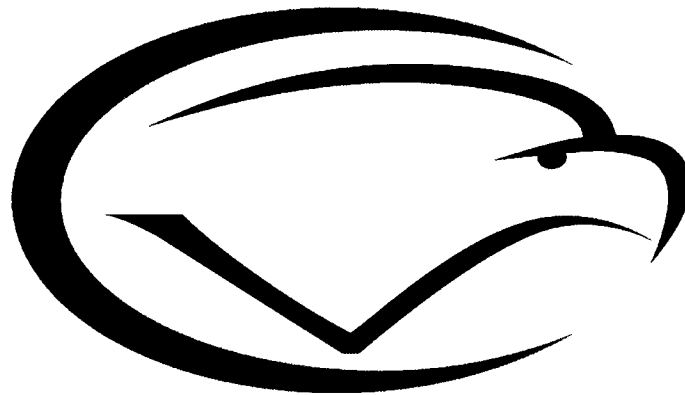


# Secondary Curriculum Maps



Cumberland Valley School District  
Soaring to Greatness, Committed to Excellence

Middle School FCS

## 6th Grade FCS Curriculum Map (21 days)

|   |   |
|---|---|
| <b>CV Priority Standard/PA Academic Standard</b>  |   |
| 11.1.6.F. Explain practices to maintain and/or repair consumer goods and services.  |   |
| <b>Taught in Unit(s)</b>  |   |
| Financial and Resource Management   |   |
| <b>Explanation/Example of the Standard</b>  |   |
| <p>In sixth grade students will use textile science practices and skills to repair and create a consumer good.</p> <p>Students will be provided with a problem using textiles and will have to use a simple decision making process to solve the problem, develop a plan, and reflect on their final decision.</p>  |   |
| <b>Big Idea(s)</b>  | <b>Essential Question(s)</b>  |
| <ul style="list-style-type: none"> <li>• Textile science practices and skills can be used to repair and/or create a consumer good.</li> <li>• A simple decision making process can assist in developing a plan on how to repair and/or create a consumer good.</li> </ul>   | <ul style="list-style-type: none"> <li>• How does one repair and/or create a consumer good using textile science practices and skills?</li> </ul>   |
| <b>Assessments</b>  |   |
| See unit maps for specific unit common assessments.   |   |
| <b>Concepts<br/>(what students need to know)</b>  | <b>Skills<br/>(what students must be able to do)</b>  |
| <ul style="list-style-type: none"> <li>• Textile Science Concepts               <ul style="list-style-type: none"> <li>• Hand Sewing                   <ul style="list-style-type: none"> <li>• Whip Stitch</li> <li>• Blind Stitch</li> <li>• Attaching a Button</li> </ul> </li> <li>• Autonomy of the Sewing Machine</li> <li>• Sewing Tools and Equipment</li> <li>• How to read a ruler</li> </ul> </li> <li>• The practical reasoning approach:               <ul style="list-style-type: none"> <li>• Identify situation</li> <li>• List choices and examine the consequences of each</li> <li>• Develop a plan of action</li> <li>• Draw conclusions</li> <li>• Reflect on decisions</li> </ul> </li> <li>• Critical thinking skills needed to solve decisions</li> </ul> | <ul style="list-style-type: none"> <li>• Design a pillow pattern with the provided guidelines.</li> <li>• Cut out pattern pieces for a consumer good.</li> <li>• Hand sew (whip stitch, blind stitch, and attach a button).</li> <li>• Finish a textile's raw edge to provide durability.</li> <li>• Thread the sewing machine.</li> <li>• Sew using the sewing machine (zig zag, straight stitch, and pivot).</li> <li>• Identify and utilize a simple decision making process when solving dilemmas.</li> <li>• Identify and analyze consequences of alternative solutions in real world examples (i.e. designing a pillow or textiles project).</li> </ul> |

