

COURSE: Family and Consumer Science	GRADE(S): 8
UNIT: Food Preparation and Career Connection	

NATIONAL STANDARDS:
8.1 Demonstrate safety and sanitation procedures.
8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products to meet customer's needs.

PSSA ANCHORS:
MATH:

- M8.A.2. 2.** Represent or solve problems using rates, ratios, proportions and/or percents. (Reference: 2.1.8.D, 2.3.8.B)
- M8.A.3. 1.** Determine the appropriateness of overestimating, underestimating or calculating an exact answer in problem-solving situations. (Reference: 2.2.8.F)
- M8.A.3. 3.** Compute and/or explain operations with integers, fractions and/or decimals. (Reference: 2.2.8.B)
- M8.B.1. 1.** Convert measurements. (Reference: 2.3.5.D)
- M8.B.2. 2.** Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume.

READING & WRITING:

- R8.A.1. 1.** Identify and apply the meaning of vocabulary. (Reference: 1.1.8.E, 1.1.8.F)
- R8.A.1. 3.** Make inferences, draw conclusions and make generalizations based on text. (Reference: 1.1.8.G, 1.2.8.A) .
- R8.A.1. 4.** Identify and explain main ideas and relevant details. (Reference: 1.1.8.G)
- R8.A.2. 1.** Identify and apply the meaning of vocabulary in nonfiction. (Reference: 1.1.8.E, 1.1.8.F)
- R8.B.1. 2.** Make connections between texts.

SCIENCE & TECHNOLOGY

- S8.A.1. 1.** Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs). (Reference: 3.2.7.A, 3.2.7.B)
- S8.A.1. 3.** Identify evidence that certain variables may have caused measurable changes in natural or human-made systems. (Reference: 3.1.7.E, 4.7.7.C, 4.8.7.C)
- S8.A.2. 2.** Apply appropriate instruments for a specific purpose and describe the information the instrument can provide. (Reference: 3.3.7.A, 3.7.7.B, 3.1.7.D)
- S8.B.3. 3.** Explain how renewable and non-renewable resources provide for human needs or how these needs impact the environment. (Reference: 3.6.7.A, 4.4.7.A, 4.4.7.C, 4.5.7.C, 3.8.7.C)

<p>STATE STANDARDS: 11.1.9 ABF Financial & Resource Management 11.1.6 A-G 11.1.3 A-G 11.2.6 A-E Balancing Family, Work & Community Responsibility 11.2.9 ACDH 11.2.3 A-E 11.3.3 A-G Food Science & Nutrition 11.3.6 A-G 11.3.9 ADG</p>	<p>UNIT OBJECTIVES: Students will prepare nutritious snacks using proper equipment, measuring procedures, and will correctly follow the steps of a given recipe.</p>
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher lecture with class discussion of: <ol style="list-style-type: none"> a. Dietary guidelines b. Reading a recipe c. Safety and sanitation d. Proper use of kitchen equipment. 2. Student food lab 3. Student worksheets <ol style="list-style-type: none"> a. Mighty measuring tools b. Equipment seek and find c. How to measure d. Practicing safety skills <p>RESOURCES: Applying Life Skills textbook Worksheets, cookbooks, teacher, food labels, kitchen lab, grocery store flyers.</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Completed worksheets with 70% accuracy 2. Student food preparation <p>REMEDIATION: Prepare product at home and bring in a sample or an evaluation form a parent.</p> <p>ENRICHMENT: Working with special education students making nutritious snacks.</p>

COURSE: Family and Consumer Science	GRADE(S): 8
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UNIT: Life Roles and Responsibilities
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NATIONAL STANDARDS:

1.0 Integrate multiple life roles and responsibilities in family, work, and community settings

PSSA ANCHORS:**MATH:**

M8.A.2. 2. Represent or solve problems using rates, ratios, proportions and/or percents.

(Reference: 2.1.8.D, 2.3.8.B)

M8.B.2. 2. Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume.

READING & WRITING:

R8.A.1. 1. Identify and apply the meaning of vocabulary. (Reference: 1.1.8.E, 1.1.8.F)

R8.A.1. 3. Make inferences, draw conclusions and make generalizations based on text. (Reference: 1.1.8.G, 1.2.8.A) .

R8.A.1. 4. Identify and explain main ideas and relevant details. (Reference: 1.1.8.H, 1.1.8.I)

R8.A.2. 1. Identify and apply the meaning of vocabulary in nonfiction. (Reference: 1.1.8.F)

R8.B.1. 2. Make connections between texts.

SCIENCE & TECHNOLOGY

S8.A.1. 1. Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs). (Reference: 3.2.7.A, 3.2.7.B)

S8.A.1. 3. Identify evidence that certain variables may have caused measurable changes in natural or human-made systems. (Reference: 3.1.7.E, 4.7.7.C, 4.8.7.C)

S8.A.2. 2. Apply appropriate instruments for a specific purpose and describe the information the instrument can provide. (Reference: 3.3.7.A, 3.7.7.B, 3.1.7.D)

S8.B.3. 3. Explain how renewable and non-renewable resources provide for human needs or how these needs impact the environment. (Reference: 3.6.7.A, 4.4.7.A, 4.4.7.C, 4.5.7.C, 3.8.7.C)

