

Family and Consumer Science FCS700

7th Grade 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 be a member of the Middle School FCS Curriculum Email group for more curriculum documents.

Suggested Texts and Resources

Resources

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

[Fight Bac](#)

[Dr. X and the quest for food safety](#)

[What Not to do in the Kitchen](#)

[ChooseMyPlate.org](#)

[What's on my Plate](#)

[What the World Eats](#)

[Learn360: Texting](#)

- Login: Username: 1737schoolname Password: haea11

[In the Womb](#)

[Kitchen Math: Measuring DVD preview](#)

[Birthing Video](#)

[Miracle of Life](#)

WellCast: [Inside Puberty](#), [Decoding Girls](#), [All about Boys](#)

Topics

Topic 1: Kitchen and Nutrition Basics

Topic 2: Reproductive Health

Topic 3: Choices and Consequences

Evidence of Learning

Pre and Post Survey

Product (labs, projects, ect..)

CFA

[KidsHealth.com](#)

[Female Reproductive System](#)

[It's Your Sex Life](#)

[Stayteen.org](#)

[The Dark Side of Dating](#)

[What you wanted to know about HIV](#)

[Playspent.org: teen pregnancy game](#)

[Choices Magazine](#)

[Get Wise to Portion Size](#) - Learn360

CDC- [STD's \(AIDS and HPV\)](#)

[Tea and Consent](#)

[Tyra- teen pregnancy epidemic](#)

[Trapped- unplanned pregnancy](#)

[MyPlate Games](#)

Scales

Topic	Goal	2	3	4
<p>Kitchen and Nutrition Basics NFCS 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p>	<p>I can safely create a nutritious meal.</p>	<p>Students will recall and explain specific vocabulary such as:</p> <ul style="list-style-type: none"> • cross-contamination, danger zone, 2 hour rule, hygiene, nutrients, carbohydrates, fats, protein, vitamins, minerals, water, abbreviations, perishable, food-borne illness <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Identify unsafe practices in the kitchen lab. • Identify the 6 essential (basic) nutrients. • Identify the 5 food groups. • Properly measure liquid and dry ingredients. • Read and follow recipe directions. 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> - Demonstrate practices of safety and sanitation in the kitchen lab. - Analyze a person’s diet by using MyPlate guidelines. - Successfully create a product based on technical directions. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
<p>Reproductive Health CDC Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p>	<p>I can justify the changes that occur during puberty in relation to the outcome for the reproductive system.</p> <p>I can recommend ways to stay</p>	<p>Students will recall and explain specific vocabulary such as:</p> <ul style="list-style-type: none"> • ovary, fallopian tubes, uterus, cervix, vagina, urethra, penis, egg cell, testicle, scrotum, seminal vesicles, semen, sperm, fertilization, ovulation, erection, and menstrual cycle. <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Trace the path of the egg cell from maturation to expulsion. • Trace the path of the sperm cell 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> - Describe the function of major organs in the male and female reproductive system. - Describe the expected changes an adolescent will experience during puberty. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>

	health and hygienic during puberty.	<p>from creation to expulsion.</p> <ul style="list-style-type: none"> List 4 physical changes that a girl goes through during puberty. List 4 physical changes that a boy goes through during puberty. List emotional and social changes that an adolescent experience during puberty. 		
<p>Choices and Consequences</p> <p>CDC Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>CDC Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.</p>	Students will develop the ability to explain the consequences that can happen as a result of the choices made.	<p>Students will recall and explain specific vocabulary such as:</p> <ul style="list-style-type: none"> Abstinence, birth control methods, Sexually Transmitted Diseases, HIV, AIDS, HPV, teen pregnancy, refusal skills, decision making, personal boundaries, environmental health <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> Explain barrier and hormonal birth control options. Model refusal skills. Explain why abstinence is the best choice for middle school students. List 4 negative effects of STI's (including HPV, HIV, and AIDS). Identify the system that HIV and AIDS effects. Discuss impact that teen pregnancy has on an adolescent's life. 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> Explain the social, emotional, and physical consequences that result from sexual activity. Evaluate decisions regarding sexual activity. Analyze types of sexually transmitted diseases/ HIV and AIDS and their symptoms, effects, transmissions, and prevention. Advocate for personal, family, and community and environmental health. 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.