

Southern York County School District Instructional Plan

Name:	Dates: 2 class periods
Course/Subject: Family and Consumer Science – Grade 8	Unit Plan 1 – Leadership
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: <ul style="list-style-type: none"> ▪ 11.2.3.C. Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower. ▪ 11.2.6.C. Classify the components of effective teamwork and leadership. ▪ 11.2.9.C. Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family. 	
Understanding(s): <i>Students will understand . . .</i> 1. Teamwork and leadership skills are essential components of effective problem solving in work and family situations.	Essential Question(s): <ul style="list-style-type: none"> ▪ Why work as a team? ▪ How does my performance affect the team? ▪ To what extent do leadership skills impact teamwork?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> ▪ Seven skills of leadership. <ul style="list-style-type: none"> ○ Communicating effectively. ○ Assessing the make up of the team. ○ Using resources. ○ Delegating tasks. ○ Evaluating...planning, process, review. ○ Determining and ranking goals. 	Students will be able to: <ul style="list-style-type: none"> ▪ Use leadership skills to solve problems/achieve goals. ▪ Develop examples of leadership/teamwork skills. ▪ Analyze a scenario and identify examples of leadership skills.
Name:	Dates: 7 – 10 class periods
Course/Subject: Family and Consumer Science – Grade 8	Unit Plan 2 – Food Preparation
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: <p>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 production).</p> <p>11.3.9.A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>11.3.9.B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p>11.3.6.F. Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.3.6.G. Describe the physical, biological, and chemical changes that take place in food preparation.</p> <p>11.3.9.F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>11.3.9.G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p>	
Understanding(s):	Essential Question(s):

<p>Students will understand . . .</p> <ul style="list-style-type: none"> ▪ Planning and mastering skills are important components of food preparation. ▪ Maintaining a safe and sanitary environment reduces the risk of injury and food contamination. ▪ Advancements in technology enhances both the food supply and food products. 	<ul style="list-style-type: none"> ▪ What knowledge must a cook put into practice in order to have a successful food preparation experience? ▪ How are knowledge of safety and sanitation and careful work habits related? ▪ To what extent does technology impact the cooking process?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Safety and sanitation principles and procedures. ▪ Kitchen equipment. ▪ Cooking terms. ▪ Measuring procedures. ▪ Abbreviations. ▪ Table setting and Manners. ▪ Lab procedures. ▪ Microwave cooking process. ▪ Technological influences to food preparation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify parts of a recipe. ▪ Apply safety/sanitation habits in food labs. ▪ Choose the best tool and apply the appropriate prep technique for the term/direction in a recipe. ▪ Demonstrate accurate measuring procedures. ▪ Recognize and apply abbreviations in a recipe. ▪ Plan and set up place setting for various menus/recipes. ▪ Implement acceptable table manners. ▪ Plan, manage and analyze lab processes. ▪ Evaluate final products. ▪ Summarize how a microwave oven cooks food. ▪ Use a microwave to prepare a recipe. ▪ Compare/contrast a food product prepared in a conventional vs. microwave oven.
<p>Name:</p>	<p>Dates: 7 – 10 class periods</p>
<p>Course/Subject: Family and Consumer Science – Grade 8</p>	<p>Unit Plan 3 - Nutrition</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ 11.3.6.C. Analyze factors that effect food choices. ▪ 11.3.6.D. Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid. ▪ 11.3.9.C. Analyze the impact of food addictions and eating disorders on health. ▪ 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). ▪ 11.3.9.E. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle. 	
<p>Understanding(s):</p>	<p>Essential Question(s):</p>

<p>Students will understand . . .</p> <p>1. Making healthy food choices affects the quality of life.</p>	<ul style="list-style-type: none"> ▪ How are health, growth and dietary choices related? ▪ To what extent are calorie intake and nutrient needs related? ▪ How can foods from various food groups be combined to create healthy meals or snacks?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Nutrients. ▪ Functions of nutrients. ▪ Food group sources for nutrients. ▪ Food Guide Pyramid. ▪ Factors that determine nutrient needs. ▪ Malnutrition vs. Under nutrition. ▪ Diseases related to diet. ▪ Relationship of calories to diet. ▪ Nutrient dense vs. Empty calorie. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the six nutrients. ▪ Describe and explain specific functions of each nutrient. ▪ Choose the appropriate food group(s) to supply particular nutrients from the food guide pyramid. ▪ Discuss the different factors that determine an individual's nutritional and caloric needs. ▪ Describe the relationship of calories to nutritional needs of individuals. ▪ Compare nutrient dense and empty calorie foods. ▪ Analyze the results of malnutrition and under nutrition. ▪ Suggest preventative measures to prevent diseases related to diet.
<p>Name:</p>	<p>Dates: 10 – 13 class periods</p>
<p>Course/Subject: Family and Consumer Science – Grade 8</p>	<p>Unit Plan 4 – Money Management & Consumer Habits</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>11.1.9.B. Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).</p> <p>11.1.9.D. Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).</p> <p>11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work.</p> <p>11.1.12.B. Analyze the management of financial resources across the lifespan.</p> <p>11.1.12.F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Wise money management is an essential component of a lifelong quality of life. 2. Money management decisions are guided by individual values and goals. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent are work and income related to managing money? ▪ How are values, goals and planning related to money management? ▪ How does product comparison impact consumer decision-making and money management? ▪ How are income, expenses, and

	savings related?
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> ▪ Three components of a spending plan. <ul style="list-style-type: none"> ○ Income, Expenses, Savings. ▪ How to develop/balance a spending plan. ▪ Bank account recording keeping. ▪ Consumer rights/responsibilities. ▪ Consumer decision-making process. 	Students will be able to: <ul style="list-style-type: none"> ▪ Recognize the difference in regular work and occasional jobs. ▪ Describe fixed and flexible expenses. ▪ Evaluate savings/investment tools in relation to risk, reward, and access to funds. ▪ Describe the process, advantages and/or disadvantages of various methods of payment. ▪ Calculate income and create a spending/savings plan. ▪ Write a sample check. ▪ Track checking account transactions in a ledger. ▪ Understand consumer rights and responsibilities. ▪ Analyze and compare similar products. ▪ Utilize the consumer decision-making process to make a purchase decision.
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Course/Subject: Family and Consumer Science – Grade 8	Unit Plan 4 – Money Management & Consumer Habits
Stage 1 – Desired Results	
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Learning Objectives:	

Students will know . . .

- Three components of a spending plan.
 - Income, Expenses, Savings.
- How to develop/balance a spending plan.
- Bank account recording keeping.
- Consumer rights/responsibilities.
- Consumer decision-making process.

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- Recognize the difference in regular work and occasional jobs.
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