

Grade 5 Human Growth and Development - Updated 5/2013

Unit	Learning Objectives	Activities	Resources	Assessments
Food Science, Safety and Sanitation	<p>The student will:</p> <ol style="list-style-type: none"> 1. Understand the difference between viruses and bacterias 2. Identify harmful food bacteria and their origins 3. Recognize harmful food preparation practices 4. Practice safety and sanitation in the kitchen 	<p>Experiments for: Hand washing Cross-contamination Cooking meat “food fight” video “fight bac” video Bac-catcher game</p>	<p>Partnership for food safety preparation www.fightbac.org teacher prepared powerpoint on bacteria “America’s Most Unwanted” teacher prepared powerpoint “Cook, Clean, Separate and Chill”</p>	<p>Completed experiments: Food safety quiz</p>
Food Preparation	<ol style="list-style-type: none"> 1. Be able to follow a recipe 2. Measure liquid and dry ingredients properly 3. Know commonly used abbreviations and terms found in recipes 4. Practice using basic kitchen equipment 5. Prepare simple nutritious recipes 6. Work cooperatively in kitchen groups of four or five students 	<p>Get to know your kitchen Dishwashing Plan and prepare 3 -4 recipes in classroom kitchens Students will rotate through jobs</p>	<p>Teacher prepared materials Recipes</p>	<p>Ability to work cooperatively within their group Finished product Clean up</p>
Relationships and Environment	<p>The student will be aware that emotional fluctuations may be experienced because of emotional changes.</p>	<p>Video “Just Talking for Boys and Girls”</p>	<p>Marsh Media</p>	
AIDS	<p>1. All viruses are too small to be seen without a very special microscope. Specific viruses cause specific illnesses. The student will learn that AIDS is caused by a virus that is hard to catch. The name of the virus is HIV. This stands for Human Immunodeficiency Virus.</p> <p>The student will understand that the letters in AIDS stand for: A – Acquired, I – immune, D-</p>	<p>Video – AIDS: Facts for Kids</p>	<p>Marsh Media</p>	<p>Weekly Reader</p>

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	<p>deficiency, S- syndrome.</p> <p>a. Names of illnesses can be very long, i.e. poliomyelitis. They are shortened for ease in discussion i.e., polio.</p> <ul style="list-style-type: none"> ▪ Acquired – gotten from someone or something outside of the body. ▪ Immune – The body’s way of protecting itself from sickness. ▪ Deficiency – not having enough ▪ Syndrome – A group of signs by which a doctor knows that a person has a particular illness. <p>2. The student will learn that AIDS is hard to catch, unless they engage in risky behavior. Such behaviors must be avoided.</p> <p>(a) If your friends want to share blood (i.e. blood brothers/sisters), say “NO”. If someone is pressuring you to become blood brothers/sisters, talk to your parent(s) or a trusted adult.</p> <p>(b) Healthy habits such as good personal hygiene and development of self esteem maintained with continual positive reinforcement.</p> <p>(c) Healthy behaviors increase the chance for a healthy life. The student will learn that in most cases AIDS is a preventable disease based on decisions you make now and in the future.</p>			
The following	1. The student will learn that AIDS is an			

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<p>objectives will be reinforced/expanded upon with the AIDS curriculum:</p>	<p>illness. When people are ill they need to be cared for.</p> <ol style="list-style-type: none"> 1. The student will learn that AIDS is hard to get. You cannot get it just by being near or touching someone who has it. <ol style="list-style-type: none"> a. A healthy life may be achieved by developing healthy habits, such as: <ol style="list-style-type: none"> 1. Good personal hygiene. 2. Correct hand washing, especially after toileting and before eating. 3. Dirty things from the streets and sharp objects could hurt you. 4. Dirty things should not be put in your mouth. 5. Stay away from blood on people or things. 6. If someone's blood gets on you, wash it off with soap and water. 2. The student will learn that AIDS is hard to catch, unless they engage in risky behavior. Such behaviors must be avoided. <ol style="list-style-type: none"> a. Never pick up syringes and needles that you may find anywhere (i.e. on the street, at home, in the park). If you find a needle talk to your parent(s) or a trusted adult about it. b. Healthy habits such as good personal hygiene and development of self esteem are maintained with continual positive reinforcement. <ol style="list-style-type: none"> 1. Needles used by health care professionals for treatment 			

