

Planned Course of Study

8th Grade

Family and Consumer Sciences

Family and Consumer Sciences Department
Salisbury Township School District

RATIONALE

Family and Consumer Sciences, a required course in grades 6 through 8, is beneficial for all middle school students as they explore and develop competencies in the four content areas:

Financial and Resource Management

Balancing Family, Work and Community Responsibility

Food Science and Nutrition

Child Development

Having knowledge and proficiency in all of these areas:

Provides students with an ability to take on greater personal responsibility.

Enhances students' ability to function in and contribute to their school, family, and community life.

Helps students develop a sound basis for balancing family, work, and community life in the future.

Enables students to recognize the value of lifelong learning.

COURSE DESCRIPTION

The 8th grade course in Family and Consumer Sciences continues to build on the four content areas. In the Financial and Resource Management component, students will study the decision making process, basic money management, consumer rights and responsibilities, and careers. Units on Cultural Awareness and Community Awareness increase a student's knowledge of the global issues of diversity, cultural enrichment, community resources, volunteerism, and conservation. The area of Food Science and Nutrition will include the topics of food choices, nutrition planning, digestion, safe food handling, food science, and food preparation techniques.

COURSE GOALS

The student will:

Assess the influence of needs, wants, resources, and goals on decision making.

Identify consumer rights and responsibilities.

Explore a variety of careers and educational opportunities.

Increase cultural awareness through sharing of knowledge of cultural backgrounds and influences, and study of cultural foods.

Identify community resources and volunteer opportunities.

Analyze reasons for wholesome and healthy food choices.

Demonstrate appropriate and safe food preparation techniques.

COURSE OUTLINE

- I. Financial and Resource Management
 - A. Needs, wants, and goals
 - B. Decision making
 - C. Money management
 - D. Consumer rights and responsibilities
 - E. Careers and education

- II. Cultural Awareness
 - A. Individual experiences
 - B. Cultural backgrounds and diversity
 - C. Cultural foods

- III. Community Awareness
 - A. Community resources
 - B. Volunteer opportunities
 - C. Recycling and conservation

- IV. Food Science and Nutrition
 - A. Food choices
 - B. Energy input and output
 - C. Nutrition planning tools
 - D. Digestion
 - E. Safe food handling and prevention of food poisoning
 - F. Food science
 - G. Food preparation techniques

Family and Consumer Sciences
8th Grade
One Quarter

Financial and Resource Management			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Define needs, wants, goals, and resources. 2. Describe the steps of the decision making process. 3. Analyze a personal spending plan. 	<ul style="list-style-type: none"> • Brainstorm definitions • List examples for each • Complete a personal graphic organizer (short and long term goals, resources, values, etc.) • Class notes and discussion on decision making process • Decision making situations • Discuss influences on personal spending • Compare spending options and discuss tradeoffs 	<ul style="list-style-type: none"> • Graded classwork • Objective quiz • Class participation 	<p>11.1.6.A 11.1.6.B 11.1.6.D 11.1.6.E 11.2.9.A</p>
Resources/Materials			
Young Living, Glencoe Video clips		Teacher generated activities	
Additional Resources/Inter-disciplinary Relationships			

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Financial and Resource Management (continued)			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <p>4. Demonstrate an understanding of consumer rights and responsibilities.</p> <p>5. Assess how personal factors affect career choices.</p>	<ul style="list-style-type: none"> • Share personal consumer experiences • Define consumer related terms • Identify and explain consumer rights and responsibilities • Write a consumer letter of complaint • Role playing of consumer situations • Consumer testing simulation • Consumer product comparison • Identify personal characteristics and their influence on career choices 	<ul style="list-style-type: none"> • Class participation • Graded complaint letter • “Consumer report” • Graded classwork 	<p>11.1.6.A</p> <p>11.1.6.B</p> <p>11.1.6.D</p> <p>11.1.6.E</p> <p>11.2.9.A</p>
Resources/Materials			
Young Living, Glencoe <i>Consumer Reports</i>	Teacher generated activities	Internet sites	
Additional Resources/Inter-disciplinary Relationships			
Cooperative learning experiences with elementary school students			

