

8th Grade FACS Curriculum Map
Carroll Jr./Sr. High School
Spring 2018

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday - No School Snow Day
Topic of Lesson <i>FACS Content</i>	get to know you, team building	get to know you, team building, guidelines and procedures	get to know you, pretest	guidelines and procedures, cooking basics	
FACS Academic Standards					
Learning Goals	- Get to know you! - Work together as a team to complete tasks	- Get to know you! - Work together as a team to complete tasks - Go over guidelines and procedures	- Review Guidelines + Procedures - Set a baseline for future learning	- Review Guidelines + Procedures	
Learning Experiences	- Cookie on Your Face - Without using anything but your face... eat your cookie, but start with it on your forehead! (5 minutes) - World Records! (25 minutes) Travel around the room to six stations, recording your results.	- Bellringer (10 minutes) - Email Mrs. Baker (nbaker@carroll.k12.in.us) the answers to the following questions - - Something you wish I knew about you but didn't... - Something teachers do that help make you successful... - Something teachers do that don't work for you... Something you are looking forward to about this semester - A topic you hope we cover in this class	- Fruit Loop Game (10 minutes) - Pretest + Go-Over (30 minutes)	- Demo cookies and talk about worst kitchen nightmares - Guidelines and procedures quiz (remaining time)	

		<ul style="list-style-type: none"> - Seating Chart (5 minutes) - Finish World Records! (10 minutes) - Go-Over Guidelines + Procedures (10 minutes) - Question Ball: Toss around a plastic ball with get to know you questions written on it. Answer the question your right thumb lands on! (remaining time) 			
Student Assignment <i>In-class or homework</i>		bellringer	pretest	guidelines and procedures quiz	
Student Assessment <i>entry for grade book</i>		bellringer	pretest participation		

Week 2

	Monday - No School MLK Day	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>		reduce, reuse, recycle, landfills, decomposition	reduce, reuse, recycle, landfills, decomposition, landfills	character, values, responsibility	values, character
FACS Academic Standards		MS 5.5	MS 5.5	MS 5.1, MS 5.2	MS 5.1, MS 5.2
Learning Goals		<ul style="list-style-type: none"> - Distinguish between reduce, reuse, recycle. - Describe the journey our trash takes from home to landfill. - Understand the different parts of the landfill and their purposes. 	<ul style="list-style-type: none"> - Distinguish between reduce, reuse, recycle. - Describe the journey our trash takes from home to landfill. - Understand the different parts of the landfill and their purposes. 	<ul style="list-style-type: none"> - Define key terms related to character and values. - Explain why character and values are important. - Describe the importance of personal responsibility. 	<ul style="list-style-type: none"> - Define key terms related to character and values. - Explain why character and values are important. - Describe the importance of personal responsibility.

		- Identify decomposition times for everyday items.	- Identify decomposition times for everyday items.		
Learning Experiences		<p>- Bellringer (5 minutes)</p> <ol style="list-style-type: none"> 1. Explain two reasons it is important to care about the environment. 2. List three ways you can help take care of the environment. <p>- Recycling Videos + Discussion (20 minutes)</p> <ol style="list-style-type: none"> 1. Reduce, Reuse, Recycle Video (2 minutes) https://www.youtube.com/watch?v=EWxjFLDoIDA 2. Landfill Virtual Field Trip (3 minutes) https://www.youtube.com/watch?v=mA608GJ-EzM 3. How do Landfills Work? (3 minutes) https://www.youtube.com/watch?v=pC1u6rJkyzA 4. Zero Waste Girl (2 minutes) https://www.facebook.com/BuzzFeedVideo/videos/2290046041136265/ 5. Zero Waste Grocery Store (2 minutes) https://www.facebook.com/attn/videos/1509307115771409/ <p>- Decomposition Activity (remaining time)</p>	<p>- Bellringer: Finish solo Decomposition Guesses (5 minutes)</p> <p>- Decomposition Activity (25 minutes)</p> <p>- Landfill Questions (remaining time)</p>	<p>- Bellringer: What does it mean to have good character? Name five people who you believe have good character and explain why you believe so. (5 minutes)</p> <p>- Character Vocab Match-Up! (10 minutes)</p> <p>- Character Questions Activity+ Discussion (remaining time)</p>	<p>- Bellringer: (5 minutes)</p> <ol style="list-style-type: none"> 1. What is a universal value? Give three examples. 2. Who influenced the values that you have? 3. What does it mean to have good/bad values? <p>- Values Video (5 minutes) https://www.youtube.com/watch?v=Lg-wNxJ5XxY</p> <p>- Values Activity (15 minutes) Rank values from 1-16 individually and as a group.</p> <p>- Values Written Response (10 minutes)</p>

Student Assignment <i>In-class or homework</i>		bellringer, decomposition activity	decomposition activity, anatomy of a landfill Q's	bellringer, character questions	bellringer, values activity, values written response
Student Assessment <i>entry for grade book</i>		bellringer	decomposition activity, anatomy of a landfill Q's	bellringer	bellringer, values written response

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	SMART Goals	SMART Goals	No School - Snow Day	Fixed Vs. Growth Mindset, Grit	Fixed Vs. Growth Mindset, Grit
FACS Academic Standards	MS 1	MS 1		MS 1, MS 5	MS 1, MS 5
Learning Goals	<ul style="list-style-type: none"> - Define SMART Goals. - Evaluate your goals based on the SMART goals philosophy. - Revise your goals into SMART goals. - Identify and describe each letter in S.M.A.R.T. 	<ul style="list-style-type: none"> - Define SMART Goals. - Evaluate your goals based on the SMART goals philosophy. - Revise your goals into SMART goals. - Identify and describe each letter in S.M.A.R.T. 		<ul style="list-style-type: none"> - Compare and contrast a growth mindset and a fixed mindset. - Predict what people with each type of mindset would say or do. - Discuss the benefits of having a growth mindset. 	<ul style="list-style-type: none"> - Compare and contrast a growth mindset and a fixed mindset. - Predict what people with each type of mindset would say or do. - Discuss the benefits of having a growth mindset. - Identify and describe the steps in the decision making process. - Apply the decision making process to a scenario.
Learning Experiences	<ul style="list-style-type: none"> - Bellringer: Define goal, SMART goal, financial goal. (5 minutes) - SMART Goals Vision Board Project/PP - Complete 	<ul style="list-style-type: none"> - SMART Goals Activity (15 minutes) - Finish SMART Goals Vision Board (remaining time) 		<ul style="list-style-type: none"> - Famous Failures (3 minutes) https://www.youtube.com/watch?v=zLYECIjmnQs&list=PL_uwtU_B4vq0w8pGkMPKhpLEfwCbTvPd1 - Growth Mindset Vs. Fixed 	<ul style="list-style-type: none"> - Bellringer: List the 7 steps of the decision making process and briefly describe each. (10 minutes) - Finish Growth Mindset Vs. Fixed Mindset

