



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Family and Consumer Science Grade Level(s): 8 Units of Credit: .25 Classification: Required	Length of Course: 7 cycles/ 9 weeks Periods Per Cycle: 6 Length of Period: 47 minutes Total Instructional Time: 32.9 hours
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Course Description

This nine week course provides an overview on key elements of family and consumer science. Topics will include preparation of food, understanding of nutrition, and nutritional value of various foods. This course will also incorporate the creation of consumer goods through textiles and clothing. Students will also receive an introduction to child development.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers, Objectives, and Agendas Reading and Writing Opportunities Large and Small Group Discussion Large and Small Group Work Compare and Contrast Activities Time Management and Organizational Practices	Lab / Hands-on Activities Sewing / Constructing Community Service Projects Clothing Repairs Measuring Ingredients and Supplies Use of Kitchen and Sewing Equipment	Teacher Discussion Teacher Demonstration Use of Technology to Complement Instruction On-line Learning Management System Note-Taking and Studying Activities
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Assessments

Quizzes Tests	Project Rubrics Anecdotal Records	Observation Discussion
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Materials/Resources

Teacher prepared Handouts / Workbooks / Manuals Teacher-prepared PowerPoints Teacher-prepared Tutorial Videos Teacher-prepared Recipes Teacher-prepared Games	iPads Nutrition Websites / Videos Child Development Videos Sewing Videos Microwave Videos	Sewing Machines and Sewing Tools Fabrics, Thread, Trims, Buttons, Cording, Notions Conventional and Microwave Ovens Kitchen Equipment / Tools Ingredients for Recipes
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Adopted: 8/21/91