<p>STATE STANDARDS:</p> <p>11.1.9 ABF Financial & Resource Management 11.1.6 A-G 11.1.3 A-G 11.2.6 A-E Balancing Family, Work & Community Responsibility 11.2.9 ACDH 11.2.3 A-E</p>	<p>UNIT OBJECTIVES:</p> <p>1. Students will evaluate their personal background and future plans as they relate to the workforce.</p> <p>2. Students will explore the role of education in career advancement.</p>
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher information on latest career trends: high school graduation requirements, military, and working papers. 2. Student completion of worksheets and introductory paragraphs. 3. Interest survey for careers <p>RESOURCES:</p> <p>High School scheduling book Young Person's Occupational Outlook Handbook "Time the Princeton Review; The Best College for You" Monroe County Technical Training Institute "Life in the Armed Forces" Pennsylvania Career Guide Teacher Internet, Library</p>	<p>ASSESSMENTS:</p> <p>Completed career project meeting established criteria.</p> <p>REMEDIATION:</p> <p>Clothing wardrobe for job-pictures and prices.</p> <p>ENRICHMENT:</p> <p>Arrange for guest speaker on a specific career Video tape and interview a person on the job.</p>

COURSE: Family and Consumer Science

GRADE(S): 8

UNIT: Textiles and Sewing Construction

NATIONAL STANDARDS:

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textiles apparel, and fashion merchandising.

PSSA ANCHORS:

MATH:

M8.A.2. 2. Represent or solve problems using rates, ratios, proportions and/or percents. (Reference: 2.1.8.D, 2.3.8.B)

M8.B.2. 2. Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume.

M8.C.1 Geometry: Analyze characteristics and properties of two and three dimensional geometric shapes and demonstrate understanding of geometric relationships.

M8.C.1.1 Identify, use, and describe properties of angles, triangles, quadrilaterals, circles, pyramids, cubes prisms, spheres, cones, cylinders

READING & WRITING:

R8.A.1. 1. Identify and apply the meaning of vocabulary. (Reference: 1.1.8.E, 1.1.8.F)

R8.A.1. 3. Make inferences, draw conclusions and make generalizations based on text. (Reference: 1.1.8.G, 1.2.8.A) .

R8.A.1. 4. Identify and explain main ideas and relevant details. (Reference: 1.1.8.G)

R8.A.2. 1. Identify and apply the meaning of vocabulary in nonfiction. (Reference: 1.1.8.E, 1.1.8.F)

R8.B.1. 2. Make connections between texts.

SCIENCE & TECHNOLOGY

S8.A.1. 1. Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs). (Reference: 3.2.7.A, 3.2.7.B)

S8.A.1. 3. Identify evidence that certain variables may have caused measurable changes in natural or human-made systems. (Reference: 3.1.7.E, 4.7.7.C, 4.8.7.C)

S8.A.2. 2. Apply appropriate instruments for a specific purpose and describe the information the instrument can provide. (Reference: 3.3.7.A, 3.7.7.B, 3.1.7.D)

S8.B.3. 3. Explain how renewable and non-renewable resources provide for human needs or how these needs impact the environment. (Reference: 3.6.7.A, 4.4.7.A, 4.4.7.C, 4.5.7.C, 3.8.7.C)

<p>STATE STANDARDS:</p> <p>11.1.9 ABF Financial & Resource Management 11.1.6 A-G 11.1.3 A-G 11.2.6 A-E Balancing Family, Work & Community Responsibility 11.2.9 ACDH 11.2.3 A-E</p>	<p>UNIT OBJECTIVES:</p> <p>1. Students identify and explain the use and care of sewing equipment. 2. Students will demonstrate how to safely operate a sewing machine. 3. Students will design and construct a sewing project from instructions.</p>
<p>ACTIVITIES:</p> <p>1. Review of machine parts and sewing equipment 2. Completion of sewing worksheets 3. Designing of a pillow 4. Construction a project 5. Sewing the project</p> <p>RESOURCES:</p> <p>Sewing worksheets Sewing machine guide book Teacher demonstrations</p>	<p>ASSESSMENTS:</p> <p>1. Proper machine use and care demonstrated 2. Pattern and pieces cut out accurately 3. Pillow meets criteria developed</p> <p>REMEDIATION:</p> <p>Easier pillow design Hand stitching instead of machine</p> <p>ENRICHMENT:</p> <p>Fusible web added to pillow Addition of battling and quilting to pillow Embroidery embellishment on projects</p>

Rubric

Re-do	Acceptable	Exemplary
<p>Less than 70% of the packet is completed and accurate Not legible Not original work</p>	<p>Legible work Original work 70% of work is completed and accurate</p>	<p>Legible, on time, and all work is complete and accurate</p>

55% - 70%	71% - 85%	86% - 100%
Notes:		

Food Unit Grade 8 Check List

- 1. Reading a recipe worksheet**
- 2. How to measure worksheet**
- 3. Market list**
- 4. Equipment seek-n-find/ measuring lab sheet**
- 5. Copy of the recipe you prepared**
- 6. A lab plan**
- 7. Balanced menu plan**
- 8. 24 hr. food log**
- 9. Food Industry Career Exploration**
- 10. Sanitation questions/ article question how to wash dishes**
- 11. Lab grade sheet**

****Use this list to check your packet and make sure it is complete. Staple it, put your name on it and hand it in.**

Grade 8 Food and Nutrition center

Name _____

Day 1 and 2

Read "How to read a recipe" and decide on one recipe for your group.(You will need a cookbook) answer the questions about the recipe in your packet. When choosing a recipe, keep in mind your class is only 40 minutes long, and we can only spend \$1.50 a student. Sometimes you might want to provide one or two ingredients from home, if they are too expensive for school to provide. PLEASE REMEMBER to have your teacher check your recipe to make sure you can make it in class.

Day 3

How to measure

- a. Complete the learning how to measure worksheet. Use the laminated information sheets provided in your work center. Or. Page 448 to 461 in the text book.

