



Family and Consumer Sciences 8th Grade

Course Number: 6850

Course Level: All

Grade: 8th Grade

Time/Credit: 45 Days/1 Quarter

Development Date: 2025 - 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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**Central Bucks School District
Teaching and Learning Principles**

1. Students learn best when they work in a caring and respectful environment.
2. Learning is most effective when sufficient structure and scaffolding are provided.
3. Students thrive when they are challenged at an appropriate level.
4. Engaging students in learning includes allowing them to make choices based on their interests and creative abilities.
5. Providing opportunities for in-depth problem solving enhances students' critical thinking skills.
6. Active participation is essential for meaningful learning experiences.
7. Students benefit from opportunities to demonstrate and practice responsibility.
8. Connecting new learning to prior knowledge deepens understanding and retention.
9. Student collaboration enriches the learning process.
10. Relating the curriculum to students' lives fosters engagement and personal connection.
11. Effective learning occurs when individual differences are acknowledged and accommodated.
12. Students grow when they learn from their mistakes in a supportive environment.
13. Successful learning requires the ability to reflect, self-assess, and use feedback to self-adjust.
14. Family and Consumer Sciences empowers students with real-world skills and knowledge that prepare them for independent, responsible living and lifelong success.

Central Bucks School District
Enduring Understandings

Students will understand that:

Food Science and Nutrition

- proper food handling, sanitation, and knife skills are essential for preventing illness and ensuring safe food preparation.
- accurate measuring and culinary techniques support consistency and successful cooking recipe outcomes.
- nutritional needs vary across the lifespan, and understanding calories, nutrients, and energy balance helps individuals make informed dietary choices.
- reading and analyzing food labels empower consumers to evaluate products and make health-conscious decisions.
- nutrient analysis supports wellness by helping individuals assess how food choices impact their health and energy levels.

Career, Community, and Family Connections

- professional communication, appropriate dress, and interview skills are essential for success in the workplace.
- leadership, teamwork, and effective use of technology contribute to effective collaboration and career readiness.
- understanding job roles and workplace expectations helps students prepare for future employment and community engagement.

Personal Finance and Consumer Skills

- budgeting and financial planning are essential life skills that help individuals and families manage resources, meet goals, and prepare for unexpected expenses.
- different types of income, such as hourly wage, salary, commission, and tips, offer varying financial advantages and influence career decisions, financial well-being, and lifestyle choices.
- career choices and educational pathways directly impact earning potential, financial stability, and long-term planning.
- family needs and life transitions shape how individuals create budgets, make purchases, and plan for financial stability.

Sewing and Textile Resource Management

- it is important to compare cost, time, durability, and sustainability when deciding whether to make or alter a textile item.
- it is important to accurately read, interpret, and follow technical directions and procedures to safely and successfully complete textile and sewing tasks.
- there are connections between textile construction skills and real-world careers in design, manufacturing, and human services.
- strong communication is essential to support collaborative problem-solving during sewing tasks.

Central Bucks School District Essential Questions

Food Science and Nutrition

- How do food safety and sanitation practices protect our health during food preparation?
- Why is accurate measuring essential for successful cooking?
- How do proper knife skills and responsible equipment handling help ensure safety in the kitchen?
- How do nutritional needs change across the lifespan, and how can we meet them through food choices?
- What role do calories and nutrients play in providing energy and supporting wellness?
- How can reading and analyzing food labels help us make informed dietary decisions?
- How does nutrient analysis support healthy eating habits and personal wellness goals?

Career, Community, and Family Connections

- What skills and behaviors contribute to success in job interviews and the workplace?
- How can communication, leadership, and teamwork improve our relationships and career readiness?
- Why is it important to use technology responsibly and professionally in a work environment?

Personal Finance and Consumer Skills

- How can creating and managing a family budget help individuals meet short-term and long-term financial goals?
- What are the financial advantages and disadvantages of different types of income such as hourly wage, salary, commission, and tips?
- How do career choices and education levels influence income potential and financial stability?
- How can understanding and comparing income types support informed financial and career decisions?
- How do changing family needs and responsibilities impact financial decisions and budgeting?

Sewing and Textile Resource Management

- How do different construction techniques affect the durability and long-term value of textile items?
- Why is accurately reading, interpreting, and following technical directions and procedures critical to safe and successful textile and sewing tasks?
- When is it smarter to make, replace or repair, and why?
- In what ways are sewing and textile construction skills transferable to a variety of career paths?

Central Bucks School District – Course of Study Overview

Family and Consumer Sciences Grade 8

Desired Results

Course Description:

In 8th Grade Family and Consumer Sciences students gain real-world skills across four connected areas: food science, career readiness, personal finance, and sewing and textile resource management. Students strengthen their culinary skills by preparing multi-step recipes and exploring nutrition, energy needs, and food safety practices. In the sewing and textiles unit they learn to operate a sewing machine, apply basic construction techniques, and evaluate the durability of textile products. Students build workplace readiness by practicing interviewing, communication, leadership, and teamwork, and deepen financial literacy by creating budgets, and comparing income types. Across all units students make meaningful connections to family life, independence, and everyday decision-making, empowering them with practical skills to navigate adolescence, family life, and future career pathways.

