

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

7th Grade Family and Consumer Science

Course # 1010

Grade(s) 7

Department: Family & Consumer Science

Length of Period (mins.) 43

Total Clock Hours: 32.25

Periods per Cycle: 6

Length of Course (yrs.) .25

Type of Offering: required elective

Credit: .25

Adopted: _____

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Description of Course

Course Title:

7th Grade Family and Consumer Science - # 1010

Description:

This survey course will incorporate the guidelines of the Food Pyramid in choosing and preparing healthy and nutritious breakfasts. Emphasis will be placed on the strength and vitality of the family throughout the life cycle. Using resource management skills, students will produce an individual project.

Goals:

- To create an awareness of the importance of the family.
- To learn skills that are necessary in the planning and preparing of foods.
- To develop habits that require a student to work independently as they create an individual project
- To demonstrate that computer technology can be integrated into the daily activities of family life.

Requirements:

Students must participate in activities that create awareness of the dynamics and importance of the family, food preparation labs and activities related to good nutrition for teenagers, and complete a project of their choice while meeting specific class requirements.

Text:

Kowtaluk, Discovering Food & Nutrition, Glencoe, 2005

Ross, Patricia, Take Charge of Your Life, Goodheart-Wilcox, 2004

Teacher made materials

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Individual Child and Family Development	1	Students will define a family.	A	<ul style="list-style-type: none"> A family is a group of people living together who care about and depend on each other Families are an important part of everyday life 	<ul style="list-style-type: none"> Class discussion Teacher made activities and worksheets 	11.2.6 F
	2	Students will explore diverse family types by providing examples.	L	<ul style="list-style-type: none"> Families come in many forms Identify family types using TV programs 	<ul style="list-style-type: none"> Student worksheets Class discussion Quiz/test 	11.2.6 F 11.2.6 G
	3	Students will define and compare the stages of the family life cycle common to most families.	U	<ul style="list-style-type: none"> Examine family life cycle stages 	<ul style="list-style-type: none"> Discussions Teacher made worksheets Quiz 	11.2.6 G
	4	Students will identify functions of a family unit.		<ul style="list-style-type: none"> Oldest vs. youngest Individual responsibilities of each family member 	<ul style="list-style-type: none"> 	11.2.6 A
	5	Students will recognize that family life is affected by culture, customs, heritage, and current trends.	R	<ul style="list-style-type: none"> Identify a variety of family customs/traditions through completion of a family tree Play game of “Family Feud: to gain solutions to family conflicts 	<ul style="list-style-type: none"> Class participation Completion of family tree Score card Teacher made materials Quiz 	11.2.6 F
	6	Students will recognize a variety of career possibilities related to the Family and Consumer Science field.	A	<ul style="list-style-type: none"> With a background in Family and Consumer Science, many levels of careers are available for future employment; i.e., Day Care, Dietician, Interior Designer, Fashion Buyer, Consumer Advocate 	<ul style="list-style-type: none"> Class participation Student activity sheet Quiz 	11.1.6 G
Textiles and Clothing	7	Students will implement current sewing technology.	A	<ul style="list-style-type: none"> Sewing machines vary in their capabilities and accessories, but each machine has the same basic parts and controls 	<ul style="list-style-type: none"> Class discussion and questioning Quiz Student worksheet 	11.2.6 E
	8	Students will apply basic knowledge and safe use of classroom tools.	U	<ul style="list-style-type: none"> There are a variety of different types of sewing tools on the market. Some are necessary for beginners, other have specialized tasks. 	<ul style="list-style-type: none"> Class discussion and questioning Student worksheet 	11.2.6 E
	9	Students will assume responsibility for selecting and constructing an individual project.	L	<ul style="list-style-type: none"> Preparation of the fabric and pattern pieces Cutting out and marking the fabric pieces Selection of trimming techniques to personalize his/her project 	<ul style="list-style-type: none"> Class discussion Rubric for sewing 	11.2.6 A