- b. complete mighty measuring tools
- c. Complete measuring practice lab

Day 4 and 5

Make a market list

Computer Project: Visit various supermarket web sites. Go to the circular page and check out the best buy for the week to complete your market list.

Read the directions provided and use your recipe to make a market list.

Complete equipment seek and find word search. Read pages 418 to 431 in text book

Day 6 and 7

Read pages 435 to 445 on safety and sanitation

Copy the questions on page 446 and then answer them with complete sentences.

Demonstrate knife safety, and various ways to prevent accidents in the kitchen, proper dish washing techniques and personal cleanliness before, during and after cooking.

Complete how to wash dishes worksheet.

Read the article and answer the questions on the page. (See your teacher for the most recent article on nutrition.)

Day 8

Make sure you have a complete copy of your recipe. You will cook soon and can not take the cookbooks into the kitchens.

Using your text book, p. 464 to 489 make a lab work plan for your recipe.-Make sure each person in your group has a job to do.

Before you cook check to make sure the following are complete:

1. How to read a recipe
2. How to measure worksheet
3. complete mighty measuring tools
4. How to wash the dishes worksheet
5. Make a market list
6. Copy your recipe
7. Create a work plan

Day 9, 10,11,12,13 and 14

Food lab

Day 15

Complete the worksheets on the food pyramid and balancing a menu. A teacher example has been provided for you

Day 16

Computer Lab. Careercrusier.com Research careers in food service operations and restaurant management.

Day 17

Use the food labels provided to put the food items in order from most nutritious to least and then complete the worksheet questions. Use the sheet on label ease to help you...

Food lab Grade

Your teacher will record a grade for your food lab based on the following:

1. Cooperation between group members yes/no
2. Following the recipe directions yes/no
3. Clean-up of the lab area yes/no
4. Responsible use of lab equipment yes/no
5. Prepared for the cooking lab yes/no

Rubric

Re-do	Acceptable	Exemplary
Less than 70% of the packet is completed and accurate Not legible Not original work	Legible work Original work 70% of work is completed and accurate	Legible, on time, and all work is complete and accurate
55% - 70%	71% - 85%	86% - 100%

Notes:

PILLOW PROJECT RUBRIC

NAME _____ GRADE _____

TEAM _____

CRITERIA PERFECT OKAY 0%

1. Pillow matches your chosen design.	10	5	0
2. Traced all pieces accurately.	10	5	0
3. Added '∕: ' line to all pillow front pieces	10	5	0
4 Traced all pillow pieces on the fabric.	10	5	0
5. Sewed pillow front pieces on the line and remembered to backstitch.	10	5	0
6 Front pieces line up at the seams.	10	5	0
7. Muslin and batting are layered correctly and quilting is completed.	10	5	0
8. Pillow backs are made according to instructions.	10	5	0
9 Pillow backs are pinned and Stitched inside out, pivoting at the corners.	10		0
10 Zigzagged around all sides of pillow.	10		0
11. Clipped 4 corners, turned right sides- together, removed all basting and long threads.			

TOTAL SCORE -----

RESEARCH CENTER NAME

Day 1 and 2

Use careercruiser.com to locate a job or career that you are interested in. Complete the 2 sided worksheet. Use full sentences. You must look up the answers because this project is about doing research, so please do not answer what you think is true.

Day 3

Locate your student dress code in the front of your school planner. List all of the things you are not to wear to school. Follow this to cut out magazine pictures of 5 outfits that you could wear to any job interview. Do not forget your shoes! Do not include underwear on your work-I do not want to know this much information!

Day 4

Play the money game! You will need \$500.00 to start the game. The rules are on the back of the game boards. You will play for the whole period so you may end up going through the board more than once. You may end up with less money that when you started, just keep playing. You can't just quit on your

life!!!!!!!!!! 1 Keep track of you money transactions on the back page so you can prove you played the game.

Rubric

Re-do	Acceptable	Exemplary
Less than 70% of the packet is completed and accurate Not legible Not original work	Legible work Original work 70% of work is completed and accurate	Legible, on time, and all work is complete and accurate
55% - 70%	71% - 85%	86% - 100%

Notes:

CHECK LIST FOR THE 8TH GRADE CAREER UNIT.
NAME _____

1. GATHERING CAREER INFORMATION
2. WARDROBE AND DRESS CODE LIST
3. MONEY GAME

8th Grade Pre-test/Post-test

Name: _____ **Date**

Choose the Best answer for each of the following.

1. Where can you get your working papers?

- A. From your teacher
- B. From your schools guidance office
- C. From the principles
- D. From your parents

2. How old must you be to get working papers?

- A. 11 years old
- B. 14 years old
- C. 15 years old
- D. 18 years old

3. You need the following info on your working papers except

- A. Name
- B. Birth certificate

- C. What grade you are in
- D. Social Security Number

4. When writing a check you should include the following except

- A. Your signature
- B. The date
- C. Who you are paying the money to
- D. The amount of tax you are paying

5. Who would pay more for college in Pa?

- A. Someone who lives in PA
- B. Someone from Florida

Circle True or False for each of the following

6. A-True* Tuition is what four years of college cost. **B-False**

7. A-True* A salary is what a person earns a year. **B-False**

8. A-True* The vo-tech school is free for you **B-False**

9. A-True* Knowing your personal characteristics can better help you choose a career.

B-False

Choose the Best answer for each of the Following

11. How do you sew the backs onto the pillow front so the pillow is right side out when you are finished?

- A. Right sides together
- B. Wrong sides together
- C. Right side to wrong side
- D. None of the above

12. Why would you use the reverse feed button on the sewing machine?

- A. To lock your stitches in place
- B. To take your stitches out
- C. To change your stitch width
- D. None of the above

13. What tool would you use to take out an incorrectly sewn seam?

- A. The reverse on the sewing machine

B. A thimble

C. A bodkin

D. A seam ripper

14. All of the following could be used to sew a seam except:

A. A sewing machine

B. A serger machine

C. A hand needle and thread

D. A pin and thread

15. Where on the sewing machine do the line markings appear to help guide you as you stitch seams?

A. The throat plate

B. The hand wheel

C. The presser foot

D. The stitch regulator

16. While not pressing with the iron, the iron should be left in what position?

A. Upright

B. Down on the ironing board

C. Face down on the cord

Choose the correct measurement for the numbers below according to the ruler marked.

