

## Family and Consumer Science Planned Course – Grade 8

### Unit: **Nutrition**

Content Standard: **Identify the basics of good nutrition and apply the basics to healthy dietary habits.**

State Curriculum Standard: **11.3.6C Analyze factors that effect food choices.**

**11.3.6D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.**

**11.3.9D Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).**

Reading Anchor: **R8.A.2.1 Identify the meaning of vocabulary from various subject areas.**

Math Anchor: **M8.B.2 Apply appropriate techniques, tools and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
A. My Pyramid <ul style="list-style-type: none"><li>• Six Food Groups</li><li>• Exercise</li><li>• Individual Recommended Servings/sizes</li><li>• Food Groups</li></ul>	<ul style="list-style-type: none"><li>• Review pyramid</li><li>• Video</li></ul>	<ul style="list-style-type: none"><li>• <u>Building Life Skills</u> (Good-Heart Wilcox 2006)</li><li>• “Eat Right Food Pyramid” (Learning Seed 2006) or eatfit.com</li></ul>	<ul style="list-style-type: none"><li>• Class discussion</li></ul>
B. Six basic Nutrients in Food <ul style="list-style-type: none"><li>• Carbohydrates</li><li>• Protein</li><li>• Fats</li><li>• Vitamins</li><li>• Minerals</li><li>• Water</li></ul>	<ul style="list-style-type: none"><li>• Review and complete worksheet</li><li>• Video</li></ul>	<ul style="list-style-type: none"><li>• <u>Teen Life</u> (Good-Heart Wilcox 2006)</li><li>• “Top 10 Superfoods” (Learning Zone Express 2001)</li></ul>	<ul style="list-style-type: none"><li>• Worksheet</li><li>• Taste tests</li></ul>

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Course Content	Student Performance	Resources	Assessments
<p>C. Health risks</p> <ul style="list-style-type: none"> <li>Heart Disease               <ul style="list-style-type: none"> <li>Cholesterol</li> </ul> </li> <li>Cancer               <ul style="list-style-type: none"> <li>Lack of fiber</li> </ul> </li> <li>Stroke/hypertension               <ul style="list-style-type: none"> <li>Sodium</li> </ul> </li> <li>Diabetes               <ul style="list-style-type: none"> <li>Sugar</li> </ul> </li> <li>Osteoporosis               <ul style="list-style-type: none"> <li>Calcium</li> </ul> </li> <li>Birth defects               <ul style="list-style-type: none"> <li>Folate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Video</li> </ul>	<ul style="list-style-type: none"> <li>“Portion Control: Seeing the Healthy Way to Eat” (Human Relations Media 2004)</li> <li>Samples/examples(NASCO)               <ul style="list-style-type: none"> <li>One pound fat replica</li> </ul> </li> <li>One pound muscle replica</li> <li>Test tubes(NCES)               <ul style="list-style-type: none"> <li>How much fat?</li> <li>How much salt?</li> <li>How much sugar?</li> <li>Clogged artery example</li> <li>Bone density example</li> </ul> </li> <li>Posters</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>
<p>D. Food labels</p> <ul style="list-style-type: none"> <li>Nutrition Facts</li> <li>% Daily Value</li> <li>Ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyze information on food labels to incorporate into a food label/nutrition project</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-selected food labels and labels brought in by students</li> </ul> <p><b><u>Remediation/Enrichment</u></b></p> <ul style="list-style-type: none"> <li>Special Education recommendations</li> <li>Extra activities and/or projects</li> </ul>	<ul style="list-style-type: none"> <li>Food label project</li> </ul>

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State Curriculum Standard: **11.3.6B Describe safe food handling techniques (e.g. storage, temperature control, and food preparation, conditions that create a safe working environment for food production.)**  
**11.3.6F Analyze basic food preparation techniques and food-handling procedures.**

Reading Anchor: **R8.A.2 Understand nonfiction text appropriate to grade level.**

