

Grade 8 Consumer Education: Being a Consumer

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to analyze economic structures and personal rights and responsibilities in order to be an educated consumer. Students will demonstrate the ability to manage resource in order to meet the intended goal. Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style <p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> <u>NASAFACS 2.1</u> - Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. <u>NASAFACS 2.2</u> - Analyze the relationship of the environment to family and consumer resources. <u>NASAFACS 2.4</u> - Evaluate the effects of technology on individual and family resources. 	Transfer	
	<p><i>Students will be able to independently use their learning to become savvy marketplace consumers.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> advertising and advertising techniques can influence our buying habits. as consumers we all have certain rights and responsibilities. stores use various techniques to persuade consumers to impulse buy. there are different options on how to make a purchase. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Would a world without advertising be beneficial or harmful for consumers?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> that Image and Information are the two types of advertising. that safety, choice, redress complain, education and information are consumer rights and that be honest, be polite and be a courteous shopping are consumer responsibilities. that unit pricing is used to help when comparing shopping the main types of stores where purchases can be made. that fixed and variable are the two types of expenses. <p><u>vocabulary:</u> advertising, fixed expense, information and image advertisement, variable expense, budget, media, endorse, consumer, supply, demand</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> distinguishing between an image ad and information ad and will be able to give an example of each. identifying their rights and responsibilities as consumer and be able to apply them to real life situations. identifying and giving examples of fixed and variable expenses. analyzing how individuals and families make choices to satisfy needs and wants demonstrating behaviors that conserve, reuse, and recycle resources to maintain the environment analyzing how media and technological advances affect family and consumer decisions.

Content Area Literacy Standards	21st Century Skills
<p>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<ul style="list-style-type: none"> ● Analyze Media ● Access and Evaluate Information ● Communicate Clearly

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	