

Lesson 0.1: What Is FACS and Who Is in This Room

Unit: Unit 0, Welcome to the FACS Room (Launch; no content module) **Topic:** Day 1 of the five-day launch **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** Either (the FACS room if it is ready; a classroom works)

Standards

- NYS module line: none. Unit 0 carries no content module. The two IGLR lines assigned to U0 (3. b) and 3. c)) are taught on days 2 to 4, not today.
- CTE theme line: CTE CIR 6. Conflict Prevention and Management f) Contribute to a classroom environment that encourages respect for the ideas, perspectives, and contributions of all
- CTE theme line: CTE CCO 1. The Work World c) Compare the similarities and differences among home, school, community, and work environments
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: none of the three Std 2 PIs fits a first-day introduction; the key idea's last sentence is the fit, as the crosswalk's Part A.6 note allows.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities (Students demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.)
- National FCS 3.0: 13.5.1 Build a group climate where everyone's ideas, perspectives, and contributions are welcomed and respected.

Enduring understanding and essential question

Big idea: FACS is the class about the things everyone does: eat, spend, get along, take care of a place, make and fix things. This room is where you practice them with people you did not pick. **Essential question:** Why should you trust anyone in this room, including me?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given the six FACS modules on a year map, name each in their own words and give one thing they expect to do in it.
2. (Mid) Compare what they already do at home in each module (cook, shop, watch a sibling, fix a room, mend something) to what the module will ask them to do here, and mark two modules where they already have a skill.
3. (High) Choose the one module they hope to reach first, justify the choice in two sentences on a hope card, and name one thing they can offer the people at their table.

Vocabulary

Tier 2 (general academic): module, routine, expect, offer Tier 3 (FACS): FACS (Family and Consumer Sciences), do now, exit card, hope card. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- The do now on the board before students walk in (see below), and a stack of index cards at the door
- Seating: tables of four with a number card on each; a seat chart by table number so nobody chooses and nobody is left out *[Sal: mixed grades if the section is mixed; put a bilingual pair at each table where you can]*
- Handout, one per student: Handout 00.01 - Course Map and Hope Card.md
- Slides: Slides 00.01 - What Is FACS and Who Is in This Room
- A tray of six real objects, one per module, on the front table, covered with a towel: a wooden spoon (Nutrition and Wellness), a coin or a play bill (Individual Growth and Life Readiness), a baby sock or a small toy (Human Development and Relationships), a paint chip or a tape measure (Environmental Design and Management), a needle and thread on a card (Apparel and Textile Production and Design), a can of beans with the label facing out (Food Systems and Production)
- Setup notes: nothing hot, nothing sharp today. Write the do now large enough to read from the door. Have the exit card question on the last slide.

Pre-assessment

The do now is the pre-assessment. Most students think FACS is “cooking class” or “home ec.” Count the hands for “cooking” in the debrief; the year map is the correction. The hope cards tell you which module has the most pull in each section, which is useful when a unit needs a hook later.

Do now and hook (Time: 5 min)

On the board: “Take an index card from the door. Sit at the table with your number. On the card: your first name, and one thing you already know how to do that a family needs (cook one thing, watch a little kid, fix something, find a deal, sew a button, anything). One line. Do not talk yet.”

Debrief: “Every day in this room starts like this. The board tells you what to do before you sit. You do it. Then we talk.” Cold call four cards. Write the four skills on the board. Then the hook: pull the towel off the tray. “Six objects. Six units. Everything on this board fits under one of them. By June you will have done all six.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: the six modules as a	Hold up each object and name the	Fill the year map on the handout: the six	8 min

year map	module in plain words: Kitchen Skills and Smart Eating (the spoon); Me, My Goals, My Money (the coin); Growing Up, Getting Along (the sock); Spaces We Live In (the paint chip); Make It, Mend It, Wear It (the needle); From Farm to Table (the can). Give one thing students do in each: cook a real lab, run a stock market simulation, plan a babysitting kit, design a room, sew something they keep, trace a food from the farm to the plate. Say the year in one sentence: “Six units, one a marking period and a half, and the first cooking lab is on day 16.”	modules in order, one thing they expect to do in each, in their own words.	
2. Learning activity: what I already do	Point back to the board. “Every skill on this board is already in one of the six. Find yours.” Show the home column on the handout: what I already do at home for this module. Model with one of the do now cards.	Write what they already do at home for each module (one or two words; “nothing yet” is allowed). Mark two modules where they already have a skill.	6 min
3. Who is at this table	Give the table task: go around, say your name, your skill	Introduce themselves in the frame. Recorder	6 min

	from the card, and one thing you can offer this table this year (I am calm, I am fast at math, I can translate, I am not afraid to talk first). Table recorder writes the four offers on the table card.	writes.	
4. Direct instruction: how I run this room	Three things, no more: “Kids do not learn from people they do not trust. So here is what you can trust: I will tell you the day before if anything hot or sharp is coming. The board will tell you what to do before you sit, every day. And when the lights blink and I count down, hands go empty and eyes come here; you will practice that tomorrow.” Say that Monday starts with a quote on the board and one sentence about it. Say that nothing in the first five days is graded.	Listen. Write the three things on the handout under “what I can count on.”	5 min
5. Hope card	Show the hope card frame: the module I hope to reach first, two sentences why, and one thing I can offer my table.	Write the hope card on the bottom of the handout (tear-off) or on the index card.	4 min

