



Wolcott Public Schools

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Middle School Curriculum Grade 6 to 8 Family & Consumer Science



Children are our Future...

MIDDLE SCHOOL – FAMILY & CONSUMER SCIENCE

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

Family and Consumer Sciences prepare students for life span responsibilities encompassing family, career, community, and personal aspects. This course strengthens the well being of the individual by promoting optimal nutrition, teaching balance of home and family, managing resources, and functioning effectively as providers and consumers within our society. By incorporating academic learning with hands-on application, Family and Consumer Sciences is an integral part of a successful and comprehensive education to adulthood.

Course Description:

At the middle school level, Family and Consumer Sciences education focuses on nutrition and wellness, basic food production, simple textile/sewing skills, career exploration, hospitality, and interpersonal relationships. Students participate in activities which allow them to experience their own personal accomplishments in these areas. The duration of the course at each grade level consists of fifteen classes, most of which include hands-on student involvement to reinforce synthesis of information and application of newly acquired knowledge.

MIDDLE SCHOOL – FAMILY & CONSUMER SCIENCE

6th Grade:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>#1: Career, Community, and Family Connections</u> 1.4: Engage in activities requiring teamwork.</p>	<ul style="list-style-type: none"> • Form kitchen work groups. • Convene to prepare for each lab. • Discuss required activities. • Divide tasks into categories. • Assign jobs to each member of team. 	<ul style="list-style-type: none"> • Monitor and evaluate students in terms of group dynamics. • Oversee decision making process and confirm positive functionality by creation of useful Lab Plan Sheet. 	<ul style="list-style-type: none"> • Course Organizer • Seating Charts • Lab Plan Sheets
<p><u>#7: Nutrition and Wellness</u> 7.7: Examine practices that influence nutrition and wellness practices for adolescents. 7.11: Practice safe and sanitary methods to prepare foods.</p>	<ul style="list-style-type: none"> • Practice measuring ingredients. • Perform labs in kitchens as assigned. 	<ul style="list-style-type: none"> • Watch each student measure their assigned ingredients and provide immediate feedback. • Administer Quiz to confirm comprehension of measures and the associated abbreviations. 	<ul style="list-style-type: none"> • Quiz on Measuring • Recipes-Nachos, Chocolate Chip Cookie Bars • <i>Food Guide Pyramid</i> Poster • Kitchen Measures Worksheet • Note Taking Guide-Abbreviations and Measuring
<p><u>#8: Hospitality, Food Science, Dietetics, Food Production and Services</u> 8.9: Practice correct safety, sanitary and environmental procedures used in food preparation 8.12: Identify successful team strategies to achieve success in the kitchen</p>	<ul style="list-style-type: none"> • Conduct lab using sanitary practices. • Demonstrate understanding of safety procedures in lab. • Evaluate outcome of lab through food consumption. • Complete process with proper cleaning activities. 	<ul style="list-style-type: none"> • Use Rubric to grade each lab based on student individual responsibility and team work 	<ul style="list-style-type: none"> • Conventional Ovens • Convection Oven • Microwave Ovens • Kitchen Utensils and Equipment • Liquid and Dry Measures

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><u>6th Grade</u> <u>(Continued)</u></p> <p>#11: Textiles and Design</p> <p>11.2: Further develop fine motor skills necessary for manipulating and creating with fabric.</p> <p>11.5: Demonstrate skills needed to produce or repair textile products and apparel.</p>	<ul style="list-style-type: none"> • Follow instructions to create pillow from purchased project kit. • Utilize skills in pinning to prepare fabric. • Practice machine stitch on paper. • Operate sewing machine correctly to complete seam stitching. • Incorporate hand sewing techniques to finish last seam opening. • Handle all tools and instruments carefully and safely. 	<ul style="list-style-type: none"> • Evaluate machine stitch on paper to ensure mastery of straight line and pivot techniques. • Check pinning for accuracy and safety. • Use Rubric to evaluate seams, trimming, stuffing, and final outcome of pillow. • Assess overall appearance of project including hand stitching. • Incorporate oral quiz with Bingo game to reinforce concepts. 	<ul style="list-style-type: none"> • Sewing Tools: shears, scissors, pins, needles, pincushions, rulers, yard sticks, thread, stuffing • Sewing machines • Bobbins • Stitching diagrams for practice • Sewing project kits • Bingo game

