

GRADE LEVEL: 7-8

SUBJECT: Advanced FACS

DATE: 5/21/17

MONTH/GRADING PERIOD: Quarter 1

MASTER COPY: 6/5/17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Career planning and continued education					
<ul style="list-style-type: none"> • Goals • Priorities • Values • Behavior • Etiquette • Personal Appearance 	<p>FCS-MS 1.1: Exploring self, family, and community: analyze factors that impact self-formation, including:</p> <p>1.1.2: Goals, priorities, values</p> <p>1.1.6: Behavior, etiquette, and personal appearance in different situations</p>	<ul style="list-style-type: none"> • Explain the advantages of making SMART goals • Develop a S.M.A.R.T. goal to attain • Self-assessment: identify top ten values • Identify actions that show your values • Identify appropriate etiquette and behavior in social situations including job interviews • Identify and evaluate character traits in community, school and peers situations 	<ul style="list-style-type: none"> • Quiz • SMART goal project • Values project • Exit Slips • Student participation 	<ul style="list-style-type: none"> • S.M.A.R.T. acronym • Values 	Important

<ul style="list-style-type: none"> • Career <ul style="list-style-type: none"> - Clusters - Pathways - Research - Planning • Study skills • Listening skills • Note taking 	<p>FCS-MS 1.3: Exploring Careers: Investigate personal attributes, standards, goals, interests, and aptitudes as they relate to career concepts.</p> <p>1.3.1: Career clusters, career pathways, career research</p> <p>1.3.2: Career planning, four year course planning</p> <p>1.3.3: Study skills, listening skills, note taking</p>	<ul style="list-style-type: none"> • Determine career interests and personality types • Match interest & personality to careers • Explain Career Clusters • Develop SMART career goal • Complete job application Determine what high school classes would be beneficial toward your career goal • Develop list of study skill tips for success in middle and high school 	<ul style="list-style-type: none"> • Quiz • Participation • Inventories • Job application 	<ul style="list-style-type: none"> • Job application • Career Clusters • References • Interview appearance • Holland Code • Work permit • Needs • Wants 	<p>Important</p>
<p>MIDDLE SCHOOL FINANCIAL LITERACY</p>					
<ul style="list-style-type: none"> • Personal • Family • Financial • Wants • Needs 	<p>FCS-MS 2.1: Identifying and managing resources: identify and manage resources to provide for personal and family needs and wants, including;</p>		<ul style="list-style-type: none"> • Quiz • Student Participation • Reading paycheck stubs 	<ul style="list-style-type: none"> • Want • Need • Maslow’s hierarchy • Federal tax 	<p>CRITICAL</p>

<ul style="list-style-type: none"> • Resources • Consumer protection laws • Advertising techniques • Taxes • Income • Personal information • Fraud • Volunteering • Charitable giving 	<p>2.1.1: Personal and community resources</p> <p>2.1.2: Consumer protection laws and resources, marketing/advertising techniques</p> <p>2.1.3: Taxes and income</p> <p>2.1.4: Controlling personal information, financial account fraud</p>	<ul style="list-style-type: none"> • Identify personal & community resources • Explain the difference between wants & needs • Match various needs to Maslow’s hierarchy of needs • Identify & Illustrate various ad techniques • Identify the information on a paycheck stub • Calculate gross pay • Explain how net income is determined • Identify and state the use of various taxes • List and describe three ways an employee can be paid • List various sources of income • Research ways to prevent identity theft 	<ul style="list-style-type: none"> • Participation in Financial Literacy project • Advertisement Hunt • Identify & Research volunteer opportunities in the community 	<ul style="list-style-type: none"> • State W-2 Form • W-4 Form • I-9 Form • Gross Income • Net Income • Social Security • Medicare • FICA • Year-to-Date • Taxes: local, state, federal • Direct Deposit • Paper Paycheck • Paycheck Stub • Electronic payment Card • Wills • Stocks • DJIA • S&P 500 • NASDEQ 	
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	<p>2.1.5: Volunteering/charitable giving</p>	<ul style="list-style-type: none"> • Charitable giving • Explain tax advantage of charitable giving • Identify reliable charities • Explain how to avoid scams • Discuss the advantages of volunteer work when applying for job and/or a scholarship 			
<ul style="list-style-type: none"> • Financial Resources • Financial Institutions • Electronic Banking • Credit • Debt • Credit Cards • Debit Cards • Saving • Investing • Insurance • Financial Records • Checking Accounts 	<p>FCS-MS 2.2: Personal and Family Financial Literacy: Demonstrate skills to manage financial resources to meet personal and family goals, including;</p> <p>2.2.1: Budgeting/personal finance plan</p>	<ul style="list-style-type: none"> • Calculate the percentage of income that should go to various categories in a budget • Determine ways to lower food budget 	<ul style="list-style-type: none"> • Quiz • Checking account scenarios • Name vs store brand food comparison • Participation in money management scenarios • Design a simple budget for a family and a young adult • Participation in Financial Literacy Project • Family budget scenarios 	<ul style="list-style-type: none"> • W-2 Form • W-4 Form • I-9 Form • Gross Income • Net Income • Social Security • Medicare • FICA • Year-to-Date • Taxes: local, state, federal • Direct Deposit • Paper Paycheck • Paycheck Stub • Electronic payment Card • Wills • Stocks • DJIA • S&P 500 	<p>CRITICAL</p>

