

## Hamburg Area School District

**Name of Course:** Personal and Family Living

**Grade Level:** 8th Grade

**Department:** Family and Consumer Science

**Instructional Time:** 45 min.

**Length of Course:** 1 Quarter

**Periods per Cycle:** 6

### **Text and Resources:**

Applying Life Skills (McGraw Hill)

Student Workbook

You -Living, Learning and Caring (Goodheart-Willcox)

Video

Internet

Banzai Financial Literacy Program

Teacher created materials

### **Assessments:**

Tests and Quizzes

Projects

Financial Literacy Program Completion

Cooking Labs

Notebook

**Standards:** National Association of State Administrators of Family and Consumer Science (NASAFACS)

<http://www.nasafacs.org/national-standards-and-competencies.html>

<b>Subject/Course:</b>	Grade: 8			
<b>Family and Consumer Science</b>	Suggested Timeline: 1 Quarter, 6 periods per cycle			
<b>Unit Title:</b>	A Responsible Consumer			
<b>Essential Questions / Objectives / I Can Statements</b>	<b>Content / Concepts</b>	<b>Skills / Competencies</b>	<b>Vocabulary</b>	<b>Standards</b>
What is money management? How do we pay bills and keep within a budget? What steps need to be taken to make good consumer choices?	~Identify factors that influence consumer choices ~Summarize the rights and responsibilities of consumers ~ Describe the procedures for using savings and checking accounts ~Demonstrate how to pay bills and remain within a budget ~List the benefits and costs of credit.	~Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital ~ Analyze policies that support consumer rights and responsibilities. ~Demonstrate management of financial resources to meet the goals of individuals and families across the life span. ~Analyze factors in developing a long-term financial management plan.	consumer, income, impulse purchase, comparison shopping, redress, warranty, budget, expense, interest, endorse, reconcile	N.S. 2.1, 2.3, 2.6, 3.3

### **National Family and Consumer Science Standards**

#### **Grade 8**

- 1.1 - Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global)
- 1.2 -- Demonstrate transferable and employability skills in school, community and workplace settings.
- 13.1 -- Analyze functions and expectations of various types of relationships.
- 13.3 -- Demonstrate communication skills that contribute to positive relationships.
- 2.1 -- Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- 2.3 -- Analyze policies that support consumer rights and responsibilities.
- 2.6 -- Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 3.3 -- Analyze factors in developing a long-term financial management plan.
- 16.2 -- Evaluate fiber and textile products and materials.
- 16.3 -- Demonstrate fashion, apparel, and textile design skills.
- 16.4 -- Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 9.1 -- Analyze career paths within food science, food technology, dietetics, and nutrition industries.
- 9.3 -- Evaluate nutrition principles, food plans, preparation techniques an specialized dietary plans.

<b>Subject/Course:</b>	<b>Grade: 8</b>			
	<b>Suggested Timeline: 1 Quarter, 6 periods per cycle</b>			
<b>Family and Consumer Science</b>				
<b>Unit Title:</b>	<b>Cooking Techniques</b>			
<b>Essential Questions / Objectives / I Can Statements</b>	<b>Content / Concepts</b>	<b>Skills / Competencies</b>	<b>Vocabulary</b>	<b>Standards</b>
What are the 4 basic cooking techniques? What are healthful cooking methods? How are foods prepared using various cooking techniques?	<p>Explain conduction, convection, and radiation.</p> <p>~ Compare different methods for cooking with fat</p> <p>~Describe different moist-heat cooking methods</p> <p>~Describe different dry-heat cooking methods.</p> <p>~ Summarize microwave cooking techniques.</p>	<p>~Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans</p> <p>~Analyze career paths within food science, food technology, dietetics, and nutrition</p>	<p>conduction, convection, radiation, dry-heat cooking, roast, broil, moist-heat cooking, boil, steam, poach, simmer, braise, stew, deep-fat fry, panfry, stir-fry</p>	<p>NS 9.1, 9.3</p>

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<b>Subject/Course:</b>	Grade: 8			
<b>Family and Consumer Science</b>	Suggested Timeline: 1 Quarter, 6 periods per cycle			
<b>Unit Title:</b>	Entering the World of Work			
<b>Essential Questions / Objectives / I Can Statements</b>	<b>Content / Concepts</b>	<b>Skills / Competencies</b>	<b>Vocabulary</b>	<b>Standards</b>
What is the application process for employment? What is a resume and cover letter? How do we successfully interview for a job?	~Outline the process of applying for a job ~Summarize how to prepare for a job ~Explain how to follow up after a job interview ~Demonstrate knowledge of a resume and cover letter	~ Analyze strategies to manage multiple roles and responsibilities ~Demonstrate transferable and employability skills in schools, community and workplace settings. ~Analyze functions and expectations of various types of relationships ~Demonstrate communication skills that contribute to positive relationships	Networking, Resume, Cover letter interview	NS 1.1, 1.2, 13.1, 13.3

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<b>Family and Consumer Science</b>	<b>Suggested Timeline: 1 Quarter, 6 periods per cycle</b>			
<b>Unit Title:</b>	<b>Sewing Machine Basics</b>			
<b>Essential Questions / Objectives / I Can Statements</b>	<b>Content / Concepts</b>	<b>Skills / Competencies</b>	<b>Vocabulary</b>	<b>Standards</b>
What equipment is needed for sewing on a machine? How is a sewing machine used? What fabrics and notions are used to prepare a sewing machine project?	~Identify small sewing equipment and their functions. ~ Explain how to use a sewing machine. ~ Explain how to select fabric and notions. ~Identify parts of a sewing machine. ~Define the role of basting. ~Identify the purpose of different stitching techniques.	~Evaluate fiber and textile products and materials ~ Demonstrate fashion and apparel design skills ~ Demonstrate skills needed to produce, alter, or repair fashion and apparel	embroider, tension, interfacing, notions, ease, selvage, bias	NS 16.2, 16.3, 16.4

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