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7th Grade:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>#1: Career, Community, and Family Connections</u></p> <p>1.3: Identify different roles individuals play in families, careers, and communities.</p> <p>1.4: Engage in activities requiring teamwork.</p> <p>1.7: Explore the impact technology has on careers, community, and family.</p>	<ul style="list-style-type: none"> • Review values, interests and skills. • Search website for various job descriptions. • Interview family member or friend about different career experiences. • Make oral presentation to classmates. 	<ul style="list-style-type: none"> • Provide feedback on student self-assessment regarding values, interests, and skills. • Verify job description information. • Guide students in extracting useful data for future planning. • Use Rubric to evaluate student oratory skills in terms of volume, articulation, facts, and eye contact. 	<ul style="list-style-type: none"> • Course Organizer • Seating Charts • Computer Lab: Career Website • Career Exploration Worksheet • Case Study Assignment Sheet
<p><u>#7: Nutrition and Wellness</u></p> <p>7.8: Determine nutritional needs based on U.S. dietary guidelines.</p> <p>7.10: Plan and prepare food based on U.S. dietary guidelines.</p> <p>7.11: Practice safe and sanitary methods to prepare foods.</p>	<ul style="list-style-type: none"> • Form kitchen work groups. • Convene to prepare for each lab. • Discuss required activities. • Divide tasks into categories. • Assign jobs to each member of team. • Review <i>Food Guide Pyramid</i>. • Present elements of a balanced diet. • Discuss serving sizes. • Practice measuring ingredients. • Perform labs in kitchens as assigned. 	<ul style="list-style-type: none"> • Monitor and evaluate students in terms of group dynamics. • Use Rubric to grade each lab based on student individual responsibility and team work. • Administer Quiz to confirm comprehension of nutrients and the <i>Food Guide Pyramid</i>. 	<ul style="list-style-type: none"> • Kitchen Safety Worksheet • Lab Plan Sheets • Note Taking Guide and Quiz: <i>Food Guide Pyramid</i>, Nutrients • Recipes-Oatmeal Cookies, Vegetable Soup • <i>Food Guide Pyramid</i> Poster • Original Pyramid, My Pyramid Handouts and Worksheets

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><u>7th Grade</u> (Continued)</p> <p>#8: Hospitality, Food Science, Dietetics, Food Production and Services</p> <p>8.9: Practice correct safety, sanitary and environmental procedures used in food preparation.</p> <p>8.10: Select and use equipment correctly in food preparation.</p> <p>8.12: Identify successful team strategies to achieve success in the kitchen.</p> <p>#11: Textiles and Design</p> <p>11.5: Demonstrate skills needed to produce or repair textile products.</p>	<ul style="list-style-type: none"> • Conduct lab using sanitary practices. • Demonstrate understanding of safety procedures in lab. • Evaluate outcome of lab through food consumption. • Complete process with proper cleaning activities. • Incorporate hand sewing techniques to repair seam and affix button. • Handle all tools and instruments carefully and safely. • Operate sewing machine correctly to complete seam stitching. 	<ul style="list-style-type: none"> • Use Rubric to grade each lab based on student individual responsibility and team work. • Oversee decision making process and confirm positive functionality by creation of useful Lab Plan Sheet. • Use Rubrics to evaluate seam repair and button attachment. • Check pinning for accuracy and safety. • Evaluate machine stitchery for evenness and neatness. • Incorporate oral quiz with Bingo game to reinforce concepts. 	<ul style="list-style-type: none"> • Conventional Ovens • Convection Oven • Microwave Ovens • Kitchen Utensils and Equipment • Liquid and Dry Measures • Sewing Tools: shears, scissors, pins, needles, pincushions, rulers, yard sticks, thread, stuffing • Sewing machines • Garments from home to fix • Fabric, buttons • Bingo game

