

Wilson Area School District Planned Course Guide

Title of planned course: Family and Consumer Science - Grade 8

Subject Area: Family and Consumer Science

Grade Level: 8th grade

Course Description: This course is the third in a three-year progression of Family and Consumer Science at the intermediate school.

The primary focus will be to provide students with learning experiences that advance their understanding and skills in both textile and culinary sciences in addition to gaining a deeper understanding of sustainability issues and career connections as they relate to individuals, communities and our world.

Textile sciences: Students will use a variety of textile project construction skills to complete a more advanced machine-made project. The students will follow written directions, use diagrams/patterns and observe demonstrations as they complete each step of the project. Students will be encouraged to think about the future of textile resources both technologically and environmentally. Lessons will include ideas for reusing, remixing and recycling resources. Students will distinguish between qualities of both natural and man-made fabric fibers for specific projects. They will evaluate the advantages and disadvantages of each.

Culinary Sciences: Students will use a variety of skills to produce more complex food preparations. They will be introduced to some basic guiding scientific principles of how foods work including glutes, eggs, leavening & emulsifying agents, fats, spices, sugars, salts, fibers, and proteins. During these lessons, students will apply hands-on skills and knowledge to store, handle, and prepare fresh produce and meats for cooking and consumption. They will practice techniques for mixing various ingredients for baking. They will practice using various kitchen technology including hand and electronic mixers/blenders, knives, pans, and silicone tools. They will also be required to practice appealing presentation of foods and table manners. Students will assess their roles within the team and the success or problems within the written plan. Food preparation labs will introduce major appliances and small appliances.

Time/Credit for this Course: 36-day course

Curriculum Writing Committee: Lydia Marano

Curriculum Map

Unit 1/Textile Sciences and Fabric Project Construction

Day 1-18: Textile Sciences

Students will be able to:

- Demonstrate knowledge of and skills for using a variety of hand sewing tools both effectively and safely.
- Demonstrate knowledge of and skills for acquiring and using fabrics and patterns for creating projects.
- Demonstrate knowledge of and skills for using a sewing machine.
- Define what it means and why it is essential to consider textile and fabric sustainability.
- Suggest different ways to remix, reuse, refashion, or recycle textiles
- Create at least one fabric project from scratch using a variety of sewing tools including the sewing machine and textile materials.
- Evaluate their project based on a rubric which includes attention to the use of tools and proper construction techniques.

Unit 2/Culinary Sciences Review and Extension

Day 19-36: Culinary Sciences

Students will be able to:

- Demonstrate knowledge of and skills for using various kitchen tools and appliances.
- Demonstrate knowledge of and skills for reading a recipe.
- Demonstrate knowledge of and skills for following best practices in safety, sanitation, preparation, time-management, serving and sharing food items.
- Focus on teamwork with the 3 C's---Communication, Cooperation, Collaboration--with their peers.
- Prepare 3-4 labs including breakfast, dinner, dessert, beverage.
- Evaluate their food preparation labs relative to food science knowledge, food handling/serving, food presentation/taste, and teamwork.

Wilson Area School District Planned Course Materials

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Online Curriculum Materials: Google Classroom for Textile and Culinary Extension Assignments; PBS Learning Media; American Egg Board; Foodsafety.gov; Kids Health website from Nemours; Fightbac.org.

Supplemental Student Resources/Tools and Materials:

- Janome 2212 Beginner Sewing Machines (w. attachments & spare parts)
- Ironing Boards and Irons
- Small sewing tools: Sewing shears, Thread snips, Seam rippers, Seam gauges, Tape measures, tailors chalk, rulers
- Fasteners: Pins, Buttons, Zippers, Velcro
- Variety of woven fabrics, cording, threads
- Sewing worksheets
- Sewing machine guide book
- Teacher demonstrations

Supplemental Videos:

- The Egg, Modern Marvels DVD, Documentary from A & E Television Networks 2011.
- Unwrapped, Volume 1 DVD with 3 Episodes produced by Food Network--Snack Time, Classics and Fun Stuff.
- Food: Delicious Science DVD from PBS/BBC 2017. Three Episodes include: Food on the Brain, A Matter of Taste, and We Are What We Eat.
- TedEd video resources for teachers including
 - The Science of Spice (https://www.youtube.com/watch?v=qD0_yWgifDM)
 - The Chemistry of Cookies (<https://www.youtube.com/watch?v=n6wpNhyreDE>)
 - What is Gluten (<https://www.youtube.com/watch?v=uEM2iDT-VAk>)

Teacher Resources:

- Computer, projector, whiteboard, chromebooks
- Google Classroom with supplemental materials and assignments uploaded
- Internet Resources including resources Affiliated Educational Organization Resources:
 - AAFCS (American Association of Family and Consumer Sciences)
 - FCCLA (Family, Career and Community Leaders of America)
 - ACTE (Association of Career and Technical Education), 677 Pa Department of Education
- Magazines-Consumer sites for kids: BizKids, Choices Magazine by Scholastic

Teacher Acquired Materials:

- The Food Lab (Better Home Cooking through Science) by J. Kenji Lopex-Alt
- Why You Eat What You Eat (The Science behind our relationship with Food) by Rachel Herz
- How Food Works (visually explained for differentiated learners) by DK Publishing
- 8th Grade Family and Consumer Science Lesson Plans (Family, Food, and Textiles) by Learning Zone Express
- Sewing School: Lessons in Machine Sewing by Amie Petronis Plumley & Andria Lisle

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science - Grade 8

Unit 1: Textile Sciences and Project Construction

Time frame: Day 1-18,

State Standards: : 11.1.6A, 11.1.6F, 11.1.6D, 11.2.9C

Essential Questions:

- Why should I understand the fiber content of textile products?
- What considerations should I make before choosing a fabric for a project?
- Why should I care about where my textile products come from?
- How can I use my knowledge of textile science and fabric project construction in my own life?
- What are the sustainability issues which relate to textiles in our world?

Essential content/objectives: At the completion of the unit, students will be able to:

- Begin to connect both natural and synthetic fibers to the production cycle of textile products.
- Demonstrate knowledge of and apply skills for using fabrics and patterns for creating projects
- Effectively identify and use a variety of sewing/fabric project construction/repair tools.
- Demonstrate knowledge of and apply skills for using a sewing machine
- Define what it means and why it is essential to consider textile and fabric sustainability.
- Suggest different ways to remix, reuse, refashion, or recycle textiles.

Core Activities: Students will complete/participate in the following:

- Outline characteristics and advantages and disadvantages of natural and synthetic fibers
- Experiment with fibers and twist them into threads
- Separate commercial threads to understand the concept of ply
- Analyze the choice of fibers used in clothing considering the intended purpose, comfort, cost, strength, and method of cleaning for each
- Label and explain the purpose of each part of a sewing machine
- Use a pattern to cut the shape of the project and transfer markings from the pattern to the fabric
- Stitch a sample seam that is stitched 5/8 inch from the edge, backstitched, finished with a zigzag stitch and reshaped with an iron
- Interpret written instructions and diagrams to assemble a project

Extensions:

- Repair clothing or other consumer goods
- Tutor a classmate on a specific step of the project
- Create a pattern for a small new project such as a wallet or a hair scrunchie and then make the project using fabric scraps
- Watch the Triangle Shirtwaist Factory Fire to find connections between the history of the garment industry and on our economic, legal, manufacturing and human progress
- Using historic events such as the Bangladesh textile industry disaster make sustainability connections that impact textile production today on developing nations around the world

- What is Fast Fashion? Have students make connections between how we use garments today and follow the trail from fiber to fabric to clothing. Analyze how this makes for an abundance or surplus both personally and globally. Ask questions about the impact of this on world resources.