17. a. $\frac{1}{4}$ " b. $\frac{2}{3}$ " c. $\frac{3}{8}$ "

18. a. $\frac{3}{8}$ " b. $\frac{5}{8}$ " c. $\frac{7}{8}$ "

19. a. $\frac{1}{8}$ " b. $1 \frac{1}{8}$ " c. $1 \frac{1}{2}$ "

20. a. $\frac{1}{2}$ " b. $\frac{3}{4}$ " c. $4 \frac{1}{2}$ "

2

Choose the best answer for each of the following:

21. Which part of the food pyramid has the most calories?

A. Fruits

B. Vegetables

C. Fats, sweets

D. Breads, cereals and pasta

22. Which part of the food pyramid has the most servings per day?

A. Fruits

B. Vegetables

C. Dairy

D. Breads, cereals and pasta

23. Which nutrient is necessary yet too much of it causes obesity?

- A.
Vitamins
- B.
Proteins
- C. Fats
- D.
Minerals

Circle **A. True** or **B. False** for each of the following:

24. **A. True**

B. False Any food group could be eliminated from the diet and the diet would still be healthy.

25. **A. True**

B. False The food group that provides energy is water.

26. **A. True**

B. False The food group that provides mostly minerals is vegetables.

27. **A. True**

B. False The meat group provides mostly calcium.

28. **A. True**

B. False Calcium is a mineral that promotes strong teeth and bones.

29. **A. True**

B. False Iron is needed by your body to give you muscle.

30. **A. True**

B. False An example of a nutritious breakfast is cereal with fruit and nuts, juice and milk.

31. **A. True**

B. False An example of a nutritious lunch is a bagel, French fries and "Snaffle."

32. **A. True**

B. False An example of a nutritious dinner is soda, chicken with rice and garlic bread.

33. **A. True**

B. False One of the most serious forms of food poisoning is caused by salmonella bacteria.

34. **A. True**

B. False As you finish cooking, bowls, pans and cooking utensils are washed in hot, soapy water.

35. **A. True**

B. False It is okay to rinse dishes in cold water.

36. **A. True**

B. False During cooking lab, the teacher will dry the dishes and put them away.

37. **A. True**

B. False Keep hands, counters and utensils clean.

38. **A. True**
B. False Unplug all appliances by first tugging on the cord.
39. **A. True**
B. False When you finish using the stove or oven you should leave it on for the next class.
40. **A. True**
B. False Any spills during class should be cleaned up at the end of class, if you have time.
41. **A. True**
B. False The spool pin holds the spool of thread.
42. **A. True**
B. False The take-up-lever takes up the presser foot.
43. **A. True**
B. False The slide plate covers the bobbin.
44. **A. True**
B. False The bobbin holds the bottom thread.
45. **A. True**
B. False The hand wheel should be turned towards you.
46. **A. True**
B. False The throat plate has the seam guide lines on it.
47. **A. True**
B. False The reverse is used to un-sew something.
48. **A. True**
B. False Tension controls your moving parts.
49. **A. True**
B. False The presser foot needs to be up when you are sewing.
50. **A. True**
B. False The feed dog hold the fabric in the machine.

Answer sheet for Pre/Post Test Grades 7 and 8

Name _____ class period _____

- | | |
|-----------|-----------|
| 1. _____ | 43. _____ |
| 2. _____ | 44. _____ |
| 3. _____ | 45. _____ |
| 4. _____ | 46. _____ |
| 5. _____ | 47. _____ |
| 6. _____ | 48. _____ |
| 7. _____ | 49. _____ |
| 8. _____ | 50. _____ |
| 9. _____ | |
| 10. _____ | |
| 11. _____ | |
| 12. _____ | |
| 13. _____ | |
| 14. _____ | |

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37. _____
38. _____
39. _____
40. _____
41. _____
42. _____

24 Hour Food Log

In the chart below, record what you have eaten in the last 24 hours.
Be very careful to include everything and record the amounts you had of each.

BREAKFAST		LUNCH		DINNER	
Item	Amount	Item	Amount	Item	Amount
SNACK		SNACK		SNACK	
Item	Amount	Item	Amount	Item	Amount

USE THIS LIST TO START OFF ON PLANNING YOUR BALANCED MENU. (NEXT PAGE)

Name _____

How To Wash Dishes 2

Answer the following questions using the "How To Wash Dishes" sheet in the packet.

1. What is the first utensil you should wash?
2. What do you do with the scraps from the dishes?
3. Describe how you would dry the dishes.
4. Should you wait to wash the dishes until everyone is done eating?
5. What type of water would you wash dishes in? Why?
6. How would you clean the sink?
7. What type of towel would you use to wash the dishes?
8. What type of towel would you use to dry the dishes?
9. What is the last step of the washing dishes process?
10. When would you wash the knives you used?

24 Hour Food Log - Teacher Meal Record

In the chart below, record what you have eaten in the last 24 hours.

