

Family and Consumer Sciences: 6TH, 7TH, and 8th grades

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Best times to reach: 7:00-7:50AM, 2:45-3:30PM

Welcome to Family and Consumer Sciences! This is an exploratory wheel class offered in 6th, 7th and 8th grades at Harding middle school. All grade levels will be introduced to different life skills and students will have the opportunity to delve deeper into the subjects that interest them when they continue on to high school in the Des Moines school district.

This is a very hands-on course. Following technical direction is emphasized all three years in the class, and is made evident in sewing and cooking labs the students will be participating in. Working with heating elements as well as sewing instruments requires students who participate to be demonstrating CPR behavior at all times. Collaboration to help guide fellow students through the beginning sewing tasks, Professionalism when working with materials to ensure safety, and Respect for the instructor as well as those around them so focus can be on the task at hand. The topics covered in each grade level are as follows:

6th grade:

Unit: Relationships

	Learning Goal: Effective interpersonal communication skills enhance health. NFCS: 13.0 Demonstrate respectful and caring relationships in the family, workplace and community.	Assessments: By....
4	Students will demonstrate deep understanding that goes beyond the learning goal.	
3	Students will demonstrate the ability to: <ul style="list-style-type: none"> Analyze methods for effective communication that contribute to positive relationships. Describe ways that alcohol and tobacco affect physical and emotional health. Determine how to use refusal skills to maintain good character. 	
2	Students will recall and explain specific vocabulary such as: <ul style="list-style-type: none"> Self-esteem, communication (verbal, non-verbal), passive, aggressive, assertive, character, peer pressure, substance abuse (tobacco, alcohol), addiction, empathy Students will... <ul style="list-style-type: none"> Recognize various types of communication. List ways to maintain positive self-esteem. Identify steps to follow to resist negative peer pressure. List the negative effects of substance abuse/use. 	
1	Students have not submitted evidence of learning for the learning goal.	

Unit: Sewing (Technical Directions and Machine Usage)

	Learning Goal: Planning is essential in developing a product that is functional. NFCS: 16.4 Students will demonstrate skills necessary to produce, alter, or repair fashion, apparel, and textile products.	Assessments: By....
4	Students will demonstrate deep understanding that goes beyond the learning goal.	

3	<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). ● How to thread and operate the sewing machine. ● The ability to follow guide sheets/instructions throughout the project construction. ● Implement safe and accurate use of sewing equipment. 	
2	<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...</p> <ul style="list-style-type: none"> ● Identify sewing equipment and sewing machine parts. ● Predict possible sewing lab hazards. ● Interpret written and oral directions with guidance. 	
1	Students have not submitted of learning for the learning goal.	

Unit: Caregiving

	<p>Learning Goal: Being a caregiver is a big responsibility that requires preparation and planning. NFCS: 4.4 Demonstrate a safe and healthy learning environment.</p>	Assessments: By....
4	Students will demonstrate deep understanding that goes beyond the learning goal.	
3	<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 hazards. 	
2	<p>Students will recognize or recall specific vocabulary such as: Physical, emotional, social, intellectual, and moral development, safety, responsibility, hazard, environment, heredity, infant, toddler, preschooler, school-aged</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Demonstrate how to maintain a safe and healthy environment. ● Identify appropriate caregiving strategies 	
1	Students have not submitted of learning for the learning goal.	

7th grade:

Topic: Kitchen and Nutrition Basics

	<p>Knowledge: Students demonstrate they have developed</p>	Assessments: By....
Goal	<p>I can safely create a nutritious meal. 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>	
4	Students will demonstrate deep understanding that goes beyond the learning goal.	

3	Students will demonstrate the ability to: <ul style="list-style-type: none"> - work safely in the kitchen. - set priorities based on their nutritional needs. - successfully create a product based on technical directions. 	
2	Students will... <ul style="list-style-type: none"> • recall and explain: cross-contamination, danger zone, hygiene, nutrients, carbohydrates, fats, protein, vitamins, minerals, water • appropriately and safely use kitchen equipment. • explain the effect that each nutrient has on the body. • identify the essential nutrients found in each food group. • properly measure liquid and dry ingredients. • read and follow recipe directions. 	
1	Students have not submitted evidence of learning for the learning goal.	