	<p>2.2.2: Banking and financial institutions, electronic banking</p> <p>2.2.3: Managing credit and debt, credit cards vs. debit cards</p> <p>2.2.4: Saving/Investing, , and Insurance</p> <p>2.2.5: Checking accounts, utilizing financial records</p>	<ul style="list-style-type: none"> • List and describe difference between Bank and Credit Union • Explain electronic banking • List advantages and disadvantages of: <ul style="list-style-type: none"> - Electronic Banking - Savings Account - Checking Account - Certificate of Deposit - Money Market Accounts • Compare debit cards and credit cards • Summarize ways to use a credit card safely • Describe the different types of insurance • Explain the importance of the different types of insurance • Practice maintaining a checking account 		<ul style="list-style-type: none"> • NASDEQ • Bonds • Credit Union • ATM • Electronic Fund Transfer • Budget • Unit pricing • Store brand • National brand • Deductible 	
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GRADE LEVEL: 7 /8

SUBJECT: ADVANCED FACS

DATE: 5/29/17

MONTH/GRADING PERIOD: 2/4

MASTER COPY: 6/5/17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
NUTRITION AND WELLNESS					
<ul style="list-style-type: none"> • Nutrition • Wellness • Food Preparation • Individual • Family <ul style="list-style-type: none"> - MyPlate - Guidelines - Serving/Portion Sizes - Nutrients - Nutrition Label 	<p>FCS-MS 3.1 Nutrition: Evaluate nutrition choices and practices in a variety of settings, using reliable guidelines and sources of information, including:</p> <p>3.1.1: Dietary guidelines/MyPlate</p>	<ul style="list-style-type: none"> • Construct MyPlate food groups • Determine the number of calories needed each day based on age, gender and activity level • Explain the Dietary Guidelines for Americans 	<ul style="list-style-type: none"> • Food Log • Quiz • Nutrient Project Rubric • Serving Size Project Rubric • Label evaluation • Food Tracker Activity 	<ul style="list-style-type: none"> • MyPlate • Calorie • Protein • Fat • Carbohydrates • Fiber • Water • Vitamins • Minerals 	Important

	<p>3.1.2: Comparing food intake to recommendations/ Serving/Portion Sizes</p> <p>3.1.3: Nutrients, nutritional label analysis</p> <p>3.1.4: Selecting foods at home and away</p>	<ul style="list-style-type: none"> • Evaluate 3 day food log to MyPlate recommendations • Compare serving sizes to suggested serving sizes • Interpret food labels • Select healthy foods based on nutrition label • List purpose & food sources for the basic nutrients • Evaluate nutrient intake • Evaluate food choices at fast food restaurants 			
<ul style="list-style-type: none"> • Preparing Food • Serving Food <ul style="list-style-type: none"> - Safety Practices - Sanitation Practices - Cooking Terms - Equivalentents - Abbreviations - Measurements 	<p>FCS-MS 3.3: Preparing and Serving Food: Demonstrate skills needed for preparing and serving foods, including;</p>		<ul style="list-style-type: none"> • Participation in food labs • Evaluate food labs on: <ul style="list-style-type: none"> - Planning - Cooperation - Techniques 	<ul style="list-style-type: none"> • Common cooking terms • Sanitation • Yield • Microwave cooking terms 	<p>Critical</p>