	10	Students will apply time	U	<ul style="list-style-type: none"> Fabric pieces are assembled by 	<ul style="list-style-type: none"> Class discussion and 	11.2.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		management skills in the completion of a project.		stitching the seams by straight stitching, pivoting, and backstitching <ul style="list-style-type: none"> • Interpret instructions or directions • Project construction involves a step-by-step process which is necessary to complete a project 	questioning <ul style="list-style-type: none"> • Rubric for sewing 	
	11	Students will increase his/her self-esteem in a positive way through the successful completion of a project.	U	<ul style="list-style-type: none"> • Successful completion of a project requires self-discipline • Students must work independently in order to complete chosen project 	<ul style="list-style-type: none"> • Rubric for sewing 	11.2.6 B
	12	Students will assess the needed care for various fibers.	A	<ul style="list-style-type: none"> • Important information is found on the care label. Ex: fiber content, washing and cleaning instructions, warnings, etc. 	<ul style="list-style-type: none"> • Class discussion and questioning 	11.2.6 A 11.2.6 B 11.2.6 F
Nutrition and Foods	13	Students will incorporate safe work habits during foods labs.	L	<ul style="list-style-type: none"> • Practicing safe work habits can prevent serious injuries and spread of bacteria 	<ul style="list-style-type: none"> • Rubric for lab evaluation 	11.2.6 E
	14	Students will utilize proper sanitation procedures when handling foods and equipment.	U	<ul style="list-style-type: none"> • Most effective way to kill germs and bacteria is with hot, soapy water 	<ul style="list-style-type: none"> • Rubric for lab evaluation 	11.2.6 E 11.3.6 B 11.3.6 F
	15	Students will employ proper methods for food preparation.	U	<ul style="list-style-type: none"> • Each accurately measured ingredient is essential to the success of each food product being prepared • The three types of ingredients, i.e., dry, liquids, and solids, require different measuring techniques and equipment 	<ul style="list-style-type: none"> • Rubric for prepared food products • Quiz/test 	11.2.6 A 11.2.6F
	16	Students will organize the basic steps necessary for becoming a contributing member of a foods lab team.	U	<ul style="list-style-type: none"> • Every student is a vital member of a foods lab team • Each member must complete assigned responsibilities in order for the lab to be successful • Working on a foods lab team can provide experience in learning to work with others 	<ul style="list-style-type: none"> • Checklist/rubric 	11.2.6 C
	17	Students will implement time management skills necessary for completing a foods lab.	U	<ul style="list-style-type: none"> • A recipe is a guide to help prepare a certain food • Following a recipe allows for efficient management of time and promotes organization 	<ul style="list-style-type: none"> • Rubric/checklist for lab evaluation 	11.2.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	18	Students will identify equipment that is used in food preparation.	L	<ul style="list-style-type: none"> Using the proper equipment makes work easier, safer, and more successful 	<ul style="list-style-type: none"> Class activity Student guide sheet 	11.2.6 D 11.3.3 F
	19	Students will use and care for appliances such as the microwave oven, conventional oven, and small electric appliances.	L	<ul style="list-style-type: none"> Appliances are an important resource that can help make food preparation easier and faster Proper use and maintenance will ensure safety and prolong the life of appliances 	<ul style="list-style-type: none"> Class activity Student guide sheet 	11.2.6 E
	20	Students will relate the benefits of eating a good breakfast.	L	<ul style="list-style-type: none"> Breakfast is the most important meal of the day 	<ul style="list-style-type: none"> Student guide sheets Quiz/test Class discussion MacDiet software analysis 	11.3.6 C 11.3.6 D
	21	Students will identify the components of a good breakfast.	U	<ul style="list-style-type: none"> Breakfast should include foods from at least three of the five food groups 	<ul style="list-style-type: none"> Student guide sheets Quiz/test Class discussion MacDiet software analysis 	11.3.6 C 11.3.6 D
	22	Students will demonstrate food preparation techniques necessary for planning and preparing a simple breakfast in class and at home.	R	<ul style="list-style-type: none"> Breakfast choices can be prepared quickly and easily Breakfast foods do not have to be limited to traditional breakfast foods Plan and prepare a nutritious meal at home 	<ul style="list-style-type: none"> Rubric for family meal 	11.3.6 D 11.3.6 F