Math Anchor: **M8.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
A. Kitchen Safety	<ul style="list-style-type: none"> <li>Discuss kitchen safety</li> <li>Practice safe work habits</li> </ul>	<ul style="list-style-type: none"> <li>Don't Get Hurt in the Kitchen posters (Weston Walsh)</li> <li>Food labs</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Food lab evaluation sheet</li> </ul>
B. Sanitation	<ul style="list-style-type: none"> <li>View and discuss video</li> <li>Complete worksheet or play game</li> <li>Glo-Germ hand washing activity</li> </ul>	<ul style="list-style-type: none"> <li>"Great Food Fight" (Institute of Food Technologists ) or "Bac Attack" (The Partnership to Food Safety and Education)</li> <li>Glo-Germ (Nasco)</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Worksheet and or oral presentation</li> </ul>
C. Kitchen Tools and Equipment	<ul style="list-style-type: none"> <li>Review utensils and equipment</li> <li>Demonstrate proper use of tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made worksheet</li> <li>Food labs</li> </ul>	<ul style="list-style-type: none"> <li>Food lab evaluation sheet</li> </ul>

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Course Content	Student Performance	Resources	Assessments
D. Measuring Techniques	<ul style="list-style-type: none"><li>• Observe teacher demonstration on proper measuring</li><li>• Demonstrate proper measuring techniques</li></ul>	<ul style="list-style-type: none"><li>• Liquid and dry measuring cups and measuring spoons</li><li>• Recipes</li><li>• Food labs</li></ul>	<ul style="list-style-type: none"><li>• Food labs evaluation sheet</li></ul>
E. Basic Cooking Terms	<ul style="list-style-type: none"><li>• Match cooking terms with definitions</li></ul>	<ul style="list-style-type: none"><li>• Card matching game or BINGO game or teacher made worksheet</li><li>• Food labs</li></ul>	<ul style="list-style-type: none"><li>• Student participation</li><li>• Food lab evaluation sheet</li></ul>
F. Kitchen Abbreviations	<ul style="list-style-type: none"><li>• Match words with abbreviations</li></ul>	<ul style="list-style-type: none"><li>• Matching game</li></ul>	
G. Proper Basic Table Setting	<ul style="list-style-type: none"><li>• Demonstrate table setting</li></ul>	<ul style="list-style-type: none"><li>• Table setting pictures</li></ul>	<ul style="list-style-type: none"><li>• Food lab evaluation sheet</li></ul>

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Course Content	Student Performance	Resources	Assessments
H. Proper Dishwashing	<ul style="list-style-type: none"><li>• Arrange steps in correct order</li><li>• Demonstrate dishwashing</li></ul>	<ul style="list-style-type: none"><li>• Teacher made worksheet</li><li>• Food labs</li><li>• Posters</li></ul>	<ul style="list-style-type: none"><li>• Food lab evaluation sheet</li><li>• Unit test</li></ul> <b><u>Remediation/Enrichment</u></b> <ul style="list-style-type: none"><li>• Special Education recommendations</li><li>• Extra activities and/or projects</li></ul>

## Family and Consumer Science Planned Course – Grade 8

### Unit: **Foods**

Content Standard: **Demonstrate an understanding of basic cooking skills and good work habits in the kitchen.**

State Curriculum Standard: **11.2.6B Deduce the importance of time management skills(e.g. home, school, recreational activities).**  
**11.2.6C Classify the components of effective teamwork and leadership.**  
**11.3.6B Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).**  
**11.3.6C Analyze factors that effect food choices.**  
**11.3.6D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.**  
**11.3.6F Analyze basic food preparation techniques and food handling procedures.**  
**11.1.9A Analyze current conservation practices and their effect on future renewable and non-renewable resources.**

Reading Anchor: **R8.A.2 Understand nonfiction text appropriate to grade level.**

Math Anchor: **M8.B.2 Apply appropriate techniques, tools and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
A. Basic Recipe Ingredients	<ul style="list-style-type: none"> <li>Identify basic recipe ingredients and their functions</li> </ul>	<ul style="list-style-type: none"> <li>Matching game</li> <li>Categorize foods into the basic ingredient group</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> </ul>
B. Electrical Appliances	<ul style="list-style-type: none"> <li>Demonstrate proper use of various kitchen appliances</li> <li>Read and follow recipes</li> <li>Use time management skills</li> </ul>	<ul style="list-style-type: none"> <li>Classroom recipe books</li> <li>Food labs</li> <li>Labeled recycling bins</li> </ul>	<ul style="list-style-type: none"> <li>Food lab evaluation</li> <li>Daily practice in food labs</li> </ul>
C. Kitchen Recycling	<ul style="list-style-type: none"> <li>Demonstrate proper recycling practices</li> <li>View and discuss video</li> </ul>	<ul style="list-style-type: none"> <li>"50 Ways to Save the Planet" Part 1 and 2 (Food Network 2005)</li> </ul>	

