

GRADE LEVEL: 6-8

SUBJECT: Beginning FACS

DATE: 5/11/2017

2016-2017

MONTH/GRADING PERIOD: First/Third Quarters

MASTER COPY: 6/5/17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CAREER PLANNING AND CONTINUED EDUCATION					
<ul style="list-style-type: none"> • Self • Family • Community • Self-Formation <ul style="list-style-type: none"> - Goals -Priorities -Values -Behavior -Etiquette -Personal Appearance 	<p>FCS-MS 1.1: Exploring self, family, and community: analyze factors that impact self-formation, including:</p> <p>1.1.2: Goals, priorities, values</p> <p>1.1.3: Aptitudes, abilities, interests, motivations</p> <p>1.1.4: Roles, responsibilities and life events</p>	<ul style="list-style-type: none"> • Identify a well-written goal • Develop a goal • Determine students aptitudes, abilities, and interests • Determine the roles the student has in their family • List events that can change a family. • Explain ways to cope with family changes 	<ul style="list-style-type: none"> • Quiz • Role web • Exit slips • Viewing guides for videos • Puzzles • Goal project • Game • Various inventories 	<ul style="list-style-type: none"> • Goal • Role • Etiquette • Hygiene • Culture • Traditions • Aptitude • Motivation • Prioritize • Trade-off • 	<p style="text-align: center;">IMPORTANT</p>

	<p>1.1.5: Family, career, community and global connections</p> <p>1.1.6: Behavior, etiquette, and personal appearance</p>	<ul style="list-style-type: none"> • Explain what culture is based on • Explain how culture influences who you are • Explain how culture influences family traditions, dress, act and speak • List positive ways to prevent conflicts between different cultures. • Identify appropriate etiquette and behavior in social situations • Describe good hygiene practices 			
<ul style="list-style-type: none"> • Personal image • Personal worth • Individual identity • Work ethics • Time Management • Prioritization 	<p>FCS-MS 1.2: Exploring Work: Explore factors that impact personal image and feelings of personal worth including;</p> <p>1.2.1: Work and individual identity</p>	<ul style="list-style-type: none"> • Describe self-esteem/self-concept • List factors that lead to stress • Discover ways to reduce/cope with stress 	<ul style="list-style-type: none"> • Viewing guide • Time management chart and evaluation • Six square sleep notes 	<ul style="list-style-type: none"> • Goal • Role • Etiquette • Hygiene • Time management • Prioritizes • Resources • Trade-off Self-Esteem/ Self-Concept • Prioritize • Confidence • Confident 	<p>CRITICAL</p>

	<p>1.2.2: Work ethics and time management/prioritization</p>	<ul style="list-style-type: none"> • Interpret personal time management chart • Identify signs of lack of sleep • Develop a short-term goal 		<ul style="list-style-type: none"> • Melatonin • Circadian Rhythm • Interview 	
<p>MIDDLE SCHOOL LIFE SKILLS & RESOURCE MANAGEMENT</p>					
<ul style="list-style-type: none"> • Labels • Manuals • Personal Resources • Family Resources • Clothing • Stain • Laundry 	<p>FCS MS 5.4: Caring for Resources: Demonstrate skills needed to care for personal and family resources including:</p> <p>MS 5.4.1: Reading use/care labels and manuals</p> <p>MS 5.4.2: Care, repair, and storage of personal resources</p> <p>MS 5.4.3: Clothing care, repair, stain removal, laundry</p>	<ul style="list-style-type: none"> • Explain the purpose of reading an instruction manual. • Demonstrate skills for appropriate care, repair, and storage of personal resources • Demonstrate how to hand wash clothing • Develop basic clothing care skills such as sewing a button, running stitch • List steps needed to successfully do laundry 	<ul style="list-style-type: none"> • Quiz • Hand-wash lab • Hand sewing project • Home laundry assignment • Reuse/repurpose project 	<ul style="list-style-type: none"> • Immersible appliances • Soft/hard water • Colorfast • Running stitch 	<p>IMPORTANT</p>

		<ul style="list-style-type: none">• Observe various ways to remove stains from clothing• Compare various laundry and personal care products• Reuse/Repurpose an article of clothing			
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GRADE LEVEL: 6-8