Be very careful to include everything and record the amounts you had of each.

***NOTICE HOW I KEPT TRACK OF WHAT I PLANNED TO EAT WITH THE
PYRAMID***

This is how a person can control their diet and eat for better health. You plan a whole day at a time and that way you know what is missing or what you have too much of. I like to

try to stay to less than 3 fat and sugars a day. Your goal is to have the minimum eaten in each group.

BREAKFAST		LUNCH		DINNER	
Item & Amount TWO WAFFLES WITH SYRUP	Food Group 2 FROM THE BREAD GROUP 1 FROM FAT AND SUGAR GROUP 1 FRUIT	Item & Amount TUNA SALAD SANDWICH 1 CUP MILK	Food Group 1 MEAT GROUP AND PROTEIN 2 BREAD 1 DAIRY	Item & Amount SPAGHETTI WITH MEATBALLS GARLIC BREAD TOSSED SALAD WITH DRESSING CHOCOLATE MILK	Food Group 1 MEAT 1 FRUIT (SAUCE) 1 BREAD 1 VEGETABLE 1 FAT (DRESSING) 1 DAIRY
SNACK		SNACK		SNACK	
Item & Amount ONE BANANA 1 CUP OF YOGURT	Food Group 1 FRUIT 1 DAIRY	Item & Amount 2 CARROT CUT UP WITH DIP	Food Group 2 VEGETABLES	Item & Amount	Food Group

USE THIS LIST TO START OFF ON PLANNING YOUR BALANCED MENU. (NEXT PAGE)

Name _____

YOU MUST COMPLETE THIS WORKSHEET ON YOUR OWN.

Now that you have had your first lab experience, it is clear how important a good work plan is. It is just as important for all of the group members to be familiar with the recipe. For your next lab, we will spend a little more time in the planning stages.

Draw a food pyramid below. (page 297 in the text *may* be helpful) include the allowance for each group.

Your job is to use the food guide pyramid to plan a balanced daily eating plan.

You may ask your teacher for a food abacus to help you. See your teacher's example for a better understanding of what you are expected to do.

You must include the recipe of the food item you prepared in class.

BREAKFAST-

SNACK

LUNCH

SNACK

DINNER

SNACK

A person will find that it is better to eat 6 small meals through the day than to eat 3 large ones. This way your body does not have to run out of fuel completely before you eat again. It is a better use of calories for when your body thinks that it is starving, it will use less calories and so you will start to shut down. It is trying to save itself. If you eat more calories than you need, your body will save them in case you need them later. A girl will store them as fat in the hip and thigh area, and a boy will store them as fat around their middle. Unfortunately, you usually do not need them later either, and they just keep adding up. Use the pyramid to control what goes in to your body, and make every bite count towards good nutritional

Many of us eat the foods that you see on the table. How nutritious are they? Read the food labels and answer the following:

1. Which food item has the most fat? _____ 5% or less would be a healthy amount of fat.
2. Which food item has the least fat? _____
Which food has the most sodium (another word for salt) _____ Salt makes you gain water weight and can lead to high blood pressure?
4. Which food has the most cholesterol? _____ This substance can clog up inside your veins and arteries to cause health problems!
5. Which food has the most calories? _____ This is stored as fat on your body if you do not use it up as energy after you eat it!
6. Which food has the most fiber? _____ You need fiber to digest your food and to go to the bathroom.
7. Which food has the most vitamins? _____ Vitamins fight off infection in your body.
8. Which has the most carbohydrate? _____ Carbohydrate is energy and will be stored as fat in your body if not used up.
9. Which food item is the most nutritious? _____
10. Which food is the most nutrition-minus? _____

**note: use the label ease worksheet to answer 9 and 10

Attach a food label below from something that you have eaten.

HOW TO READ A RECIPE

IT'S SIMPLE; READ THE RECIPE ALL THE WAY THROUGH BEFORE YOU DO ANYTHING ELSE!!!!!!!

FOR EXAMPLE, YOU'VE DECIDED TO MAKE A CAKE FROM A RECIPE, AND YOU ARE ALL READY TO START, BUT YOU HAVE DISCOVERED THAT IT REQUIRES BUTTER AT ROOM TEMPERATURE, AND YOURS IS IN THE REFRIGERATOR, ICE COLD. YOU CAN SOFTEN IT IN YOUR MICROWAVE, BUT THE TEXTURE CHANGES A BIT WHEN YOU DO. THEN, YOU FIND, AFTER YOU START MIXING THE BATTER, THAT YOU DON'T HAVE THE RIGHT SIZE OF BAKING PAN. NOW WHAT?

THESE MISHAPS CAN BE EXTREMELY FRUSTRATING.

FIRST, READ THE LIST OF INGREDIENTS TO MAKE SURE THAT YOU DO HAVE ALL THE ITEMS AND IN THE RIGHT QUANTITY FOR THE RECIPE... READ THE LIST CAREFULLY BECAUSE SOME SPICES AND FLAVORINGS COME IN DIFFERENT FORMS. FOR INSTANCE, PREPARED MUSTARD IS A SAUCE AND MUSTARD IS A POWDER; WHOLE CLOVES DIFFER FROM GROUND CLOVES; BAKING SODA AND BAKING POWDER ARE NOT THE SAME.

