# Course Title

**FACS 8 (Course #M5871)**

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## Board Approval Date

**May 19, 2016**

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## Course Rationale

As 8th graders, our students are making decisions that will affect the rest of their lives. This course will prepare them to make sound decisions, and guide them in developing their personal strengths. Students are introduced to concepts they can explore throughout their high school experience, further leading them to career paths within the FACS content area.

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## Course Description

Students develop essential skills leading to various career pathways relating to Family and Consumer Science (FACS). Areas of study include, but are not limited to leadership, character development, basic food preparation, safety and sanitation, clothing care, project construction, babysitter skills and stages of child development. Students are required to provide additional supplies for project construction. Students may be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associated with Family & Consumer Science.

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## WSD Overarching Essential Questions

**Students will consider…**
- What are careers that interest me?
- What employability skills do I possess?
- How do I utilize critical thinking to assess, analyze and answer questions or solve a problem?
- How does the course content, that I am learning in the classroom, relate to the real-world?
- What does a good problem solver do?

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## WSD Overarching Enduring Understandings

**Students will understand that…**
- Critical and creative thinking skills are used to address problems in families, communities, and career environments.
- Solving practical problems requires knowledge of core content, knowing how and when to use the knowledge and exploring innovative ways to extend the content.
- Life and resource management, employability
- How do I effectively communicate with others in verbal, nonverbal and/or written forms?
- How do I make a positive impact in my family, community, and career?

  *A variety of resources are used to analyze data to solve problems, support scientific arguments and explore concepts.*
  *Authentic experiences are used to develop deeper understanding of the concepts under study.*
  *Information is obtained and shared through verbal, nonverbal and written communication.*
  *Multiple representations of data are created, interpreted and utilized in order to draw conclusions.*

### Overarching Course Learning Goals

**Students will know or be able to...**

- Use critical thinking skills to solve practical problems when relating to Family and Consumer Sciences.

[Link to FACS 8 Overarching Learning Goals and Scales](#)

### Units

- **Unit 1:** You and Your World - 5-6 days
- **Unit 2:** Foods and Nutrition - 16 days
- **Unit 3:** Clothing - 12 days (need to bring in fabric)
- **Unit 4:** Child Development - 5-6 days

[Link to FACS 8 Unit Learning Goals and Scales](#)
### Unit 1

**Unit Title:** You and Your World  
**Course:** FACS 8  
**Brief Summary of Unit:** Students develop a SMART goal using their interpretation of universal values and the importance of good character.  
**Approximate Time Frame:** 5-6 days

### Transfer Goal

*Students will be able to independently use their learning to…*

- Connect the relationship between personal characteristics, interests, abilities and skills and achieving personal and career goals.

### Meaning

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Understandings</th>
</tr>
</thead>
</table>
| *Students will consider…*  
- How can I build strong character?  
- How can I make a positive impact on those around me?  
- What skills do a strong leader possess? | *Students will understand that…*  
- Actions, choices and decisions can have a large impact on everyday circumstances.  
- Values shape character and affect the decisions that one makes.  
- Strong relationships with friends and family take conscious work and effort.  
- Successful communication can be shown in the form of verbal, nonverbal, and written skills. |
# Acquisition

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know…</strong></td>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● Construct a goal using the SMART goal components after reflecting on personal values, goals and communication skills.</td>
</tr>
<tr>
<td>○ character</td>
<td>● Describe the qualities of strong relationships (i.e., role models, families, etc.).</td>
</tr>
<tr>
<td>○ role model</td>
<td>● Infer the consequences of decisions via the Decision Making Process.</td>
</tr>
<tr>
<td>○ value</td>
<td>● Analyze values to decipher what is universally important.</td>
</tr>
<tr>
<td>○ responsibility</td>
<td>● Appraise and reflect on personal values and goals.</td>
</tr>
<tr>
<td>○ communication</td>
<td>● Appraise and reflect on communication skills.</td>
</tr>
<tr>
<td>○ enunciate</td>
<td></td>
</tr>
<tr>
<td>○ body language</td>
<td></td>
</tr>
<tr>
<td>○ active listening</td>
<td></td>
</tr>
<tr>
<td>● The steps of making a sound decision</td>
<td></td>
</tr>
<tr>
<td>● The components of a SMART goal</td>
<td></td>
</tr>
<tr>
<td>● The eight Universal Values</td>
<td></td>
</tr>
</tbody>
</table>

## Standards Alignment

**Show-Me Standards:**

Content Standards -
- MA1
- SS6
- SC3
- CA5, CA6
- HP2

Process Standards -
- 1.10
- 2.1, 2.3, 2.5, 2.6, 2.7
- 3.1-3.8
- 4.1, 4.2, 4.3, 4.4, 4.6, 4.7

**National NASAFACS Standards:**

- 1.1.3, 1.1.5, 1.1.6, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6, 1.2.8, 1.3.1, 1.3.3
- 2.2.1
- 6.1.5
- 13.2.2, 13.3.1, 13.3.3, 13.3.4, 13.3.6

Wentzville School District
Stage 1 – Desired Results

Unit 2

Unit Title: Foods
Course: FACS 8

Brief Summary of Unit: Students demonstrate kitchen and food safety and basic food preparation techniques through practical lab experiences.

