

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**FOUNDATIONS OF
FAMILY AND CONSUMER SCIENCES**

GRADE 8

Date of Board Approval: October 20, 2016

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Foundations of Family and Consumer Sciences	SUBJECT:	Family and Consumer Science	GRADE LEVEL:	8
COURSE LENGTH:	Marking Period	DURATION:	46 Minutes	FREQUENCY:	Daily
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives: Foundations of Family and Consumer Sciences further explores and expands on the topics and skills learned in 6th and 7th grade. This course explores parenting, personal nutrition and food preparation, and sewing. Hands on activities and labs in all areas will be used to create authentic learning opportunities for all students.

Text: N/A

Curriculum Writing Committee: Melissa Klingel Gail D’Urso

COURSE TIME LINE

Unit 1: Parenting

- Infant care and parenting responsibilities
- Infant development
- Preventable outcomes

12 days

Unit 2: Nutrition

- Essential nutrients
- Personal meal planning

7 days

Unit 3: Food Preparation

- Food safety and sanitation
- Meal preparation techniques
- Food chemistry

8 days

Unit 4: Clothing and Textiles

- Operation of a sewing machine
- Textile project construction

13 days

Total: 40 days

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	12 days
UNIT #1:	Parenting	GRADE:	8

STANDARDS:

PA Academic Standards: Family and Consumer Sciences

- 11.4.6A • Compare and contrast child development guided practices according to the stage of child development.
- 11.4.9B • Evaluate health and safety hazards relating to children at each stage of child development.
- 11.4.12B • Analyze current issues in health and safety affecting children at each stage of child development.

National Standards for Family and Consumer Sciences Education:

- 15.1.2 • Analyze expectations and responsibilities of parenting.

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	12 days
UNIT #1:	Parenting	GRADE:	8

UNDERSTANDINGS

Parents foster the physical, intellectual, psychological, social, and emotional development of children.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Baby Think It Over Simulation

KNOW

- Identify developmental milestones in the first twelve months of life.
- Explain how parent interaction during infancy impacts physical, intellectual, psychological, social, and emotional growth.
- State the proper responses to crying infant simulator: feed, burp, change, rock, and support head.
- List various ways to keep babies and young children safe: child proofing tools, safe storage of hazardous materials, poisons, and medications, and use of car seats.
- Recognize the impact of parental choices and coping mechanisms on infant health and well-being.

DO

- Demonstrate ways to respond to a crying infant using an infant simulator: feed, burp, change, rock, and support head.
- Apply proper infant care techniques using infant simulator outside of the classroom.
- Analyze individual readiness for parenting responsibilities.
- Argue in written format for increased awareness of current infant health crises.

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	7 days
UNIT #2:	Nutrition	GRADE:	8

STANDARDS:

PA Academic Standards: Family and Consumer Sciences

- 11.3.6.C • Analyze factors that effect food choices.
- 11.3.6.D • Describe a well-balanced daily menu using dietary guidelines.
- 11.3.12.C • Evaluate sources of food and nutrition information.
- 11.3.12.D • Critique diet modifications for their ability to improve nutritionally-related health conditions.

National Standards for Family and Consumer Sciences Education:

- 9.3.2 • Analyze nutritional data.
- 9.3.7 • Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	7 days
UNIT #2:	Nutrition	GRADE:	8

UNDERSTANDINGS

Various factors affect nutritional requirements for every individual.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify parts of a food facts label: serving size, calories, nutrient content.
- Define and identify essential nutrients: protein, carbohydrates, fat, vitamins, minerals, water.
- Recognize nutrient content of various foods.
- Select resources to aid in balanced meal planning.

DO

- Evaluate the nutritional content of similar food items (ie. regular, reduced fat, fat free, reduced sugar, whole grain, refined grain).
- Use online tools to track personal nutrient intake.
- Analyze choices to identify areas in the diet that can be improved.

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	8 days
UNIT #3:	Food Preparation	GRADE:	8

STANDARDS:

PA Academic Standards:

- 11.3.6.B • Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).
- 11.3.6.F • Analyze basic food preparation techniques and food-handling procedures.
- 11.3.6.G • Describe the physical, biological, and chemical changes that take place in food preparation.

National Standards for Family and Consumer Sciences Education:

- 8.5.4 • Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 8.5.14 • Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 9.3.5 • Analyze recipe/formula proportions and modifications for food production.

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	8 days
UNIT #3:	Food Preparation	GRADE:	8

UNDERSTANDINGS

Food preparation skills are needed to achieve independence and to customize recipes for individual tastes and nutritional needs.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Recognize how recipe procedures affect product outcome.
- Identify proper food preparation procedures by reading recipes.
- Identify methods for improving the nutrition content in recipes.

DO

- Perform kitchen safety and sanitation procedures when working in the lab, by following lab rubric.
- Working in lab groups, prepare foods following steps in recipe and teacher instruction.
- Modify recipes and prepare foods to improve nutritional content and personal preference, in lab groups.

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	13 days
UNIT #4:	Clothing and Textiles	GRADE:	8

STANDARDS:

PA Academic Standards:

- 11.1.6.F • Explain practices to maintain and/or repair consumer goods.

National Standards for Family and Consumer Sciences Education:

- 16.3.3 • Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- 16.4.1 • Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 16.4.5 • Demonstrate basic skills for producing and altering textile products and apparel.

KNOW, UNDERSTAND, DO

COURSE:	Foundations of Family and Consumer Sciences	TIME FRAME:	13 days
UNIT #4:	Clothing and Textiles	GRADE:	8

UNDERSTANDINGS

The more complex the project, the more sewing skills are necessary.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Define and/or identify: seam allowance, straight grain, right side, wrong side, zipper foot, specialty seams.
- Identify names and uses of sewing notions: seam ripper, buttons, zippers, other closures, hook and loop tape, and webbing.
- Recognize proper installation methods of closures on multistep projects.

DO

- Demonstrate proper functions of sewing notions in a multistep textile project.
- Analyze multistep pattern directions in the construction of a small textile project.
- Construct a textile project using standard sewing techniques and multistep instructions.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)