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Math Anchor: **M8.B.2 Apply appropriate techniques, tools and formulas to determine measurements.**

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D. Breakfast	<ul style="list-style-type: none"> <li>View and discuss video</li> <li>Demonstrate preparation of breakfast foods</li> </ul>	<ul style="list-style-type: none"> <li>“Breakfast: Most Important Meal of the Day” (Meridian Ed. Corp 2003)</li> <li>Posters</li> <li>Breakfast foods lab</li> </ul>	<ul style="list-style-type: none"> <li>Student/teacher discussion</li> <li>Foods lab evaluation</li> </ul>
E. Meal Management	<ul style="list-style-type: none"> <li>View and discuss video</li> <li>Plan a nutritious meal using fast foods</li> </ul>	<ul style="list-style-type: none"> <li>“Let’s Do Lunch” (Meridian Ed. Corp. 2004)</li> <li>Fast food nutrition charts</li> </ul> <p><b><u>Remediation/Enrichment</u></b></p> <ul style="list-style-type: none"> <li>Special Education recommendations</li> <li>Extra activities and/or projects</li> </ul>	<ul style="list-style-type: none"> <li>Student/teacher discussion</li> <li>Meal plan</li> </ul>

## Family and Consumer Science Planned Course – Grade 8

### Unit: Eighth Grade Sewing

Content Standard: **Identify and demonstrate proper use and care of basic sewing tools and equipment.**  
**Identify the parts of a sewing machine and demonstrate their proper functions.**  
**Complete a sewing project and evaluate the results.**

National Curriculum Standard: **16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.**

State Curriculum Standard: **11.2.6.A Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.**  
**11.2.6.B Deduce the importance of time management skills (e.g. home, school, recreational activities).**  
**11.2.6.C Classify the components of effective teamwork and leadership.**  
**11.1.6.A Justify the decision to use or not use resources based on scarcity**  
**11.1.9.A Analyze current conservation practices and their effect on future renewable and non-renewable resources.**

Reading Anchors: **R6.A.2.1 Identify the meaning of vocabulary from various subject areas.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
A. Sewing Safety	<ul style="list-style-type: none"><li>Oral review of proper safety habits while using sewing tools and equipment</li></ul>	<ul style="list-style-type: none"><li>Classroom setting</li></ul>	<ul style="list-style-type: none"><li>Oral discussion</li></ul>
B. Sewing Equipment	<ul style="list-style-type: none"><li>Recall, introduce, and identify sewing tools and equipment</li></ul>	<ul style="list-style-type: none"><li>Sewing tools and equipment display</li><li>Teacher-generated reference sheets</li></ul>	<ul style="list-style-type: none"><li>Oral student presentation</li></ul>
C. Operation of Sewing Machine	<ul style="list-style-type: none"><li>Review the parts of a sewing machine and their functions</li><li>Recall proper use and settings</li><li>Practice sewing skills on paper without thread/bobbin</li><li>Straight sewing</li><li>Reverse stitching</li><li>Pivoting corners</li></ul>	<ul style="list-style-type: none"><li>Teacher-generated review sheet</li><li>Sewing machines</li><li>Teacher demonstrations</li><li>Sewing machine diagrams with listed parts</li><li>Teacher-generated sewing skills practice paper</li><li>Teacher demonstration</li></ul>	<ul style="list-style-type: none"><li>Teacher observation</li><li>Oral discussion</li><li>Sewing skills paper</li><li>Teacher observation</li></ul>



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**11.2.6.B Deduce the importance of time management skills (e.g. home, school, recreational activities).**  
**11.2.6.C Classify the components of effective teamwork and leadership.**  
**11.1.6.A Justify the decision to use or not use resources based on scarcity**  
**11.1.9.A Analyze current conservation practices and their effect on future renewable and non-renewable resources.**

