

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

8th Grade Family & Consumer Sciences

Curriculum writing committee:

Leslie Peters & Paulina Waleck

Grade Level: 8th Grade

Date of Board Approval: ___2021_____

Course Weighting: 8th Grade Family & Consumer Sciences

Classwork	35%
Lab Grades	20%
Projects/Tests/Quizzes	45%
Total	100%

Curriculum Map

Overview:

This course is designed to provide essential life skills and learning experiences as an elective course for Family & Consumer Sciences. Units of study include: Laundry & Clothing Repair; Kitchen Fundamentals including: food safety & sanitation, kitchen safety, kitchen tools and utensils, measuring ingredients, and reading recipes; Food preparation of items from each of the five food groups; fruits, vegetables, grains, dairy, and protein.

Time/Credit for the Course: 45 days (1 quarter) and .25 credits

Goals:

- Students will be able to properly complete a load of laundry using the information provided within the clothing care label.
- Students will be able to implement hand sewing techniques to create a hand sewn project.
- Students will be able to identify the five most common food borne illnesses as well as distinguish between the four food dating methods.
- Students will be able to properly prepare food items using proper measuring techniques, implementing specific cooking techniques, as well as follow the designed instructions within a recipe
- Students will be able to identify the five food groups as well as distinguish between the six essential nutrients.

Big Ideas:

- Responsible consumers use effective resource management to accomplish individual, family, and community goals
- Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal levels

Textbook and Supplemental Resources:

Young Living Student Workbook

ISBN #: 0-02-642818-0

Workbook Publisher & Year of Publication: Glencoe/McGraw-Hill 1997

Curriculum Plan

Unit 1- Laundry & Clothing Repair

Time/Days 10 days

- **Standards (by number):** 11.1.9.A, 11.1.9.F

- **Anchors:**
CC.3.5.6-8.B, CC.3.5.6-8.C, CC.3.5.6-8.D, CC.3.5.6-8.F, CC.3.5.6-8.J, CC.3.6.6-8.B, CC.3.6.6-8.C

- **Eligible Content:**
 - What is a Clothing Care label?
 - What is listed on a Clothing Care label?
 - What are common practices to remove stain?
 - How do you operate a washer machine?
 - How do you operate a dryer?
 - What are other alternatives to drying outside of using a dryer?
 - How do you operate an iron?
 - How do you pretreat a stain?
 - How do you fold a fitted sheet?
 - How do you tie a tie?
 - What is the difference between a needle and a pin?
 - What is the difference between scissors, shears, and pinking shears?
 - What is an “Ugly Knot”?
 - What is the running stitch?
 - What is the back stitch?
 - What is an overcast stitch?
 - What is the ladder stitch?
 - What is the difference for adhering a 2-Hole Button, 4-Hole Button, and a Shank Button?

Objectives:

- Students will identify the components of a Clothing Care label. (DOK 1)
- Students will investigate with techniques on how to remove spots and stains from clothing. (DOK 3)
- Students will apply concepts for washing, drying, and ironing clothes. (DOK 4)
- Students will summarize how to store clothes properly. (DOK 2)
- Students will formulate a plan on ways to repair clothing. (DOK 3)
- Students will create a hand sewn project to demonstrate hand sewing techniques. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss “[Laundry PowerPoint](#)”.
- Direct instruction and discussion on what the law requirements are on clothing labels.
- Read, discuss and complete the “[Clothing Care Labels](#)”.
- Complete “[Tag Talk](#)” worksheet.

- View, interact, and discuss "[Washer & Dryer Intro](#)".
- Direct instruction and demonstration on the steps of how to do laundry and how to use the washer, dryer, and iron.
- Review handout; [Laundry Care Symbols](#), and complete "[Cracking the Laundry Code](#)" worksheet.
- Complete "[Treating a Stain](#)" worksheet
- Teacher demonstration of how to tie a tie and how to fold a fitted sheet.
- Small group laundry station activity in which students practice folding a fitted sheet, tying a tie, folding clothes, using an iron, and changing the settings on the washer and dryer machines.
- Laundry Assignment: teacher-created take home [laundry assignment](#).
- Direct instruction on hand-sewing techniques for clothing repair: ugly knot, 2- Hole buttons, 4- Hole buttons, shank buttons, running stitch, back stitch, overcast stitch, and ladder stitch with teacher demonstration.
- Students practice each of the hand sewing techniques to repair clothing on a scrap piece of fabric, Teacher Resource A-8.
- Students will use the techniques to create a hand stitch project - i.e. a [Hand Sewn Pillow](#) or other relevant project.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm up questions
 - Tickets out the door
- **Formative**
 - [Clothing Care Labels Worksheet](#)
 - [Tag Talk Worksheet](#)
 - [Cracking the Code Worksheet](#)
 - [Treating a Stain Worksheet](#)
- **Summative:**
 - [Take Home Laundry Assignment](#)
 - [Hand sewn project](#) with [Rubric](#)