<p>- Reading recipes - Techniques & equipment - Teamwork</p>	<p>3.3.1: Laboratory/kitchen safety and sanitation practices</p> <p>3.3.2: Cooking terms, equivalents, abbreviations, measurements</p> <p>3.3.3: Reading and using recipes</p>	<ul style="list-style-type: none"> • Identify safety hazards in a kitchen setting • Demonstrate safe handling of kitchen utensils and appliances • Demonstrate safe microwave cooking practices • Demonstrate sanitation practices in the kitchen • Demonstrate proper dish and hand washing • Define various cooking and food preparation terms • Interpret abbreviations • Convert measurements in recipes • Identify a well-written recipe • Construct a well-written recipe 	<p>- Results - Clean-up</p> <ul style="list-style-type: none"> • Kitchen equipment identification • Prepare a lab plan • Various quizzes • As a class, prepare and serve a simple meal. 		
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	<p>3.3.4: Techniques and equipment for preparing and serving food</p> <p>3.3.5: Teamwork in the laboratory setting and hands on activities</p>	<ul style="list-style-type: none"> • Demonstrate correct measuring techniques for different ingredients • Prepare simple foods for breakfast, lunch, and snacks • Prepare foods using the microwave • Demonstrate a simple table setting • Demonstrate good table manners • Develop a plan for labs 			
HUMAN DEVELOPMENT AND RELATIONSHIPS:					
<ul style="list-style-type: none"> • Communication Skills • Conflict Prevention • Conflict Resolution 	<p>FCS-MS 4.3 Communication: Examine factors that contribute to positive relationships, including;</p>		<ul style="list-style-type: none"> • Participation in Communication Activities • Practice test 	<ul style="list-style-type: none"> • Communication • Sign Language • Body Language • Gesture • Perception • Feedback • Gossip • Rumor 	Important

	<p>4.3.1: Communication skills and styles</p> <p>4.3.2: Conflict prevention and resolution</p>	<ul style="list-style-type: none"> • Describe how verbal & nonverbal communication shows how you feel about yourself and others • Recognize that listening is as important as speaking • Show how asking questions can improve communication • Identify factors that can cause conflict • Explain how you can prevent conflict • Suggest ways to resolve conflict 		<ul style="list-style-type: none"> • Diplomacy • Conflict • Prejudice • Negotiation • Peer Mediation 	
<ul style="list-style-type: none"> • Peer Pressure • Assuming Responsibility for Choices & Actions • Appreciating Diversity • Changing Male/Female Relationships 	<p>FCS- MS 4.4: Quality Friendships Analyze factors that contribute to positive relationships with peers, including;</p>		<ul style="list-style-type: none"> • Practice Peer Pressure activities • Class discussion • Quiz • Friendship Activities • Class discussion • Quiz • Novel 	<ul style="list-style-type: none"> • Peer Pressure • Refusal Skills • Addiction • Abstinence • Assertive • Bully • Diversity • Acquaintance • Diverse • Peer • Compromise 	Important

	<p>4.4.1 : Peer pressure, assuming responsibility for choices and actions</p> <p>4.4.2: Appreciating Diversity</p>	<ul style="list-style-type: none"> • Evaluate how peer pressure can affect the decision-making process • Explain how saying no to high-risk behavior promotes teen safety • Describe how being assertive can help you be in more control of your life • Describe ways to make a new friend • List qualities of a good friendship • Predict how change can affect friendship • Explain how diversity in friends enriches those friendships 		<ul style="list-style-type: none"> • Expectation • Jealousy 	
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	<p>4.4.3: Changing male/female relationships</p>	<ul style="list-style-type: none"> • Explain how relationships between males & females change during middle/high school • Describe the possible long-term financial, educational and social consequences of being a teen parent • List the health risks of being a teen mom 			
<p>LIFE SKILLS AND RESOURCE MANAGEMENT</p>			•	•	
<ul style="list-style-type: none"> • Leadership Skills • Leadership Styles • Character • Citizenship • Service 	<p>FCS-MS 5.1 Leadership for Life: Demonstrate teamwork and leadership skills, including;</p> <p>5.1.1: Leadership skills and styles</p>	<ul style="list-style-type: none"> • Describe how a leader can guide a group to accomplish goals • Define two different leadership styles 	<ul style="list-style-type: none"> • Class Discussion • Quiz • Teamwork in food labs • Teamwork Activities 	<ul style="list-style-type: none"> • Citizen • Volunteer • Leadership • Leader • Motivate • Autocratic Leader • Democratic Leader • Teamwork • Citizenship • Responsibility • Trustworthiness • Fairness 	<p>Important</p>

