

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

8th Grade Family and Consumer Science

Course # 1012

Grade(s) 8

Department: Family & Consumer Science

Length of Period (mins.) 43

Total Clock Hours: 32.25

Periods per Cycle: 6

Length of Course (yrs.) .25

Type of Offering: required elective

Credit: .25

Adopted: _____

Developed by:
Nancy Davis
Olive Haupt
Karen Talboo
Deirdre Thorp

Description of Course

Course Title:

8th Grade Family and Consumer Science - # 1012

Description:

This survey course will look at the role of the consumer and how to avoid common consumer pitfalls. Students will explore the influence of advertising, and discuss consumer rights and responsibilities. This course will investigate the physical and chemical changes that take place in food preparation.

Opportunities will be provided to prepare nutritious food. Students will be involved in producing a project that will help to develop time management skills, self-discipline, problem solving, and positive self-esteem.

Goals:

- To recognize the importance of being an educated consumer
- To develop independent work habits needed to create an individual project
- To communicate a concern for the effects of eating habits on their health
- To demonstrate that computer technology can be integrated into the daily activities of family life

Requirements:

Students must participate in all activities related to becoming an educated consumer, all food labs and activities related to promoting good health, and create an individual project incorporating skills acquired in class and using the latest technology in the Textiles and Clothing area.

Text:

Byrd-Bredbenner, Carol, Adventures in Food and Nutrition, Goodheart-Wilcox, 2003
Ross, Patricia, Take Charge of Your Life, Goodheart-Wilcox, 2004
Teacher made materials