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8th Grade:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>#1: Career, Community, and Family Connections</u></p> <p>1.4: Engage in activities requiring teamwork.</p> <p>1.5: Identify employability skills.</p> <p><u>#7: Nutrition and Wellness</u></p> <p>7.8: Determine nutritional needs based on U.S. dietary guidelines.</p> <p>7.10: Plan and prepare food based on U.S. dietary guidelines.</p> <p>7.11: Practice safe and sanitary methods to prepare foods.</p> <p>7.12: Explore the relationship between food and culture.</p>	<ul style="list-style-type: none"> • Form kitchen work groups. • Convene to prepare for each lab. • Discuss required activities. • Divide tasks into categories. • Assign jobs to each member of team. • Review <i>Food Guide Pyramid</i>. • Present elements of a balanced diet. • Incorporate meal patterns for menu planning. • Practice measuring ingredients. • Perform labs in kitchens as assigned. • Conduct lab using sanitary practices. • Demonstrate understanding of safety procedures in lab. • Apply knowledge of safe food cookery by preparing meat based items. • Arrange table setting according to menu. • Serve food items buffet or family style aligned with the menu plan. • Evaluate outcome of lab through food consumption. • Complete process with proper cleaning activities. 	<ul style="list-style-type: none"> • Monitor and evaluate students in terms of group dynamics. • Oversee decision making process and confirm positive functionality by creation of useful Lab Plan Sheet. • Provide immediate feedback to students in terms of applied cookery techniques during Lab process. • Use Rubric to grade each lab based on student individual responsibility and cooperative work methods. • Administer Quiz to confirm comprehension of baked goods. • Evaluate group organization and proper table setting skills. • Confirm appropriate usage of various kitchen tools in preparation and food service according to style and menu. • Grade worksheet on Food Handling to reinforce proper temperature control to ensure safe food production. • Observe students for application of meat cookery techniques. 	<ul style="list-style-type: none"> • Course Organizer • Seating Charts • Lab Plan Sheets • Cookery Safety Worksheet • Recipe Adjustment Calculations • Note Taking Guide and Quiz-Baked Goods • Recipes-Sugar Cookies, Muffins, Pancakes, Grilled Cheese, Chili Dogs, Pasta with Meat Sauce • <i>Food Guide Pyramid</i> Poster

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">8th Grade (Continued)</p> <p>#8: <u>Hospitality, Food Science, Dietetics, Food Production and Services</u></p> <p>8.8: Identify employment opportunities in food related careers.</p> <p>8.9: Practice correct safety, sanitary and environmental procedures used in food preparation.</p> <p>8.10: Select and use equipment correctly in food preparation.</p> <p>8.11: Discuss menu planning to meet individual and family needs.</p> <p>8.12: Identify successful team strategies to achieve success in the kitchen.</p> <p>8.15: Identify career opportunities in the fields of hospitality and tourism.</p>	<ul style="list-style-type: none"> • Review values, interests and skills. • Search website for various job descriptions in FCS. • Determine educational requirements to pursue career in foods or hospitality. 	<ul style="list-style-type: none"> • Check website search results to verify FCS related career opportunities. • Conduct Final Quiz to assess understanding of basic concepts. 	<ul style="list-style-type: none"> • Kitchen Utensils and Equipment • Liquid and Dry measures • Electric Griddles, Crock Pot • Conventional Ovens • Convection Oven • Microwave Ovens • Website for Meal Pattern, Menu Planning, and Table Setting • Meal Planning and Table Setting/Etiquette handouts • Food Handling/Storage Safety • Computer Lab: FCS Careers Website • Hospitality Job Descriptions • Final Quiz

MIDDLE SCHOOL – FAMILY & CONSUMER SCIENCE

Pacing Guide

6th Grade:

