

Family and Consumer Science FCS600

6th Des Moines Public Schools

2018-2019 CURRICULUM GUIDE

The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Assessments and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards.

Please ask to join the Middle School FCS Email Group for more curriculum documents
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Suggested Texts and Resources

Resources

Textbook: Family & Consumer Sciences Health Custom Edition for Des Moines Schools

[Article: Confused Cathy](#)

[Sew Cool Productions](#)

[Learn360 Videos](#): You Can Solve It! Character, Sew Cool, Look... a Babysitter, Alcohol Facts: Straight up

- Login: Username: 1737schoolname Password: haea11

[Drugfreeworld.org](#)

Kids Health: [Dealing w/ Addiction](#)

[Surviving Peer Pressure](#)

[Choices Magazine](#)

[Kids Health](#)

[25 Cultural Faux Pas](#): video

[Lost at Sea](#)

[Parenting: It's a Life](#)

Youtube: what would you do?, Mr. Bean the exam, wellcast

Netflix: Brain Games, Bill Nye Saves the World

Utah: [Areas of Development](#)

[Smokefree.org](#)

[Teens.drugabuse.gov](#)

Topics

Topic 1: Sewing -Technical Directions and Machine Usage

Topic 2: Caregiving

Topic 3: Relationships

Evidence of Learning

Pre/post survey

Products (sewing projects, posters, videos, PSA, etc...)

CFA

Scales

Topic	Goal	2	3	4
<p>Topic 1: Sewing (Technical Directions and Machine Usage)</p> <p>NFCS: 16.4 Students will demonstrate skills necessary to produce, alter, or repair fashion, apparel, and textile products.</p>	<p>Learning Goal: Planning is essential in developing a product that is functional.</p>	<p>Students will recall and explain specific vocabulary such as: Sewing tools, notions, and sewing machine parts, seam, seam allowance, pivoting, backstitching, stitching line.</p> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> ● Identify sewing equipment and sewing machine parts. ● Predict possible sewing lab hazards. ● Identify careers related to sewing. ● Thread and operate the sewing machine. ● Follow guide sheets/instructions throughout the project construction. ● Demonstrate safe behavior when in the sewing lab. 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> ● Demonstrate basic skills for producing and altering a textile product(s). ● Create a final product by following directions and accurately using sewing/ measuring equipment. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
<p>Topic 2: Caregiving</p> <p>NFCS: 4.4 Demonstrate a safe and healthy learning environment.</p>	<p>Learning Goal: Being a caregiver is a big responsibility that requires preparation and planning.</p>	<p>Students will recognize or explain specific vocabulary such as: Physical, emotional, social, intellectual, and moral development, safety, responsibility, hazard, environment, infant, toddler, preschooler, school-aged allergies.</p> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> ● Demonstrate how to maintain a safe and healthy environment. 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> ● Examine appropriate security and emergency procedures. ● Analyze basic ages and stages of development. ● Plan safe and healthy meals and snacks. ● Predict and prevent 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>

		<ul style="list-style-type: none"> • Identify appropriate caregiving strategies. • Identify nutritious food for kids. • Identify careers in care giving. • Describe areas of development. • Recognize basic developmental milestones of children. 	hazards.	
<p>Topic 3: Relationships</p> <p>NFCS: 13.0 Demonstrate respectful and caring relationships in the family, workplace and community.</p>	<p>Learning Goal: Effective interpersonal communication skills enhance health.</p>	<p>Students will recall and explain specific vocabulary such as:</p> <ul style="list-style-type: none"> • Self-esteem, communication (verbal, non-verbal), passive, aggressive, assertive, character, peer pressure, substance abuse (tobacco, alcohol), addiction, empathy. <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Recognize various types of communication. • List ways to maintain positive self-esteem/ character. • Identify steps to resist negative peer pressure. • List the negative effects of substance abuse/use. 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Analyze methods for effective communication that contribute to positive relationships. • Describe ways that alcohol and tobacco affect physical, social, and emotional health. • Determine how to use problem solving skills to maintain good character (refusal skills, decision making, etc.). 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>