Prerequisite: None

Committee Members:

Elizabeth Coyne
Yvonne Flath
Kim Hein
Suzanne Rodowicz
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Acceptable Evidence.

Completion of in-class learning tasks that may include, but are not limited to:

- Cooking Labs
- Projects and Presentations
- Performance-Based Assessments
- Class participation

Course Grading: No Final Exam

Family and Consumer Sciences Grade 8 – Pacing Guide

Content	Days
Unit 1 – Food Science	22
Introduction to Kitchen Safety	1
Sanitation & Food Safety Principles	2
Measuring Techniques	2
Knife Safety and Cutting Skills	2
Nutrition and Wellness	2
Food Labs	13
<i>Intervention/Enrichment occurs throughout the unit</i>	
Unit 2 – Career, Community and Family Connections	7
Introduction to Careers & Professionalism	1
Interviewing & Communication Skills	2
Dressing for Success	1
Leadership & Teamwork	1
Technology in the Workplace	1
<i>Intervention/Enrichment occurs throughout the unit</i>	
Unit 3 – Personal Finance and Consumer Skills	7
Introduction to Personal Finance	1
Types of Income	1
Understanding Your Paycheck	2
Budgeting Basics	1
Budgeting Project	1
Consumer Rights and Responsibilities	1
<i>Intervention/Enrichment occurs throughout the unit</i>	
Unit 4 – Sewing and Textile Resource Management	7
Machine operation and safety review	1
Machine Sewing	1
Hand Sewing	1
Sewing Textile Project	4
<i>Intervention/Enrichment occurs throughout the unit</i>	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software: None

Central Bucks School District – Course of Study – Family and Consumer Sciences Grade 8

Unit 1 – Food Science

Desired Results:

This unit builds skills in food safety, sanitation, and culinary techniques to promote safe and successful food preparation. Students learn proper handwashing, kitchen hygiene, accurate measuring, knife safety, and responsible equipment use through hands-on cooking labs. Emphasis is placed on following multi-step recipes while working cooperatively and maintaining a safe kitchen environment. This unit also explores nutrition by helping students understand how calories, nutrients, and energy contribute to growth, health, and wellness. Students develop consumer awareness by reading and analyzing Nutrition Facts labels to make informed food choices. Through practical application and reflection, students gain lifelong skills that support healthy eating habits and personal wellness.

Essential Questions:

- How do food safety and sanitation practices protect our health during food preparation?
- Why is accurate measuring essential for successful cooking?
- How do proper knife skills and responsible equipment handling help ensure safety in the kitchen?
- How do nutritional needs change across the lifespan, and how can we meet them through food choices?
- What role do calories and nutrients play in providing energy and supporting wellness?
- How can reading and analyzing food labels help us make informed dietary decisions?
- How does nutrient analysis support healthy eating habits and personal wellness goals?

Enduring Understandings:

Students will understand that...

- proper food handling, sanitation, and knife skills are essential for preventing illness and ensuring safe food preparation.
- accurate measuring and culinary techniques support consistency and successful cooking recipe outcomes.
- nutritional needs vary across the lifespan, and understanding calories, nutrients, and energy balance helps individuals make informed dietary choices.
- reading and analyzing food labels empower consumers to evaluate products and make health-conscious decisions.
- nutrient analysis supports wellness by helping individuals assess how food choices impact their health and energy levels.

Knowledge:

Students will know...

Vocabulary:

Safety & Sanitation

- Sanitation – practices that keep food, surfaces, and equipment clean to prevent illness.

- Cross-Contamination – the transfer of harmful bacteria from one surface or food to another.
- Pathogens – harmful microorganisms, such as bacteria, viruses, or parasites, that can contaminate food and cause foodborne illness if ingested.
- Foodborne Illness – sickness caused by consuming contaminated food.
- Personal Hygiene – habits such as proper hand washing, tying back hair, wearing clean clothing, and maintaining personal grooming and cleanliness that help prevent the spread of germs and keep food safe.
- Danger Zone – temperature range (40°F–140°F) where bacteria grow rapidly.
- Clean – washing hands, surfaces, and produce to remove germs.
- Separate – keeping raw meat, poultry, and seafood away from ready-to-eat foods.
- Cook – heating food to safe internal temperatures to kill bacteria.
- Chill – refrigerating or freezing food promptly to slow bacterial growth.
- Thaw – to change frozen food back to its unfrozen state using safe methods that prevent bacterial growth.
- Internal Temperature – the temperature inside food that ensures it's safely cooked.

Measuring & Knife Skills

- Dry Measuring Cups – used for measuring solid ingredients like flour or sugar.
- Liquid Measuring Cup – used for measuring liquids like milk or oil.
- Measuring Spoons – used for small amounts of ingredients.
- Leveling – scraping off excess from a measuring tool for accuracy.
- Chef's Knife – a versatile kitchen knife used for chopping and slicing.
- Pinch and Claw Grip – a safe hand position used when cutting food.
- Cutting Board – a surface used to protect counters and knives and prevent cross-contamination.