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	<p>and prevention of illness are safe. Once a hypodermic syringe and needle are used, it is unsafe to use them again.</p> <p>2. Some germs are found in the blood.</p> <p>3. Children need to learn that people have different characteristics and needs. The student will learn that it is OK (safe) to be a friend to someone with AIDS. A person with AIDS needs to be accepted and cared for.</p> <p>4. There are positive and negative feelings and appropriate ways of dealing with feelings. Trusted adults can be a source of help, information, and guidance. The student will understand children, like adults; need to discuss their fear about AIDS with a knowledgeable adult.</p> <p>5. Children can learn how to protect themselves from some viruses and bacteria by practicing good hygiene. Positive self image and healthy habits need continual reinforcement. The student will learn that AIDS is a very serious illness that causes death.</p> <p>6. Vaccines are available to prevent certain illnesses such as measles or polio. The student will learn that, at this time, there is no vaccine for AIDS.</p>			
<p>Reproduction and the Life Cycle Approved by the Mansfield Board of Education in June, 1990</p>	<p>The student will recognize that puberty varies in each individual at age of onset, with secondary sex characteristics developing at various ages The student will understand that body</p>	<p>Ground rules Question box Who Am I Now” video</p>	<p>TamBrands, Inc. Teacher made materials</p>	<p>Question and answer sessions</p>

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	<p>hormones (endocrine glands) affect the maturation process and the production of reproductive cells (ovulation, menstruation, sperm production)</p> <p>The student will be aware that reproductive organs function to produce reproductive cells and enable continuation of human life through union of male sperm and female ovum (conception and pregnancy, embryonic and fetal development)</p>	<p>Diagrams of male/female reproduction. Label and match function</p>		

Grade 6

Sewing and Textiles

Unit	Learning Objectives	Activities	Resources	Assessments
Sewing and Textiles	<ol style="list-style-type: none"> 1. Identify the use and care of basic sewing equipment and their storage location in the room. 2. Know the basic parts of the sewing machine and their purpose or function. 3. Threads the sewing machine and winds a bobbin. 4. Demonstrates proficiency with proper control. 5. Demonstrates proper measurement with respect to fabric grainlines. 6. Demonstrates proper use and care of the iron and practices proper pressing of fabric. 5. Practices seaming, sewing, and embroidery on the computerized sewing machine. 6. Create a stuffed pillow project of their choice. 7. Expand vocabulary related to sewing and textiles. 8. Choose and organize equipment and materials for project work. 9. Read and interpret patterns and directions. 10. Demonstrate proficiency using a hand sewing needle and simple stitches. 11. Complete a classroom project. 	<p>Introduction to FCS ppt</p> <p>Identification for equipment and storage</p> <p>Know the sewing machine</p> <p>Project selection</p> <p>DVD on Beginning to Sew</p> <p>Self-assessment score sheet</p> <p>Paper stitching : straight line, curves, zig-zag, circles</p> <p>Seam sample: correct seam allowance, embroidered name, pressed</p> <p>Create pillow project</p> <p>Create 4 – square project; Hotpad or small pillow</p>	<p>Teacher made</p> <p>Haan Catalog</p> <p>Teacher made</p> <p>5 inch squares for seam sample</p> <p>5 inch cut squares of heavy cotton material</p> <p>10 in squares of Heat resistant quilted ironing board cover material</p>	<p>Quiz on machine</p> <p>Proficiency in:</p> <ol style="list-style-type: none"> 1. Threading 2. Bobbin winding 3. Pivoting 4. Seam sample 5. Embroidery sample 6. Interpreting patterns, pattern symbols and “blueprinting” style drawings 7. Math skills as they relate to measuring straight of grain and seam allowances 8. Completion of stuffed pillow 9. Completion of second project 4 – square quilted project or drawstring bag <p>Prepared rubric – student assessment and teacher assessment</p> <p>Teacher prepared rubric</p>

