

<p><b>Unit Title:</b> Careers Unit  <b>Class:</b> 8<sup>th</sup> FACS  <b>Grade:</b> 8<sup>th</sup> graders</p>	<p><b>Teacher:</b> Ms. Fuerst  Duration: 3 weeks</p>
<p><b>Summary of unit:</b></p> <p>Students will explore careers and career clusters that they are interested in by taking interest surveys, job research, and real-world application.</p>	
<p><b>Stage 1- Desired Results</b></p>	
<p><b>Standards:</b></p> <p>CE 1.1 Investigate the knowledge and skills associated within the sixteen career clusters.</p> <p>CE 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters</p>	<p><b>Essential Questions:</b></p> <p>What is a career cluster?</p> <p>What are the 16 career clusters?</p> <p>How do you find careers within the career cluster?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Career, career cluster, personality traits, SMART goals</p>	<p><b>Students will understand:</b></p> <p>How to make and set SMART goals</p> <p>What the 16 career clusters are</p> <p>How to find careers within the 16 career clusters</p>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-career cluster scavenger hunt</p>

	<b>Unit Post-Assessment:</b> -Career cluster research project/poster
<b>Stage 3- Learning Plan</b>	
<b>Learning Activities: (How is the content taught?) procedures/topics</b>	
<ul style="list-style-type: none"> <li>-reading and note taking</li> <li>-class activities</li> <li>-quizzes and tests</li> <li>-practice skills with hands-on learning</li> </ul>	
<b>Lesson Descriptions</b>	
<p><b>Lesson 1:</b> Intro to 16 Career Clusters</p> <p><b>Lesson 2:</b> 16 Career Clusters cont.</p> <p><b>Lesson 3:</b> Careers within the career clusters</p> <p><b>Lesson 4:</b> Careers within the FACS related career clusters</p> <p><b>Lesson 5:</b> Career Cluster research</p>	

<b>Unit Title:</b> Families Unit <b>Class:</b> 8 <sup>th</sup> FACS <b>Grade:</b> 8 <sup>th</sup> graders	<b>Teacher:</b> Ms. Fuerst Duration: 3-4 weeks
<b>Summary of unit:</b>	
This unit is all about family relationships. Students will learn about family functions, family structures, and students will learn about their family traditions and culture.	
<b>Stage 1- Desired Results</b>	
<b>Standards:</b>	<b>Essential Questions:</b>
HD 2.2 Analyze how the family contributes to healthy human development.	<p>What are family structures?</p> <p>What are family functions?</p>

	What are family traditions and culture?
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Family structures, Stages of the lifespan, Family diversity, Human Needs, Family functions, traditions, culture</p>	<p><b>Students will understand:</b></p> <p>The different types of family structures</p> <p>The different types of family functions</p> <p>Family traditions and culture</p>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-pre-survey/discussion questions</p> <p><b>Unit Post-Assessment:</b></p> <p>-family album project</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <p>-reading and note taking</p> <p>-class activities</p> <p>-quizzes and tests</p> <p>-practice skills with hands-on learning</p>	
<b>Lesson Descriptions</b>	
<p><b>Lesson 1:</b> Family Structures</p> <p><b>Lesson 2:</b> Family Roles and Responsibilities</p> <p><b>Lesson 3:</b> Family Traditions and Culture</p> <p><b>Lesson 4:</b> Building Family Strengths</p>	

<p><b>Unit Title:</b> Interior Design Unit  <b>Class:</b> 8<sup>th</sup> FACS  <b>Grade:</b> 8<sup>th</sup> graders</p>	<p><b>Teacher:</b> Ms. Fuerst  Duration: 3-4 weeks</p>
<p><b>Summary of unit:</b></p> <p>This unit is all about interior design. They will learn about decorating a living space, the elements of design, principles of design, and backgrounds, furniture, and accessories.</p>	
<p><b>Stage 1- Desired Results</b></p>	
<p><b>Standards:</b></p> <p>ID 2.1 Describe the elements and principles of design used in an interior space.</p>	<p><b>Essential Questions:</b></p> <p>What are the elements of design?  What are the principles of design?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Elements of design, line, space, form, color, texture, symmetrical balance, asymmetrical balance, background, functional furniture, traffic pattern, delineate, and emphasis.</p>	<p><b>Students will understand:</b></p> <p>Identify four factors to consider before redecorating.  List the elements of design.  Outline the principles of design.  Describe four elements of background.</p>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b>  -pre-survey/discussion questions</p> <p><b>Unit Post-Assessment:</b>  -interior design project</p>

### Stage 3- Learning Plan

#### Learning Activities: (How is the content taught?) procedures/topics

- reading and note taking
- class activities
- quizzes and tests
- practice skills with hands-on learning

#### Lesson Descriptions

**Lesson 1:** Factors to consider before redecorating

**Lesson 2:** Elements of Design

**Lesson 3:** Principles of Design

**Lesson 4:** Elements of background

**Unit Title: MyPlate Unit**

**Class:** 8<sup>th</sup> FACS

**Grade:** 8<sup>th</sup> graders

**Teacher:** Ms. Fuerst

Duration: 3-4 weeks

#### Summary of unit:

In this unit, students will learn about food and nutrition. They will learn about the MyPlate, and the five food groups that make up the MyPlate. They will also learn about healthy snacking and how to prepare simple meals when home alone.

#### Stage 1- Desired Results

##### Standards:

NW 2.1 Describe how food choice decisions affect personal and family wellness.

NW 3.1 Explain common practices that promote safe and sanitary food conditions.

##### Essential Questions:

What are the parts of the myplate?

What are the three primary nutrient functions?

What are the main types of fat and in which foods are they found?

	<p>What is the process of digestion?</p> <p>How do you relate calorie intake to energy?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Nutrient, carbohydrates, fiber, protein, calorie, nutrient density, deficiency</p>	<p><b>Students will understand:</b></p> <p>The myplate</p> <p>The three primary nutrient functions</p> <p>The main types of fat and in which foods are they found</p> <p>The process of digestion</p> <p>Relate calorie intake to energy</p>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-pre-survey/discussion questions</p> <p><b>Unit Post-Assessment:</b></p> <p>-quiz/test</p>
<p><b>Stage 3- Learning Plan</b></p>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <p>-reading and note taking</p> <p>-class activities</p> <p>-quizzes and tests</p> <p>-practice skills with hands-on learning</p>	
<p><b>Lesson Descriptions</b></p>	
<p><b>Lesson 1:</b> Nutrients at Work</p> <p><b>Lesson 2:</b> The Process of Digestion</p>	