Unit 2- Kitchen Fundamentals

Time/Days 12 days

- **Standards (by number):** 11.2.9.A, 11.2.9.C, 11.2.9.H, 11.3.9.A, 11.3.9.B, 11.3.9.F, 11.3.9.G

- **Anchors:**
CC.3.5.6-8.A, CC.3.5.6-8.B, CC.3.5.6-8.C, CC.3.5.6-8.D, CC.3.5.6-8.E, CC.3.5.6-8.F, CC.3.5.6-8.I, CC.3.5.6-8.J, CC.3.6.6-8.A, CC.3.6.6-8.B, CC.3.6.6-8.C, CC.3.6.6-8.D, CC.3.6.6-8.E, CC.3.6.6-8.G, CC.2.2.HS.C.6, CC.2.3.HS.A.14

- **Eligible Content:**
 - What are common food safety and sanitation principles?
 - How do you properly wash your hands?
 - What are ways to handle and store food safely?
 - What are the five most common food borne illnesses?
 - What are the four main food dating methods?
 - How do you prevent common kitchen accidents?
 - What are common pieces of kitchen equipment?
 - What are the customary measurements and equivalents?
 - What are the proper tools used to measure dry ingredients or liquid ingredients?
 - How do you accurately measure dry and liquid ingredients?
 - What key components are included within a recipe?

Objectives:

- Students will identify food safety and sanitation principles. (DOK 1)
- Students will show the proper way to wash their hands. (DOK 2)
- Students will apply concepts of proper food handling and storage techniques. (DOK 4)
- Students will differentiate between the dating methods used on food packaging. (DOK 3)
- Students will identify pathogens that cause foodborne illness. (DOK 1)
- Students will differentiate between the five most common food borne illnesses. (DOK 3)
- Students will summarize ways to keep the kitchen environment clean. (DOK 2)
- Students will formulate ways to prevent common kitchen accidents. (DOK 3)
- Students will apply concepts to select proper kitchen tools and utensils for specified recipes. (DOK 4)
- Students will recall customary measurements and equivalents. (DOK 1)
- Students will apply concepts to select proper measuring equipment for specified ingredients within a recipe. (DOK 4)
- Students will apply concepts to properly measuring ingredients using the demonstrated techniques. (DOK 4)
- Students will identify key components that are included within all recipes (DOK 1)
- Students will connect the importance of following the steps of a recipe as it is written. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss “[Kitchen Safety & Sanitation](#)” PowerPoint
- Complete corresponding note packet to “[Kitchen Safety & Sanitation PowerPoint](#)”
- Teacher demonstration on the proper way to wash your hands, followed by student practice.
- Complete “[Food Safety & Sanitation Crossword](#)”
- Complete [Article Summary](#) based on a Foodborne Illness Outbreak found on <https://www.foodsafetynews.com/>
- View, interact, and discuss “[Cooking Terms Warm-Up](#)” Worksheet
- Teacher demonstration and review of measuring techniques and equipment.
- Complete [Measuring Review Station Activity](#)
- Play teacher created Kitchen Equipment Review Game to review kitchen equipment
- Complete [Kitchen Safety & Sanitation Test](#) or [Food Borne Illness Complaint Letter](#) Assessment.
- Read aloud “[How to Read a Recipe by Alton Brown](#)”
- Break students into small groups, distribute a recipe to each group and have them complete “[Recipe Analysis](#)”
- Complete “[Take Home Pancake Assignment](#)”, student pre-measure dry ingredients in class and complete the lab at home with a parent evaluation form.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm up questions
 - Tickets out the door