	slides 1-3 (remaining time)			<p>Mindset Video 1 (3 minutes) https://www.youtube.com/watch?v=Xv2ar6AKvGc - Growth Mindset Vs. Fixed Mindset Video 2 (10 minutes) https://www.youtube.com/watch?v=pN34FNbOKXc&t=323s - Nike Ad (2 minutes) - Growth Mindset Vs. Fixed Mindset Activity (15 minutes) - Define each term, write down three things a person would say on each side, three things they would do on each side, and three positives of having a growth mindset, and three negatives of having a fixed mindset. On the back, write a paragraph about a time you have had a fixed mindset about something and a time you had a growth mindset</p>	<p>Activity (15 minutes) - Define each term, write down three things a person would say on each side, three things they would do on each side, and three positives of having a growth mindset, and three negatives of having a fixed mindset. On the back, write a paragraph about a time you have had a fixed mindset about something and a time you had a growth mindset. - I can't do this...yet activity (5 minutes) Write down something you can't do...yet that you can accomplish by the end of this semester and stick it on the poster. - Apply the decision making process to a scenario. (15 minutes)</p>
Student Assignment <i>In-class or homework</i>	bellringer, smart goals vision board assignment	SMART goals activity, smart goals vision board		growth mindset vs. fixed mindset activity	bellringer, growth mindset vs. fixed mindset activity, decision making scenario
Student Assessment <i>entry for grade book</i>	bellringer	smart goals vision board			bellringer, growth mindset vs. fixed mindset activity, decision making scenario

Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	teamwork, qualities of effective teams	teamwork, qualities of effective teams, strategies for teams	communication, nonverbal communication, verbal communication, teamwork, leadership	peer pressure	laundry basics
FACS Academic Standards	MS 1, MS 5	MS 1, MS 5	MS 1, MS 5	MS 1, MS 5	MS 5
Learning Goals	<ul style="list-style-type: none"> - Identify the five qualities of effective teams. - Create examples of teams with each quality. 	<ul style="list-style-type: none"> - Identify the six qualities of effective teams. - Create examples of teams with each quality. - Apply the characteristics of an effective team. - Use teamwork to complete a group task. 	<ul style="list-style-type: none"> - Use nonverbal and verbal communication to complete group tasks. - Discuss the importance of having good communication. - Reflect on personal communication skills. - Reflect on the communication skills of a group after completing various tasks. 	<ul style="list-style-type: none"> - Identify the steps for recognizing peer pressure. - Put peer pressure to the test by conducting a class experiment. - Discuss ways to overcome peer pressure. 	<ul style="list-style-type: none"> - Identify common laundry symbols. - Demonstrate clothes sorting based on color. - Read labels on clothing to determine proper care.
Learning Experiences	<p>- Teamwork Article http://smallbusiness.chron.com/characteristics-effective-teamwork-691.html + Graphic Organizer Divide your paper up into six parts. Go to the above article and label each section one of the qualities of effective teamwork. In each box, describe what that quality is and two examples of teams demonstrating</p>	<ul style="list-style-type: none"> - Teamwork breakout box (25 minutes) - Teamwork Paper (remaining time) 	<ul style="list-style-type: none"> - Communication Activities (15 minutes) - Communication Reflection (15 minutes) - Work on missing work (remaining time) 	<ul style="list-style-type: none"> - Bellringer: What is peer pressure? List three examples. List three ways you can resist it. Is peer pressure always a bad thing? Explain. (10 minutes) - Peer Pressure Experiment Video + Activity (5 Minutes) Test out the theory by asking one student not to watch the video and then re-creating the scenario. https://www.youtube.com/watch?v=1-U6QTRTZSc 	<ul style="list-style-type: none"> - Bellringer (5 Minutes) <ol style="list-style-type: none"> 1.How much experience do you have doing laundry? 2.If you don't have very much experience, why not? Do you know anything about laundry? What do you know 3.For those of you who do have experience, how long have you been doing laundry? What do you know about it? - How to Do Laundry Video (5 Minutes)

	this quality. The first box is for your title and name.			- Peer Pressure Video (5 minutes) https://www.youtube.com/watch?v=XFRd6qSPqE0 - Peer Pressure Stories (remaining time)	https://www.youtube.com/watch?v=FmYvRc-zTvo - Laundry Symbol Activity + Laundry Basics (10 minutes) - Laundry Symbols, Laundry Basics, and Laundry Symbols Activity - Assign Laundry Homework (5 minutes) - Read Peer Pressure Stories (remaining time)
Student Assignment <i>In-class or homework</i>	teamwork graphic organizer	teamwork paper	communication reflection	bellringer, peer pressure stories	bellringer, laundry activity, laundry homework assignment
Student Assessment <i>entry for grade book</i>	teamwork graphic organizer	teamwork paper	communication reflection	bellringer, peer pressure stories	bellringer

