

UNIT TITLE: Foods		GRADE LEVEL: 6-8		
DATE:				
	Ky Core Academic Standards	National FCS/ Literacy standards	Learning target	Vocabulary
Week 1-2 And ongoing throughout nine weeks	Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.	8.2 - Demonstrate food safety and sanitation procedures. 9.3 - Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. 9.4 - Apply basic concepts of nutrition and nutritional therapy in a variety of settings. 12.1 - Analyze principles of human growth and development across the life span.	I can identify proper handling and storage of food products. I can describe appropriate cooking methods for various foods.	Food safety Food borne illness Cleanliness Dry measuring cups Liquid measuring cup Directions Recipe Ingredients Measuring spoons Preheat Yield Serving Amount Sanitation Bacteria Contaminated food perishable
	Personal Wellness (Health Education) - Practical Living Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.	English/Language Arts Common Core Standards CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify	I can describe appropriate cleaning techniques for the kitchen. I can demonstrate the correct usage of utensils and appliances in the kitchen. I can	

		<p>information, strengthen claims and evidence, and add interest.</p> <p>CC.8.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Technical Literacy Standards</p> <p>Reading / 6-8 / #3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.</p> <p>Reading / 6-8 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).</p> <p>Reading / 6-8 / #9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	demonstrate appropriate table manners in a variety of situations.	
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UNIT TITLE: Careers		GRADE LEVEL: 6-8		
DATE:				
	Ky Core AcademicStandards	National FCS /Literacy standards	Target	Vocabulary
Week3-4-5	Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be	.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.	I can describe the social and economic influences of working.	Career cluster Agriculture, Arts and humanities

	<p>considered when selecting a career path and preparing for employment</p> <p>3.1 - Analyze career paths within consumer service industries. 4.1 - Analyze career paths within early childhood, education & related services. 7.1 - Analyze career paths within family and community services 8.1 - Analyze career paths within the food production and food services industries. 9.1 - Analyze career paths within food science, food technology, dietetics, and nutrition industries. 10.1 - Analyze career paths within the hospitality, tourism and recreation industries. 11.1 - Analyze career paths within the housing, interior design, and furnishings industries. 16.1 - Analyze career paths within textile apparel and design industries</p> <p>English/Language Arts Common Core Standards CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused,</p>	<p>· I can identify the 14 Kentucky State Career Clusters.</p> <p>I can organize a list of jobs under each cluster.</p> <p>I can identify the employment outlook for our local community.</p> <p>I can research the worldwide employment outlook for jobs in their own interest areas.</p> <p>I can list careers in Family and Consumer Sciences.</p> <p>I can identify current technology and common technological capabilities that are required in various career fields.</p>	<p>Business and marketing Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science and Math Social Sciences Transportation</p> <p>Career opportunities</p>
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		coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest		
	Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.	Technical Literacy Standards Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context. Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table). Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. Writing / 6-8 / #5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing / 6-8 / #6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Writing / 6-8 / #7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow	I can identify and explain employability skills and their importance to success in the workplace	Work habits Ethics Communication Teamwork Responsibility Workplace Initiative Discretion Punctuality Team skills Goal setting Verbal, nonverbal Communication, Mathematical, Inquiry skills

		multiple avenues of exploration. Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		
UNIT TITLE: Consumerism		GRADE LEVEL: 6-8		
DATE:				
Week 5-6-7-8	Big Idea KY Core Academic Standards (Big Idea) Consumer Decisions - Vocational Studies Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment. Economics - Social Studies	Learning Targets National Standards/Literacy standards 2.1 - Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. 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.	Target (I can) I can identify the benefits of time management skills. I can identify sources and management of income opportunities relevant for teens. I can differentiate between wants and needs. I can apply consumer rights and responsibilities for purchasing decisions.	Vocabulary Effective strategies dealing with-problem solving, refusal skills anger management, conflict resolution, relaxation techniques, time management, stress, peer, pressure, bullying, aggression, decision making. Personal right

	<p>Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments. Financial Literacy - Vocational Studies Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.</p>	<p>English/Language Arts Common Core Standards CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CC.8.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence. CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of</p>	<p>I can examine the impact of consumer decisions on the environment.</p> <p>I can identify the influences of the different types of advertisements on the consumer.</p> <p>I can demonstrate management of financial resources to meet my financial goals</p>	
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relevant content.

Literacy Standards

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT TITLE:Clothing and textiles		GRADE LEVEL: 6-8		
DATE:				
	Ky Core Academic Standards	National FCS/ Literacy standards/ELA standards	Learning target	Vocabulary
Week 9	Information, Communication and Productivity - Technology Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.	. 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. 2.1 - Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital 16.3 - Demonstrate fashion, apparel, and textile design skills. 16.4 - Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. English/Language Arts Common Core Standards CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Technical Literacy Standards Reading / 6-8 / #3 – Follow precisely a	I can demonstrate knowledge in assessing clothing for care and storage I can recognize the need for safety in the sewing lab I can list ways to prevent accidents in the sewing lab I know the proper way to use and maintain sewing utensils and equipment I can construct a sewing project	Needle Settings Nylon Cotton Polyester Detergent Hangtag Label Natural fiber Manufactured fiber Knitted Woven Stitching line seam

		<p>multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.</p> <p>Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>		
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