Grade 7

Reproduction & Life Cycle

Reproductive Physiology

Unit	Learning Objectives	Activities	Resources	Assessments
The History and Influence of the Consumer Movement.	<ol style="list-style-type: none"> 1. Identify common consumer vocabulary. 2. Familiarize themselves with basic consumer rights and responsibilities. 3. Practice writing letters of redress in business style. 4. Ralph Nader's influence and input on starting the consumer movement in America after World War II. 	<p>Who is a consumer? Students stand up if they are advertising a company on their clothing.</p> <p>Video: "The History of the Consumer Movement" Video – note taking</p> <p>Using computer lab, type complaint letter in business style. Present letter to class – CEO game</p>	<p>Federal Trade Commission</p> <p>Computer lab Teacher prepared template</p>	<p>Completion of notes from video</p> <p>Completion of letter in business style</p>
Money Management	<ol style="list-style-type: none"> 1. Identify methods of payment in the market. Place and outline positive and negative aspects of each. 2. Vocabulary related to finance. 3. Positives and negatives of credit. 	<p>How do you make and spend your money? How could you spend more than you have?</p>	<p>Learning Seed F.D.I.C.</p> <p>Glencoe – "Discovering Life Skills"</p>	
Merchandising	<ol style="list-style-type: none"> 1. Identify marketplace strategies used for successful merchandising of goods and services. 2. Recognize value of comparison shopping and delayed gratification. 3. Unit Pricing 4. Understand marketing strategies and their influence on the consumer 	<p>Video – "The History of Marketing"</p> <p>Create a 3 dimensional cereal box utilizing marketing strategies</p>	<p>Learning Zone</p> <p>Teacher prepared</p>	<p>Notes on video</p> <p>Proficiency in: Completion of cereal box Follow template Creative Use marketing strategies discussed in class Weasel words Bandwagon Tie-in Work cooperatively</p>
Nutrition	<ol style="list-style-type: none"> 1. Identify the functions of the major nutrition groups as they relate to health eating choices. 2. Recognize the need for calories based on weight, age and sex 3. Understand the concept of intake vs output as it relates to foods 4. Understand the health dangers of 	<p>What is a calorie? ppt Healthful eating game – Calculations for Calories (smartboard) Reading a chart – Calories burned during activities How to read a nutrition</p>	<p>Teacher prepared</p> <p>Glencoe – "Discovering Life Skills"</p>	<p>Scored by group activity</p> <p>Completion of notes</p> <p>Quiz</p>

Grade 7

Reproduction & Life Cycle

Reproductive Physiology

Unit	Learning Objectives	Activities	Resources	Assessments
	eating disorders 5. Become aware of specific eating disorders and their lifelong effects on the growing body and mind 6. Become aware of fat, salt, sugar content in foods. 7. Students will break into groups and prepare 3-4 health snacks and be able to explain why they are healthy.	label Powerpoint on Eating Disorders		Case study – read and determine if there is an eating disorder
Food Preparation	1. Practice safety and sanitation in the kitchen. 2. Work in cooperative cooking groups to achieve a common goal. 3. Be able to read and follow a recipe. 4. Practice measuring liquid and dry ingredients. 5. Practice proper knife skills, use of equipment, abbreviations, and using a microwave and oven. 6. Plan and prepare and enjoy a variety of nutritious snacks.	Kitchen Groups Prepare nutritious snacks Clean up Identify what makes snacks nutritious	Recipes Teacher prepared materials	Kitchen prep Clean up
Final exam	1. Incorporate above learning objectives into final project 2. Prepare calzone using accurate measuring skills 3. Read and follow a recipe 4. Demonstrate understanding of marketing 5. Calculate calories and nutritional information	Make calzone following a recipe Create advertisement Price calzone Prepare an accurate nutrition label for calzone using ingredients used	Pizza dough Notes and handouts from the quarter	Proficiency in: Following a recipe making a calzone Creating an advertisement Math skill as they relate to pricing and creating a nutrition label

Unit	Learning Objectives	Activities	Resources	Assessments
<p>The following objectives will be taught in the grade 7 Family & Consumer Science/Health Education Program. They have been reproduced in their entirety from the Human Development and Health Education curriculum approved by the Mansfield Board of Education in June 1990.</p> <p>AIDS</p> <p>Specific activities that could pass the AIDS virus:</p>	<p>The student will understand that the AIDS virus can be transmitted from an infected person to another individual. The AIDS virus floats primarily in blood and sexual fluids (semen or vaginal secretions), but sometimes in saliva, sweat, tears, and urine. There are two major methods of transmission: blood to blood contact and sexual intercourse.</p> <ol style="list-style-type: none"> 1. Blood to blood contact <ul style="list-style-type: none"> ▪ Sharing of syringes and needles by drug users. ▪ Becoming blood brothers/sisters ▪ Reusing dirty tattooing equipment ▪ Reusing or sharing dirty ear piercing equipment ▪ Being born to a woman who is infected and ▪ Receiving a blood transfusion or blood product treatment that was contaminated with HIV. Since 1985 the blood for transfusions has been tested and blood products have been made safe. ▪ Sexual intercourse: <ol style="list-style-type: none"> a. Intercourse is the sexual union between two people during which bodily fluids are exchanged. 2. Decisions can protect people from getting AIDS. <ol style="list-style-type: none"> a. Sexually active individuals can decide not to be sexually active anymore. b. People who continue to be sexually active can decrease their risk of getting AIDS by using a condom. The condom serves as a barrier to prevent exchange of sexual fluids. Condoms are not always effective. 	<p>DVD – “We’re Just Talking”</p> <p>DVD –“AIDS: Facts for Kids”</p>	<p>Marsh Media</p>	<p>Notes on video</p> <p>Discussion</p>