	<p>5.1.2: Taking risks, overcoming setbacks</p> <p>5.1.3: Character/citizenship, service</p> <p>5.1.4: Working in a group</p>	<ul style="list-style-type: none"> • Give examples of people overcoming setbacks • Develop a support team • Describe the consequences of taking a risk • Distinguish healthy unhealthy risks • Name responsibilities you owe to your community • Summarize the rewards of citizenship • List volunteer opportunities in the community and school • List and describe the Pillars of Character • Give examples of teamwork • Explain why teamwork is important in a food lab situation 		<ul style="list-style-type: none"> • Caring • Respect 	
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<ul style="list-style-type: none"> • Decision- Making • Evaluating Information • Planning Process • Choices • Options • Consequences 	<p>FCS-MS 5.2 :Decision Making, Problem Solving, and Critical Thinking: Accomplish tasks and fulfill responsibilities by using thinking and problem-solving processes, including;</p> <p>5.2.1: Decision-making, evaluating information, and planning processes</p> <p>5.2.2: Choices, options, and consequences</p>	<ul style="list-style-type: none"> • Name different ways people make decisions • Recognize how decisions you make now can affect your future • Name different types of decisions • Explain the steps in the decision making process • Make decisions working through the decision-making process 	<ul style="list-style-type: none"> • Decision-Making activities • Quiz • Class Participation 	<ul style="list-style-type: none"> • Decision • Alternative • Proactive • Consequences • Outcome • Integrity • Values • Criteria 	
<ul style="list-style-type: none"> • Refusal skills • Physical Abuse • Emotional Abuse • Sexual Abuse 	<p>MS 5.3: Personal Safety: Demonstrate skills needed for responsibility for self</p>		<ul style="list-style-type: none"> • Class Discussions • Class participation • Quiz 	<ul style="list-style-type: none"> • Peer Pressure • Consequences • Date Rape • “Red Flags” 	Critical

	<p>and self-protection including:</p> <p>5.3.1: Refusal Skills</p> <p>5.3.2: Physical, emotional, and sexual abuse</p>	<ul style="list-style-type: none"> List and explain ways to handle peer pressure List ways to avoid being in dangerous situations List ways to say no to sexual pressure from date Identify “Red Flags” of a potentially abusive relationship Explain the various types of abuse Identify local agencies that can help in abusive situations Explain Indiana Laws regarding statutory rape Explain consequences of legally labeled a sex offender 	<ul style="list-style-type: none"> Role-playing situations Exit slips for guest speakers 	<ul style="list-style-type: none"> Statutory Rape Sex Offender 	
<ul style="list-style-type: none"> Technology integration 	FCS-MS 5.6: Using Technology Wisely in		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> E-banking Identity Theft 	

<ul style="list-style-type: none"> • Digital Etiquette: <ul style="list-style-type: none"> - Email - Cell phones • Digital Ethics • Plagiarism • Commenting vs. Anonymity 	<p>Personal and Family Settings</p> <p>5.6.1: Technology integration throughout FACS units and topics as available</p> <p>5.6.2: Digital etiquette on email, cell phones, etc.</p> <p>5.6.3: Digital ethics; plagiarism, commenting vs. anonymity</p>	<ul style="list-style-type: none"> • Identify and use various technology that is available for various FACS topics: <ul style="list-style-type: none"> - Kitchen Equipment - Meal Planning - Nutrition - Finances/Personal Banking • Use on-line resources for information on assignments/project • Evaluate web sites for safety and reliable information 		<ul style="list-style-type: none"> • Direct Deposit • Payroll Cards 	
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