Questions to ask

Monitor understanding:

- Which module is the spoon? The can? What is the difference between those two?
- Which of the six do you already do at home, even a little?
- What does the board do for you every day?

Deepen learning:

- Why would a class about food also be a class about money? Where do they meet?
- Somebody at your table said they can translate. Which of the six units will need that most?
- What would make you trust a teacher you met yesterday? What would break it?

Check for understanding

During Step 2, walk the tables and read the home column over shoulders. A “got it” handout has a real thing in at least three modules (“eggs,” “watch my cousin,” “hang shelves”). A student with all six blank gets one question at the desk: “What did you eat last night, and who made it?” That fills one.

Closure (Time: 6 min)

The hope card is the exit card. Three students read their module and one sentence aloud, then the class counts hands by module. Write the six counts on the board and leave them up all week. Collect the cards; sort them by module. Tomorrow’s do now starts with the count.

Differentiation and supports

- ELL: the six module names on the slide have the six objects as pictures; the handout has the module names in Turkish, Portuguese, and Spanish (see Vocabulary 00.md, [check with a native speaker]); the introduction frame is printed as three sentence starters (“My name is . **I can** . I can offer ____.”); seat a bilingual pair at each table where possible.
- IEP and 504 (general): the year map has the six names pre-printed so the student writes only the expectation; the introduction can be read from the card; a student who does not want to speak on day one says their name and passes, and the recorder writes their offer from the card; seat by the chart, not by choice.
- Grade 6 support: the home column asks for three modules, not six; the hope card is one sentence.
- Grade 8 stretch: add a seventh line to the year map: “the unit I think I will like least, and one thing that could change my mind”; the introduction adds one thing the student learned in a FACS or Home and Careers class before.
- UDL checkpoint used: multiple means of representation (six objects, six names, six pictures) and multiple means of engagement (students name the skill they bring rather than being told what they lack).

- No-room alternative: this lesson runs anywhere. The tray of objects goes in a bag.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Name the six modules with an expectation	CCO 1. c)	Year map, Step 1	Formative; handout checked complete, partial, or missing (participation category)
2. Compare home skills to the modules	CCO 1. c); Std 2 KI	Home column, Step 2	Formative; over-the-shoulder check during Step 2
3. Choose a module, justify, and name an offer	CIR 6. f); CDOS 3a Personal Qualities; National FCS 13.5.1	Table introductions, Step 3; hope card, Step 5	Formative; hope card collected; the table card with four offers stays on the table all week

Homework

None. Optional: tell someone at home the six units and ask which one they wish they had learned in school. Bring the answer.

Connections

Inside the building: the ENL teacher, for the seat chart (who can pair with whom) and a first read of the translated module names; FACS gives ENL a class where translating is an offer a student makes on day one, and gets a check on the word list. Community: none on day one.

Sources

- NYS Middle Level CTE Theme Module 01, Career and Community Opportunities, line 1. c), and Theme Module 02, Communication and Interpersonal Relationships, line 6. f) (nyctecenter.org, June 2018). Copies in 02 Standards/NYS Module PDFs/.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2.
- NYS CDOS Standard 3a, Intermediate, Personal Qualities. Same file.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 13.5.1.
- Sal's own materials: the do now routine, the reset cue, and the Weekly Quote Monday routine as described in his Brentwood portfolio (01 Source Analysis/Brentwood

Work and Simulations.md, section 2). The line “Kids do not learn from people they do not trust” is his.

Teacher notes

- If the period runs short, cut Step 2 to the two marks (skip the words) and keep Step 3 whole. The table introductions are the point of the day.
- Common mistake: spending ten minutes on rules on day one. The rules come Friday, written with the class. Today is the map and the people.
- The tray of objects works better than a slide. Let students touch the spoon and the needle; it tells them this is a doing class.
- *[Sal: if your school runs mixed-grade sections, the seat chart is the most important thing you do today. A grade 6 student alone at a table of grade 8 students will not speak on day one.]*
- Keep the hope cards. Reread them on the first day of each unit; a student who hoped for sewing in September is your first volunteer in Unit 5.