

Family and Consumer Sciences FCS800

8th 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.

Suggested Texts and Resources

Resources

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

FDA.gov

[Corlox stain removal](#)

[Nutrition Match Game](#)

-> [Quiz](#)

[Nutrition Label Quiz](#)

Everfi.com

Target.com

[School House Rock- Money](#)

[Checking Accounts 101](#)

[Parts of a Pay Stub](#)

[Millennial Job Interview](#)

[Childhood Obesity](#)

[Why Food Matters](#)

[Super Tracker](#)

Foodsafety.gov

[Choices Magazine](#)

[Kids Health](#)

[Good Hygiene](#) – learn 360

[Laundry Blues](#) - learn360

[5,4,3,2,1+8 Count Down to your Health](#) - Learn360

[Nutrient Basics](#) - Learn360

[Food Label and you](#)

[Nutrition Labels Explained](#) - EdPuzzle

[How to Adult](#)

Topics

Topic 1: Planning for the Future

Topic 2: Personal Finance

Topic 3: Food and Nutrition

Evidence of Learning

Pre and Post Survey

Product (food products, sewing products, posters, written projects, etc...)

CFA

Scales

Topic	Goal	2	3	4
<p>Planning for the Future NASAFACTS Standard 1.2: Demonstrate transferable and employability skills in schools, community and workplace settings.</p>	<p>Students will be able to generate a plan to successfully acquire and keep employment.</p>	<p>Students will recall and explain specific vocabulary such as:</p> <ul style="list-style-type: none"> • Hygiene, interview, interpersonal communication, mend, clothing care labels, application, reference, goals, success. <p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Explain the relationship between short-term and long-term goal. • Explain how appropriate verbal, nonverbal, and written communication enhance success. • Differentiate between appropriate and inappropriate dress. • Summarize effective ways to maintain and repair wardrobe. • Determine personal hygiene routines and products appropriate for the workplace. 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Develop a plan to achieve a goal. • Apply professional communication skills to acquire a job; including filling out a job application. • Analyze appearance and wardrobe for an interview. • Maintain and repair wardrobe. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>

<p>Personal Finance NASAFACTS Standard 3.3: Analyze factors in developing a long-term financial management plan.</p>	<p>Students will be able to create a budget and explain how banking services could be used as a tool in terms of their financial goals.</p>	<p>Students will recall and explain specific vocabulary such as: Credit, checking account, debit, savings account, loan, credit card, deposit, withdrawal, interest, budget, income, expense, needs, wants, pay check/stub, net income, gross income, deductions, fee.</p> <p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Compare banking services. • Explain the effect of irresponsible use of banking services. • Differentiate between Income/Expenses and Needs/Wants. 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Prioritize their financial needs and wants when creating a budget. • Analyze banking services; including checking, savings, and credit in order to make safe and responsible decisions. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
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<p>Food and Nutrition</p> <p>NASAFACS Standard 14.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</p>	<p>Students will be able to use their knowledge to make and create healthy food choices to enhance their future well-being.</p>	<p>Students will recall and explain specific vocabulary such as: Eating disorders, obesity, diabetes, heart disease, high blood pressure, calorie, metabolism, nutrients, % of daily value, unit price, halve, double, nutrition label.</p> <p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Identify parts of nutrition labels. • Calculate unit price. • Explain how to alter a recipe. • Explain how the six essential nutrients function in the body. • Classify food choices as healthy or unhealthy. • Summarize how food choices affect their future health. 	<p>Students demonstrate they have developed ability to:</p> <ul style="list-style-type: none"> • Analyze consumer information including the food label, unit price, and marketing techniques. • Alter recipe measurements and follow technical directions to create a food product. • Prioritize nutritional health to protect against food related disease. • Analyze societal and personal issues that encourage poor nutritional habits and eating disorders. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
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