- **Formative**
 - [Food Safety & Sanitation Crossword](#)
 - [Article Summary](#)
 - [Cooking Terms Warm Up](#)
 - [Measuring Review Station Activity](#)
 - [Recipe Analysis](#)
 - [Take Home Pancake Assignment](#)

- **Summative:**
 - [Kitchen Safety & Sanitation Test](#)
 - [Food Borne Illness Complaint Letter](#)

Unit 3- Cooking Basics

Time/Days 23 days

- **Standards (by number):** 11.2.9.A, 11.2.9.C, 11.3.9.B, 11.3.9.E, 11.3.9.F, 11.3.9.G

- **Anchors:**
CC.3.5.6-8.A, CC.3.5.6-8.B, CC.3.5.6-8.C, CC.3.5.6-8.D, CC.3.5.6-8.E, CC.3.5.6-8.F, CC.3.5.6-8.I, CC.3.5.6-8.J, CC.3.6.6-8.A, CC.3.6.6-8.B, CC.3.6.6-8.C, CC.3.6.6-8.D, CC.3.6.6-8.E, CC.3.6.6-8.G, CC.2.2.HS.C.6, CC.2.3.HS.A.14

- **Eligible Content:**
 - Discuss how to work as a team member in the foods lab.
 - Explain how to make and follow a work plan.
 - Practice reading and following steps within a recipe.
 - Identify and practice food preparation techniques.
 - Implement proper measuring techniques.
 - Implement food safety and sanitation procedures.
 - Implement kitchen safety guidelines.
 - Identify methods for selecting, preparing, cooking and serving fruits.
 - Identify methods for selecting, preparing, cooking, and serving vegetables.
 - Identify methods for selecting, preparing, cooking, and serving grains.
 - Identify methods for selecting, preparing, cooking, and serving grains.
 - Identify methods for selecting, preparing, cooking, and serving proteins.

Objectives:

- Students will create a cohesive team unit within the kitchen environment (DOK 4).
- Students will apply concepts designed within their self- created work plan (DOK 4).
- Students will apply concepts learned through their lesson on reading a recipe (DOK 4).
- Students will apply concepts related to proper measuring techniques and selection of equipment (DOK 4).
- Students will apply concepts of s food safety and sanitation procedures into the kitchen environment (DOK 4).
- Students will identify methods for choosing, preparing, and serving fruits (DOK 1).
- Students will apply concepts in their preparation of fruit based recipes (DOK 4).
- Students will identify methods for choosing, preparing, cooking, and serving vegetables (DOK 1).
- Students will apply concepts in their preparation of vegetable based recipes (DOK 4).
- Students will identify methods for choosing, preparing, cooking, and serving grains (DOK 1).
- Students will apply concepts in their preparation of grain based recipes (DOK 4).
- Students will identify methods for choosing, preparing, cooking, and serving dairy (DOK 1).
- Students will apply concepts in their preparation of dairy based recipes (DOK 4).

- Students will identify methods for choosing, preparing, cooking, and serving protein (DOK 1)
- Students will apply concepts in their preparation of protein based recipes (DOK 4).

Core Activities and Corresponding Instructional Methods:

- Direct instruction and demonstration of Foods Lab Procedures.
- Assign groups for the foods lab activities.
- View, interact, and discuss "[Fruit Unit PowerPoint](#)"
- Complete "[Fruit Unit Note sheet](#)"
- Complete "[Fruit Classification](#)" worksheet
- Foods Lab: Fruits
- View, interact, and discuss "[Vegetable PowerPoint](#)"
- Complete "[Vegetable Facts](#)" worksheet
- Foods Lab: Vegetables
- Complete "[Grain Web quest](#)"
- Foods Lab: Grains
- Direct instruction and demonstration on how to prepare Dairy based dishes.
- Foods Lab: Dairy
- Direct instruction and demonstration on how to prepare Protein based dishes.
- Foods Lab: Protein

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm up questions
 - Tickets out the door
- **Formative**
 - [Fruit Classification](#)
 - [Vegetable Facts](#)
 - [Grain Web quest](#)
- **Summative:**
 - [Foods Lab Evaluation](#)

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name Beth Pavinich

First Reader/Reviewer Signature Beth Pavinich Dat 04/08/2021

Second Reader/Reviewer Printed Name Brian McCarthy

Second Reader/Reviewer Signature Brian McCarthy Date 06/01/2021

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>