**7<sup>th</sup> Grade FCS Curriculum Map (21 days)**

|   |  |
|---|--|
| <b>CV Priority Standard/PA Academic Standard</b>  |  |
| 11.3.6.D. Describe a well-balanced daily menu using the dietary guidelines and My Plate.  |  |
| <b>Taught in Unit(s)</b>  |  |
| Food Science and Nutrition  |  |
| <b>Explanation/Example of the Standard</b>  |  |
| In seventh grade, students are describing the components of a well-balanced menu for preschoolers and demonstrating their knowledge by making 3 healthy recipes.  |  |
| <b>Big Idea(s)</b>  | <b>Essential Question(s)</b>   |
| There are 5 main food groups of My Plate that influence a well-balanced daily menu.   | <ul style="list-style-type: none"> <li>• How does one create a menu/meal using the components of My Plate?</li> </ul>  |
| <b>Assessments</b>  |  |
| See unit maps for specific unit common assessments.   |  |
| <b>Concepts<br/>(what students need to know)</b>  | <b>Skills<br/>(what students must be able to do)</b>   |
| <p>My Plate Food Groups</p> <ul style="list-style-type: none"> <li>• Grains</li> <li>• Fruits</li> <li>• Vegetables</li> <li>• Protein</li> <li>• Dairy</li> </ul> <p>Dietary Guidelines</p> <ul style="list-style-type: none"> <li>• Healthy eating helps to prevent disease</li> <li>• Variety of Veggies</li> <li>• Whole Fruits</li> <li>• ½ Grains are Whole Grain</li> <li>• Limit added sugars, sodium, and trans fat</li> <li>• Physical activity is part of a healthy lifestyle</li> <li>• Everyone has a role</li> </ul> <p>How to use the following appliances to create a well-balanced menu:</p> <ul style="list-style-type: none"> <li>• Stove Top</li> <li>• Microwave</li> <li>• Blender</li> </ul> | <ul style="list-style-type: none"> <li>• Identify components of a well-balanced menu using My Plate.</li> <li>• Create foods that when combined together can create a well-balanced menu based on the the dietary guidelines and My Plate.</li> <li>• Investigate components of My Plate and the dietary guidelines and demonstrate knowledge by creating an activity for preschoolers that “teach” preschoolers the basics.</li> <li>• Create foods on the stove top, in the microwave and blender that can be used to create a well-balanced menu.</li> <li>• Measure dry, moist, and liquid ingredients correctly.</li> </ul> |

| <b>CV Priority Standard/PA Academic Standard</b>  |   |
|---|---|
| 11.4.6.A Compare and contrast child development guided practices according to the stage of child development.   |   |
| <b>Taught in Unit(s)</b>  |   |
| Child Development   |   |
| <b>Explanation/Example of the Standard</b>  |   |
| In seventh grade, students are learning the characteristics of each stage of child development. Students will be able to identify activities and toys that are appropriate for children at different stages of development.   |   |
| <b>Big Idea(s)</b>  | <b>Essential Question(s)</b>  |
| Appropriate learning activities are dependent on the child's stage of development.  | <ul style="list-style-type: none"> <li>• What makes an activity developmentally appropriate?</li> </ul>   |
| <b>Assessments</b>  |   |
| See unit maps for specific unit common assessments.   |   |
| <b>Concepts<br/>(what students need to know)</b>  | <b>Skills<br/>(what students must be able to do)</b>  |
| <ul style="list-style-type: none"> <li>• Activities that are appropriate for a child's stage of development.</li> <li>• Toys that are appropriate for a child's stage of development.</li> <li>• Analyze differences in a child's varying levels of development.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe children at various levels of development and analyze differences.</li> <li>• Examine activities and toys appropriate for children at different stages of development.</li> <li>• Select activities and toys that are appropriate for children at different stages of development.</li> <li>• Demonstrate and discuss how to keep infants, toddlers, and preschoolers safe.</li> </ul> |

### 8<sup>th</sup> Grade FCS (43 days)

| <b>CV Priority Standard/PA Academic Standard</b>  |  |
|---|--|
| 11.1.9. B Explain the responsibilities associated with managing personal finances (savings, checking, credit, non-cash systems, investments, insurance).  |  |
| <b>Taught in Unit(s)</b>  |  |
| Financial and Resource Management   |  |
| <b>Explanation/Example of the Standard</b>  |  |
| In eighth grade students are learning the responsibilities and consequences associated with managing personal finances.   |  |
| <b>Big Idea(s)</b>  | <b>Essential Question(s)</b>   |
| Responsibilities and consequences are associated with managing personal finances.   | How does having a spending plan help you manage money?   |
| <b>Assessments</b>  |  |
| See unit maps for specific unit common assessments.   |  |
| <b>Concepts<br/>(what students need to know)</b>  | <b>Skills<br/>(what students must be able to do)</b>   |
| <ul style="list-style-type: none"> <li>• Personal finances (savings, checking, credit, non-cash systems, investments, and insurance).</li> <li>• How careers and incomes impact personal finance.</li> <li>• How attitudes, priorities and goals affect money use.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze personal spending habits.</li> <li>• Research careers and incomes and analyze a career income's effects on personal spending.</li> <li>• Determine how attitudes, priorities and goals affect money use.</li> </ul> |