Week 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	family types, family relationships	child development vocabulary, types of development (PIES)	child development vocabulary, types of development (PIES)	types of development (PIES), nature vs. nurture, fine and gross motor skills	nature vs. nurture, fine and gross motor skills, types of play, value of play
FACS Academic Standards	MS 4	MS 4	MS 4	MS 4	MS 4
Learning Goals	- Discuss the relationship between family structure and a person's development. - Define each type of family and draw an example of each. - Define each type of	- Identify the types of development. - Describe each type of development. - Define key terms related to child development	- Identify the types of development. - Describe each type of development. - Define key terms related to child development	- Distinguish between nature and nurture. - Discuss the importance of the environment on healthy development. - Define fine and gross motor skills and give examples of each.	- Define each type of play. - Distinguish between nature and nurture. - Evaluate toys based on their quality, educational values, and the types of physical development it promotes.

	family and draw an example of each.				
Learning Experiences	- Family Types Paper Plate	- Chapter 11 Vocab Fill - In (20 minutes) - Types of Dev Graphic Organizer (remaining time)	- Bellringer: Explain two reasons play is valuable for a child. - Types of Dev Graphic Organizer (remaining time)	- Finish Types of Dev. Chart (20 minutes) - Nature Vs. Nurture Videos (10 Minutes) 1. https://www.youtube.com/watch?v=k50yMwEOWGU 2. https://www.youtube.com/watch?v=Wd5Y3-F79LY - Nature, Nurture, Or Both (remaining time)	- Finish nature, nurture or both discussion - Fine Vs. Gross Motor Skills: Define each term and write ten examples of activities for each - Vocab Related to Play: Define Imaginative Play, Cooperative Play, Parallel Play, and Solitary Play - Toy Evaluation (remaining time)
Student Assignment <i>In-class or homework</i>	families types paper plates	chapter 11 vocab, types of development GO	bellringer, types of development GO	types of development GO, nature, nurture, or both,	fine vs. gross motor skills activity, nature, nurture or both, play vocab, toy evaluation
Student Assessment <i>entry for grade book</i>	families types paper plates	chapter 11 vocab	bellringer	types of development GO	fine vs. gross motor skills activity, nature, nurture or both, play vocab, toy evaluation

Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	play, importance of play, types of play, PIES, tantrums, babysitting, safety, developmental milestones, learning disabilities	PIES, tantrums, babysitting, safety, developmental milestones, learning disabilities, handling emergencies	PIES, tantrums, babysitting, safety, developmental milestones, learning disabilities, handling emergencies	PIES, tantrums, babysitting, safety, developmental milestones, learning disabilities, handling emergencies	PIES, tantrums, babysitting, safety, developmental milestones, learning disabilities, handling emergencies
FACS Academic Standards	MS 4	MS 4	MS 4	MS 4	MS 4
Learning Goals	- Evaluate toys based on their quality, educational values, and	- Evaluate toys based on their quality, educational values, and the types of	- Evaluate toys based on their quality, educational values, and the types of	- Evaluate toys based on their quality, educational values, and the types of	- Evaluate toys based on their quality, educational values, and the types of

	<p>the types of physical development it promotes.</p> <ul style="list-style-type: none"> - Explain ways to handle tantrums - Characterize five behavioral/learning disabilities - Create a timeline with 15 developmental milestones from birth to age 12 - Define each type of development included in PIES - List safety hazards in the home and childproofing methods - Create 5 rules babysitters should follow - Describe 5 medical emergencies children may face and how to handle them 	<p>physical development it promotes.</p> <ul style="list-style-type: none"> - Explain ways to handle tantrums - Characterize five behavioral/learning disabilities - Create a timeline with 15 developmental milestones from birth to age 12 - Define each type of development included in PIES - List safety hazards in the home and childproofing methods - Create 5 rules babysitters should follow - Describe 5 medical emergencies children may face and how to handle them 	<p>physical development it promotes.</p> <ul style="list-style-type: none"> - Explain ways to handle tantrums - Characterize five behavioral/learning disabilities - Create a timeline with 15 developmental milestones from birth to age 12 - Define each type of development included in PIES - List safety hazards in the home and childproofing methods - Create 5 rules babysitters should follow - Describe 5 medical emergencies children may face and how to handle them 	<p>physical development it promotes.</p> <ul style="list-style-type: none"> - Explain ways to handle tantrums - Characterize five behavioral/learning disabilities - Create a timeline with 15 developmental milestones from birth to age 12 - Define each type of development included in PIES - List safety hazards in the home and childproofing methods - Create 5 rules babysitters should follow - Describe 5 medical emergencies children may face and how to handle them 	<p>physical development it promotes.</p> <ul style="list-style-type: none"> - Explain ways to handle tantrums - Characterize five behavioral/learning disabilities - Create a timeline with 15 developmental milestones from birth to age 12 - Define each type of development included in PIES - List safety hazards in the home and childproofing methods - Create 5 rules babysitters should follow - Describe 5 medical emergencies children may face and how to handle them
Learning Experiences	<ul style="list-style-type: none"> - Finish toy evaluation (30 minutes) - Begin Lapbook Project (Remaining time) 	- Lapbook Project (Remaining time)	- Lapbook Project (Remaining time)	- Lapbook Project (Remaining time)	- Laundry Assignment Due
Student Assignment <i>In-class or homework</i>	toy evaluation, lapbook project	lapbook project	lapbook project	lapbook project	lapbook project
Student Assessment <i>entry for grade book</i>	toy evaluation				laundry assignment

