CTE FACS 6th Grade — (.5 credit) This course is a general elective course to introduce students to career and life literacy skills in all areas of Family and Consumer Sciences. Students will receive instruction in career exploration, nutrition and food preparation, family life, childcare, interpersonal relationships, housing and interior design, sewing production and fashion, consumerism, and career-related tasks. Careers in the Family and Consumer Sciences CTE pathways will be explored. This course does not qualify for CTE credit.

License Type
Secondary Education

Required Endorsement
FACS General Composite or FACS 6-8 Endorsement

Intended Grade Level: 6-7
Units of Credit: .50
CIP Code: 13.005
Core Code: 39-01-00-00-0005
Prerequisite: None
**Strands & Standards**

**STRAND 1**  Students will identify and discuss the importance of food and nutrition through class activities and lab experiences.

**Standard 1**  Demonstrate basic skills related to nutrition, kitchen and food safety, sanitation, and food preparation.
   a. Demonstrate basic kitchen management, kitchen and food safety, and sanitation.
   b. Review the MyPlate and the dietary guidelines.
   c. Identify nutritional values of food and nutritional information on food labels.
   d. Practice food preparation skills.
   e. Recognize the sources of food and the processes that are used to deliver them to the consumer.
   f. Evaluate facts and opinion about food technologies (e.g., irradiation, e-coli, salmonella, hormones, and pesticide residues).

**Standard 2**  Identify careers related to food science, nutrition and food preparation. Explore the Food Science, Dietetics and Nutrition and the Food Services \ Culinary Arts FACS career pathways and FACS related course they can take in this pathway in grades 9-12.

**STRAND 2**  Students will be introduced to the basic elements and principles of design in housing and interior design.

**Standard 1**  Identify the elements (tools) of design: space, line, texture, shape/form, pattern, color.

**Standard 2**  Identify the principles (rules) of design: balance, emphasis, rhythm, harmony, and scale/proportion.

**Standard 3**  Describe the effect of color on shape, size, feelings, and moods.

**Standard 4**  Explore the science of color and color combinations to form color schemes.

**Standard 5**  Explore the impact of housing and interior design on families.

**Standard 6**  Explore Housing and Interior Design FACS career pathways and FACS related course they can take in this pathway in grades 9-12.

**STRAND 3**  Students will discuss and participate in activities regarding family, individual care and development of children and interpersonal relationships.

**Standard 1**  Examine attributes and issues related to family life and the skills needed to enhance independent living.
   a. Describe the importance of balancing a career, a family, and leisure activities.
   b. Recognize how individual responsibilities at home contribute to the family’s wellbeing.
   c. Examine the impact of career choices on family lifestyles and family economics.
   d. Identify careers related to and/or working with families.
   e. Explore effective personal, verbal, and nonverbal communication.
   f. Recognize acceptable social behaviors and how to develop social skills.
   g. Identify steps of problem-solving.
Standard 2 Explore Family and Human Services FACS career pathways and FACS related course they can take in this pathway in grades 9-12.

Standard 3 Identify aspects related to the care and development of children.
   a. Identify appropriate child care skills for young children.
   b. Identify safety hazards for small children.
   c. Develop or utilize age-appropriate learning activities for young children.
   d. Understand skills related to appropriate child care.
   e. Understand the importance of adult: child ratios in child care and education settings.

Standard 4 Explore Early Childhood Education FACS career pathways and FACS related course they can take in this pathway in grades 9-12.

STRAND 4 Students will discuss and participate in hands-on activities related to apparel production, fashion and textiles.

Standard 1 Demonstrate basic skills related to apparel production and textiles.
   a. Explore and use textile technology and equipment.
   b. Demonstrate skills related to apparel care, construction, and selection.

Standard 2 Explain the meaning and function 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, merchandising and how they affect buying.
   c. Discuss proper textile laundering techniques and interpret care symbols.
   d. Evaluate various fashion marketing strategies known as fashion merchandising and their impact on the family.

Standard 3 Explore related Fashion, Manufacturing and Merchandising FACS career pathways and FACS related course they can take in this pathway in grades 9-12.
   • Explore related sports and outdoor construction products and careers.

STRAND 5 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)

Standard 1 Discuss employability skills preparation.
   a. Identify characteristics of a good employee.
   b. Discuss how social skills and conflict resolution are helpful in obtaining and maintaining a job.

Standard 2 Complete a FACS related free enterprise experience. Develop a business plan that incorporates the following:
   a. Select a product or service to sell.
   b. Conduct and analyze 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.