Topic: Reproductive Health

	Knowledge: Students demonstrate they have developed	Assessments: By....
Goal	I can justify the changes that occur during puberty in relation to the outcome for the reproductive system. CDC Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	
4	Students will demonstrate deep understanding that goes beyond the learning goal.	
3	Students will demonstrate the ability to: <ul style="list-style-type: none"> - determine the purpose of each organ in the male and female reproductive system. - describe the expected changes an adolescent will experience during puberty. 	
2	Students will... <ul style="list-style-type: none"> • recall and explain: ovary, fallopian tubes, uterus, cervix, vagina, urethra, penis, egg, testicle, scrotum, seminal vesicles, semen, sperm, fertilization, and menstrual cycle. • trace the path of the egg from maturation to expulsion. • trace the path of the sperm from creation to expulsion. • list 4 physical changes that a girl goes through during puberty. • list 4 physical changes that a boy goes through during puberty. • list emotional changes that an adolescent experiences during puberty. 	
1	Students have not submitted evidence of learning for the learning goal.	

Topic: Choices and Consequences

	Knowledge: Students demonstrate they have developed	Assessments: By....
Goal	Students will develop the ability to explain the consequences that can happen as a result of the choices made. CDC Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health	

4	Students will demonstrate deep understanding that goes beyond the learning goal.	
3	Students will demonstrate the ability to: <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. 	
2	Students will... <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 HIV and AIDS). • identify the system that HIV and AIDS effects. • discuss impact that teen pregnancy has on an adolescent's life. 	
1	Students have not submitted evidence of learning for the learning goal.	

8th grade:

Topic: Planning for the Future

NASAFACS Standard 1.2: Demonstrate transferable and employability skills in schools, community and workplace settings.

Learning Goal: Students will be able to generate a plan to successfully acquire and keep employment.

	Knowledge: Students demonstrate they have developed	Assessments: By....
4	Students will demonstrate deep understanding that goes beyond the learning goal.	
3	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> • Apply professional communication skills to acquire a job; including filling out a job application. • Analyze their wardrobe for appropriate dress for an interview. • Maintain and repair a wardrobe. 	
2	Students will recall and explain specific vocabulary such as: <ul style="list-style-type: none"> • Hygiene, interview, interpersonal communication, mend, clothing care labels, application, reference <p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Explain how appropriate verbal, nonverbal, and written communication enhances 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 	
1	Students have not submitted evidence of learning for the learning goal.	

Topic: Personal Finance

NASAFACS Standard 3.3: Analyze factors in developing a long-term financial management plan.

Learning Goal: 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.

	Knowledge: Students demonstrate they have developed	Assessments: By....
4	Students will demonstrate deep understanding that goes beyond the learning goal.	
3	Students demonstrate they have developed the ability to: <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. 	
2	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 Students demonstrate they have developed the ability to: <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. 	
1	Students have not submitted evidence of learning for the learning goal.	

Topic: Food and Nutrition

NASAFACS Standard 14.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Learning Goal: Students will be able to use their knowledge to make and create healthy food choices to enhance their future well-being.

	Knowledge: Students demonstrate they have developed	Assessments: By....
4	Students will demonstrate deep understanding that goes beyond the learning goal.	
3	Students demonstrate they have developed ability to: <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>2</p>	<p>Students will recall and explain specific vocabulary such as: Eating disorders, obesity, diabetes, heart disease, high blood pressure, calorie, metabolism, nutrients, percent daily value, unit price, halve, double</p> <p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Compare similar products using food labels and unit pricing. • 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 and lifestyle choices affect future health. 	
<p>1</p>	<p>Students have not submitted evidence of learning for the learning goal.</p>	

I look forward to meeting your student and teaching these important life skills to help ensure for them a bright future! Please contact me with any questions moving forward.