Nutrition Across the Lifespan

- Nutritional Needs – the specific nutrients required at different life stages.
- Nutrient – a substance found in food that the body needs for energy, growth, repair, and overall health.
- Life Stages – phases of human development (infant, child, teen, adult, senior).
- Portion Size – the amount of food served or eaten at one time.

Food Production / Supply Chain

- Production – growing, raising, or manufacturing food.
- Processing – changing food from its natural state for safety or convenience.
- Distribution – transporting food to stores or consumers.

Label Reading & Nutrient Analysis

- Nutrition Facts Label – a label showing the nutrient content of packaged food.
- Serving Size – the recommended amount of food to eat at one time.
- % Daily Value (%DV) – shows how much a nutrient in a serving contributes to a recommended daily diet.
- Calorie – a unit of energy provided by food.
- Energy Balance – the relationship between calories consumed and calories used.
- Metabolism – the process by which the body converts food into energy.
- Ingredients list – a list of all items used to make the food, in order of quantity.
- Added sugars – sugars added during processing, not naturally occurring.
- Nutrient Analysis – evaluating the nutritional content of food to assess healthfulness.

Skills:**Students will be able to...**

- demonstrate proper handwashing and personal hygiene techniques before, during, and after food preparation.
- identify and apply sanitation procedures to maintain a clean and safe kitchen environment.
- explain and apply the principles of Clean, Separate, Cook, and Chill to prevent foodborne illness.
- measure dry and liquid ingredients accurately using appropriate tools and techniques.
- identify and safely use kitchen knives, demonstrating proper cutting techniques such as the pinch and claw grip.
- follow multi-step recipes using culinary techniques and kitchen equipment.
- interpret and compare Nutrition Facts labels to evaluate % daily value, calories, added sugars, and key nutrients.
- work cooperatively in lab groups using communication strategies to solve problems and manage tasks.

Standards:Priority:

11.1.6–8.B – Demonstrate food safety and sanitation procedures.

11.1.6–8.E – Apply measurement and math skills in following recipe directions.

11.1.6–8.F – Prepare a recipe using fundamental culinary skills and techniques.

11.1.6–8.H – Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.

11.1.6–8.C – Analyze factors that influence nutrition and wellness practices across the life span.

11.1.6–8.I – Analyze the energy and nutrient requirements for individuals at various stages of the life cycle.

11.3.6–8.C – Justify the significance of interpersonal communication skills in the practical method of decision-making (team lab communication & roles).

Supporting:

11.1.6–8.A – Evaluate factors that affect food safety from production through consumption.

11.1.6–8.G – Demonstrate food science through principles of food biology and chemistry.

11.1.6–8.D – Hypothesize the effectiveness of the use of meal management principles.

11.1.6–8.J – Investigate career choices within food services, sciences, and nutrition industries.

Acceptable Evidence:**Performance Tasks –**

- Demonstrate proper handwashing, surface cleaning, and food handling procedures before, during and after a cooking lab; complete a sanitation checklist and explain how actions prevent foodborne illness.
- Complete hands-on labs in which students prepare a multi-step recipe using proper measuring and knife techniques and will be assessed with a rubric based on accuracy, safety and sanitation, and cooperative teamwork.
- Compare Nutrition Facts labels from two similar food products; identify serving size, calories, added sugars, and key nutrients, then justify which option is more nutritious.

- Create a visual or written reflection showing how Clean, Separate, Cook, and Chill principles are applied in the kitchen; identify potential safety risks and explain how each principle prevents foodborne illness..

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Exit tickets with reflections or quick checks on safety procedures, nutrition concepts, or culinary techniques.
- Sanitation checklist completed before each lab to ensure readiness and safety compliance.
- Measuring practice using dry and liquid ingredients with correct tools and techniques.
- Label analysis warm-up using sample Nutrition Facts labels and guided questions.
- Food group sorting activity, where students categorize foods into the correct food groups.
- Teacher feedback during labs using rubrics to assess safety, measuring, and knife technique.
- Canvas quizzes on vocabulary, sanitation steps, label reading, and nutrition concepts.

Summative Assessment

- Complete hands-on labs in which students prepare a multi-step recipe using proper measuring and knife techniques and will be assessed with a rubric based on accuracy, safety and sanitation, and cooperative teamwork.
- Label comparison activity where students evaluate two food products and justify which is the more nutritious option based on % daily value, serving size, calories, and nutrients.
- Written or visual reflection on how Clean, Separate, Cook, and Chill principles are applied in the kitchen to prevent foodborne illness

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practice proper handwashing, personal hygiene, and kitchen sanitation routines before, during and after food preparation.
- Demonstrate and apply the “Clean, Separate, Cook, Chill” principles through hands-on food safety activities.
- Measure dry and liquid ingredients accurately using the correct tools and techniques (e.g., leveling, eye-level reading).
- Practice knife safety using the pinch and claw grip and safe cutting motions.
- Complete cooking labs that require multi-step preparation, accurate measuring, teamwork and knife skills.
- Compare and evaluate Nutrition Facts labels to determine which food options are more nutritious.
- Create a visual or written reflection showing how food safety principles are applied in real-life kitchen settings.

