

Wilson Area School District Planned Course Guide

Title of planned course: Family and Consumer Science Grade 8

Subject area: Family and Consumer Science

Grade Level: 8th

Course Description: This is the third year course of Family and Consumer Science at the intermediate school. In this course, the students will use a variety of construction skills to complete a more advanced machine made project. The students will follow written directions, use diagrams and observe demonstrations as they complete each step of the project. Students will recognize the characteristics of natural and manmade fibers. They will evaluate the advantages and disadvantages of each.

In this class the students will use a variety of skills to produce more complex food preparations. They will learn general principles for cooking proteins, principles to maintain nutrients in the preparation of fruits and vegetables, and practice principles in the preparation of breads and pastries. Presentation of foods and table manners will be explored. Students will assess their roles within the team and the success or problems within the written plan. Food preparation labs will introduce major appliances and small appliances.

Time/Credit for this Course: 30 Days

Curriculum Writing Committee: Joan Lewis

Curriculum Map

Day 1 – 15: Sewing

Day 16 – 30: Food Science

Wilson Area School District Planned Course Materials

Teacher Resources:

- Internet
- Magazines
- Consumer Reports
- Teacher Acquired Materials
- Teacher Acquired DVD Sets (videos purchased from the Food Network)

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science Grade 8

Unit: Sewing Skills

Time Frame: 3 weeks or 15 class periods

State Standards: 11.1.6A, 11.1.6F, 11.1.6D, 11.2.9C

Essential content/objectives: At the end of the unit, students will be able to:

- Demonstrate the practices used to maintain and/or repair consumer goods
- Evaluate the impact of technology on fiber and fabric production
- Explain how fibers are produced from new and recycled materials
- Explain the contribution of natural and synthetic fibers in a blended fabrics
- Analyze pricing of goods based on fiber content
- Use a pattern to shape a project
- Describe the function of each part of the sewing machine and be able to explain how the parts interact to create a variety of accurate stitches
- Demonstrate ability to stitch, anchor, and finish seams
- Create casings, use alternate tools to anchor grommets, learn to run cords or elastic through a casing

Core Activities: Students will complete/participate in the following:

- Outline characteristics and advantages and disadvantages of natural and synthetic fibers
- Experiment with fibers and twist them into threads.
- Separate commercial threads to understand the concept of ply
- Analyze the choice of fibers used in clothing considering the intended purpose, comfort, cost, strength, and method of cleaning for each
- Label and explain the purpose of each part of a sewing machine
- Use a pattern to cut the shape of the project and transfer markings from the pattern to the fabric
- Stitch a sample seam that is stitched 5/8 inch from the edge, backstitched, finished with a zigzag stitch and reshaped with an iron
- Interpret written instructions and diagrams to assemble a project

Extensions:

- Repair clothing or other consumer goods
- Tutor a classmate on a specific step of the project
- Create small projects from scraps

Remediation:

- Adaptations of project specific to students' needs
- Student mentor
- Modeling
- Assisted cutting, stitching with the teacher

Instructional Methods:

- Class discussion/notes
- Question of the Day (Warm-up)
- Teacher demonstrations
- Practice on worksheets
- Practice on fabric
- Rubric for student/teacher evaluation of project
- Peer teaching-Becoming an expert
- Teacher directed review and practice games

Materials and Resources:

- Notes
- Worksheets
- Daily review question
- Student folder
- Flash cards
- Sewing Equipment-machines, shears, irons, small sewing equipment
- Supplies for student projects-fabric, thread, stuffing, markers, pins
- Samples of each construction detail or step in construction

Assessment:

- Quizzes
- Self-assessment/teacher assessment for project based on a rubric
- Question of the day responses
- Class participation
- Homework

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science Grade 8

Unit Food Science

Time Frame: 15 class periods

State Standards: 11.2.6C, 11.2.9C, 11.2.6B, 11.3.9A, 11.3.9F, 11.3.6G, 11.2.9E

Essential content/objectives: At the end of the unit, the students will be able to:

- Describe safe food handling techniques and explain why they are effective
- Accurately measure ingredients and follow step by step written instructions
- Develop a team plan for food preparation including the division of tasks in preparation and in clean up
- Evaluate team plan's effectiveness and the team's effort to work together
- Develop a sense of time and organization needed to prepare food in a given time frame
- Develop vocabulary needed to interpret more complex recipes.
- Explain how to safely use, clean and store kitchen equipment and utensils
- Describe simple ways to change toppings, ingredients and/or portion size to alter recipes to improve nutritional value in one's diet

Core Activities: Students will complete/participate in the following:

- Discuss the importance of safely handling food
- Complete team plan forms and time line for preparation
- Use a variety of kitchen equipment to complete food preparation
- Demonstrate knowledge of safe use and safe cleaning procedures
- Demonstrate appropriate serving conventions and table manners while serving prepared foods
- Alter and make suggestions to improve the nutritional value of a recipe
- Follow principle of cooking with milk, including thickening, as the basis for sauces or desserts
- Use a variety of dairy products such as cheeses, yogurts, milks of different fat contents, and canned and denatured milks in recipes chosen by the teacher or students
- Prepare chicken or ground beef following principles of preparation for proteins based on their tenderness
- Prepare a dessert such as a pastry with fresh fruit filling or a custard filling
- Prepare appetizers and snack foods focusing on nutritional content
- Prepare a soup or pasta dish to analyze cost and preparation time

Extensions: Prepare recipes at home and have family members give feedback

Remediation:

- Adaptations specific to student's needs
- Flexible grouping
- Teacher proximity/assistance
- Conferencing with lab group to solve problems

Instructional Methods:

- Lecture/discussion
- Demonstrations
- Food Labs
- Small group planning
- Small group review or evaluation-goal setting
- Worksheets

Materials and Resources:

- Wall charts-Food Guides, Portion Guides, Food Groups, news articles
- Lab equipment for food preparation
- Purchased foods/cleaning supplies/paper/storage goods
- Student folders
- Videos provided by the teacher
- Internet

Assessments:

- Quizzes
- Rubrics completed by students
- Rubrics completed by the teacher
- Graded activities-measurement and abbreviation worksheets
- Graded team plans