Revised: 9/98; 10/04; 5/15/2017

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Food and Kitchen Safety</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to describe and demonstrate basic safety rules to avoid cuts, burns, and electric shock when working in the kitchen. B. Students will be able to describe and demonstrate proper sanitation and food handling techniques to prevent food borne illness (e.g. maintaining proper food temperatures, proper hand washing techniques, hair coverings, disinfecting work surfaces and equipment, avoidance of cross contamination, proper dish washing methods). C. Students will be able to describe factors that contribute to food borne illness. <p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 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 preparation).</p> <p>PA 11.3.6 F Analyze basic food preparation techniques and food handling procedures.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Measurements</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to identify and describe the proper equipment and its use in food preparation. B. Students will be able to describe what a meniscus is and accurately measure liquid ingredients. C. Students will be able to identify and successfully follow the information found in a recipe. D. Student will be able to apply knowledge of abbreviations and equivalents during food preparation. E. Students will be able to describe and demonstrate a variety of methods used to measure various ingredients including: solid fats, powdered ingredient, granulated ingredients, sticky ingredients, and liquid ingredients. <p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.6 F Analyze basic food preparation techniques</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Kitchen and Food Preparation</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to identify and describe the proper equipment and its use in food preparation. B. Students will be able to define and demonstrate key cooking terms (e.g. bake, broil, preheat, beat, and fold). C. Students will be able to identify and successfully follow the information found in a recipe. D. Students will be able to apply knowledge and comprehension of table setting and rules of etiquette during the preparation and consumption of foods. E. Student will be able to apply knowledge of abbreviations and equivalents during food preparation. F. Students will be able to describe and demonstrate proper cooking methods while using perishable and non-perishable food items. G. Students will be able to identify and explain how ingredients undergo chemical and biological changes during food production (e.g. role of leavening agents while preparing quick breads and yeast breads, denaturation of proteins). H. Students will be able to describe and demonstrate a variety of methods used to measure various ingredients including: solid fats, powdered ingredients, granulated ingredients, sticky ingredients, and liquid ingredients. I. Students will be able to apply knowledge and comprehension of organizational and time management skills in order to successfully prepare, eat, and clean-up recipes within the given class time. J. Students will make decisions and apply problem solving strategies to create a product within the given time. K. Students will be able to organize and utilize their kitchen spaces effectively to produce the given product.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Kitchen and Food Preparation (continued)</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> L. Students will be able to identify and describe the proper equipment and its use in food preparation. M. Students will be able to define and demonstrate key cooking terms (e.g. bake, broil, preheat, beat, and fold). N. Students will be able to identify and successfully follow the information found in a recipe. O. Students will be able to apply knowledge and comprehension of table setting and rules of etiquette during the preparation and consumption of foods. P. Student will be able to apply knowledge of abbreviations and equivalents during food preparation. Q. Students will be able to describe and demonstrate proper cooking methods while using perishable and non-perishable food items. R. Students will be able to identify and explain how ingredients undergo chemical and biological changes during food production (e.g. role of leavening agents while preparing quick breads and yeast breads, denaturation of proteins). S. Students will be able to describe and demonstrate a variety of methods used to measure various ingredients including: solid fats, powdered ingredients, granulated ingredients, sticky ingredients, and liquid ingredients. T. Students will be able to apply knowledge and comprehension of organizational and time management skills in order to successfully prepare, eat and clean-up recipes within the given class time. U. Students will make decisions and apply problem solving strategies to create a product within the given time. V. Students will be able to organize and utilize their kitchen spaces effectively to produce the given product.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Kitchen and Food Preparation (continued)</p>	<p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.6 A Demonstrate knowledge of techniques used to evaluate foods in various forms (e.g. canned, frozen, dried, irradiated).</p> <p>PA 11.3.6 C Analyze factors that affect food choices.</p> <p>PA 11.3.6 D Describe a well-balanced daily menu using the dietary guidelines and food pyramid.</p> <p>PA 11.3.6 E Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.</p> <p>PA 11.3.6 F Analyze basic food preparation techniques and food handling procedures.</p> <p>PA 11.3.6 G Describe the physical, biological, and chemical changes that take place in food preparation.</p> <p><u>11.2 Balancing Family, Work, and Community Responsibilities:</u></p> <p>PA 11.2.9 A Solve dilemmas using a practical reasoning approach.</p> <p>PA 11.2.6 B Deduce the importance of time management skills (e.g. home, school, recreational activities).</p> <p>PA 11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>PA 11.2.6 D Identify the concepts and principles used in planning space for activities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Nutrition</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to compare and contrast the nutritional value of foods (e.g., nutrient dense, empty calorie). B. Students will be able to describe and explain the main role, function, and features of the six nutrient groups (e.g., carbohydrates, proteins, fats, vitamins, minerals, and water). C. Students will be able to analyze the effect of nutrients on health, appearance and optimal performance. D. Students will be able to describe potential health concerns related to nutritional deficiencies and over consumption of nutrients. E. Students will be able to explain the relationship between calories, nutrients, and food input versus energy output. <p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.9 A Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>PA 11.3.6 C Analyze factors that affect food choices.</p> <p>PA 11.3.9 D 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).</p> <p>PA 11.3.9 E Analyze the energy requirements, nutrient requirements, and body composition for individuals at various stages of the life cycle.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Creating Consumer Goods</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to identify the sewing machine parts and demonstrate knowledge of the function and proper usage of components. B. Students will be able to demonstrate sewing skills and techniques used in constructing community service projects. C. Students will be able to identify and correctly use sewing tools including, but not limited to; sewing machines, sewing needles, seam rippers, fabric sheers, sewing gauges, irons and marking tools. D. Students will be able to interpret and follow written, verbal and visual directions to complete their projects. E. Students will be able to describe key sewing terms and techniques (e.g. pivoting, seam, hem, pressing, marking). F. Students will be able to identify potential resources for obtaining goods for the family. G. Students will be able to apply knowledge and comprehension of organizational and time management skills in order to successfully complete their projects. H. Students will make decisions and apply problem solving strategies while making their projects. I. Students will be able to organize and utilize their space effectively while making their projects.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Creating Consumer Goods (continued)</p>	<p><u>STANDARDS</u></p> <p><u>11.1 Financial and Resource Management:</u></p> <p>PA 11.1.9 F Evaluate different strategies to obtain consumer goods and services.</p> <p>PA 11.1.6 F Explain practices to maintain and/or repair consumer goods and services.</p> <p>PA 11.1.12 F Compare and contrast the selection of goods and services by applying consumer strategies.</p> <p><u>11.2 Balancing Family, Work, and Community Responsibility:</u></p> <p>PA 11.2.9 A Solve dilemmas using a practical reasoning approach.</p> <p>PA 11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>PA 11.2.6 D Identify the concepts and principles used in planning space for activities.</p> <p>PA 11.2.12 E Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Child Development</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> A. Students will be able to describe the physical, social, emotional, and intellectual needs of infants, toddlers, and preschoolers. B. Students will be able to describe safety factors to be considered when caring for children (e.g., poisons, toy safety, choking hazards, and child proofing). C. Students will be able to recommend and select age appropriate toys and equipment for infants, toddlers, and preschoolers. D. Students will be able to describe what developmental milestones are and the importance of identifying them in young children. E. Students will be able to classify toys and games according to the development areas they assist. <p>STANDARDS</p> <p><u>11.2 Balancing Family, Work, and Community Responsibility</u></p> <p>PA 11.2.12 E Assess the availability of emerging technology designed to do the work of the family and evaluate its impact on individuals.</p> <p>PA 11.2.12 F Assess the relationship of family functions to human developmental stages.</p> <p><u>11.4 Child Development</u></p> <p>PA 11.4.9 A Analyze Physical, Intellectual, Social, and Emotional development in relation to theories of child development.</p> <p>PA 11.4.9 B Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>PA 11.4.12 C Analyze practices that optimize child development.</p> <p>PA 11.4.12 E Identify practices that develop the child’s imagination, creativity, and reading and writing skills through literature.</p>