Instructional Strategies:

- Model first, then do: demonstrate safety procedures, measuring techniques, and knife skills before students practice independently.
- Use lab routines: establish consistent expectations for proper hygiene, lab setup, safety checks, cooking, and cleanup.
- Chunk lessons into mini-skills: break down complex tasks (e.g., knife safety, label analysis, nutrient planning) into manageable steps.
- Use visual supports: provide diagrams, labeled tools, and step-by-step recipe visuals to reinforce vocabulary and procedures.
- Incorporate video demonstrations: use short clips to preview techniques or reinforce safety and sanitation concepts.
- Assign group roles: use structured roles (e.g., head chef, safety monitor, cleanup lead) to promote collaboration and accountability.
- Scaffold with guided notes: offer sentence starters or fill-in-the-blank formats to support reflection and content retention.
- Use exit tickets or quick check-ins: assess understanding of key concepts like food groups, sanitation, or measuring accuracy.
- Relate content to real life: connect food choices, safety practices, and nutrition to students' daily routines and family life.
- Use peer feedback: have students observe and evaluate each other's technique using rubrics during labs.

Differentiation/Intervention/Enrichment Options:

- Use guided notes and sentence starters to support students during written reflections and nutrition analysis.
- Offer modified lab tasks with fewer ingredients or simplified steps for students needing additional support.
- Incorporate video demonstrations and hands-on practice stations to reinforce safety and culinary techniques.
- Use visual recipes with labeled diagrams and step-by-step instructions to support vocabulary acquisition and comprehension.
- Integrate real-world connections by encouraging students to reflect on personal food choices and family cooking routines.
- Use graphic organizers to help students plan meal ideas, analyze food labels, or describe food safety principles.

For Language Development:

- Provide visual recipes with labeled diagrams and step-by-step instructions to reinforce vocabulary and procedural understanding.
- Use word banks, sentence starters, and guided notes during written reflections, nutrition analysis, and lab planning.
- Incorporate cooking demonstrations with think-alouds to model academic and procedural language (e.g., "I'm using the pinch and claw grip to keep my fingers safe while chopping").
- Offer bilingual vocabulary lists or translated instructions when available to support multilingual learners.

Central Bucks School District – Course of Study – Family and Consumer Sciences Grade 8

Unit 2 – Career, Community and Family Connections

Desired Results:

Students will explore foundational career readiness skills, including professional communication, interviewing, and appropriate workplace attire. They will assess the importance of leadership, teamwork, and responsible technology use in both family and workplace settings. Through hands-on activities and role-play, students will build confidence in presenting themselves professionally and collaborating effectively.

Essential Questions:

- What skills and behaviors contribute to success in job interviews and the workplace?
- How can communication, leadership, and teamwork improve our relationships and career readiness?
- Why is it important to use technology responsibly and professionally in a work environment?

Enduring Understandings:

Students will understand that...

- professional communication, appropriate dress, and interview skills are essential for success in the workplace.
- leadership, teamwork, and effective use of technology contribute to effective collaboration and career readiness.
- understanding job roles and workplace expectations helps students prepare for future employment and community engagement.

Knowledge:

Students will know...

Vocabulary:

- Interview – a formal meeting to assess a candidate for a job
- Professional Attire – clothing appropriate for a workplace or formal setting
- Non-verbal Communication – gestures, posture, and facial expressions that convey meaning
- Teamwork – cooperative effort by a group to achieve a common goal
- Leadership – guiding or directing others in a positive and productive way
- Digital Etiquette – appropriate and respectful behavior when using technology
- Resume – a document summarizing a person's education, experience, and skills
- Soft Skills – personal attributes that enable someone to interact effectively with others

Skills:

Students will be able to...

- identify appropriate attire for various professional and workplace settings
- demonstrate effective verbal and non-verbal communication skills during interviews and group interactions
- participate in role-play scenarios to practice job interviewing techniques and workplace etiquette
- collaborate with peers using leadership and teamwork strategies to complete tasks

- assess how technology is used professionally and explain its impact on communication and productivity
- reflect on personal strengths, interests, and values as they relate to future career choices
- evaluate how leadership and teamwork contribute to success in family, school, and workplace environments

Standards:

Priority:

11.6.6–8.B – Assess the use of teamwork and leadership skills in accomplishing the work of families and communities.
 11.6.6–8.C – Assess the use of technology and its effect on the quality of life.

Supporting:

11.3.6–8.C – Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.

