**COURSE DESCRIPTION**

**Course Title:** Family and Consumer Sciences 7th

**Course Number: 00706**

**Course Prerequisites:** none

**Course Description:** 00706 Family and Consumer Science 7 is a middle level elective course providing a basic foundation for Family and Consumer Sciences at a higher level. This course includes a unit on Foods and Nutrition emphasizing healthy food preparation, safety and sanitation, recipe literacy, and resource conservation. The Textiles unit emphasizes time management, budgeting, making use of available resources, decision making, basic sewing skills, and the ability to read and follow instructions to create and complete a project. Students are responsible for their individual project materials.

**Suggested Grade Level**: Grade 7

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 44 – Family and Consumer Sciences K-12

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 19251

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Today’s Teen & Food, Nutrition, and Wellness

**Publisher:** McGraw-Hill Companies, Inc. & McGraw-Hill Companies, Inc.

**ISBN #:**  0-07-846369-6 & 978-0-02-140256-4

**Copyright Date:** 2004 &2016

**WCSD Board Approval Date: 6/27/2022**

**Supplemental Materials:** teacher school provided

**Curriculum Document**

**WCSD Board Approval:  6/27/2022**

**Date Finalized:6/5/2018**

**Date Approved:** 6/27/2022

**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

Discover Self-Concept

Their uniqueness

Types of fibers

How fabric is constructed

Fabric finishes and their implications

Process of washing and storing clothes

Clothing repair

Small sewing equipment and their uses

Basic parts of the sewing machine

Using the sewing machine to complete a basic sewing project

What is the purpose of clothing?

Influences on clothing- trends, advertising, necessity

The five basic needs that are fulfilled by clothing: protection, status, modesty, identification, adornment.

Clothing satisfies certain physical, psychological, and social needs

The various influences on personal clothing choices.