SUBJECT: BEGINNING FACS

DATE: 4/28/17

MONTH/GRADING PERIOD: QUARTER 2/4

MASTER COPY: 6-5-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
NUTRITION AND WELLNESS					
<ul style="list-style-type: none"> • Nutrition • Wellness • Food Preparation Practices • Individual • Family <ul style="list-style-type: none"> - MyPlate - Guidelines - Serving/Portion Sizes - Nutrients - Nutrition Label 	<p>FCS-MS 3.1: Students will demonstrate nutrition, wellness, and food preparation practices that enhance individual and family well-being.</p> <p>3.1.1: Dietary guidelines/MyPlate</p> <p>3.1.2: Comparing food intake to recommendations/Serving/Portion Sizes</p> <p>3.1.3: Nutrients, nutritional label analysis</p>	<ul style="list-style-type: none"> • Develop meals that comply with MyPlate requirements • Determine the number of calories needed per day • Evaluate 2 day food log to MyPlate requirements • List purpose & food sources for the basic nutrients 	<ul style="list-style-type: none"> • Food Log • Quiz • Nutrient project rubric • Construct food label rubric 	<ul style="list-style-type: none"> • MyPlate • Calorie • Protein • Fat • Carbohydrates • Fiber • Water • Vitamins • Minerals 	Critical
<ul style="list-style-type: none"> • Food • Wellness • Activity • Exercise • Food Safety 	<p>FCS-MS 3.2: Food and Wellness Issues: Examine factors and issues that impact current and future health and wellness, including;</p>		<ul style="list-style-type: none"> • Activity Log • Participation in class discussion • Participation in small group 	<ul style="list-style-type: none"> • E-coli • Salmonella • Botulism • Anorexia • Bulimia 	Important

<ul style="list-style-type: none"> • Illnesses • Wellness Issues <ul style="list-style-type: none"> - Calcium - Osteoporosis - Diabetes - Obesity - Eating Disorders - Cardiovascular 	<p>3.2.1: Activity and exercise</p> <p>3.2.2: Food safety and food borne illnesses</p> <p>3.2.3: Wellness issues (for example, calcium/osteoporosis, diabetes, obesity, eating disorders, cardio-vascular health)</p>	<ul style="list-style-type: none"> • Explain how activity affects calorie needs • Describe activities for different types of fitness • Identify potential food safety/food borne illness hazards • Define the 2-hour rule and other food safety rules • Describe various types of eating disorders • Identify various types of eating disorders • Explain the correlation between unhealthy food choices and illness 		<ul style="list-style-type: none"> • Purge • Laxatives • Osteoporosis • Diabetes • Obesity 	<p>Important</p>
	<p>FCS-MS 3.3: Preparing and Serving Food: Demonstrate skills needed for preparing and serving foods, including;</p> <p>3.3.1: Laboratory/kitchen safety and sanitation practices</p>	<ul style="list-style-type: none"> • Identify safety hazards in a kitchen setting • Demonstrate safe handling of kitchen utensils and appliances • Demonstrate sanitation practices in the kitchen • Demonstrate proper dish washing 	<ul style="list-style-type: none"> • Participation in food labs • Kitchen equipment identification • Prepare a lab plan • Various quizzes 	<ul style="list-style-type: none"> • Common cooking terms • Sanitation • Yield 	<p>Critical</p>

	<p>3.3.2: Cooking terms, equivalents, abbreviations, measurements</p> <p>3.3.3: Reading and using recipes</p> <p>3.3.4: Techniques and equipment for preparing and serving food</p> <p>3.3.5: Teamwork in the laboratory setting and hands on activities</p>	<ul style="list-style-type: none"> • Define various cooking and food preparation terms • Interpret abbreviations • Convert measurements in recipes • Demonstrate a simple table setting • Identify a well-written recipe • Demonstrate correct measuring techniques for different ingredients • Develop a plan for labs 			
<ul style="list-style-type: none"> • Family Relationships • Family Members • Roles • Responsibilities • Family Changes • Rules 	<p>FCS-MS 4.1: Positive Family Relationships: Analyze factors that contribute to positive relationships with family members, including:</p> <p>4.1.1: Roles and responsibilities</p>	<ul style="list-style-type: none"> • Identify different family structures • Describe the purpose of family • Describe responsibilities of different family members 	<ul style="list-style-type: none"> • Quiz • Class Discussion 	<ul style="list-style-type: none"> • Family Structures • Nuclear • Blended • Guardian • Foster 	<p>Important</p>