CLASS NUMBER	OVERVIEW of LESSON PLAN
1	Attendance, classroom rules. Course introduction: Distribute and review Organizer. Begin Foods Unit with Safety Worksheet. Preparation for Textile Unit: Choose fabric/sewing kit for pillows, send home letter regarding payment for kits with due date.
2	Notes: Use note taking guide to review kitchens, work centers, safety rules, sanitation, abbreviations, and measuring. Assign worksheet for Measuring. Form student work groups, 4-5 per kitchen. Group work: Complete Plan Sheet for first kitchen lab: Nachos.
3	Review measuring techniques. Begin lab with safety and sanitation review: Hair tied back, wash hands. Students use Plan Sheet to perform lab independently, with teacher guidance. Group work: Complete Plan Sheet for second lab: Chocolate Chip Cookie Bars (2 class lab).
4	Student use Plan Sheet to make chocolate chip cookie dough. Wrap and store for next class. Collect money for fabric/kits. Be sure all students have chosen a sewing project.
5	Prepare and eat chocolate chip cookies. Alert students to prepare for quiz on Measuring and Abbreviations (Notes) next class.
6	Quiz on notes. Intro sewing, tools, machine. Distribute student Pillow Project Kits: prep with names and review instructions.
7	Pin fabric together according to directions. Thread sewing machines, top and bottom.
8	Allow each student to demonstrate how to thread sewing machine. Complete pinning.
9	Practice sewing on machine using paper with lines: Straight lines, pivots, maze, and curves.
10	Begin seams of pillow. Ensure all students have four seams done with opening on one side.
11	Same as Class # 10 until done. Fill out Grade Sheet to assess work so far. Complete threading machine, top and bottom, practice sewing as needed.
12	Stuff pillows and hand sew opening using overcast stitch.
13	Complete hand sewing and grading of pillows. If done with pillow, students may use fabric remnants to create a pincushion.
14	Complete sewing. Grade projects based on rubric.
15	Last class: Play bingo game to review and reinforce concepts in measuring, cookery, safety, sanitation, and sewing

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Pacing Guide

7th Grade:

CLASS NUMBER	OVERVIEW of LESSON PLAN
1	Attendance, classroom rules. Course introduction: Distribute and review Organizer. Introduce Career Exploration Unit. Complete Career Review sheet, give interview assignment homework.
2	Computer lab, use website for <i>bls career info</i> , print out 1-3 job description, highlight info (what, how, \$\$)
3	Student presentations of interview assignment focus on oral presentation skills. “What I Know” survey
4	Complete with student presentations, review “What I Know” survey. Introduction to Kitchens and Safety. Form work groups. Group activity: Do plan sheet for Oatmeal Cookies (2 class lab).
5	Review measuring techniques. Begin lab with safety and sanitation review: Hair tied back, wash hands. Students use Plan Sheet to perform lab independently, with teacher guidance, to make Oatmeal Cookie dough.
6	Prepare & eat oatmeal cookies. Use proper food handling techniques teamwork.
7	Use note taking guide to review cookery techniques. Distribute and review <i>Food Guide Pyramids</i> , complete worksheet. Introduce MyPyramid.gov website. Plan sheet for vegetable lab: Vegetable Soup recipe.
8	Prepare and eat vegetable soup using plan sheets. Alert students to computer lab activity next class using the MyPyramid.gov website.
9	MyPyramid.gov , <i>Blast Off</i> game, in computer lab. Alert students to quiz on notes next class to finalize foods unit.
10	Administer Quiz. Introduce Textile and Design Unit. Review sewing tools.
11	Sewing by hand projects: button, hem, seam repair. Ask students to bring in garments from home in need of repair or button replacement.
12	Complete hand sewing projects. Introduce machine sewing. Review threading of machine. Practice machine sewing, straight seams and pivots on paper.
13	Repair garments brought in from home. Or, cut and pin squares for pincushion project. Ensure each student knows how to thread the machine. Begin sewing seams.
14	Pin and machine stitch, hem, or affix button to clothing. Or, sew three sides on squares from end to end, sew one side leaving opening in center. Turn inside out. Stuff pincushion and hand sew opening.
15	Complete all sewing projects. If time, lay bingo game to review and reinforce concepts in nutrition, cookery, safety, careers, and sewing.