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Nutrition and Foods	1	Students will recognize that eating habits can influence their health.	U	<ul style="list-style-type: none"> Food choices will affect your health, i.e., fat, sugar, salt, etc. 	<ul style="list-style-type: none"> Class discussion Teacher prepared worksheets Quiz 	11.3.6 C 11.3.6 D 11.3.6 E
	2	Students will organize and incorporate food preparation techniques needed to prepare nutritious food.	R	<ul style="list-style-type: none"> Numerous resources available to prepare nutritious food. Plan and prepare a nutritious meal at home 	<ul style="list-style-type: none"> Rubric for evaluation of family meal 	11.3.6 D 11.3.6 F
	3	Students will describe the physical and chemical changes that take place in food preparation.	U	<ul style="list-style-type: none"> Demonstrate leavening agents Prepare recipes Discussion of functions of basic ingredients 	<ul style="list-style-type: none"> Teacher worksheet Class discussion Teacher demonstration 	11.3.6 G
	4	Students will demonstrate proper measuring techniques in food preparation.	R	<ul style="list-style-type: none"> Prepare recipes 	<ul style="list-style-type: none"> Rubric Self-evaluation 	11.2.6 B 11.3.6 B 11.3.6 F
	5	Students will organize the basic steps necessary for becoming a contributing member of a foods lab team.	U	<ul style="list-style-type: none"> Every student is a vital member of a foods lab team Each member must complete assigned responsibilities for the lab to be successful Working on a foods lab team can provide experience in learning to work with others 	<ul style="list-style-type: none"> Checklist/rubric 	11.2.6 B 11.2.6 D
	6	Students will integrate management skills necessary for completing a foods lab.	U	<ul style="list-style-type: none"> A recipe is a guide to help prepare a certain food Following a recipe allows for efficient management of time and promotes organization 	<ul style="list-style-type: none"> Rubric/checklist for lab evaluation 	11.2.6 B 11.2.6 C 11.2.6 D
Consumer and Resource Management	7	Students will discuss various methods of advertising.	A	<ul style="list-style-type: none"> There are numerous places, times, or ways that advertisers use to put product names in front of consumers 	<ul style="list-style-type: none"> Class discussion Student assignment Quiz 	
	8	Students will identify the various functions of advertising and how they affect the consumer.	L	<ul style="list-style-type: none"> Knowledge of various advertising slogans show how effective ads are at having consumers remember products Brand name identification shows advertising effectiveness' of certain companies There are several ways advertising is beneficial to consumers Advertising can have a negative 	<ul style="list-style-type: none"> Class discussion and questioning Student worksheets Quiz 	11.1.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
				impact on the consumer		
	9	Students will discuss various advertising lures.	U	<ul style="list-style-type: none"> There are several appeals that can be used in advertisements 	<ul style="list-style-type: none"> Rubric to evaluate ad appeals assignment Guide sheet Quiz Find examples of appeals from magazines or newspapers 	11.1.6 D
	10	Students will identify, explain, and apply consumer rights and responsibilities.	R	<ul style="list-style-type: none"> Every person is entitled to consumer rights and responsibilities 	<ul style="list-style-type: none"> Class discussion Worksheets on writing letters of compliment or complaint Quiz 	11.1.3 D 11.1.6 D
	11	Students will write a business letter to voice consumer opinion.	U	<ul style="list-style-type: none"> Review procedure for writing a business letter to voice consumer opinion There are several places that will help consumers with purchasing problems 	<ul style="list-style-type: none"> Rubric 	11.1.6 D 11.1.6 F
	12	Students will utilize current articles and selling techniques to make intelligent purchasing decisions.	L	<ul style="list-style-type: none"> Consumer Report magazines provide current consumer information 	<ul style="list-style-type: none"> Worksheets Class discussion 	11.2.6 A
	13	Students will conduct a product comparison.	U	<ul style="list-style-type: none"> Criteria for evaluating a product is essential to developing wise consumer skills 	<ul style="list-style-type: none"> Class discussion Worksheet Participation in product evaluation 	11.2.6 A
	14	Students will demonstrate knowledge and skills to utilize the decision making process.	L	<ul style="list-style-type: none"> Following specific steps in making a decision is an important consumer skill 	<ul style="list-style-type: none"> Class discussion Student worksheet 	11.2.6 A
	15	Students will identify the importance of conserving resources.	A	<ul style="list-style-type: none"> Recycling, reducing, reusing Conservation Each person can make a difference in the environment everyday Natural resources are those in nature as are in a limited supply 	<ul style="list-style-type: none"> Student guide sheet Class discussion Quiz Evaluation checklist for recycling Poster/display 	11.1.6 A
	16	Students will define a simple spending plan to allow for managing income, expenses, and savings.	L	<ul style="list-style-type: none"> Define: <ul style="list-style-type: none"> Income Expenses Savings Long and short term goals 	<ul style="list-style-type: none"> Worksheet Class discussion 	11.1.6 B
	17	Students will identify and define		<ul style="list-style-type: none"> Knowledge of what make a 	<ul style="list-style-type: none"> Class discussion 	11.1.6 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
		the role of a consumer.		consumer goods and services		
Textiles and Clothing	18	Students will implement current sewing technology.	A	<ul style="list-style-type: none"> Sewing machines vary in their capabilities and accessories, but each machine has the same basic parts and controls 	<ul style="list-style-type: none"> Class discussion and questioning Quiz Student worksheet 	11.2.6 E
	19	Students will apply basic knowledge and safe use of classroom tools.	U	<ul style="list-style-type: none"> There are a variety of different types of sewing tools on the market. Some are necessary for beginners, others have specialized tasks 	<ul style="list-style-type: none"> Class discussion and questioning Student worksheet 	11.2.6 E
	20	Students will assume responsibility for selecting and constructing an individual project.	L	<ul style="list-style-type: none"> Cutting out and marking the fabric pieces 	<ul style="list-style-type: none"> Class discussion Rubric for sewing 	11.2.6 A
	21	Students will apply time management skills in the completion of a project.	U	<ul style="list-style-type: none"> Fabric pieces are assembled by stitching the seams Interpret instructions or directions Project construction involves a step-by-step process which is necessary to complete a project 	<ul style="list-style-type: none"> Class discussion and questioning Rubric for sewing 	11.2.6 B
	22	Students will increase his/her self-esteem in a positive way through the successful completion of a project.	U	<ul style="list-style-type: none"> Successful completion of a project requires self-discipline Students must work independently in order to complete chosen project 	<ul style="list-style-type: none"> Rubric for sewing 	11.2.6 B