Acceptable Evidence:

Performance Tasks –

- Participate in a mock interview where students respond to common interview questions using appropriate verbal and non-verbal communication; assessed using a checklist for professionalism, clarity, and confidence.
- Complete a professional attire activity where students select or design an outfit suitable for a specific job or workplace setting; explain their choices in writing or presentation.
- Collaborate in a group challenge (e.g., planning a classroom event or solving a workplace scenario) using assigned roles to demonstrate leadership and teamwork; reflect on group dynamics and contributions.
- Analyze a workplace technology scenario (e.g., email etiquette, virtual meetings, digital organization tools) and present best practices for using technology professionally.
- Complete a career reflection worksheet where students identify personal strengths, interests, and values, then match them to potential career paths in Family and Consumer Sciences or related fields.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Exit ticket: students reflect on one communication skill they practiced and how it applies to interviews or teamwork.
- Group feedback form: students evaluate their own and peers' contributions during a teamwork activity.
- Attire sorting activity: students categorize clothing items as appropriate or inappropriate for different job settings.
- Digital Etiquette Quiz: students identify best practices for professional technology use.
- Interview prep worksheet: students draft responses to common interview questions using sentence starters.
- Leadership role reflection: students write a short response about their role in a group task and how they demonstrated leadership.

Summative Assessment

- Mock interview performance: students participate in a simulated job interview and are assessed using a checklist for communication, professionalism, and preparedness.
- Professional attire: students select or design an outfit for a specific career and explain their choices in writing or orally
- Teamwork challenge: students complete a collaborative task with assigned roles and submit a group reflection on leadership and teamwork
- Technology scenario analysis: students evaluate a workplace technology situation and present best practices for professional use

Suggested Learning Experiences and Instruction

Learning Experiences:

- Explore professional attire through a gallery walk or sorting activity where students match clothing items to workplace settings.
- Participate in mock interviews using prepared questions and feedback checklists to practice verbal and non-verbal communication.
- Complete a resume or personal profile worksheet highlighting strengths, interests, and career goals.
- Engage in a group challenge (e.g., planning a classroom event or solving a workplace scenario) to practice leadership and teamwork.
- Analyze digital communication scenarios (e.g., email etiquette, virtual meetings) and discuss best practices for professional technology use.
- Reflect on personal values and how they influence career choices through journaling or small group discussion.
- Participate in a role-play activity where students act out workplace situations requiring teamwork, communication, and problem-solving.
- Complete a self-assessment on soft skills (e.g., communication, collaboration, adaptability) and set personal improvement goals.

Instructional Strategies:

- Use role-play: simulate job interviews, workplace scenarios, and group challenges to build confidence and real-world readiness.
- Chunk lessons into mini-skills: break down complex tasks like resume writing, interview responses, or leadership roles into manageable steps.
- Use visual supports: provide examples of professional attire, digital etiquette, and career pathways to reinforce vocabulary and expectations.
- Assign group roles: use structured roles (e.g., team leader, timekeeper, presenter) during collaborative tasks to promote accountability and leadership.
- Incorporate video demonstrations: show clips of interviews, workplace communication, and technology use to model professional behavior.

Differentiation/Intervention/Enrichment Options:

- Provide modified group tasks with clearly defined roles and expectations for students needing additional structure.
- Challenge advanced learners to design a career portfolio including resume, attire plan, and digital communication strategy.

- Integrate real-world connections by inviting students to reflect on personal experiences with teamwork, technology, or family roles.
- Use graphic organizers to help students plan interview responses, career reflections, or group collaboration strategies.

For Language Development:

- Offer bilingual materials or translated vocabulary lists to support multilingual learners.
- Incorporate peer modeling and feedback to reinforce soft skills like professionalism, collaboration, and adaptability.
- Use word banks, sentence starters and guided notes during lessons.

Central Bucks School District – Course of Study – Family and Consumer Sciences Grade 8

Unit 3 – Personal Finance and Consumer Skills

Desired Results:

In this unit, students develop essential personal finance skills by exploring how budgeting and financial planning support family needs, short-term goals, and long-term financial stability. Students examine different types of income, including hourly wage, salary, commission, and tips, and analyze the financial advantages and disadvantages of each. They investigate how career choices, education, and training impact earning potential and overall financial well-being. Through hands-on budgeting activities, students learn to manage income, track fixed and variable expenses, and plan for savings. Students also interpret pay statements to understand gross pay, deductions, and net pay. By connecting income, budgeting, and career planning, students build the skills needed to make informed financial decisions throughout their lives.

Essential Questions:

- How can creating and managing a family budget help individuals meet short-term and long-term financial goals? (Aligns with PA FCS 11.5.6–8.B and Personal Finance 17.3.6–8.D)
- What are the financial advantages and disadvantages of different types of income such as hourly wage, salary, commission, and tips? (Aligns with PA FCS 11.5.6–8.D and Personal Finance 17.2.6–8.A)
- How do career choices and education levels influence income potential and financial stability? (Aligns with PA FCS 11.5.6–8.E and Personal Finance 17.2.6–8.C)
- How can understanding and comparing income types support informed financial and career decisions? (Aligns with Personal Finance 17.2.6–8.A and 17.2.6–8.H)
- How do changing family needs and responsibilities impact financial decisions and budgeting?

Enduring Understandings:

Students will understand that...