IT'S RECOMMENDED THAT YOU GATHER ALL THE INGREDIENTS TOGETHER, MEASURE THEM OUT, AND HAVE THEM NEAR YOUR WORK AREA,

NEXT, READ THE INSTRUCTIONS FOR PREPARATION ALL THE WAY THROUGH. BE SURE TO UNDERSTAND WHAT STEPS ARE REQUIRED, WHAT PROCEDURES ARE NECESSARY, WHAT EQUIPMENT YOU NEED, AND IN WHAT ORDER THE RECIPE SHOULD BE PUT TOGETHER. MOST USE A SEQUENTIAL ORDER, BUT YOU WILL FIND RECIPES THAT DO NOT FOLLOW THIS SCHEME, MAKE NOTATIONS FOR YOURSELF, RIGHT ON THE PAPER YOU MADE.

NOW YOU HAVE IT, READ THE RECIPE FIRST; CHECK THE INGREDIENTS, AMOUNTS, EQUIPMENT NEEDED, PROCEDURES, ORDER OF PUTTING THE DISH TOGETHER, PREPARATION TIME; INCLUDING BAKING OR COOKING TIME.

WARNING*WARNING***WARNING*****

PLEASE BE AWARE THAT THE INGREDIENTS LEFT AFTER YOU HAVE MEASURED WHAT YOUR RECIPE CALLED FOR, ARE NOT EXTRA. YOU ARE NOT TO TAKE THEM, THEY ARE NOT YOURS! THE OTHER KIDS THAT I HAVE FOR THE REST OF THE DAY WILL NEED INGREDIENTS ALSO.

DO NOT STEAL FROM THE FOOD LAB.

STEALING IS A LEVEL TWO INFRACTION AT OUR SCHOOL.

THANK YOU,

Measuring Practice lab sheet

Use the measuring equipment on your table to solve each problem below. (Hint- you may want to use water and measure to find the correct answers) Draw the symbol that completes the sentence.

Reminder: < means less than = means equal to and > means greater than

1. $\frac{1}{4} C$ $\frac{1}{2} C$

2. 1Tsp _____ 1TbIs

3. $\frac{2}{4} C$ _____ $\frac{1}{2} C$

4. 1 Stick margarine _____ $\frac{1}{2} C$

5. 3TbI _____ $\frac{1}{4} C$

6. 1 C _____ 1 pint

7. 1 C _____ $\frac{1}{2} C$

1 Qt _____ 2C

8.

9. 2 sticks margarine _____ 1 C

10. How many cups in one pint?

11. How many cups in one quart? _____

12. How many cups in one gallon? _____

13. How many pints in one gallon? _____

14. How many quarts in one gallon? _____

15. How many cups in one soda can? _____

USE THIS PAGE TO COPY YOUR RECIPE. BE VERY CAREFUL TO INCLUDE ALL PARTS OF THE RECIPE. THAT MEANS THE

**INGREDIENT LIST AND THE WRITTEN STEPS OF PREPARATION.
YOU WILL NOT BE TAKING THE COOKBOOK INTO THE FOOD
LAB.**

*******When you are done with the lab, please wash, dry and put
all of the equipment you used back on your table. I need to check to make
sure it is clean before we put it back. *******

To make a market list:

You must first agree on what your group is making. Remember to have your teacher "okay" this recipe BEFORE you start the market list. A market list will be taken to the grocery store by your teacher to purchase the ingredients you will need to prepare your food item. (This usually takes at least one day) If the ingredients are not on the list, it will not be purchased.

When making your list you should:

1. Tell me exactly how much you need. Ex. 1 egg
2. Write clearly so I can read it.
3. Be careful not to miss any ingredient!

You will need a hand written copy of your recipe to cook from. You will not be allowed to take the cookbooks into the kitchen. Be careful not to miss anything!

****** HAND IN YOUR ONE MARKET LIST*******

Make sure you have the following:

- Your class period
- The food item you are making
- Your names

How To Wash Dishes

(the right way!)

Step 1: Gather all the dishes from the table and check the other rooms in the house where you might snack or drink

Step 2: Scrap the dishes into the trash and rinse if desired.

Step 3: Wipe all the counters and the table.

Step 4: Wash both of the sinks out with a cleanser such as Comet or Soft Scrub. Rinse thoroughly.

Step 5: Fill up one sink with warm soapy water - using your favorite dish soap. (Palmolive is a good quality dish soap).

Step 6: Wash the dishes in the following order:

1. glasses and cups
2. silverware and serving and cooking utensils
3. plates

- 4. bowls
- 5. pans (such as glass pans)
- 6. pots

Step 7: Rinse the dishes and dry in a dish drain rack or hand dry.

***HINT* if you rinse your glasses in vinegar and then again in water, they will sparkle!**

Step 8: Sweep the dining room and kitchen and wipe down chairs

Make a work plan

Look over the information in the text book using the recipe you will prepare in lab, create a work plan below:

Using the kitchen cards form your teacher, sign up for a lab job. You may need to share a job-or sign up for more than one job depending on how many people are in your group.

Your name _____

Your Job _____

You can use the # from the card.

Make a list of the kitchen equipment you will need:

* Make sure the work is divided equally! Cooperation is part of the grade. !!!!!!!!!!!!!!!

Grade 8 Sewing Unit Name

1. Locate the "creative grid works" worksheet. Use markers or colored pencils to color in the patterns you see in each block. Please note this is a two sided paper. Select the pillow design you would like to make in class and draw it in the open space on the worksheet. You may design your own, but you must have at least 4 pieces. Please remove this page from your packet and hand it in. I will use this to cut the fabric you will need. (remember to label each section with the color you want it to be) ^y

2. Take the Pre-test-this test will tell me what you know and what I will need to teach you before you leave. This is not a graded test. We will be taking this test again on our last day and you will most likely know most, if not all, of the information. At that time it will be graded. You may be asked to skip over this objective by your teacher.