Week 7

	Monday - No School PD Day	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>		giving directions, discipline, child abuse, child neglect	child abuse, child neglect, SIDS	sensory play, talking with kids, PIES development, safety, cooperation	child abuse, child neglect, positive guidance, child development vocab, child development review
FACS Academic Standards		MS 4	MS 4	MS 4	MS 4
Learning Goals		<ul style="list-style-type: none"> - Research and summarize various cases of child abuse and neglect. - Discuss the importance of giving clear directions to children. - Discuss positive and negative discipline strategies. 	<ul style="list-style-type: none"> - Research and summarize various cases of child abuse and neglect. - Define SIDS and explain how to prevent it. 	<ul style="list-style-type: none"> - Define sensory play. - Create a sensory play activity for preschool children. - Describe the benefits of sensory play. 	<ul style="list-style-type: none"> - Wrap-up child development. - Share child abuse articles - Discuss positive guidance and apply it to discipline.
Learning Experiences		<ul style="list-style-type: none"> - Bellringer (5 Minutes): 1. Explain how to make a peanut butter and jelly sandwich. 2. Describe two techniques your parents/guardians use to discipline you (positive or negative) that work and two that do not. - Demonstration (15 Minutes) Follow their PB+J directions exactly. Talk about how this relates to giving directions to kids. - Child Abuse + Neglect Articles (remaining time) 	<ul style="list-style-type: none"> - Lapbook Project Due - Bellringer: What is SIDS? What is three ways to prevent it? - Child Abuse + Neglect Articles (remaining time) 	<ul style="list-style-type: none"> - Sensory Play Bellringer (5 Minutes) <ol style="list-style-type: none"> 1. Define sensory play. 2. Give examples of five activities that would be considered “sensory play”. - Kool Dough Lab (30 minutes) - Kool Dough Exit Slip (remaining time) 	<ul style="list-style-type: none"> - Share Child Abuse Articles (10 minutes) - Explain positive guidance by giving a list of instructions that begin with “Don’t” and then finally tell them exactly what you’re expecting of them. Talking about how confusing it was, negative, how kids would respond... etc. - Don't please do... activity (15 Minutes) - Vocab Review Scenarios (25 minutes)

Student Assignment <i>In-class or homework</i>		bellringer, child abuse + neglect articles	child abuse + neglect articles	bellringer, kool dough lab, kool dough exit slip	don't please do activity
Student Assessment <i>entry for grade book</i>		bellringer	lapbook project, child abuse + neglect articles, bellringer	bellringer, kool dough lab, kool dough exit slip	

Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	child development review	wrap up child development, digital citizenship, digital footprint, social media	internet safety, digital citizenship, digital footprint, social media, password safety, bullying	internet safety, digital citizenship, digital footprint, social media, password safety, bullying, cell phone use	human trafficking
FACS Academic Standards	MS 4	MS 4	MS 1, MS 4, MS 5	MS 1, MS 4, MS 5	MS 1, MS 4, MS 5
Learning Goals	- Wrap up child development	- Wrap-up child development. - Define digital footprint and digital citizenship. - Describe the importance of a positive digital footprint and digital citizenship.	- Define digital footprint and digital citizenship. - Describe the importance of a positive digital footprint and digital citizenship.	- Define digital footprint and digital citizenship. - Describe the importance of a positive digital footprint and digital citizenship. - Explain techniques app developers use to get you hooked on their products. - Identify negative side effects of too much screen time and social media use.	- Define human trafficking. - Describe the impact human trafficking has on all parties. - Identify the warning signs of a human trafficking situation.
Learning Experiences	- Child Development Review + Go-Over	- Child Development Kahoot (15 minutes) - Study for Test/Turn in Review (5 minutes) - Child Development Test (20 minutes) - Internet Safety Writing Response (remaining time)	- Discuss Internet Safety Writing Response (10 minutes) - Internet Safety PP (remaining time)	- Finish/Discuss Internet Safety PP + Notes (15 minutes) - Are You Addicted to Your Phone Article + Questions (remaining time)	- Mrs. Reinke's Presentation on Human Trafficking

Student Assignment <i>In-class or homework</i>	child development review	child development test, internet safety writing response	internet safety PP notes	Are you Addicted? Article Questions	
Student Assessment <i>entry for grade book</i>		child development review, child development test, internet safety writing response	internet safety PP notes	Are you Addicted? Article Questions	

Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	stress, how the body deals with stress, coping with stress, positive/negative stress	internet safety, stress, careers, income, occupations, relationship between lifestyle and careers	levels of education, relationship between education/career/income, careers, jobs, standard of living	internet safety, bullying, cyberbullying, digital citizenship, digital footprint, mental health, friendship	internet safety, bullying, cyberbullying, digital citizenship, digital footprint, mental health, friendship
FACS Academic Standards	MS 1, MS 3, MS 5	MS 2	MS 2	MS 1, MS 3, MS 5	MS 1, MS 3, MS 5
Learning Goals	<ul style="list-style-type: none"> - Distinguish between positive and negative stress. - Discuss positive ways to deal with stress. - Explain the body's response to stress. 	<ul style="list-style-type: none"> - Wrap up stress and internet safety. - Discuss the relationship between income and education. - Discover the cost of living for the life that you want. - Discuss the basics of careers, money, and spending habits. 	<ul style="list-style-type: none"> - Discuss the relationship between income and education. - Discover the cost of living for the life that you want. - Discuss the basics of careers, money, and spending habits. 	<ul style="list-style-type: none"> - Define digital footprint and digital citizenship. - Describe the importance of a positive digital footprint and digital citizenship. - Explain how your actions affect other people in person and online. 	<ul style="list-style-type: none"> - Define digital footprint and digital citizenship. - Describe the importance of a positive digital footprint and digital citizenship. - Explain how your actions affect other people in person and online.
Learning Experiences	<ul style="list-style-type: none"> - Stress Video https://www.youtube.com/watch?v=v-t1Z5-oPtU - Stress PP + Notes (35 minutes) 	<ul style="list-style-type: none"> - Share FCCLA Projects - Stress/Internet Safety Quiz (remaining time Minutes) 	<ul style="list-style-type: none"> - Bellringer: - Does Money Grow on Trees PP + WS (remaining time) - Begin Cyberbully + Video Guide (remaining time) 	<ul style="list-style-type: none"> - Cyberbully + Video Guide (remaining time) 	<ul style="list-style-type: none"> - Cyberbully + Video Guide (remaining time)

	- Stress/Internet Safety Kahoot (remaining time) https://play.kahoot.it/#/k/c69f880f-8db6-4272-a1cd-09046a6f919b				
Student Assignment <i>In-class or homework</i>	stress notes	stress/internet safety quiz, does money grow on trees WS	bellringer, does money grow on trees WS, cyberbully participation, cyberbully video guide	cyberbully participation, cyberbully video guide	cyberbully participation, cyberbully video guide
Student Assessment <i>entry for grade book</i>	stress notes	stress/internet safety quiz, does money grow on trees WS	bellringer, does money grow on trees WS		

Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	bullying, levels of education, levels of education related to careers and income	levels of education related to careers and income, standard of living	personality types, career types, salary, job descriptions, types of colleges	career types, salary, job descriptions, types of colleges, college cost, reading a paycheck, gross/net pay, taxes, tax forms	reading a paycheck, gross/net pay, taxes, tax forms, methods of pay, savings tools, investing, importance of savings
FACS Academic Standards	MS 2	MS 2	MS 2	MS 2	MS 2
Learning Goals	<ul style="list-style-type: none"> - Discuss the relationship between income and education. - Discover the cost of living for the life that you want. - Discuss the basics of careers, money, and spending habits. 	<ul style="list-style-type: none"> - Discuss the relationship between income and education. - Discover the cost of living for the life that you want. - Discuss the basics of careers, money, and spending habits. 	<ul style="list-style-type: none"> - Discuss the relationship between income and education. - Discover the cost of living for the life that you want. - Discuss the basics of careers, money, and spending habits. - Research careers, colleges, and the military. 	<ul style="list-style-type: none"> - Define key terms related to paychecks. - Demonstrate how to read a paycheck. - Explain the importance of savings. - Review key concepts related to paychecks and savings. 	<ul style="list-style-type: none"> - Define key terms related to paychecks. - Demonstrate how to read a paycheck. - Explain the importance of savings. - Review key concepts related to paychecks and savings

			- Take a personality survey to find careers that fit your personality.		
Learning Experiences	- Finish Cyberbully + Discuss (15 minutes) - Educational Tower Activity (15 minutes) - Educational Tower Writing Response/Discussion (remaining time)	- Snapshot of My Future Activity	- Personality Mosaic (20 minutes) - Myfuture.com assignment (remaining time)	- Myfuture.com assignment (15 minutes) - Planet Paycheck Notes (remaining time)	- Planet Paycheck Notes (15 minutes) - Reading a Pay Stub WS (15 minutes) - Begin Secrets of Savings Notes (remaining time)
Student Assignment <i>In-class or homework</i>	Cyberbully Video Guide Cyberbully Participation, Educational Tower Response	snapshot of my future activity	personality mosaic, myfuture.com assignment	myfuture.com assignment, planet paycheck notes	planet paycheck notes, reading a paystub WS, savings notes
Student Assessment <i>entry for grade book</i>	Cyberbully Video Guide Cyberbully Participation, Educational Tower Response	snapshot of my future activity		myfuture.com assignment, planet paycheck notes	planet paycheck notes, reading a paystub WS

Week 11

	Monday	Tuesday	Wednesday	Thursday - No Class Reality Store Field Trip	Friday
Topic of Lesson <i>FACS Content</i>	reading a paycheck, gross/net pay, taxes, tax forms, methods of pay, savings tools, investing, importance of savings	reading a paycheck, gross/net pay, taxes, tax forms, methods of pay, savings tools, investing, importance of savings, credit card vocab	Credit card debt, signing up for a credit card, legislation related to credit cards, credit cards and interest, debit cards		credit cards, investing, stocks, savings, budgeting
FACS Academic Standards	MS 2	MS 2	MS 2		MS 2
Learning Goals	- Define key terms related to paychecks. - Demonstrate how to	- Define key terms related to paychecks. - Demonstrate how to	- Distinguish between a credit card and a debit card.		- Review key terms related to smart spending,

	<p>read a paycheck.</p> <ul style="list-style-type: none"> - Explain the importance of savings. - Review key concepts related to paychecks and savings 	<p>read a paycheck.</p> <ul style="list-style-type: none"> - Explain the importance of savings. - Review key concepts related to paychecks and savings - Define key terms related to credit cards. 	<ul style="list-style-type: none"> - Define key terms relating to credit cards. - Describe major legislation passed to protect consumers. - Explain how paying minimum payments affects the credit card balance. - Demonstrate how to read a credit card statement. 		<p>saving, investing, and credit cards.</p>
Learning Experiences	<ul style="list-style-type: none"> - Secrets of Savings PP (20 minutes) - Planet Paycheck/Secrets of Saving Review + Go-Over (15 Minutes) - Paycheck + Savings Kahoot (remaining time) 	<ul style="list-style-type: none"> - Bellringer: 1. How is the liquidity of an account and its interest related? 2. Rank certificate of deposit, money market deposit account, savings account, checking account, and savings bond from the least amount of interest earned to the most. (5 minutes) - Study/Kahoot (10 minutes) - Paychecks + Savings Quiz (25 minutes) - Credit Vocab (remaining time) 	<ul style="list-style-type: none"> - Credit Videos (20 Minutes) <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=qWWZ77-1YuA&list=PL4BB1B113DA1F6F11&index=79 • https://www.youtube.com/watch?v=dq7mKSd3_g8 • https://www.youtube.com/watch?v=Vz05A6cP6Jw&list=PL4BB1B113DA1F6F11&index=78 • https://www.youtube.com/watch?v=-o97-EB4elc&list=PL4BB1B113DA1F6F11 • https://www.youtube.com/watch?v=_1sCpM8AeXo&list=PL692AF16A8546F720 - Understanding Credit Cards PP (remaining time) 		<ul style="list-style-type: none"> - Unbroke + Unbroke Video Questions <p>https://www.youtube.com/watch?v=XUctw8xsFq0</p>
Student Assignment <i>In-class or homework</i>	<p>secrets of savings PP notes, paycheck + savings review</p>	<p>bellringer, paychecks + savings quiz, credit vocab</p>	<p>understanding a credit card notes</p>		<p>Unbroke Video Questions</p>
Student Assessment <i>entry for grade book</i>	<p>secrets of savings PP notes</p>	<p>bellringer, paychecks + savings quiz, credit vocab</p>			<p>Unbroke Video Questions</p>