| <b>CV Priority Standard/PA Academic Standard</b>  |   |
|---|---|
| <p>11.2.9.A Solve dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> <li>• Identify situation</li> <li>• Identify reliable information</li> <li>• List choices and examine the consequences of each</li> <li>• Develop a plan of action</li> <li>• Draw conclusions</li> <li>• Reflect on decisions</li> </ul>  |   |
| <b>Taught in Unit(s)</b>  |   |
| Balancing Family, Work and Community  |   |
| <b>Explanation/Example of the Standard</b>  |   |
| In eighth grade students will be provided with a problem and will have to use the practical reasoning approach to solve the problem, develop a plan, and reflect on their final decision.   |   |
| <b>Big Idea(s)</b>  | <b>Essential Question(s)</b>  |
| The practical reasoning approach is effective when solving dilemmas.  | <ul style="list-style-type: none"> <li>• What skills are needed when solving problems and making decisions?</li> </ul>  |
| <b>Assessments</b>  |   |
| See unit maps for specific unit common assessments.   |   |
| <b>Concepts<br/>(what students need to know)</b>  | <b>Skills<br/>(what students must be able to do)</b>  |
| <ul style="list-style-type: none"> <li>• The practical reasoning approach: <ul style="list-style-type: none"> <li>• Identify situation</li> <li>• Identify reliable information</li> <li>• List choices and examine the consequences of each</li> <li>• Develop a plan of action</li> <li>• Draw conclusions</li> <li>• Reflect on decisions</li> </ul> </li> <li>• Critical thinking skills needed to solve decisions</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and utilize a practical reasoning approach when solving dilemmas.</li> <li>• Define critical thinking skills related to practical reasoning and decision making.</li> </ul> |

| <b>CV Priority Standard/PA Academic Standard</b>   |  |
|--|--|
| 11.3.9. E Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.   |  |
| <b>Taught in Unit(s)</b>   |  |
| Food Science and Nutrition   |  |
| <b>Explanation/Example of the Standard</b>   |  |
| In eighth grade students are learning how and why energy and nutritional needs change over the course of the life cycle. Students are also exploring the connection between physical activity and dietary intake.  |  |
| <b>Big Idea(s)</b>   | <b>Essential Question(s)</b>   |
| Life stages have different energy and nutrient requirements.   | <ul style="list-style-type: none"> <li>• How and why do energy and nutrient requirements change with age?</li> <li>• What is the connection between food and energy?</li> </ul>  |
| <b>Assessments</b>   |  |
| See unit maps for specific unit common assessments.  |  |
| <b>Concepts<br/>(what students need to know)</b>   | <b>Skills<br/>(what students must be able to do)</b>   |
| <ul style="list-style-type: none"> <li>• Energy requirements of individuals throughout the life cycle.</li> <li>• Nutritional needs of individuals throughout the life cycle.</li> <li>• The connection between physical activity and dietary intake.</li> </ul> | <ul style="list-style-type: none"> <li>• Examine how energy requirements change over the course of the life cycle.</li> <li>• Compare nutritional needs of individuals throughout the life cycle.</li> <li>• Explore the connection between physical activity and dietary intake.</li> </ul> |

| <b>CV Priority Standard/PA Academic Standard</b>   |   |
|--|---|
| 11.3.9. F Hypothesize the effectiveness of the use of meal management principles (e.g. time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).   |   |
| <b>Taught in Unit(s)</b>   |   |
| Food Science and Nutrition   |   |
| <b>Explanation/Example of the Standard</b>   |   |
| In eighth grade students are learning the principles of meal management and will demonstrate their knowledge of the principles by creating, preparing, and serving a nutritious and aesthetically pleasing meal.   |   |
| <b>Big Idea(s)</b>   | <b>Essential Question(s)</b>  |
| Meal management principles are an important consideration when planning and preparing foods.   | <ul style="list-style-type: none"> <li>• What are some of the challenges encountered when planning meals using the principles of meal management?</li> <li>• What are the factors individuals need to consider when planning meals?</li> </ul>  |
| <b>Assessments</b>   |   |
| See unit maps for specific unit common assessments.  |   |
| <b>Concepts<br/>(what students need to know)</b>   | <b>Skills<br/>(what students must be able to do)</b>  |
| <ul style="list-style-type: none"> <li>• Meal management principles.</li> <li>• Kitchen tools needed to prepare meals.</li> <li>• Kitchen equipment needed to prepare meals.</li> <li>• Food that is nutritious.</li> <li>• Aesthetically pleasing foods.</li> <li>• How to serve food.</li> <li>• Food costs</li> <li>• Unit pricing</li> <li>• Time management/Planning</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate effective use of meal management principles.</li> <li>• Determine food, equipment, and tools needed for menus.</li> <li>• Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</li> <li>• Calculate the costs of preparing a meal</li> <li>• Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.</li> </ul> |