Unit	Learning Objectives	Activities	Resources	Assessments
	<p>3. Present behavior choices may relate to future health. Exposure to infectious disease is determined not by whom you are, but by what you do.</p>			
<p>The following objectives will be reinforced/expanded upon:</p> <p>AIDS</p>	<ol style="list-style-type: none"> 1. The student will learn that AIDS is an illness. When people are ill they need to be cared for. 2. The student will learn that AIDS is hard to get. You cannot get it just by being near or touching someone who has it. <ol style="list-style-type: none"> a. A healthy life may be achieved by developing healthy habits. <ol style="list-style-type: none"> 1. Good personal hygiene. 2. Correct hand washing, especially after toileting and before eating. 3. Dirty things from the streets and sharp objects could hurt you. 4. Dirty things should not be put in your mouth. 5. Stay away from blood on people or things. 6. If someone's blood gets on you, wash it off with soap and water. 3. The student will learn that AIDS is hard to catch, unless they engage in risky behavior. Such behaviors must be avoided. <ol style="list-style-type: none"> a. Never pick up syringes and needles that you may find anywhere. (i.e. on the street, at home, in the park). If you find a needle, talk to your parent(s) or a trusted adult about it. b. If your friends want to share blood (i.e. become blood brothers/sisters), say "NO". If someone is pressuring you to become blood brothers/sisters, talk to your parent(s) or a trusted adult. 	<p>DVD: "Immune System"</p>	<p>Barr industries</p>	<p>Matching quiz on immune system</p>

Unit	Learning Objectives	Activities	Resources	Assessments
	<p>c. Healthy habits such as good personal hygiene and development of self esteem are maintained with continual positive reinforcement.</p> <p>d. Needles used by health care professionals for treatment and prevention of illness are safe. Once a hypodermic syringe and needle are used, it is unsafe to use them again.</p> <p>e. Some germs are found in blood.</p> <p>4. Children need to learn that people have different characteristics and needs. The student will learn that it is OK (safe) to be a friend to someone with AIDS. A person with AIDS needs to be accepted and cared for.</p> <p>5. There are positive and negative feelings and appropriate ways to deal with feelings. Trusted adults can be sources of help, information and guidance. The student will understand that children, like adults, need to discuss their fear about AIDS with a knowledgeable person.</p> <p>6. Health behaviors increase the chance for a healthy life. The student will learn that in most cases, AIDS is a preventable disease based on decisions you make now and in the future.</p> <p>7. Children learn how to protect themselves from some viruses and bacteria by practicing good personal hygiene. Positive self image and healthy habits need continual reinforcement. The children will learn that AIDS is a very serious illness that causes death.</p> <p>8. All viruses are too small to be seen without a very special microscope. Specific viruses cause specific illnesses. The student will learn that AIDS is caused</p>			

Unit	Learning Objectives	Activities	Resources	Assessments
	<p>by a virus that is hard to catch. The name of the virus is HIV. This stands for Human Immunodeficiency Virus.</p> <p>9. The student will learn that the letters in AIDS stand for: A – Acquired, I – immune, D- deficiency, S – syndrome.</p> <p>Names of illnesses can be very long, i.e. poliomyelitis. They are shortened for ease in discussion, i.e. polio.</p> <ul style="list-style-type: none"> ▪ Acquired – gotten from someone or something outside the body. ▪ Immune – the body’s way of protecting itself from sickness. ▪ Deficiency – not having enough. ▪ Syndrome – a group of signs by which a doctor knows that a person has a particular illness. <p>10. Vaccines are available to prevent certain illnesses such as measles or polio.</p> <p>a. The student will learn that at this time there is no vaccine or cure for AIDS.</p> <p>11. The student will understand that the AIDS virus can be transmitted from an infected person to another individual. The AIDS virus floats primarily in blood and sexual fluids (semen or vaginal secretions) but sometimes is in saliva, sweat, tears, and urine. There are two major methods of transmission: blood to blood contact and sexual intercourse.</p> <p>a. People have choices and must recognize consequences of behavior. Some behavior can lead to serious health consequences. Choices are influenced by many factors.</p> <p>b. Some diseases or predisposition to</p>			

