



**FOREST LAKE AREA SCHOOLS  
FOREST LAKE, MN 55025**

**February 3, 2011**

**AGENDA ITEM: 10.1**

**TOPIC: FIRST READING OF NEW COURSE "THE FACS TRACK"**

**BACKGROUND:** In the fall of 2010, curriculum discussions led to a .5 credit increase in the science requirement at 7<sup>th</sup> grade. This increase will take effect in fall of 2011. With the increase in 7<sup>th</sup> grade science, discussions around elective offerings at the Jr. High level led to the decision to offer 2 credits of elective choice for all 7<sup>th</sup> and 8<sup>th</sup> grade students, beginning in the fall of 2011. Elective departments have worked throughout the fall of 2010 to update current offerings or create new course offerings in elective areas. Some offerings will be tailored to mixed groups of 7<sup>th</sup> and 8<sup>th</sup> grade students, while some offerings will be offered to grade level students at either grades 7, 8 or 9.

**PROCESS:** Through discussions on elective course offerings at the junior high level, the FACS department has updated current course offerings. Through that updating, the department has expanded and enriched a current course offering, "Life Skills", into two semester courses. In this first course, "The FACS Track", students will experience the fundamentals of food preparation, nutrition topics, hand sewing, consumer topics, money/banking skills, and will also create a business and product through management of team resources. The department has recognized the need for more in depth experiences for students at the junior high level. The topics here have been expanded from a 9 week study to better prepare students for future offerings. A course outline is attached to this proposal.

**RECOMMENDATION:** First reading of a proposal to offer a new 7<sup>th</sup> and 8<sup>th</sup> grade elective course offering, "The FACS Track" for the 2011-12 school year.

## Secondary Course Outline

**Course name:** The FACS Track

**Grade:** 7<sup>th</sup> & 8<sup>th</sup>

### **Course description:**

What's for dinner? My button fell off. How should I spend my money? Do you ever find yourself in these situations? The FACS Track will give the tools you need to answer these questions and more! Students will explore the areas in Family and Consumer Sciences of Foods and Nutrition, Sewing, and Consumerism by preparing recipes in the classroom kitchens, producing a hand sewing project and running a small business.

### **FACS National Standards:**

Consumer and Family Resources: 2.1, 2.2, 2.4, 2.5  
Consumer Services: 3.2  
Facilities Management and Maintenance: 5.3  
Food Production and Services: 8.2  
Food Science, Dietetics, and Nutrition: 9.2, 9.3, 9.4  
Textiles, Fashion, and Apparel: 16.4

### **Minnesota Academic Standards:**

7<sup>th</sup> & 8<sup>th</sup> Grade Math:               Number Sense

7<sup>th</sup> & 8<sup>th</sup> Grade Language Arts:   Reading and Literature  
  Writing  
  Speaking, Listening, and Viewing

Social Studies:                       Economics

### **Learner outcomes:**

Students will:

1. Record their personal food consumption and physical activity based on the food groups within "My Pyramid".
2. Evaluate their own personal dietary needs and physical activity levels based on "My Pyramid" including other nutrition resources.
3. Demonstrate safety and sanitation procedures while applying food preparation techniques within a foods lab setting.
4. Analyze nutritional contributions of various foods (foods lab products and other food choices).
5. Demonstrate the ability to follow written and verbal instruction to accurately prepare nutritious products.
6. Create products through application of technical reading strategies and fundamental sewing techniques.
7. Applying decision making process and problem solving techniques to project selection, considering family resources, personal interests, and sewing skills.
8. Apply a systematic approach to making consumer decisions.
9. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
10. Analyze factors that impact consumer advocacy.
11. Create a business and product through the management of team resources.

### **Course content:**

- I. Fundamentals of Food Preparation
  - a. Safety and Sanitation
  - b. Equipment (including microwave, blender)
  - c. Terminology

- d. Measuring
  - e. Plan of Action
  - f. Food Preparation Skills
- II. Nutrition/Importance of Healthy Living:
- a. My Pyramid
  - b. Portion Sizes
  - c. Nutritional Evaluation
- III. : Fundamentals of Hand Sewing:
- a. Small equipment
  - b. Safety
  - c. Sewing and Pressing techniques
- IV. Individual Construction Projects:
- a. Selection
  - b. Construction
  - c. Evaluation
- V. Consumer Rights and Responsibility:
- a. History
  - b. Consumer Protections Laws/Agencies
- VI. Consumer Decision Making:
- a. Wants and Needs
  - b. Steps in the Decision Making Process
  - c. Advertising and the Media
  - d. Other Factors that influence decisions
  - e. Comparison shopping project
- VII. Snack Shop
- a. Company decision making
  - b. Production
  - c. Selling
  - d. Evaluation
- VIII. Money and Banking
- a. Savings accounts
  - b. Checking accounts
  - c. Credit vs. Debit
  - d. Budgeting

Notes: (This section should contain information regarding textbooks, technology integration, films, videos and various resources used in teaching the course. Any additional notes that are useful to teachers should be included.)