values and how they impact future college and/or career plans. FACS 8.4.2.B

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c. Discuss and apply the decision-making process to personal and professional goals. FACS 8.4.2.C

Objective 3 **Identify strategies for adapting and coping through challenging teen issues. (Recommended Use: FACS Exploration Model B)** FACS 8.4.3

a. Identify challenging issues for teens, their friends and family members. FACS 8.4.3.A

b. Identify and apply positive strategies and support systems for adapting to change. (Families, extended family, friends, community, workplace, etc.) FACS 8.4.3.B

Students will discuss and participate in activities regarding childcare services/early childhood education and its effect on families, communities and careers. (Pre-School, Kindergarten - Grade 3) (FACS Education Pathway) FACS 8.5

Objective 1 **Review the responsibilities of childcare providers who work in early childhood careers.** FACS 8.5.1

a. Identify safety hazards, accident prevention and emergency situation procedures. FACS 8.5.1.A

b. Discuss types and signs of child abuse and how to prevent it. FACS 8.5.1.B

c. Differentiate between negative and positive methods of guidance for children. FACS 8.5.1.C

Objective 2 **Describe the developmental value of play.** FACS 8.5.2

a. Identify age appropriate activities that promote creative play. FACS 8.5.2.A

b. Discuss how play influences social, emotional and physical development. (*STEM: Science/Biology) FACS 8.5.2.B

Objective 3 **Plan and/or prepare a food experience that appeals to children, promotes healthy eating habits, and follows current USDA nutritional guidelines for preparing foods for children. (*STEM: Science)** FACS 8.5.3

Objective 4 **Plan a hands-on childcare/early childhood education experience that can be used in childcare services careers.** FACS 8.5.4

a. Select a theme, games, healthy snacks, stories, fingerplays, art project, and science or sensory projects to use for child care activities. (*STEM: Science, Math, Engineering) FACS 8.5.4.A

b. Role play and/or practice early childhood education activities. FACS 8.5.4.B

Objective 5 **Integrate consumerism/ entrepreneurship and careers related to childcare\early childhood education. (Pre-School, K-3)** FACS 8.5.5

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ective 1 **Explore and apply the foundations of lab management and safety procedures critical in the foods service careers:** FACS 8.6.1

nutrition sciences and related careers through class activities and lab experiences. (FACS Food Science, Dietetics & Nutrition and Food Services \ Culinary Arts Career Pathways) FACS 8.6

a. Identify food safety and sanitation guidelines. (*STEM: Science) FACS 8.6.1.A

b. Formulate basic equivalent conversions including doubling and halving recipes. (*STEM: Math) FACS 8.6.1.B

c. Demonstrate correct measuring techniques. (*STEM: Math) FACS 8.6.1.C

d. Apply safety and care concepts related to kitchen equipment and appliances. (*STEM: Technology) FACS 8.6.1.D

e. Identify cooking terms and demonstrate food preparation procedures. FACS 8.6.1.E

f. Practice table setting and appropriate social interactions during mealtimes. FACS 8.6.1.F

Objective 2 **Students will discuss and analyze basic nutrition information that is taught and practiced in dietetic careers.** FACS 8.6.2

a. Review the six basic nutrients for function: (carbohydrates, protein, lipids, vitamins, minerals and water). FACS 8.6.2.A

b. Identify food sources for the six basic nutrients. FACS 8.6.2.B

Objective 3 **Discuss the current USDA Dietary Guidelines and MyPlate.** FACS 8.6.3

Objective 4 **Prepare recipes following the current USDA Dietary Guidelines and MyPlate.** FACS 8.6.4

Objective 5 **Integrate consumerism / entrepreneurship and careers included in food related industries.** FACS 8.6.5

Objective 6 **Identify safety and care-related issues concerning kitchen appliances. (Recommended Use: FACS Exploration Model B)** FACS 8.6.6