	<p>4.1.2: Coping with family changes</p> <p>4.1.3: Setting rules, compromising, cooperating</p>	<ul style="list-style-type: none"> • Describe events that bring challenges to a family • Identify ways to help the family adjust to major challenges • Describe the importance of compromise and cooperation as a family member. 			
<ul style="list-style-type: none"> • Children • Positive Guidance • Caregiving • Ages • Developmental Stages <ul style="list-style-type: none"> - Birth through Adolescence • Babysitting • Emergencies • Nutritious Foods • Developmentally Appropriate Foods • Children Toys 	<p>FCS-MS 4.2: Caring for Children and Others: Demonstrate skills for positive guidance and caregiving of children and others, including;</p> <p>4.2.1: Understanding ages and developmental stages from birth through adolescence</p>	<ul style="list-style-type: none"> • Identify the various stages in child development (P.I.E.S.M.) • List appropriate developmental skills for stages of development • Identify appropriate behavior for different stages of development 	<ul style="list-style-type: none"> • Quiz • Participation • Demonstration • Class discussion • Participation/discussion Rubric • Toy evaluation 	<ul style="list-style-type: none"> • P.I.E.S.M. <ul style="list-style-type: none"> - Physical - Intellectual - Emotional - Social - Moral Development • Infant • Toddler • Preschooler • School-age • Adolescent <p>Temper Tantrum</p>	<p>Critical</p>

	<p>4.2.2: Caregiver responsibilities/ Babysitting Skills</p> <p>4.2.3: Handling emergencies and keeping children safe</p> <p>4.2.4: Nutritious and developmentally appropriate foods for children</p> <p>4.2.5: Children’s play and toys (for learning as well as safety, recalls, and age appropriate)</p>	<ul style="list-style-type: none"> • Describe personal characteristics of a good babysitter • List responsibilities of a good babysitter • Discuss how to handle misbehavior while babysitting • Demonstrate basic child care skills • Explain how to provide simple first aid for common emergencies • Identify safety hazards in a home and outside • Determine nutritional needs for children • Select and prepare safe and appropriate snacks for children • Identify appropriate toys for different ages • Inspect toys for safety 			
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<ul style="list-style-type: none"> • Leadership • Life • Teamwork • Leadership <ul style="list-style-type: none"> - Skills - Styles • Group Work 	<p>FCS-MS 5.1: Leadership for Life: Demonstrate teamwork and leadership skills, including:</p> <p>5.1.1: Leadership skills and styles</p> <p>5.1.4: Working in a group</p>	<ul style="list-style-type: none"> • Develop lab plans • Determine lab jobs • Select Chef...kitchen leader • Checks to be sure all jobs are completed. • Help other group members • Develop cooperation and helping others in lab 	<ul style="list-style-type: none"> • Food labs • Various group activities • Teacher observation 		Critical
<ul style="list-style-type: none"> • Decision Making • Problem Solving • Critical Thinking • Task/Responsibilities 	<p>FCS-MS 5.2: Decision Making, Problem Solving, and Critical Thinking: Accomplish tasks and fulfill responsibilities by using thinking and problem-solving processes, including;</p> <p>5.2.1: Decision-making, evaluating information, and planning processes</p> <p>5.2.2: Choices, options, and consequences</p>	<ul style="list-style-type: none"> • List the steps in the decision making process • Utilize the decision making process in making group decisions • Explain the various ways people make decisions 	<ul style="list-style-type: none"> • Lab plans • Teacher observations 	<ul style="list-style-type: none"> • Decision-making process • Consequence • Compromise • Ways of making decisions: <ul style="list-style-type: none"> - Impulse - Default - Planned - Emotional 	Critical