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Cultural Awareness			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Describe individual experiences related to various cultures. 2. Assess the impact of cultures on food choices. 3. Explore a variety of cultures to learn about factors influencing food choices. 	<ul style="list-style-type: none"> • Brainstorm personal cultural awareness and experiences with emphasis on food availability and choices • Share about cultural backgrounds • Discuss factors relating to cultural influences on food choices and lifestyle • Study of a culture selected by each student • Cultural food labs 	<ul style="list-style-type: none"> • Class participation • Graded classwork • Graded project and presentation • Graded food labs 	<p>11.2.6.F 11.3.6.C 11.3.6.F</p>
Resources/Materials			
Young Living, Glencoe Teacher generated activities	Videos Internet sites	Library research	
Additional Resources/Inter-disciplinary Relationships			
Guest speakers			

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Community Awareness			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Identify community resources and services available to individuals and families. 2. Explore volunteer opportunities in the community. 3. Analyze recycling and conservation practices and their effect on renewable and non-renewable resources. 	<ul style="list-style-type: none"> • Brainstorm community resources and services • Share knowledge of volunteer opportunities • Investigate community resources and services, and volunteer opportunities • Evaluate personal recycling and conservation practices (refuse, reduce, reuse, recycle) • Evaluate community recycling and conservation practices • Develop personal conservation plan 	<ul style="list-style-type: none"> • Class participation • Graded classwork • Personal conservation plan 	<p>11.1.9.A 11.1.6.G</p>
Resources/Materials			
Young Living, Glencoe Teacher generated activities		Local/national/world agencies	
Additional Resources/Inter-disciplinary Relationships			

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Food Science and Nutrition			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze factors that affect food choices. 2. Describe safe food handling techniques. 	<ul style="list-style-type: none"> • Brainstorm food choice influences • Identify and discuss factors contributing to food choices • Share experiences and knowledge of food borne illnesses • Class notes and discussion on safe food handling techniques • Videos on safe food handling • Food lab experiences with emphasis on safe food handling • Food contamination experiment • Plan for event food safety • Internet research on food safety 	<ul style="list-style-type: none"> • Graded classwork • Class participation • Chart of food contamination experiment observations • Graded food labs • Objective quiz 	<p>11.3.6.A 11.3.6.B 11.3.6.C 11.3.6.D 11.3.6.E 11.3.6.F 11.3.6.G</p>
Resources/Materials			
<p>Young Living, Glencoe Food lab supplies</p>	<p>Teacher generated activities Videos</p>	<p>Internet sites</p>	
Additional Resources/Inter-disciplinary Relationships			
<p>Cooperative learning experiences with elementary school students</p>			

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Food Science and Nutrition (continued)			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <p>3. Demonstrate knowledge of techniques used to evaluate food in various forms.</p> <p>4. Describe a well-balanced daily menu using dietary guidelines and the Food Guide Pyramid.</p> <p>5. Explain the relationship between energy input and output.</p> <p>6. Describe digestion.</p>	<ul style="list-style-type: none"> • Compare and evaluate food products in various forms • Review Food Guide Pyramid • Plan daily menus based on dietary guidelines and the Food Guide Pyramid • Class notes and discussion on the relationship between calories, nutrient and food input versus energy output • Comparison of caloric intake with RDA tables • Diagram of digestive process 	<ul style="list-style-type: none"> • Graded classwork • Class participation • Graded menu plans • Objective quiz 	<p>11.3.6.A</p> <p>11.3.6.B</p> <p>11.3.6.C</p> <p>11.3.6.D</p> <p>11.3.6.E</p> <p>11.3.6.F</p> <p>11.3.6.G</p>
Resources/Materials			
Young Living, Glencoe	Teacher generated activities	Internet sites	
Additional Resources/Inter-disciplinary Relationships			
Cooperative learning experiences with science department			

Food Science and Nutrition (continued)			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <p>7. Analyze basic food preparation techniques and food handling procedures.</p> <p>8. Describe the physical, biological, and chemical changes that take place in food preparation.</p>	<ul style="list-style-type: none"> • Demonstrate recipe preparation, use of equipment, and serving techniques with emphasis on safe food handling • Food lab experiences emphasizing following of directions and food safety • Class notes and discussion on changes that take place during food preparation • Food science experiment 	<ul style="list-style-type: none"> • Graded classwork • Class participation • Graded food labs • Graded food science lab 	<p>11.3.6.A 11.3.6.B 11.3.6.C 11.3.6.D 11.3.6.E 11.3.6.F 11.3.6.G</p>
Resources/Materials			
Young Living, Glencoe	Teacher generated activities	Food lab supplies	
Additional Resources/Inter-disciplinary Relationships			
Cooperative learning experience with science department			