Week 12

	Monday - No School PD Day	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>		Credit card debt, signing up for a credit card, legislation related to credit cards, credit cards and interest, debit cards, credit card offers	Credit card debt, signing up for a credit card, legislation related to credit cards, credit cards and interest, debit cards, credit card offers	Credit card debt, signing up for a credit card, legislation related to credit cards, credit cards and interest, debit cards, credit card offers, checking accounts, checks	Credit card debt, signing up for a credit card, legislation related to credit cards, credit cards and interest, debit cards, credit card offers, checking accounts, checks
FACS Academic Standards		MS 2	MS 2	MS 2	MS 2
Learning Goals		<ul style="list-style-type: none"> - Distinguish between a credit card and a debit card. - Define key terms relating to credit cards. - Describe major legislation passed to protect consumers. - Explain how paying minimum payments affects the credit card balance. - Compare and contrast credit card offers - Demonstrate how to read a credit card statement. 	<ul style="list-style-type: none"> - Distinguish between a credit card and a debit card. - Define key terms relating to credit cards. - Describe major legislation passed to protect consumers. - Explain how paying minimum payments affects the credit card balance. - Compare and contrast credit card offers - Demonstrate how to read a credit card statement. <p>Wrap up credit cards</p>	<ul style="list-style-type: none"> - Review major topics and ideas related to credit cards - Explain the basics of checking account usage. 	<ul style="list-style-type: none"> - Review major topics and ideas related to credit cards - Explain the basics of checking account usage.
Learning Experiences		<ul style="list-style-type: none"> - Bellringer: What is a budget? Why is it important to have one? When writing a budget, what are four items or areas that must be included? (5 Minutes) 	<ul style="list-style-type: none"> - Comparing Credit Card Offers (20 minutes) - Understanding a Credit Card Statement (remaining time) 	<ul style="list-style-type: none"> - Credit Card Kahoot (15 minutes) - Go Over Credit Card Review + Credit Card Statement (20 minutes) - Debit/Checks PP/Questions (remaining time) 	<ul style="list-style-type: none"> - Study + Credit Card Quiz (30 minutes) - Debit/Checks PP/Questions (remaining time)

		- Understanding a Credit Card PP (30 minutes) - Comparing Credit Card Offers (remaining time)			
Student Assignment <i>In-class or homework</i>		bellringer, understanding a credit card PP, comparing credit card offers	comparing credit card offers, understanding credit card statements	credit card review, debit + checks PP questions	credit card review, debit + checks PP questions, credit card quiz
Student Assessment <i>entry for grade book</i>		bellringer, understanding a credit card PP	comparing credit card offers, understanding credit card statements		debit + checks PP questions, credit card quiz

Week 13

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Credit card debt, signing up for a credit card, legislation related to credit cards, credit cards and interest, debit cards, credit card offers, checking accounts, checks, check registers	Credit card debt, signing up for a credit card, legislation related to credit cards, credit cards and interest, debit cards, credit card offers, checking accounts, checks, check registers, budget	budgeting, poverty, safety and sanitation, kitchen lab expectations	safety and sanitation, HACCP, cross-contamination, temperature danger zone, food borne illnesses	six major nutrients
FACS Academic Standards	MS 2	MS 2	MS 2, MS 3	MS 3	MS 3
Learning Goals	- Explain the basics of checking account usage. - Follow a real life scenario to write checks, record transactions in a check register, and keep track of debit transactions.	- Explain the basics of checking account usage. - Follow a real life scenario to write checks, record transactions in a check register, and keep track of debit transactions. - Discuss the importance of budgets.	- Discuss the importance of budgets. - Discuss the impacts of unexpected events on budgets and incomes. - Discuss proper safety in the kitchen including fire, burns, knives, slips, and clean-up. - Identify the steps for	- Identify the steps for proper handwashing - Discuss the importance of handwashing - Identify the most germey places in the kitchen. - Explain the 4 Cs. - Know the temperature danger zone and its importance.	- List the six major nutrients. - Identify the functions and sources of the six major nutrients. - Identify common pieces of kitchen equipment and their uses.

		<ul style="list-style-type: none"> - Discuss the impacts of unexpected events on budgets and incomes. 	<p>proper handwashing</p> <ul style="list-style-type: none"> - Discuss the importance of handwashing - Identify the most germey places in the kitchen. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain ways to keep food during purchase, preparation, and consumption. - Explain the concept of HACCP and list each step. 	<ul style="list-style-type: none"> - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain ways to keep food during purchase, preparation, and consumption. - Explain the concept of HACCP and list each step. 	
Learning Experiences	<ul style="list-style-type: none"> - Go over checking account/debit questions (20 minutes) - Check Video https://www.youtube.com/watch?v=dIZWqIv_flA - Check Register Video https://www.youtube.com/watch?v=9cy5RaV4iAM - Checking Account Simulation (remaining time) 	<ul style="list-style-type: none"> - Bellringer: What is a budget? Why is it important to have one? When writing a budget, what are four items or areas that must be included? (5 Minutes) - Finish checking account simulation (30 minutes) - Bean Budget Game (remaining time) 	<ul style="list-style-type: none"> - Spent Game + Reflection Questions (30 minutes) - Safety PP + Notes (remaining time) 	<ul style="list-style-type: none"> - Safety + Sanitation Article Questions - Due Monday 	<ul style="list-style-type: none"> - Nutrient Graphic Organizer - Due @ End of Hour

Student Assignment <i>In-class or homework</i>	checking account/debit questions, checking account simulation	bellringer, checking account simulation	Spent reflection questions safety PP notes	safety and sanitation article questions	nutrient graphic organizer
Student Assessment <i>entry for grade book</i>	checking account/debit questions	bellringer, checking account simulation	Spent reflection questions	safety + sanitation article questions	nutrient graphic organizer