- budgeting and financial planning are essential life skills that help individuals and families manage resources, meet goals, and prepare for unexpected expenses.
- different types of income, such as hourly wage, salary, commission, and tips, offer varying financial advantages and influence career decisions, financial well-being, and lifestyle choices.
- career choices and educational pathways directly impact earning potential, financial stability, and long-term planning.
- family needs and life transitions shape how individuals create budgets, make purchases, and plan for financial stability.

Knowledge:

Students will know...

Vocabulary:

Budgeting & Financial Planning

- Budget – A plan for managing income and expenses over a period of time
- Expense – Money spent on goods and services
- Income – Money received, especially on a regular basis, for work or through investments
- Fixed Expense – Costs that do not change from month to month (e.g., rent, car payment)
- Variable Expense – Costs that change depending on usage or choices (e.g., groceries, entertainment)
- Savings – Money set aside for future use
- Financial Goal – A target or objective related to managing money, such as saving for a purchase or paying off debt
- Debit– Money deducted (or leaving) from your bank account when you make a purchase or payment
- Credit – Money added to your account (Not a credit card)
- Credit Card – Payment tool that allows you to borrow money from a financial company to make purchases. The borrowed amount must be repaid in full or over time with interest.

Types of Income

- Hourly Wage – Rate of payment an employee earns for each hour of work
- Salary – Fixed regular payment, typically paid monthly or biweekly, regardless of hours worked
- Commission – Earnings based on a percentage of sales made
- Tips – Extra money given for services, often in addition to base pay
- Gross Pay – Total earnings before deductions
- Net Pay – Earnings after deductions such as taxes and benefits

Career & Income Connections

- Career – A long-term professional journey based on interests, education, and experience.
- Education & Training – Learning experiences that prepare individuals for specific careers and increase earning potential.
- Pay Statement (Stub) – A document showing earnings, deductions, and net pay.
- Payroll Deductions – Amounts withheld from gross pay for taxes, insurance, retirement, etc.

Skills:

Students will be able to...

- create and manage a basic family budget that includes income, fixed and variable expenses, and savings goals.
- compare different types of income (hourly wage, salary, commission, tips) and evaluate their financial advantages and disadvantages.
- interpret a pay statement to identify gross pay, net pay, and payroll deductions.
- investigate career/job options and analyze how education and training impact earning potential.
- apply decision-making strategies to make informed financial and career/job choices.
- reflect on how financial planning supports personal and family well-being.

Standards:Priority:**PA FCS Standards:**

- 11.5.6–8.B – Develop short-term and long-term financial goals for a family budget.
- 11.5.6–8.D – Compare/evaluate the financial advantages and disadvantages of various incomes.
- 11.5.6–8.E – Investigate career choices within financial service industries.

PA Personal Finance Standards:

- 17.2.6–8.A – Compare compensation methods, including hourly wage, salary, commission, tips, and piecework.
- 17.2.6–8.C – Analyze connections between the amount individuals might earn in various careers and the education or training that is required.
- 17.2.6–8.H – Interpret a pay statement and explain the relationship between gross pay, net pay, and payroll deductions.
- 17.3.6–8.D – Explain the components of a personal budget and how budgeting can help people achieve their financial goals.

Supporting:**PA FCS Standards:**

- 11.5.6–12.C – Analyze components of a family financial planning process that reflect the distinction between wants, needs, values, goals, and economic resources.

PA Personal Finance Standards:

- 17.1.6–8.A – Compare short-, intermediate-, and long-term financial goals.
- 17.1.6–8.B – Explain why the opportunity cost of a decision might differ from one person or situation to another.
- 17.1.6–8.F – Identify personal information needed to establish a financial account.
- 17.1.6–8.H – Describe strategies people can use to protect their personally identifiable information.
- 17.3.6–8.C – Compare ways people organize and track their spending and income.

Acceptable Evidence:**Performance Tasks –**

- Complete a family budget project that includes income types, fixed and variable expenses, and savings goals; present how the budget supports financial planning.
- Compare hourly wage, salary, commission, and tips using sample careers/jobs; calculate weekly earnings and reflect on which income type fits different lifestyles.
- Research a career/job and present its income potential, required education or training, and how it aligns with personal financial goals.
- Analyze a sample pay statement (stub) to identify gross pay, deductions, and net pay; explain how understanding pay statements supports financial literacy.

Acceptable evidence of learning other than Performance Tasks:**Formative Assessment**

- Exit ticket: Students reflect on one budgeting strategy they learned and how it could help a family manage money.

- Quick check worksheet: Students identify and categorize types of income (hourly wage, salary, commission, tips).
- Budget planning warm-up: Students list common fixed and variable expenses for a family.
- Career match activity: Students match careers to income types and required education levels.
- Pay statement/stub analysis: Students label parts of a sample pay statement and define gross vs. net pay.
- Group discussion: Students share which income type they think is most stable and why.
- Budget vocabulary sort: Students organize key terms into categories (income, expenses, savings, etc.).