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Pacing Guide

8th Grade:

CLASS NUMBER	OVERVIEW of LESSON PLAN
1	Attendance, classroom rules. Course introduction: Distribute and review Organizer. Begin Foods Unit with safety and sanitation review. Form groups and complete Plan Sheet for first lab: Refrigerator Sugar Cookies (2 class lab).
2	Review measuring techniques. Begin lab with safety and sanitation review: Hair tied back, wash hands. Students use Plan Sheet to perform lab independently, with teacher guidance, to make refrigerator sugar cookie dough.
3	Slice, decorate, and bake cookies. Discuss table setting options and apply.
4	Present baked goods, quick breads, and cookies using Note taking guide. Group activity: Complete Plan Sheet for quick bread lab: muffins (drop batter).
5	Prepare and eat muffins. Alert students to Quiz next class.
6	Administer Quiz on cookies based on note taking guide. Introduce meal pattern for breakfast, include proper table setting and etiquette. Group activity: Plan Sheet for Breakfast lab: pancakes (pour batter quick bread) and sausage (protein source).
7	Prepare pancake breakfast. Serve family style with table setting. Alert students to quiz on quick breads next class.
8	Administer Quiz on quick breads, cookery, and table setting. Review meal pattern: lunch and dinner. Group activity: Plan Sheet for 2 lunch labs: 1) Grilled cheese with ham and tomato sandwiches, and 2) Chili dogs.
9	Prepare sandwiches, serve buffet or family style.
10	Prepare chili dogs on griddle, serve buffet or family style.
11	Cooking temperatures and safe food handling worksheet. Plan sheets for dinner lab: Pasta with Meat Sauce.
12	Prepare pasta with meat sauce, serve family style. End Foods Unit.
13	Career Exploration Unit: Review career opportunities specific to Family and Consumer Sciences. Complete worksheet.
14	Computer lab: Use various websites to extract information about 3 possible career paths of the students' choice.
15	Review job descriptions. Highlight important information. Group discussion regarding steps to be taken to pursue career, i.e. high school and beyond.

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Essential Questions

1. How does nutrition and wellness affect the well being of individuals and the quality of life in general?
2. Why it is important to handle and prepare foods properly?
3. How do I read and interpret a recipe so that I create an acceptable nutritious end product?
4. Which utensils and equipment in the kitchen are best suited for the tasks involved in a recipe?
5. What are the mathematical calculations and ratios needed to make recipe adjustments?
6. How does a sewing machine accomplish different clothing construction tasks?
7. Why should I have the ability to repair a seam and attach a button to a garment?
8. Which sewing tools can I use to hand stitch a piece of clothing?
9. What is the best way to achieve team work with my peers in a group activity situation?
10. Why is it essential for me to become a wise consumer as an adult?
11. What are the rules of etiquette and manners in a dining situation?
12. How a table is properly set for different types of meal service?
13. What responsibilities do we have as citizens toward family, career, and community?
14. How do we effectively incorporate human, economic and environmental resources into our daily lives?
15. Where do I see myself in the future regarding family, education, and work?
16. What are the qualities I want to develop in myself to be a contributing member of society?

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Skills Objectives

The students will be able to:

1. Identify the correct cooking utensils to use in order to complete the tasks in a recipe.
2. Interpret the directions in a recipe and follow the instructions.
3. Translate the measures and abbreviations given in a recipe into a final product.
4. Incorporate the USDA nutritional guidelines into meal planning.
5. Recognize the standard serving size and composition of different food items.
6. Adjust ingredient quantities to increase or decrease recipe yield.
7. Define the procedures for safe food storage, handling, and production.
8. Create a team based flow of work so that all jobs are accomplished simultaneously.
9. Work cooperatively to perform the necessary duties to create palatable food items.
10. Apply proper sanitation practices so as to maintain a healthy environment.
11. Set a table correctly according to the type of meal being served.
12. Demonstrate proper conduct using the etiquette of dining and table manners.
13. Operate a sewing machine in straight and pivot stitching mode.
14. Thread the sewing machine, create and install the bobbin.
15. Utilize hand sewing needles and thread to repair a seam and affix a button.
16. Understand different textiles and their functions.
17. Clarify their values, interests, and talents in support of career exploration.
18. Utilize the Internet to access career websites and obtain job descriptions.
19. Examine and understand job descriptions including the educational process, training requirements, and the potential salary to be earned.
20. Analyze the career opportunities available to them in the realm of *Family and Consumer Sciences*.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them.
Thanks.]