Week 14

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	safety, sanitation, following a recipe, equipment, cooking techniques, microwave cooking	safety, sanitation, following a recipe, equipment, cooking techniques, microwave cooking	safety and sanitation, HACCP, cross-contamination, temperature danger zone, food borne illnesses	safety, sanitation, following a recipe, equipment, cooking techniques, microwave cooking	safety, sanitation, following a recipe, equipment, cooking techniques, measuring
FACS Academic Standards	MS 3	MS 3	MS 3	MS 3	MS 3
Learning Goals	<ul style="list-style-type: none"> - Identify the steps for proper handwashing - Discuss the importance of handwashing - Identify the most germ places in the kitchen. - Explain the 4 Cs. Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain ways to keep 	<ul style="list-style-type: none"> - Demonstrate proper safety and sanitation procedures. - Accurately follow a recipe to create a product. - Plan monkey bread lab. - Discuss the basics of how microwaves work and how to use them safely. - Explain how to make monkey bread using a microwave. - Identify common kitchen equivalents and abbreviations. 	<ul style="list-style-type: none"> - Identify the steps for proper handwashing - Discuss the importance of handwashing - Identify the most germ places in the kitchen. - Explain the 4 Cs. Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain ways to keep food during purchase, preparation, and 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Apply effective teamwork and time management skills. - Explain the process of making french toast. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Apply effective teamwork and time management skills.

	food during purchase, preparation, and consumption. - Explain the concept of HACCP and list each step.		consumption. - Explain the concept of HACCP and list each step		
Learning Experiences	- Monkey Bread Demo + Demo Sheet (40 minutes) - Finish Safety PP (remaining time)	- Monkey Bread Lab and Exit Slip	- Bellringer: Give an example of cross-contamination. (5 minutes) - Finish/Go-Over safety PP + go-over Safety and Sanitation Article (25 minutes) - Begin Food Safety Meme Project (remaining time)	- Bellringer: Write down either T or F for each of the following statements. If the statement is false explain why. 1. Foodborne illness is always the result of the last food you ate. 2. The only time food is not safe to eat is when it looks or smells spoiled. 3. Cooking foods to a super hot temperature can kill any bacteria. 4. Foodborne illness isn't serious, and it's something that doesn't happen very often. - French Toast Demo (20 minutes) - French Toast Lab Plans (10 minutes) - Food Safety Memes (remaining time)	- French Toast Lab (40 minutes) - French Toast Exit Slip (remaining time)
Student Assignment <i>In-class or homework</i>	monkey bread demo sheet, safety pp notes	monkey bread lab, monkey bread exit slip	bellringer, safety pp notes, safety and sanitation article questions, food safety meme project	bellringer, french toast lab sheet, food safety meme project	French toast lab, French toast exit slip
Student Assessment	monkey bread demo sheet, safety pp notes	monkey bread lab, monkey bread exit slip		bellringer, french toast lab sheet	French toast lab, French toast exit slip

entry for grade book					
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Week 15

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	knife skills, vegetables, safety and sanitation	MyPlate, Daily Food Allowances	knife skills, vegetables, safety and sanitation	knife skills, vegetables, safety and sanitation, reading a recipe, cooperation, time management	abbreviations and equivalents, creating a recipe
FACS Academic Standards	MS 3	MS 3	MS 3	MS 3	MS 3
Learning Goals	<ul style="list-style-type: none"> - Describe basics of knife safety and technique. - Demonstrate how to properly hold a knife. 	<ul style="list-style-type: none"> - List all of the food groups in MyPlate. - Identify example foods for each food group and daily recommended amounts 	<ul style="list-style-type: none"> - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Demonstrate and practice proper knife skills. - Accurately cut potatoes, carrots, celery, onion, and garlic. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Apply effective teamwork and time management skills. - Demonstrate and practice proper knife skills. 	<ul style="list-style-type: none"> - Plan for creative casserole lab! - Identify common kitchen equivalents and abbreviations.
Learning Experiences	<ul style="list-style-type: none"> - Knife Skills Video + Video Guide https://www.youtube.com/watch?v=12issg3EdA8 - Knife Skills demo - Show how to cut onion, garlic, potato, celery, and carrot for potato soup lab 	<ul style="list-style-type: none"> - MyPlate Graphic Organizer 	<ul style="list-style-type: none"> - Bellringer what are the other two names for a chef's knife? - Cut up vegetables for vegetable soup lab (35 minutes) - Food Meme Project (remaining time) 	<ul style="list-style-type: none"> - Vegetable Soup Lab (45 minutes) - Veggie Soup Exit Slip (remaining time) 	<ul style="list-style-type: none"> - Creative Casserole Order Forms (25 minutes) - Abbreviations + Equivalents WS (remaining time)

Student Assignment <i>In-class or homework</i>	knife skills video guide	MyPlate Graphic Organizer	bellringer, vegetable soup lab, food meme project	vegetable soup lab, vegetable soup lab exit slip	abbreviations and equivalents WS, Creative Casserole Order Form
Student Assessment <i>entry for grade book</i>	knife skills video guide	MyPlate Graphic Organizer		vegetable soup lab, vegetable soup lab exit slip	abbreviations and equivalents W

Week 16

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	knife skills, vegetables, safety and sanitation, reading a recipe, cooperation, time management	descriptor words, sensory evaluation	safety sanitation, presentation	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation, cake decoration, presentation, measuring	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation, cake decoration, presentation, measuring
FACS Academic Standards	MS 3	MS 3	MS 3	MS 3	MS 3
Learning Goals <i>Students will be able to...</i>	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Apply effective teamwork and time management skills. 	<ul style="list-style-type: none"> - Use descriptor words to make judgement about food. - Rate foods based on appearance, taste, and texture. 	<ul style="list-style-type: none"> - Judge chefs on safety, sanitation, and presentation. 	<ul style="list-style-type: none"> - Evaluate cupcakes based on design, technique, and creativity. - Use the planning process to design cupcakes based on a theme. - Cooperate with the group to make cupcakes and a display based on a theme in order to compete with the class. 	<ul style="list-style-type: none"> - Evaluate cupcakes based on design, technique, and creativity. - Use the planning process to design cupcakes based on a theme. - Cooperate with the group to make cupcakes and a display based on a theme in order to compete with the class.
Learning Experiences <i>brief explanation w/ references</i>	- Prepare creative casseroles	- Eat + Rate Creative Casseroles	- Watch Chopped! + On a piece of paper keep track of any safety and sanitation mistakes you see the chefs make!	- Cupcake Wars Day #1: Planning/Building Display	- Cupcake Wars Day #2: Planning/Building Display