Summative Assessment

- Family Budget Project: Students create and present a detailed family budget including income types, expenses, and savings goals.
- Income Comparison Report: Students calculate and compare earnings from different income types and reflect on lifestyle implications.
- Career/Job Exploration: Students research a career/job, report on income potential and education requirements, and explain how it fits their financial goals.
- Pay Statement Reflection: Students analyze a sample pay statement/stub and write a short reflection on the importance of understanding deductions and net pay.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Explore types of income through a matching activity where students connect careers to hourly wage, salary, commission, and tips.
- Participate in a budgeting simulation where students allocate income to expenses and savings using a mock family scenario.
- Analyze sample pay statement/stubs to identify gross pay, deductions, and net pay; discuss how payroll deductions affect take-home income.
- Research a career/job of interest and create a visual or written reflection showing income potential, required education, and lifestyle impact.
- Use graphic organizers to plan a family budget, categorize expenses, and reflect on financial goals.
- Compare income types using math-based scenarios to calculate weekly earnings and evaluate financial stability.
- Reflect on personal/family financial goals and how budgeting and career choices can support those goals.
- Collaborate in small groups to create a budget for a fictional family, present their choices, and justify how they meet financial needs.

Instructional Strategies:

- Use graphic organizers: Provide tools to help students categorize expenses, compare income types, and plan financial goals.
- Integrate math practice: Include calculations for gross/net pay, budgeting totals, and income comparisons to reinforce financial numeracy.
- Facilitate peer discussion: Encourage students to share budgeting strategies, career interests, and financial goals in small groups.

- Scaffold with guided notes: Offer sentence starters and fill-in-the-blank formats to support reflection and content retention.
- Use exit tickets and quick checks: Assess understanding of key concepts like budgeting, income types, and consumer rights through short written responses.
- Relate content to student lives: Connect budgeting and career planning to students' personal goals, family responsibilities, and future aspirations.

Differentiation/Intervention/Enrichment Options:

- Use small group instruction or peer modeling to support students during complex tasks like calculating net pay or analyzing career data.
- Allow students to choose between written, visual, or oral formats to present their budget project or career exploration.
- Challenge advanced learners to create a financial plan for a future goal (e.g., saving for college or a car) using multiple income types and budgeting strategies.
- Integrate real-world connections by encouraging students to reflect on family financial decisions or interview someone about their career and income.
- Provide tiered tasks such as comparing basic vs. advanced budgeting methods or analyzing multiple career paths with varying income levels.

For Language Development:

- Incorporate sentence starters and word banks during written reflections, budget planning, and career reflections.
- Model academic and financial language through think-alouds (e.g., "I'm allocating \$100 to savings because it's a fixed goal in my budget").
- Offer guided notes with fill-in-the-blank formats to support understanding of budgeting steps and income comparisons.
- Use graphic organizers to help students sort vocabulary, plan budgets, and compare career options.

Central Bucks School District – Course of Study – Family and Consumer Sciences Grade 8

Unit 4 – Sewing and Textile Resource Management

Desired Results:

In this unit, students build foundational hand and machine sewing skills while examining how textile construction techniques influence durability and quality. Students practice reading and following technical directions to safely and successfully operate sewing machines and complete textile tasks. Through hands-on projects, students evaluate when it is more effective to make, repair, or replace a textile item based on cost, time, and sustainability. The unit emphasizes precision, craftsmanship, and collaboration while students share equipment and troubleshoot sewing challenges. By connecting sewing skills to real-world careers, sustainability, and independent living, students gain practical skills that support both personal responsibility and future career pathways.

Essential Questions:

- How do different construction techniques affect the durability and long-term value of textile items?
- Why is accurately reading, interpreting, and following technical directions and procedures critical to safe and successful textile and sewing tasks?
- When is it smarter to make, replace, or repair a textile and why?
- In what ways are sewing and textile construction skills transferable to a variety of career paths?

Enduring Understandings:

Students will understand that...

- it is important to compare cost, time, durability, and sustainability when deciding whether to make or alter a textile item.
- It is important to accurately read, interpret, and follow technical directions and procedures to safely and successfully complete textile and sewing tasks.
- there are connections between textile construction skills and real-world careers in design, manufacturing, and human services.
- strong communication is essential to support collaborative problem-solving during sewing tasks.

Knowledge:

Students will know...

Vocabulary:

Sewing Machine Operation & Precision

- Seam allowance – the space between the stitching line and the fabric edge; helps ensure strong, accurate seams
- Presser foot – the part of the machine that holds the fabric flat so stitches form correctly
- Feed dogs– small metal teeth under the needle plate that move the fabric forward as you sew
- Bobbin – a small spool that holds the lower thread used to form stitches

- Tension – the tightness or looseness of the sewing threads; balanced tension creates smooth, even stitches
- Stitch length – how long each stitch is; affects strength and appearance of the seam
- Reverse/backstitch – stitching backward at the beginning and end of a seam to lock stitches in place
- Handwheel – the round knob on the side of the sewing machine that raises and lowers the needle
- Needle Plate – is the flat metal plate under the needle on a sewing machine
- Seam Gauge – six inch ruler features a sliding marker used to measure precise seam allowance

Construction Techniques & Product Quality

- Seam finish – treatments like zig-zag, pinking, or turning under the edge to prevent fraying
- Fastener – a device that opens or closes an item, such as a zipper, snap, or button
- Pressing – using an iron during construction to set seams and improve accuracy and appearance
- Pivot and Turn – changing the stitching direction at the corner by leaving the needle down in the fabric before rotating the fabric
- Pattern - paper template pieces that are traced onto fabric for cutting accuracy.