**Marking Period 2**

Foodborne Illnesses and how they spread

Keeping food clean

Storing food

Preventing the five common safety hazards

Description of kitchen utensils and their usages

What is included in a recipe and how to use a recipe

Kitchen conversion chart

The measuring processes

History of government prescribed dietary guidelines

Using grains, vegetables, fruits, proteins, and dairy in daily meal planning

Using My Plate to better your food choices

Choosing the right portion based on the Nutrition Facts label

Nutrition in each of the four food groups

How to prepare foods from each of the four food groups

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| The students will compare and contrast their unique personalities and interests to relate to self-concept | 11.4.A  11.4.B  11.4.C  13.1.8.B  13.1.8.F | MP1 |
| The students will discover differences and similarities in each other, which contribute to making them unique | 11.4.A  11.4.B  11.4.C  13.1.8.B  13.1.8.F | MP1 |
| Distinguish between the features of natural and manufactured fibers. | 13.1.11.A  13.4.11.B  13.3.11.E | MP1 |
| Identify common fiber characteristics. | 13.1.11.A  13.4.11.B  13.3.11.E | MP1 |
| Compare the different methods of making fabric. | 13.1.11.A  13.4.11.B  13.3.11.E | MP1 |
| Analyze the importance of fabric finishes. | 13.1.11.A  13.4.11.B  13.3.11.E | MP1 |
| Investigate the process of caring for and properly storing clothes. | 13.1.11.A  13.4.11.B  13.3.11.E | MP1 |
| Differentiate between the various laundering and pressing methods. | 13.1.11.A  13.4.11.B  13.3.11.E | MP1 |
| Demonstrate simple clothing repairs. | 13.1.11.A  13.4.11.B  13.3.11.E | MP1 |
| Identify small sewing equipment and their usage. | 13.3.11.E | MP1 |
| Demonstrate basic sewing machine skills. | 13.3.11.E | MP1 |
| Describe the basic functions of clothing. | 13.1.11.A  13.1.11.B  13.1.11.C  13.3.11.D  13.3.11.E  13.4.11.B | MP1 |
| Explain personal influences on clothing choices. | 13.1.11.A  13.1.11.B  13.1.11.C  13.3.11.D  13.3.11.E  13.4.11.B | MP1 |
| Compare the influences of family and friends on clothing choices. | 13.1.11.A  13.1.11.B  13.1.11.C  13.3.11.D  13.3.11.E  13.4.11.B | MP1 |
| Evaluate the medias impact on clothing. | 13.1.11.A  13.1.11.B  13.1.11.C  13.3.11.D  13.3.11.E  13.4.11.B | MP1 |
| Explain how societal changes influence clothing. | 13.1.11.A  13.1.11.B  13.1.11.C  13.3.11.D  13.3.11.E  13.4.11.B | MP1 |
| Utilizing a sewing machine.  ● threading a needle. ● sewing by hand. ● reading and using a pattern. ● utilizing various types of stitching. ● cleaning, pressing, and finishing textile, apparel, and fashion products. ● producing and altering textile products and apparel. | 11.1.F  11.2.E  11.2.H  7.G.5  7.NS.1  7.RP.1  13.1.8.A  13.1.8.F  13.1.8.H  13.3.8.A  RST.6-8.3  RST.6-8.4  RST.6-8.7 | MP1 |
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| Describe the causes, effects, and treatment of foodborne illness. | 11.2.A.3  11.2.A.5  11.2.A.6  11.3.B  11.3.D | MP2 |
| Explain proper kitchen sanitation. | 11.2.A.3  11.2.A.5  11.2.A.6  11.3.B  11.3.D | MP2 |
| Discuss how to protect food from cross-contamination. | 11.2.A.3  11.2.A.5  11.2.A.6  11.3.B  11.3.D | MP2 |
| Identify proper food storage procedures. | 11.2.A.3  11.2.A.5  11.2.A.6  11.3.B  11.3.D | MP2 |
| Explain how to keep food out of the temperature danger zone. | 11.2.A.3  11.2.A.5  11.2.A.6  11.3.B  11.3.D | MP2 |
| Identify common kitchen hazards. | 11.2.A.3  11.2.A.5  11.2.A.6  11.3.B  11.3.D | MP2 |
| Explain how to handle kitchen emergencies. | 11.2.A.3  11.2.A.5  11.2.A.6  11.3.B  11.3.D | MP2 |
| Classify kitchen appliance and equipment and their intended purpose. | 11.1.C  11.2.A  11.2.A.3  11.2.A.4  11.2.A.5  11.2.A.6  11.2.E  11.2.H  11.3.B .  11.3.E  11.3.F  11.3.G | MP2 |
| Identify the seven parts of a recipe. | 11.1.C  11.2.A  11.2.A.3  11.2.A.4  11.2.A.5  11.2.A.6  11.2.E  11.2.H  11.3.B .  11.3.E  11.3.F  11.3.G | MP2 |
| Compare basic kitchen conversions. | 11.1.C  11.2.A  11.2.A.3  11.2.A.4  11.2.A.5  11.2.A.6  11.2.E  11.2.H  11.3.B .  11.3.E  11.3.F  11.3.G | MP2 |
| Demonstrate appropriate measurement skills. | 11.1.C  11.2.A  11.2.A.3  11.2.A.4  11.2.A.5  11.2.A.6  11.2.E  11.2.H  11.3.B .  11.3.E  11.3.F  11.3.G | MP2 |
| Identify the key ideas in government nutrition guidelines. | 11.2.A.2  11.2.A.5  11.2.A.6  11.3.A  11.3.C  11.3.D  11.3.E | MP2 |
| Summarize how to use government recommended dietary guidelines. | 11.2.A.2  11.2.A.5  11.2.A.6  11.3.A  11.3.C  11.3.D  11.3.E | MP2 |
| Demonstrate using the Nutrition Facts label on different types of foods. | 11.2.A.2  11.2.A.5  11.2.A.6  11.3.A  11.3.C  11.3.D  11.3.E | MP2 |
| Describe the five food groups. | 11.2.A.2  11.2.A.5  11.2.A.6  11.3.A  11.3.C  11.3.D  11.3.E | MP2 |
| Explain why each of the food groups is good for your health. | 11.2.A.2  11.2.A.5  11.2.A.6  11.3.A  11.3.C  11.3.D  11.3.E | MP2 |
| Demonstrate how to prepare foods from each of the four food groups. | 11.2.A.2  11.2.A.5  11.2.A.6  11.3.A  11.3.C  11.3.D  11.3.E | MP2 |
| Investigate how to incorporate each of the four food groups into daily meal planning. | 11.2.A.2  11.2.A.5  11.2.A.6  11.3.A  11.3.C  11.3.D  11.3.E | MP2 |
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**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) · Labs/lab reports · Bell ringers/Problems of the Day (PODs) · Discussions · Teacher observation/Questioning · Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) · Summarizing · Retelling · Notetaking · Problem-based learning modules · Authentic assessment · Oral presentations · Outlining · Journaling · Student presentations/projects · Open-ended response · Classroom Performance System (CPS)

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Essays · Open-Ended Responses · Projects · Quizzes/tests · Student presentations · Portfolios