

I. PROGRAM PHILOSOPHY

Family and consumer science is a dynamic field of learning, helping youth to be aware of processes and changes in family life, knowledge, methods and techniques of homemaking and to adjust to those changes. Family and consumer science has an important contribution to make to the development of all youth as homemakers, wage earners and participants in our society.

II. PROGRAM GOALS

The goals of this program is to assist students in making informed decisions regarding their future academic and occupational goals. Emphasis will include using current technology resources to investigate the broad range of occupations and careers in family and consumer sciences. The concept includes, but is not limited to, personal decision making as it applies to careers, occupations and entrepreneurial opportunities.

III. PROGRAM ACTIVITIES

Instructional and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current knowledge of food preparation, clothing construction, equipment and tools, personal computers and software, and multi-media platforms.

Student activities include:

- A. Analyzing and evaluating work and family life.
- B. Identifying resources and technology for a career planning.
- C. Demonstrating leadership and organizational skills.
- D. Maintaining a portfolio.
- E. Working cooperatively as a group member to achieve a common goal.
- F. Completing hands-on activities relating to clothing and textile careers.
- G. Planning an activity representing multi-cultural diversity.
- H. Creating an advertisement for a product or service using multi-media equipment.
- I. Assessing the relationship between resource and attainment of desired lifestyle.
- J. Listing the content area skills required to teach family and consumer sciences.
- K. Inventorying personal traits, attitudes, abilities, talents and values.
- L. Comparing ways of dealing with and preventing conflict with friends, peers and family members.
- M. Reviewing the developmental tasks of adolescence.
- N. Planning and preparing nutritious foods and snacks.
- O. Discussing the importance of early brain development in a child's life.
- P. Relating and evaluating advertising to consumer decisions.
- Q. Practicing positive communication skills with peers and family.

IV. ORGANIZATIONAL NOMENCLATURE

Teacher-Student Ratio 1:24 Student Capacity Per Period 24

Total No. of Teachers 1

Total No. Aides N/A (if applicable)

Grade Levels or Age Levels for Which Program is Intended 6-8

Hours Per Day Space Will Be Used 5

V. PROGRAM FACILITIES LIST

Fish Code	No. of Areas	Description of Area	No. of Staff Per Area	No. of Students Per Area	No. of Students Total	Net Sq. Ft. Per Unit	Net Sq. Ft. Total
230	1	Orientation lab				1680	1680
809		Storage, Material				155	155
812		Storage, Project				150	150
842		Kitchen				125	125
843		Laundry				50	50
852		Tech. Resources				800	800

VI. SQUARE FOOTAGE CHANGES

Project storage (150 NSF) and Laundry Room (50 NSF) have been combined to one area of 200 NSF; the Technology Resource area (800 NSF) and Kitchen (125 NSF) have been combined with the Laboratory (1680 NSF) to one area of 2605 NSF.

VII. SPECIAL CONSIDERATIONS

(1) Heating/Cooling/Ventilation

Climate control as in rest building. For the laundry/storage area, a vent should be provided for the dryer. A stove hood exhaust should be provided for each range.

(2) Acoustical

All areas should be acoustically treated.

(3) Floor

VCT in all areas.

(4) Walls

Special consideration should be given to wall treatment in the foods laboratory that will provide for ease in upkeep and be attractive with finish of cabinets.

(5) Ceiling

Standard.

(6) Lighting

Energy-efficient lighting.

(7) Windows

Window treatments (vertical blinds, shades, etc.) will be provided for all exterior windows.

(8) Doors

Material storage and laundry room/project storage doors to be lockable. There should be an outside door

Area Orientation and Exploration of Family & Consumer Science

(9) Water

Adequate hot water supply to serve six unit kitchens, dishwashers, automatic washer. Six double stainless steel sinks with garbage disposals, one in each kitchen. Water supply to each refrigerator for use in ice maker.

(10) Communications

One standard clock and two-way intercom in each area. Phone line. One TV connection from media center. Also provide wiring for computer terminals and peripherals in lab.

(11) Electrical

Foods lab to have 220 outlets provided in unit kitchens for six (6) stoves. Another 220 outlet for a clothes dryer is needed. Necessary current for microwave oven should be provided. Two double outlets for small appliances should be provided in each unit kitchen and provisions made for garbage disposals. A 110 outlet located next to dryer to accommodate washer. Double outlets located on wall under both chalk-boards and tackboards. TV outlet also located under chalkboard. Fluorescent lighting located above work areas when feasible. 110 outlets for refrigerators and freezer in kitchens.

Lab to have electrical outlets placed conveniently for twelve (12) sewing machines and to built-in countertops for sewing projects. Electrical outlets located under both chalkboards and tackboards for office area to have four 110 double wall outlets located here for AV previewing computer.

Material/storage area and laundry room/project storage area previewing and other uses.

All outlets should be wall located. There should be adequate circuits to accommodate maximum use of equipment.

(12) Gas and Air

N/A

(13) Safety

A fire extinguisher and fire blanket should be provided for easy access to the food preparation area. Master switch for electric outlets.

(14) Fencing

N/A

(15) Service Drives

Service drive is needed for easy access and for delivery of food supplies and equipment.

(16) Parking

N/A

(17) Built-ins

A. Built-in work counter

Lab: 6 unit kitchens should be provided. These units should be permanently located.

1. Each kitchen should include a cleaning, mixing, cooking and serving center with counter space of approximately 12 linear feet to be exclusive of range, sink and refrigerator.
2. The base cabinet depth is recommended as 24" with 4" toe space. The height of work space is recommended as 34" to 36". Four drawers for storage of small equipment in each unit.
3. Wall cabinets for each unit should be provided and a minimum of 6 linear feet of shelving placed at least 14" above counter top. The top shelf should not be more than 72" above the floor. The wall cabinet depth is recommended as 12" with width of doors not to exceed 15". Wall cabinets will be designed along exterior walls only.
4. Cabinet doors should have magnetic fastenings. The drawers should have center slides and roll shut easily.
5. The counter top surface should be laminated and all cabinet work should harmonize with other background area and be easily cleaned.

B. Built-in cabinets/shelving

Lab: General locked storage should be provided in an area which is accessible without entering any particular unit kitchen.

1. Canned goods, staples, condiments located neat delivery entrances and adjacent to refrigeration.
2. Small appliances, meat and candy thermometer, large containers, food choppers, etc.
3. China, glassware, silver, silver service, punch bowls, cups, platters, etc., for special accessories.
4. Drawer space for table linens, placemats, etc.
5. Utility cabinet for cleaning supplies and equipment.
6. Cabinet with adjustable shelves for teaching materials such as pamphlets, posters, study sheets, individualized study packets, and teacher references.
7. Storage for large garbage can to be located near exit door.
8. Bookshelves will be needed for 150 text and reference books.
9. Cabinet and drawer storage should be provided next to dryer.

C. Built-in Instructional Aids

Material storage: Two walls should contain shelving from floor to ceiling. The shelving should be 18" deep and adjustable.

Two tackboards (4'x12') and two whiteboard chalkboards (4'x12') in each section of laboratory with a permanent wall mounted AV screen above a chalkboard in each.

D. Other Built-ins

N/A

(18) Other Considerations

Doors should have locks. Teachers should be able to maintain complete visibility of the entire room at all times. Adequate double electrical outlets should be provided on all sides of rooms. The entire department should present an attractive homelike appearance. The department should be located on the ground floor.