Skills:

Students will be able to...

- operate a sewing machine safely
- follow the step-by-step threading procedure.
- demonstrate hand/machine sewing techniques that allow for repairing a textile item.
- sew a straight seam, backstitch and pivot and turn using a sewing machine.
- repair an item to extend its life instead of replacing it.
- choose materials and techniques that help an item last longer.
- explain ways in which sewing can reduce waste (repair, reuse, making long-lasting items).
- explain how textile tasks (repairing, washing, caring for items) shift as individuals become more independent.
- demonstrate communication skills when sharing equipment and troubleshooting.

Standards:

Priority:

- 11.2.6–8.E – Assess the effects of design, construction, care, use, and maintenance of textiles on individuals and families.
- 11.2.6–8.F – Evaluate factors that influence clothing selection, care, and maintenance.

Supporting:

- 11.2.6–8.G – Investigate career choices within textiles, apparel, and consumer products.
- 11.6.6–8.B – Assess the use of teamwork and leadership skills in accomplishing tasks.
- 11.2.6–8.A – Analyze the relationship between resources and sustainability.

Acceptable Evidence:

Performance Tasks –

- Operate a sewing machine safely and correctly by threading the machine, sewing a straight seam, and securing stitches with backstitching.

- Complete a simple sewing project by following step-by-step directions, cutting fabric using a pattern, sewing accurate seams, pressing as needed, and adding a basic closure if required.
- Evaluate the quality of their finished project by checking for straight seams, consistent seam allowances, secure stitching, and overall craftsmanship.
- Complete a short make-vs-buy reflection explaining whether sewing the item or purchasing it would be the better choice based on cost, time, and quality.
- Work cooperatively during the sewing process by sharing materials, communicating respectfully with peers, and helping troubleshoot simple problems.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Sewing machine practice checks (threading, seam allowance, backstitching, pivot and turn).
- Exit tickets reflecting on daily progress, challenges, or next steps.
- Teacher observation during sewing work time (safe use, accuracy, teamwork).
- Check-ins on project steps (cutting fabric, pressing seams, attaching closure).
- Peer or self-evaluation of craftsmanship using a simple checklist.
- Mini reflections on sustainability, teamwork, or quality indicators.

Summative Assessment

- Demonstrate hand/machine sewing techniques to complete a sewing project.
- Machine operation demonstration showing threading, sewing a straight seam, and securing stitches.
- Completed sewing project demonstrating accurate seams, safe machine use, pressing, and craftsmanship.
- Make-vs-buy written reflection explaining cost, time, and quality considerations.
- Final project rubric assessing accuracy, technique, safety, and overall quality.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practicing sewing machine threading and sewing straight seams.
- Completing short sewing technique samples.
- Cutting fabric using a teacher-provided pattern or template.
- Following step-by-step directions to complete a simple sewing project.
- Pressing fabric during construction to improve accuracy and appearance.
- Completing a brief make-vs-buy reflection based on material cost, time, and product quality.
- Working with peers to share tools, help troubleshoot machine issues, and support safe work habits.

Instructional Strategies:

- Modeling machine threading, stitching, and pressing techniques before guided student practice.
- Breaking construction steps into small, manageable parts (“I do → We do → You do”).
- Using visual demonstrations, diagrams, or projected steps to support each phase of the project.
- Providing check-in points during sewing work time to monitor accuracy and safety.

- Offering technique stations for targeted practice.
- Encouraging partner or small-group collaboration to support problem-solving and peer assistance.
- Using exit tickets or quick verbal check-ins to monitor student progress and understanding.

Differentiation/Intervention/Enrichment Options:

- Providing pre-cut fabric pieces or simplified patterns for students who need additional support.
- Using seam guides, colored tape, or slower machine settings to assist with accuracy.
- Offering optional challenge steps (pockets, boxed corners, zipper addition) for advanced learners.
- Giving students choices of simpler or slightly more complex projects that fit the 7-day timeline.
- Allowing extended time or additional teacher check-ins for students needing more help with machine operation.
- Pairing students strategically for peer support (ex. troubleshooting or threading assistance).
- Providing visual instructions or step-by-step checklists for students who benefit from structured organization.

For Language Development:

- Providing vocabulary lists with visuals for sewing terms (seam allowance, backstitch, pivot and turn, etc.).
- Using sentence starters for reflections (ex. “One quality improvement I made was...” or “I chose to make/buy because...”).
- Offering bilingual vocabulary supports or translated terms when available.
- Demonstrating techniques while verbalizing each step using clear, consistent language.
- Allowing students to explain steps verbally, with a partner, or using labeled diagrams.
- Using graphic organizers to support sequencing (ex. “Steps of My Project” chart).
- Checking for understanding through simple gestures, visuals, or modeling rather than written responses alone.