



Recommended 8th Grade Curriculum Framework

Content: FAMILY AND CONSUMER SCIENCES – Gr.8						
Topic: Consumer Economics (Weeks 1-9)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>PL-3.1.1 A comparison of needs vs. wants will influence consumer decisions</p> <p>PL-3.1.5 Environmental issues (e.g., pollution) should be considered when making consumer decisions (e.g., recycling, reducing, reusing).</p> <p>PL-3.2.1 There are financial management practices (e.g., budgeting, saving) for achieving short- and long-term goals.</p>	<p>Consumer Decision (2.30) Students will</p> <ul style="list-style-type: none"> • compare wants and needs in relation to consumer decisions. • examine influences (e.g., peer pressure, advertising, media, desire for status) on consumer choices of adolescents. • compare products by price, quality, and availability to make informed decisions. • describe positive and negative techniques (e.g., use of gimmicks, misleading or false information) used by advertisers . 					



Recommended 8th Grade Curriculum Framework

Content: FAMILY AND CONSUMER SCIENCES – Gr. 8						
Topic: Consumer Economics (Weeks 1-9)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>RD-4.0.14 Interpret the meaning of specialized vocabulary.</p> <p>PL-3.2.1 There are financial management practices (e.g., budgeting, saving) for achieving short- and long-term goals.</p> <p>PL-3.1.4 There are positive and negative aspects of advertising strategies (e.g., providing accurate or misleading information, gimmicks).</p> <p>RD-3.0.17 Identify bias and/or misinformation.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • analyze environmental impacts when making consumer decisions. • analyze environmental impacts when making • describe positive and negative techniques (e.g., use of gimmicks, misleading or false information) used by advertisers . • compare products by price, quality, and availability to make informed decisions. 					



Recommended 8th Grade Curriculum Framework

Content: FAMILY AND CONSUMER SCIENCES – Gr. 8						
Topic: Consumer Economics (Weeks 1-9)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>PL--1.4.2 Using dietary guidelines, food guide pyramid, and other nutritional resources (e.g., food tables) helps make daily food choices.</p> <p>PL-3.1.2 Products and services are compared and evaluated based on a range of considerations (e.g., price vs. quality, generic vs. name-brand, comparison shopping vs. impulse shopping, immediate availability vs. advance ordering).</p>	<p>Students will:</p> <p>2.8, 2.1, 4.1 apply math, science and communication skills within technical content.</p> <p>2.37 demonstrate employability and social skills relevant to the career cluster.</p> <p>2.36, 2.37 utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.</p>					



Recommended 8th Grade Curriculum Framework

Content : FAMILY AND CONSUMER SCIENCES – Gr.8						
Topic: Consumer Economics (Weeks 1-9)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>PL-4.3.2 The work habits and work ethics (e.g., cooperation, respect, time, management, team/individual responsibilities) of an individual can impact the success of a group.</p> <p>PL-1.1.3 Communication, cooperation, rules, and respect are important to the effective functioning of groups.</p> <p>RD-4.0.11 Locate and apply information for a specific purpose (e.g., following directions, completing a task).</p>						



A Tradition of Excellence

Recommended 8th Grade Curriculum Framework