1. Complete the vocab list with your teacher. You may remember them from last year.

2. Practice sewing on straight lines, and the sewing worksheet in your packet. Remember not to use thread when you sew on paper.

DAY-3

1 . Complete the pages of the test about the machine. You can use your notes, and a machine

instruction book. You may want to get a text book for some help.

Remember to complete the sewing sample on the second page of the test. That sample asks you to

zig-zag the raw edges...

DAY-4

Begin your pillow according to the directions. You will need a ruler, a pencil, your planned pillow design, and a piece of large paper. You can see your teacher for these supplies. You will also need the direction packet on how to start your project!

DAY-5, 6

Use the following timeline as a guide to get your pillow done on time. Make arrangements with your teacher if you are falling behind.

From this day on you will work on your project. An instruction packet will be provided.

Day 7,8

You should be tracing the paper patterns onto the fabric. Read your directions to learn how to do this. You may want to look at the example hanging in the sewing area for even more help.

Day 9

Cutting out and pinning front pieces together.

Day 10, 11

Stitching front pieces together

Day 12, 13

Basting 3 layers together and quilting with the machine.

Day 14

Pillow backs and sewing front to backs.

Day 15

Gallery walk

Name _____

Machine Parts

Give the function of the following machine parts:

1. Hand wheel
2. Take-up lever
3. Feed dog
4. Tension
5. Presser foot
6. Speed control
7. Reverse
8. Presser foot lifter
9. Stitch control
10. Spool pin
11. Slide plate
12. Throat plate
13. Bobbin
14. Bobbin winder
15. Thread guides

NAME _____

DOUBLE MATCHING

Choose the machine part to match its rule and its function. Use each part only once.

Rules Functions

____ Do not use it to un-sew ____ lifts the presser foot

____ Do not slam it down ____ used to tie a knot

____ Do not sew on a ____ controls the moving parts.
decorative stitch

____ Do not turn it away ____ controls how fast you sew
from you..

____ Do not stomp down on ____ regulates your stitch
it.

Part

1. Presser foot lifter
2. Foot control
3. Hand wheel
4. Stitch control
5. Reverse

What does the hand wheel do? _____

What happens if you turn the hand wheel the wrong way? _____

What is the difference between a bobbin thread and a spool of thread? _____

Name the two things that must be down on the machine before you can start to sew. _____

Explain why you want to use the reverse button on the machine. _____

What will happen if you sew with the presser foot up?

What rules would have been broken if knots form in the machine? _____

Why is it important to follow our machine rules? _____

**GO TO THE MACHINE TO COMPLETE THIS PART OF THE TEST.
YOU WILL NEED TWO PIECES OF FABRIC FROM THE
SUPPLY TABLE, THREAD AND A PAIR OF SHEARS.
PLACE ONE PIECE OF FABRIC OVER TOP OF THE OTHER.
MATCHING THE RAW EDGES.
THREAD YOUR MACHINE. SEW A 5/8" SEAM AROUND ALL
FOUR SIDES OF THE FABRIC.
FINISH THE SEAM SO IT DOES NOT UNRAVEL. CLIP
ALL THREADS.
STAPLE OR PIN TO THIS PAPER.**

PILLOW PROJECT- STEP 1

USING YOUR PILLOW DESIGN WORKSHEET, MAKE YOUR PATTERN PIECES. USE THE RULER TO MAKE A 15 INCH SQUARE. USE THE RULER TO BREAK UP THAT SQUARE TO MATCH THE DESIGN YOU COLORED. REMEMBER, THE MORE YOU BREAK UP THE BLOCK, THE HARDER THE PILLOW WILL BE TO CONSTRUCT. YOU MUST HAVE AT LEAST 4 PIECES THAT MAKE IT THE FRONT OF YOUR PILLOW.

PILLOW PROJECT- STEP 2

USING A PENCIL, *TRACE* EACH OF FOUR PAPER PILLOW PATTERNS ONTO THE FABRIC. MAKE SURE YOU TRACE 2 OF THE PILLOW *BACKS* FIRST. THESE PATTERNS WILL BE PROVIDED BY YOUR TEACHER. AFTER YOU HAVE TRACED ALL OF YOUR PATTERNS ONTO THE CORRECT COLOR OF FABRIC, YOU NEED TO MAKE EACH PILLOW PIECE 1/4 OF AN INCH LARGER. THIS WILL GIVE YOU ONE LINE TO CUT ON AND ONE LINE TO SEW ON.

PILLOW PROJECT -STEP 3

PLEASE STOP AND SHOW YOUR TEACHER YOUR TRACED FABRICS TO MAKE SURE YOU HAVE ALL OF YOUR PIECES AND ARE READY FOR THE NEXT STEP. WE CAN STILL FIX ANY MISTAKES YOU MAY HAVE MADE UP TO THIS POINT.

PILLOW PROJECT - STEP 4

CUT OUT ALL OF YOUR PILLOW FABRIC PIECES WITH FABRIC SHEARS. NEATNESS DOES COUNT. MAKE SURE TO CUT ON THE OUTSIDE LINE.

PILLOW PROJECT- STEP 5

LAY YOUR ENTIRE PILLOW FRONT PIECES OUT ON YOUR DESK THE WAY IT IS TO LOOK WHEN IT IS DONE. MAKE SURE THE LINES ARE SHOWING ON ALL PIECES. PIN TWO PIECES TOGETHER WITH THE RIGHT SIDES TOGETHER (YOUR TEACHER WILL DEMONSTRATE THIS TO YOUR CLASS). STITCH ON THE LINE, REMEMBER TO BACKSTITCH (TIE A KNOT.) RETURN TO YOUR DESK; PUT YOUR PILLOW PIECES BACK ON THE WAY YOUR PILLOW SHOULD LOOK- WITH THE LINES SHOWING. PIN THE NEXT SEAM, STITCH.