Unit	Learning Objectives	Activities	Resources	Assessments
	<p>disease can be passed from mothers to unborn children.</p> <p>c. Blood transfusions are used to replace blood loss after injury or surgery. Blood products are used to treat certain diseases, such as hemophilia.</p> <p>12. The student will learn that AIDS is not transmitted by casual contact. It is a preventable disease based on decisions you make now and in the future.</p> <p>a. Individuals are responsible for their own actions. People make healthy decisions based on refusal skills, decision-making skills, and coping mechanisms.</p> <p>13. Decisions can protect people from getting AIDS.</p> <p>a. Abstinence from sexual intercourse is an effective way to avoid getting infected with HIV.</p> <p>1. Sexuality is a part of life. Students can acquire skills in saying "NO" to sexual intercourse while maintaining friendships.</p> <p>b. Postponement of sexual intercourse until a lifelong monogamous relationship is established, know to be uninfected, is another way to avoid getting AIDS.</p> <p>1. Refraining from premature sexual activity is appropriate at this age.</p> <p>c. Saying "NO" to illegal intravenous drug use is an effective way to avoid getting AIDS.</p> <p>1. There are medically appropriate uses of intravenous drugs. Intravenous drugs are also used</p>			

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	<p>inappropriately and illegally.</p> <p>d. IV drug users who share needles are at extremely high risk for getting the AIDS virus even if they clean the needle and syringe with bleach.</p> <p>1. People who are on drugs should get help to stop using drugs.</p> <p>14. The number of people with AIDS is growing rapidly. This will affect all communities socially, financially, and politically.</p> <p>a. Diseases have social, economic, and political ramifications.</p> <p>15. People with AIDS need our understanding, compassion, and care.</p> <p>a. The student will recognize that puberty varies in each individual at age of onset, with secondary sex characteristics developing at various ages.</p> <p>b. The student will understand that body hormones (endocrine glands) affect maturation process and the production of reproductive cells (i.e. ovulation, menstruation, sperm production)</p> <p>c. The student will be aware that reproductive organs function to produce reproductive cells (i.e. conception and pregnancy, embryonic and fetal development).</p> <p>d. The student will appreciate that the greater the care, protection, and learning process required by newborns, the more extensive is family life and nurturing.</p> <p>e. The student will understand that the</p>			

Unit	Learning Objectives	Activities	Resources	Assessments
	<p>way we express our feelings about others and ourselves affects our health and relationships with others.</p> <p>f. We may experience emotional fluctuations because of hormonal changes.</p>			

Grade 8

Topics in Family & Consumer Science

Unit	Learning Objectives	Activities	Resources	Assessments
Sewing & Textiles : Fiber Arts	<ol style="list-style-type: none"> 1. Identify the use and care of basic sewing equipment and storage locations. 2. Demonstrates proficiency with proper control and care with the computerized sewing machines. 3. Demonstrates more complex stitching and embroidery, applique and monogramming techniques. 4. Demonstrate creativity and planning through the creating of a picture, selection of fabric to create picture, creation of pattern, accurate cutting and stitching to create artistic representation through fabric 5. Demonstrates proper use and care of the iron, plus proper pressing of fabric. 6. Learns how to use a rotary cutter, cutting mat, and ruler for proper cutting of pieced quilted projects. 7. Demonstrates hand sewing knowledge and control of simple stitches. 8. Choose and organize equipment, and materials for project work. 9. Read and interpret patterns and directions. 10. Complete the classroom project. 	<p>Review sewing machine</p> <p>Prepare seam sample</p> <p>Create a design to be represented by fabric</p> <p>Select fabrics to create design</p> <p>Practice applique</p> <p>Using fabric iron on adhesive, properly affix fabric pieces starting from the base fabric and working upward</p> <p>Applique pieces on</p> <p>Final project can be: Framed Made into pillow Made into wall hanging</p>	<p>Assorted fabrics</p> <p>Joanne Fabrics, Manchester, CT</p> <p>Teacher made and designed instructional materials</p>	<p>Proficiency in: Threading Bobbin winding Pivoting Seaming Back tacking Applique samples Math skills relating to size and dimension Create and interpret patterns, blueprint style drawings Mastery of coordination of equipment and techniques Completing and evaluation of project</p>
Knitting (if covered)	<ol style="list-style-type: none"> 1. Identify the use and care of basic knitting equipment. 2. Demonstrate the ability to form a slipknot, cast on stitches, knit and purl stitches. 3. Choose and organize yarn and knitting needles. Manage equipment properly. 4. Read and interpret knitting directions. 5. Complete a 14" long sample. 	<p>Students will construct and complete a knitted scarf. If time permits, they may advance their skills to a more complex assignment of their own choosing.</p>	<p>Yarn</p> <p>Assorted sized knitting needles</p>	<p>Proficiency in: Materials selection and management Slipknot, casting stitches on Knitting and purling stitches Follow picture and written directions Abbreviations, vocabulary</p>