Remediation:

- Adaptations of project specific to students' needs
- Student mentor
- Modeling
- Scaffolding or Partner work
- Assistance from learning support teacher or aide
- Materials for remediation:
 - Needle threaders
 - Partially completed projects of the same model
 - Alternate projects such as a simple pillow
 - Review sheets

Instructional Methods:

- Class discussion/notes
- Question of the day (Warm-up)
- Teacher demonstrations of sites, applications, etc.
- Practice on paper or scrap fabric
- Peer teaching
- Teacher directed review and practice
- Google Classroom assignments and communication
- Family and community connections and increase relevance (Does someone in their family sew or work in the textile industry?)

Materials & Resources:

- Notes related to textile project
- Printed Worksheets and Instructions to guide and reinforce activities
- Daily review question recorded in folders
- PBS Learning Media Website
- Supplemental Books and Videos
- Chromebooks
- Google Classroom
- Overhead Projector for demonstrations

Assessments:

- Self-assessment/teacher assessment of journal responses and research sheets
- Question of the day responses
- Class participation
- Family interview or Career person interview

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science - Grade 8

Unit 2: Food/Kitchen Science

Time frame: Day 19-36---Approximately 18 classes

State Standards: 11.2.6C, 11.2.9C, 11.2.6B, 11.3.9A, 11.3.9F, 11.3.6G, 11.2.9E

Essential content/objectives: At completion of the unit, students will be able to:

- Describe safe food handling techniques and explain why they are effective
- Accurately measure ingredients and follow step by step written instructions
- Develop a team plan for food preparation including the division of tasks in preparation and clean up
- Evaluate team plan's effectiveness and the team's effort to work together
- Develop a sense of time and organization needed to prepare food in a given time frame
- Develop vocabulary needed to interpret more complex recipes.
- Explain how to safely use, clean and store kitchen equipment and utensils
- Describe simple ways to change toppings, ingredients and/or portion size to alter recipes to improve nutritional value in one's diet
- Demonstrate knowledge of and apply skills for using various kitchen tools and appliances
- Demonstrate knowledge of and apply skills for reading a recipe
- Demonstrate knowledge of and apply skills for following safety, sanitation, preparation, collaboration, time-management when creating cooking or baking foods.
- Demonstrate knowledge and apply skills for serving food and using appropriate table etiquette.

Core Activities: Students will complete/participate in the following:

- Discuss the importance of safely handling food
- Complete team plan forms and timeline for preparation
- Use a variety of kitchen equipment to complete food preparation
- Demonstrate knowledge of appropriate cleaning procedures
- Demonstrate appropriate serving conventions and table manners while serving prepared foods
- Follow the principle of cooking with eggs, flour and fats
- Prepare chicken following principles of safe handling (using knowledge of cross contamination) and recognizing how to test for doneness in preparation for proteins based on their tenderness
- Prepare a dessert with eggs to analyze cost and preparation time
- Prepare appetizers and snack foods focusing on nutritional content

Extensions:

- Prepare recipes at home and have family members give feedback.
- Each kitchen team prepares a different part of a meal to share with the entire class.
- Each kitchen team bakes a different cookie and the class has a cookie exchange.

Remediation:

- Adaptations specific to student's needs
- Flexible grouping
- Teacher proximity/assistance
- Conferencing with lab group to solve problems

Instructional Methods:

- Lecture/discussion
- Demonstrations
- Food Labs
- Small group planning
- Small group review or evaluation-goal setting
- Worksheets

Materials & Resources:

- Notes
- Printed Worksheets and Instructions to guide and reinforce online activities
- Daily review question recorded in folders
- Wall charts-Food Guides, Portion Guides, Food Groups, news articles
- Lab equipment for food preparation
- Purchased foods/cleaning supplies/paper/storage goods
- Student folders
- Videos provided by the teacher
- Internet

Assessments:

- Quizzes
- Rubrics completed by students
- Rubrics completed by the teacher
- Graded activities-measurement and abbreviation worksheets
- Graded team plans