Reading Anchors: **R6.A.2.1 Identify the meaning of vocabulary from various subject areas.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
D. Threading the Sewing Machine	<ul style="list-style-type: none"><li>• Review sewing machine parts and functions</li><li>• Thread top from spool thread</li><li>• Thread bottom from bobbin</li><li>• Practice sewing skills on fabric with thread</li><li>• Measuring with rulers</li><li>• Straight 5/8" seam sewing</li><li>• Reverse stitching at beginning and end of seams</li><li>• Pivoting at corners</li><li>• Cutting fabric corners diagonally without cutting stitches</li></ul>	<ul style="list-style-type: none"><li>• Sewing machines</li><li>• Teacher demonstration</li><li>• Teacher-generated poster/ instructions</li><li>• Sewing machines</li><li>• Spools of thread</li><li>• Matching bobbins</li><li>• Rulers</li><li>• Yarn</li><li>• Fabric cutting shears</li><li>• Student cut and labeled fabric samples</li><li>• Seam rippers</li><li>• Turners</li></ul>	<ul style="list-style-type: none"><li>• Oral discussion</li><li>• Student practice</li><li>• Small sewing project</li></ul>

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**11.1.9.A Analyze current conservation practices and their effect on future renewable and non-renewable resources.**

Reading Anchors: **R6.A.2.1 Identify the meaning of vocabulary from various subject areas.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
E. Sewing Project	<ul style="list-style-type: none"> <li>Construct a sewing project</li> <li>Transfer pattern markings onto fabric</li> <li>Incorporate hand stitching techniques/embroidery with machine stitching</li> <li>Manage class time to meet weekly deadlines</li> <li>Assess workmanship of completed project</li> <li>Experience self-esteem and pride after completion of project</li> <li>Appreciate the time, energy and skill involved in custom made items</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-selected sewing project to meet individual students needs</li> <li>Teacher posters</li> <li>Teacher demonstrations</li> <li>Sewing labs</li> <li>Tracing wheel and paper</li> <li>Embroidery needles</li> <li>Embroidery floss</li> <li>Teacher-generated evaluation sheet</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Project deadlines</li> <li>Sewing project</li> <li>Classroom participation</li> <li>Student/teacher evaluation sheet</li> </ul> <u><b>Remediation/Enrichment</b></u> <ul style="list-style-type: none"> <li>Special Education recommendations</li> <li>Extra activities and/or projects</li> </ul>

## Family and Consumer Science Planned Course – Grade 8

Unit: **Laundry Care Means Longer Wear**

Content Standard: **Identify and discuss steps for successful laundering.**

State Curriculum Standard: **11.1.6.D Analyze information in care instructions, safety precautions and the use of consumable goods as demonstration of the understanding of consumer rights and responsibilities.**

**11.1.6.F Explain practices to maintain and/or repair consumer goods and services.**

**11.2.9.A Solve dilemmas using a practical reasoning approach.**

National Curriculum Standard: **16.2 Evaluate fiber and textile design skills.**

Reading Anchor: **R 8.A.1.1 Identify the meaning of vocabulary.**

**R8.A.1.5 Retell or summarize the main ideas/themes and important details of the text.**

Course Content	Student Performance	Resources	Assessments
<b>A. Common Fabrics and Their Characteristics:</b> <ul style="list-style-type: none"> <li>Natural</li> <li>Man-made</li> <li>Blends</li> </ul>	<ul style="list-style-type: none"> <li>Identify the four natural fibers and their origin</li> <li>Identify man-made fabrics</li> <li>Discuss the purpose of blending fibers</li> </ul>	<ul style="list-style-type: none"> <li>Individual samples, pictures of their origin</li> </ul>	
<b>B. Clothing Construction</b> <ul style="list-style-type: none"> <li>Factory Mass Production</li> <li>Custom Made Crafting</li> </ul>	<ul style="list-style-type: none"> <li>View and discuss video on Jean construction</li> </ul>	<ul style="list-style-type: none"> <li>“Fabric to 501’s Levi Strauss and Com” (Creative Ed. Video)</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion about the advantages/disadvantages between the two methods and if it would be a future job possibility</li> </ul>
<b>C. Clothing Care</b>	<ul style="list-style-type: none"> <li>Analyze clothing construction</li> <li>Demonstrate how to check for quality before purchasing</li> <li>Read care labels</li> <li>Conduct a scavenger hunt for teams to locate certain information</li> </ul>	<ul style="list-style-type: none"> <li>“Clothing-An Intelligent Buyer’s Guide” (Learning Seed) 1991</li> <li>Teacher-generated situations</li> <li>Own clothing labels</li> <li>Teacher-generated label samples</li> <li>Teacher-created list</li> </ul>	<ul style="list-style-type: none"> <li>Role play various situations created by teacher</li> <li>Completed scavenger list</li> </ul>