Grade 8

Topics in Family & Consumer Science

Unit	Learning Objectives	Activities	Resources	Assessments
	6. Complete a 60" long scarf project and develop trouble shooting techniques.			Determining, counting and measuring gauge
Food Preparation	<ol style="list-style-type: none"> 1. Introduction to cooking measurements, terms, safety, tools of the trade. 2. Preparation of recipes in team based kitchens with job sharing emphasis. 3. Practice safe and sanitary methods to prepare foods. 4. Follow a recipe, measure liquid and dry ingredients properly. 5. Practice using basic and more advanced kitchen equipment. 6. Prepare nutritious recipes. 7. Serve, set a table, etiquette and manners are emphasized 8. Synchronization in cooperative planning and designing cupcakes with specific time allotments 	<p>Students will plan, prepare and serve a variety of nutritious food items of varying degrees of difficulty</p> <p>Students will compete in a "cupcake wars" competition</p>	<p>NASCO Family and Consumer Sciences</p> <p>FIGHTBAC.org</p> <p>National Dairy Council</p> <p>The American Dietetic Association</p> <p>www.myplate.gov</p> <p>Teacher designed materials</p>	<p>Proficiency in:</p> <p>Recipe reading and understanding</p> <p>Math as it relates to preparation and recipe adjustments</p> <p>Identification and proper use of kitchen tools and electrics</p> <p>Safety and food sanitation factors</p> <p>Utilize technology in nutritional food preparation and nutritional analysis</p> <p>Creativity and cooperation in competition</p>
Sewing & Construction	<ol style="list-style-type: none"> 1. Identify the use and care of basic sewing equipment and storage locations. 2. Demonstrates proficiency with proper control and care with the computerized sewing machines. 3. Demonstrates more complex stitching and embroidery, applique and monogramming techniques.. 4. Demonstrates hand sewing knowledge and control of simple stitches. 5. Choose and organize equipment, and materials for project work. 6. Read and interpret patterns and directions. 7. Complete the classroom project. 	<p><u>Duffle Bag Construction</u></p> <p>Students will complete the construction of a 14" tubular duffle bag with their own embellishments and designs.</p>	<p>Haan Catalog</p>	<p>Proficiency in:</p> <p>Threading the sewing machine</p> <p>Bobbin winding</p> <p>Pivoting</p> <p>Seaming</p> <p>Back Tacking</p> <p>Creating with design stitches</p> <p>Interpreting patterns, pattern symbols, blueprint style drawings, instructions</p> <p>Mastering coordination of equipment, techniques</p> <p>Completion and evaluation of duffle bag</p>
Red Cross Babysitting	Students will become Red Cross certified babysitters following the	Students will become familiar with	Red Cross Curriculum	Proficiency in: Working within a group for

Grade 8**Topics in Family & Consumer Science**

Unit	Learning Objectives	Activities	Resources	Assessments
Course - offered along with a modified foods class	specified program offered through the Red Cross	Leadership styles Write a resume Practice interviewing Identify safety hazards within a home Practice the FIND model Identify personal safety options Understand basic child development Become familiar with first aid techniques Become familiar with basic CPR Practice basic infant care skills		problem solving Create a resume Participate in a mock interview Basic first aid Basic CPR Basic child care skills