Approximate Time Frame: 16 days

Transfer Goal

Students will be able to independently use their learning to…

- Follow detailed instructions.
- Think critically to solve problems.

Meaning

Essential Questions | Understandings
--- | ---
Students will consider… | Students will understand that…
- What skills are needed to cook a meal? | - Proper sanitation is essential to creating a product that is safe to consume.
- How important is it to follow a recipe? | - Kitchen safety procedures must be followed to ensure lab experiences without injury.
- How do I know when my product is done? | - Reading and following a recipe thoroughly leads to a consistent product.
- How do I know what piece of kitchen equipment to utilize? | - Math skills are utilized to find equivalents in ingredients for a desired yield.
- How do I cook safely to avoid injury or foodborne illness? | - Proper selection and use of equipment is essential to successfully create a product based on the recipe’s instruction.

Acquisition

| Key Knowledge | Key Skills |
Students will know…

- Vocabulary
  - foodborne illness
  - sanitize
  - bacteria
  - cross-contamination
  - cookware
  - mincing
  - chopping
  - seasoning
  - garnish
  - bake
  - fold
  - yield
  - equivalent
- proper safety and sanitation practices when preparing and serving food.
- the various types of cookware and kitchen equipment and their uses.

Students will be able to…

- Demonstrate methods and procedures for controlling foodborne illness.
- Demonstrate kitchen safety and sanitation.
- Apply accurate use of tools, terms, and techniques while preparing food.
- Read and follow a recipe.
- Perform calculations to increase and decrease the yield of a recipe.
- Demonstrate the process of using a stovetop and oven.

Standards Alignment

Show-Me Standards:

Content Standards -
MA1, MA2
SS6
CA3, CA4, CA5, CA6

Process Standards -
1.6, 1.7, 1.8
2.1, 2.2, 2.3, 2.4, 2.5, 2.7
4.7

National NASAFACS Standards:

2.1.3, 2.4.2, 2.4.3
14.3.3, 14.4.1

Wentzville School District
Stage 1 – Desired Results

Unit 3
Unit Title:  Clothing
Course:  FACS 8

Brief Summary of Unit:  Students demonstrate procedures of clothing care, clothing repair, and simple fabric construction skills.

Approximate Time Frame:  12 days

Transfer Goal

Students will be able to independently use their learning to…

- Follow detailed instructions.
- Think critically to solve problems.

Meaning

Essential Questions

Students will consider…
- How do I repair a piece of clothing?
- What skills are needed to successfully sew a basic seam?
- Why do I wear what I wear?
- How would I construct a basic sewing project?

Understandings

Students will understand that…
- Clothing is an expression of our personalities.
- Proper clothing care and repair can extend the life of your clothes.
- Basic construction techniques are vital to creating an attractive product.
- Hand stitches have different strengths and uses.
- Sewing safety procedures must be followed to ensure lab experiences without injury.
- Proper selection and use of equipment is essential to successfully create a product based on instruction.