CONTINUE TO REPEAT THIS STEP UNTIL ALL PILLOW FRONT PIECES ARE STITCHED TOGETHER.

PILLOW PROJECT-STEP 6

CUT A PIECE OF MUSLIN 16 INCHES SQUARE. THIS WILL BE USED AS A LINING M YOUR PILLOW. CUT A PIECE OF BATTING 16 INCHES SQUARE. THIS WILL BE THE LAYER OF STUFFING IN YOUR PILLOW. MAKE SURE YOU HAVE YOUR TEACHER SQUARE UP 1-OUR PILLOW FRONT. LAYER YOUR MUSLIN, BATTING, AND THEN YOUR PILLOW TOP. YOU WILL NOW HAND BASTE ALL THREE LAYERS TOGETHER. THIS IS TO KEEP IT IN PLACE WHILE YOU QUILT IT. REMOVE ALL PINS. YOU NOW NEED TO QUILT ALONG THE SEAMS. YOU WILL USE MATCHING THREAD. YOUR TEACHER WILL DEMONSTRATE THIS AND GIVE YOU THE THREAD TO USE. YOUR GOAL IS TO HAVE ABOUT 10 STITCHES PER INCH.

PILLOW PROJECT-STEP 7

PUT YOUR PILLOW FRONT AWAY FOR A WHILE. NOW WE WILL COMPLETE THE PILLOW BACKS. TAKE 1 PILLOW BACK AND FOLD ONE LONG SIDE UNDER $\frac{1}{4}$ INCH. FOLD IT AGAIN. NOW IRON IT INTO PLACE. STITCH. REPEAT THIS WILL ONE LONG SIDE ON THE OTHER PILLOW BACK. REMEMBER TO ONLY DO THIS TO ONE LONG EDGE ON EACH PILLOW BACK.

PILLOW PROJECT-STEP 8

PIN TWO PILLOW BACKS ONTO THE FRONT SIDE OF THE PILLOW FRONT. MAKE SURE TO LINE UP THE EDGES OF THE PILLOW AND OVERLAP THE BACKS IN THE MIDDLE. DRAW A LINE $\frac{1}{8}$ INCH FROM ALL EDGES. STITCH AROUND THE ENTIRE PILLOW ON THE LINE. FINISH THE EDGE WITH THE ZIG-ZAG STITCH. WE USE THE ONE LEFT OF STRAIGHT. CLIP THE CORNERS OFF WITH SHEARS. THIS WILL MAKE A SHARP CORNER ON THE PILLOW. CLIP OFF ALL LONG THREADS. HAND THE PILLOW IN TO BE GRADED

WITH A GRADE SHEET ATTACHED TO IT WITH A STRAIGHT PIN.

GATHERING CAREER INFORMATION

Choose a job title for one career choice. Fill in "job title." Then answer the questions about the job as completely and specifically as you can with the available resources. Use complete sentences and correct spelling.

Job title _____

1. Describe the job

(Three sentences

2. What are the working conditions of this job?(2 sentences)

3. What three things make this job appealing to you?

4. What are two rewards of this job?

5. How much education or training is required for this job?

6. What is the approximate range of salary?

7. What is the future outlook for this job?

8. In your opinion, what are two special talents or abilities required for this job?

9. What can you do now to begin preparing for the job? (Two sentences)

10. What high school classes will help you prepare for the job?

WORKING WARDROBE:

MAKE THE LIST OF THINGS NOT ALLOWED IN SCHOOL ACCORDING TO YOUR STUDENT PLANNER'S DRESS CODE. THEN, USE MAGAZINES (FROM HOME OR THE INTERNET) TO PUT TOGETHER 5 OUTFITS THAT WOULD BE APPROPRIATE FOR JOB INTERVIEWS. REMEMBER THAT YOU ARE SENDING A FIRST IMPRESSION WITH THE WAY YOU LOOK. NO SNEAKERS, NO TANK TOPS, NO OPEN TOE SHOES, SO SWEATSHIRTS!

WHAT YOU WEAR SHOULD TELL PEOPLE AT A GLANCE THAT YOU ARE A COMPETENT PROFESSIONAL.

Date _____

THE MONEY GAME-----

YOU WILL PLAY A BOARD GAME WITH THE PEOPLE AT YOUR TABLE. YOU WILL NEED A GAME PIECE, A DICE AND A GAME BOARD. YOU WILL ALSO NEED \$1000.00 IN YOUR BANK ACCOUNT. PLEASE KEEP TRACK OF YOUR MONEY. ROLL THE DICE AND MOVE YOUR GUY. IF YOU LAND ON A BLOCK THAT GIVES YOU MONEY YOU ADD IT TO YOUR ACCOUNT. IF YOU LAND ON A BLOCK THAT COSTS YOU MONEY, YOU TAKE IT AWAY FROM YOUR ACCOUNT. THE WINNER IS THE PLAYER THAT HAS THE MOST MONEY AT THE END OF THE PERIOD. NOT THE END OF THE GAME BOARD. YOU NEED TO GO TO START AGAIN WHEN YOU GET TO THE END OF THE BOARD. EACH TIME YOU START AGAIN, YOU GET ANOTHER PAY CHECK OF \$1000.00 ADDED INTO YOUR ACCOUNT. GOOD LUCK!!!!!!!!!!

NO CHEATING, ONLY ONE WINNER PER TABLE.

BANK ACCOUNT:

1000.00