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Course Content	Student Performance	Resources	Assessments
D. Alter and Repair	<ul style="list-style-type: none"> <li>Discuss how to prepare clothing before cleaning                             <ul style="list-style-type: none"> <li>Sew on a button</li> <li>Fix a hem</li> <li>Re-thread cord through a drawstring</li> <li>Re-sew a hole in a seam</li> <li>Patch a hole in fabric</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher-created samples</li> </ul>	<ul style="list-style-type: none"> <li>Previously completed student examples</li> </ul>
E. Laundry Methods	<ul style="list-style-type: none"> <li>Identify laundry procedures                             <ul style="list-style-type: none"> <li>Research laundry products, their purpose and procedures</li> <li>Remove stains</li> <li>Sort laundry</li> <li>Drying choices</li> <li>Press fabric with iron</li> </ul> </li> <li>Write and present a poem or rap song to incorporate the information</li> <li>Compare Laundromat services and personal washer and dryer choices</li> <li>Explain the dry cleaning process</li> </ul>	<ul style="list-style-type: none"> <li>Various laundry products</li> <li>Teacher-generated match up games</li> <li>Teacher-generated samples of songs and poems</li> <li>Washer and dryer</li> <li>Laundromat choices and prices</li> <li>Dry cleaning visual</li> </ul>	<ul style="list-style-type: none"> <li>Student presentation</li> <li>Teacher observation</li> <li>Student presentation of poem or rap song</li> <li>Oral student debates</li> </ul>

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
F. Energy Saving Tips	<ul style="list-style-type: none"><li>Recognize energy-saving tips</li></ul>	<ul style="list-style-type: none"><li>Teacher-generated scenarios</li><li><u>Teen Life!</u> (Goodheart-Willcox 2006)</li><li><u>Building Life Skills</u> (Goodheart-Willcox 2006)</li></ul>	<ul style="list-style-type: none"><li>Oral discussion</li></ul> <p><b><u>Remediation/Enrichment</u></b></p> <ul style="list-style-type: none"><li>Special Education recommendations</li><li>Extra activities and/or projects</li></ul>

## Family and Consumer Science Planned Course – Grade 8

Unit: **Finance**

Content Standard: **Identify and understand time and money management.**

State Curriculum Standard: **11.1.6B Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.**

**11.1.6E Explain the principles of child labor laws and the opportunity cost of working by evaluating the advantages and disadvantages of holding a job while a teenager.**

**11.2.6B Deduce the importance of time management skills (e.g., home, school, and recreational activities).**

**Reading Anchor: R8.A.1.3.1 Make inferences draw conclusions and make generalizations based on text.**

**Math Anchors: M8.A.2 Understand the meanings of operations, use operations and understand how they relate to each other.**

Course Content	Student Performance	Resources	Assessments
<b>A. Importance of Time Management</b> <ul style="list-style-type: none"> <li>School</li> <li>Sports/After School activities</li> <li>Home Responsibilities</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>Create individual daily time schedule for one week</li> <li>Homework <ul style="list-style-type: none"> <li>Activities</li> <li>Chores</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated discussion</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Completed worksheet on daily time schedule</li> <li>Teacher observation</li> </ul>
<b>B. Work Why or Why Not?</b> <ul style="list-style-type: none"> <li>Setting Goals <ul style="list-style-type: none"> <li>Short Term</li> <li>Long Term</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>List 3-5 short- term goals</li> <li>List 1 long- term goal</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated worksheet</li> <li>Part-time jobs for teens video, "Videos for the classroom 2002"</li> </ul>	<ul style="list-style-type: none"> <li>Goals worksheet</li> </ul>
<b>C. Job Responsibilities</b> <ul style="list-style-type: none"> <li>Qualifications</li> <li>Skills</li> <li>Advantages</li> <li>Disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>List personal qualities and skills</li> <li>Select job and wages from baskets and create a weekly budget</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated class discussion</li> <li>Classified adds</li> <li>A. Teacher-generated worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Jobs available worksheet</li> </ul> <p><b><u>Remediation/Enrichment</u></b></p> <ul style="list-style-type: none"> <li>Special education recommendations</li> <li>Extra activities and/or projects</li> </ul>