Acquisition

Key Knowledge

Key Skills
<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Vocabulary</td>
<td>● Discuss what influences clothing choices.</td>
</tr>
<tr>
<td>○ care label</td>
<td>● Discuss methods and procedures for clothing care.</td>
</tr>
<tr>
<td>○ silhouette</td>
<td>● Demonstrate sewing safety.</td>
</tr>
<tr>
<td>○ pre-treatment</td>
<td>● Apply accurate use of tools, terms, and techniques while preparing sewing projects.</td>
</tr>
<tr>
<td>○ press</td>
<td>● Use construction skills to create a product utilizing a back stitch, hem, pinning,</td>
</tr>
<tr>
<td>○ iron</td>
<td>pivoting and clipping corners, and sewing fabric right sides together using a sewing</td>
</tr>
<tr>
<td>○ dry-clean</td>
<td>machine.</td>
</tr>
<tr>
<td>○ shank</td>
<td>● Practice hand stitching: straight lines, consistent stitches, tying off, and sewing on</td>
</tr>
<tr>
<td>○ bobbin/bobbin case</td>
<td>a button.</td>
</tr>
<tr>
<td>○ presser foot</td>
<td></td>
</tr>
<tr>
<td>○ feed dog</td>
<td></td>
</tr>
<tr>
<td>○ hand wheel</td>
<td></td>
</tr>
<tr>
<td>○ stitch length control</td>
<td></td>
</tr>
<tr>
<td>○ stitch width control</td>
<td></td>
</tr>
<tr>
<td>○ tension control</td>
<td></td>
</tr>
<tr>
<td>○ take up lever</td>
<td></td>
</tr>
<tr>
<td>○ throat plate</td>
<td></td>
</tr>
<tr>
<td>○ seam allowance</td>
<td></td>
</tr>
<tr>
<td>○ seam gauge</td>
<td></td>
</tr>
<tr>
<td>○ pivot</td>
<td></td>
</tr>
<tr>
<td>● The elements and principles of design.</td>
<td></td>
</tr>
<tr>
<td>● How to launder clothing correctly.</td>
<td></td>
</tr>
<tr>
<td>● Basic hand stitching techniques.</td>
<td></td>
</tr>
<tr>
<td>● How to sew on a button.</td>
<td></td>
</tr>
<tr>
<td>● The parts of a sewing machine and how to utilize them.</td>
<td></td>
</tr>
<tr>
<td>● Basic machine construction techniques.</td>
<td></td>
</tr>
<tr>
<td>● How to safely utilize sewing equipment.</td>
<td></td>
</tr>
</tbody>
</table>
# Standards Alignment

<table>
<thead>
<tr>
<th>Show-Me Standards:</th>
</tr>
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<tbody>
<tr>
<td>Content Standards -</td>
</tr>
<tr>
<td>CA1, CA4, CA5, CA6</td>
</tr>
<tr>
<td>Process Standards -</td>
</tr>
<tr>
<td>1.1, 1.2, 1.5, 1.6</td>
</tr>
<tr>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>4.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National NASAFACS Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1, 1.1.2</td>
</tr>
<tr>
<td>2.1.4, 2.4.2, 2.4.3</td>
</tr>
<tr>
<td>3.1.1</td>
</tr>
<tr>
<td>16.2.5, 16.4.1</td>
</tr>
</tbody>
</table>
# Unit 4

**Unit Title:** Child Development  
**Course:** FACS 8  
**Brief Summary of Unit:** Students create an activity to promote age appropriate development in young children.  
**Approximate Time Frame:** 5-6 days

## Transfer Goal

*Students will be able to independently use their learning to…*

- Calmly evaluate an emergency situation and decide the best course of action.

## Meaning

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Understandings</th>
</tr>
</thead>
</table>
| *Students will consider…*  
- Am I ready to babysit?  
- What would I do in an emergency while I am caring for a child?  
- What skills do I need to be an effective babysitter?  
- What did my favorite childhood toy teach me?  
| *Students will understand that…*  
- Caring for a child is an important responsibility that requires maturity and attentiveness.  
- Every child develops at an individual pace and requires support from caregivers.  
- Toys and activities offer vast learning opportunities for children.  
- The various stages of development build off of one another and are equally important.  
- Development continues throughout life. |
**Acquisition**

<table>
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<th>Key Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will know…</strong></td>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● Describe the ways to guide intellectual,</td>
</tr>
<tr>
<td>○ motor skills</td>
<td>emotional, social and physical growth in</td>
</tr>
<tr>
<td>○ hand-eye coordination</td>
<td>children.</td>
</tr>
<tr>
<td>○ developmental milestone</td>
<td>● Identify stages of development.</td>
</tr>
<tr>
<td>○ parallel play</td>
<td>● Discuss an emergency plan while caring for a</td>
</tr>
<tr>
<td>○ cooperative play</td>
<td>child.</td>
</tr>
<tr>
<td>○ puberty</td>
<td>● Create an activity to facilitate the</td>
</tr>
<tr>
<td>○ childproof</td>
<td>development of a child.</td>
</tr>
<tr>
<td>● The areas (physical, intellectual, emotional, social and physical) and</td>
<td></td>
</tr>
<tr>
<td>stages of development</td>
<td></td>
</tr>
<tr>
<td>● The importance of play</td>
<td></td>
</tr>
<tr>
<td>● The basic responsibilities of a caregiver</td>
<td></td>
</tr>
<tr>
<td>● The safety precautions to take while caring for a child</td>
<td></td>
</tr>
<tr>
<td>● The steps to follow when responding to an emergency</td>
<td></td>
</tr>
</tbody>
</table>

**Standards Alignment**

**Show-Me Standards:**

Content Standards -
HP1, HP2, HP3, HP4, HP5, HP6, HP7

Process Standards -
1.2, 1.4, 1.7
2.3
3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
4.7

**National NASAFACS Standards:**

12.1.1, 12.1.2, 12.2.4, 12.3.1