Student Assignment <i>In-class or homework</i>	creative casserole lab	creative casserole scoring	safety and sanitation chopped assignment	cupcake wars	cupcake wars
Student Assessment <i>entry for grade book</i>	creative casserole lab	creative casserole scoring	safety and sanitation chopped assignment		

Week 17

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation, cake decoration, presentation, measuring	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation, cake decoration, presentation, measuring	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation, cake decoration, presentation, measuring	comparison shopping, budgeting	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation, snacks, appetizers
FACS Academic Standards	MS 3	MS 3	MS 3	MS 3	MS 3
Learning Goals <i>Students will be able to...</i>	<ul style="list-style-type: none"> - Evaluate cupcakes based on design, technique, and creativity. - Use the planning process to design cupcakes based on a theme. - Cooperate with the group to make cupcakes and a display based on a theme in order to compete with the class. 	<ul style="list-style-type: none"> - Evaluate cupcakes based on design, technique, and creativity. - Use the planning process to design cupcakes based on a theme. - Cooperate with the group to make cupcakes and a display based on a theme in order to compete with the class. 	<ul style="list-style-type: none"> - Evaluate cupcakes based on design, technique, and creativity. - Use the planning process to design cupcakes based on a theme. - Cooperate with the group to make cupcakes and a display based on a theme in order to compete with the class. 	<ul style="list-style-type: none"> - Use a label to draw conclusions about carbohydrates, fats, proteins, vitamin/mineral content, and the overall health of a food item. - Calculate unit prices. - Comparison shop between two different stores to find the best deals. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Apply effective teamwork and time management skills.

Learning Experiences <i>brief explanation w/ references</i>	- Cupcake Wars Day #3: Finish Display/Make Icing	- Cupcake Wars Day #4: Make cupcakes	- Cupcake Wars Day #5: Decorate cupcakes + judging	- Comparison Shopping WS (15 minutes) - Catch-Up (Food Memes, Abbreviations + Equivalents, etc.)	- Pizza Bomb Video (5 minutes) https://www.youtube.com/watch?v=LyLvLqwsSrc - Pizza Bomb Lab (40 minutes) - Pizza Bomb Exit Slip (remaining time)
Student Assignment <i>In-class or homework</i>	cupcake wars	cupcake wars	cupcake wars	comparison shopping WS	pizza bomb exit slip, pizza bomb lab
Student Assessment <i>entry for grade book</i>			cupcake wars	comparison shopping WS	pizza bomb exit slip, pizza bomb lab

Week 18

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation, budget friendly dinners	abbreviations, equivalents, labels, healthy choices	planning process, decision making, teamwork, quality recipes, reading a recipe, safety and sanitation	basic sewing, sewing on a button, anchor stitch, threading a needle, sewing a straight line, sewing equipment	basic sewing, sewing on a button, anchor stitch, threading a needle, sewing a straight line, sewing equipment
FACS Academic Standards	MS 3	MS 3	MS 3	MS 5	MS 5
Learning Goals	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Apply effective 	<ul style="list-style-type: none"> - Use a label to draw conclusions about carbohydrates, fats, proteins, vitamin/mineral content, and the overall health of a food item. - Identify common kitchen equivalents and abbreviations. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Practice using kitchen equipment. - Apply effective 	<ul style="list-style-type: none"> - Demonstrate how to hand sew in a straight line, do an anchor stitch, and sew on a button. 	<ul style="list-style-type: none"> - Demonstrate how to hand sew in a straight line, do an anchor stitch, and sew on a button.

	teamwork and time management skills.		teamwork and time management skills.		
Learning Experiences	- Spaghetti Lab (45 minutes) - Spaghetti Lab Exit Slip (remaining time)	- Plan free lab (10 minutes) - Label Reading Practice (30 minutes) - Abbreviations + Equivalents Quizizz (remaining time)	- Free Lab - Students get to pick what they make and bring in ingredients that I do not have	- Students need a scrap piece of fabric, needle, and thread. - How to sew in a straight line, anchor stitch, how to sew on a button, etc. - Anchor Stitch https://www.youtube.com/watch?v=Tp5Kv7q1ZyI - Button https://www.youtube.com/watch?v=MjmUaWkzF-I	- Students need a scrap piece of fabric, needle, and thread. - How to sew in a straight line, anchor stitch, how to sew on a button, etc. - Anchor Stitch https://www.youtube.com/watch?v=Tp5Kv7q1ZyI - Button https://www.youtube.com/watch?v=MjmUaWkzF-I - Work on missing work (remaining time)
Student Assignment <i>In-class or homework</i>	spaghetti lab, spaghetti lab exit slip	label reading practice	free lab	sewing practice	sewing practice
Student Assessment <i>entry for grade book</i>	spaghetti lab, spaghetti lab exit slip	label reading practice	free lab		sewing practice

Week 19

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	wrap up semester	wrap up semester	wrap up semester	wrap up semester	wrap up semester
FACS Academic Standards					
Learning Goals	- Wrap up the semester - Review for final - Prepare kitchens for summer	- Wrap up the semester - Review for final - Prepare kitchens for summer	- Wrap up the semester - Review for final - Prepare kitchens for summer	- Wrap up the semester - Review for final - Prepare kitchens for summer	- Wrap up the semester

Learning Experiences	- Missing Work (30 minutes) -Final Exam Study Guide (remaining time)	-Final Exam Study Guide/Clean	- Go over study guide/Clean	- Review/Clean	- Study/Turn in Extra Credit Papers (15 minutes) - Final Exam (remaining time)
Student Assignment <i>In-class or homework</i>	final exam study guide	final exam study guide	final exam study guide		final exam
Student Assessment <i>entry for grade book</i>					final exam, final exam study guide