**COURSE DESCRIPTION**

**Course Title:** Family and Consumer Sciences 7 - Foods

**Course Number:** 00706

**Course Prerequisites:** none

**Course Description:** Family and Consumer Science 7 – Foods is a middle level elective course. Students will establish a strong foundation in this field of food production. This course offers an initial exploration of food and nutrition, utilizing resources such as the nutrition guide from the United States Department of Agriculture. Students will learn essential cookery skills, kitchen measurements, proper kitchen etiquette, the ability to assess cooking methods, and the skill to prepare food while adhering to safety and cleanliness protocols. For a safe and hygienic cooking space, it is recommended to have no more than five students per kitchen.

**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:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

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

[x] F – Final Average [x] MP – Marking Period [ ] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [x]  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:** 6/24/2024

**Supplemental Materials:**

**Curriculum Document**

**WCSD Board Approval:** 6/24/2024

**Date Finalized**: 6/4/2024

**Date Approved:** 6/24/2024

**Implementation Year:** 2024-2025

**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**

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

**Marking Period 2**

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 five food groups

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught**  |
| --- | --- | --- |
| Describe the causes, effects, and treatment of foodborne illness. | 11.2.A.3 11.2.A.5 11.2.A.611.3.B 11.3.D  | MP1 |
| Explain proper kitchen sanitation. | 11.2.A.3 11.2.A.5 11.2.A.611.3.B 11.3.D  | MP1 |
| Discuss how to protect food from cross-contamination. | 11.2.A.3 11.2.A.5 11.2.A.611.3.B 11.3.D  | MP1 |
| Identify proper food storage procedures. | 11.2.A.3 11.2.A.5 11.2.A.611.3.B 11.3.D  | MP1 |
| Explain how to keep food out of the temperature danger zone. | 11.2.A.3 11.2.A.5 11.2.A.611.3.B 11.3.D  | MP1 |
| Identify common kitchen hazards. | 11.2.A.3 11.2.A.5 11.2.A.611.3.B 11.3.D  | MP1 |
| Explain how to handle kitchen emergencies. | 11.2.A.3 11.2.A.5 11.2.A.611.3.B 11.3.D  | MP1 |
| Classify kitchen appliance and equipment and their intended purpose. | 11.1.C11.2.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  | MP1 |
| Identify the seven parts of a recipe. | 11.1.C11.2.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  | MP1 |
| Compare basic kitchen conversions. | 11.1.C11.2.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  | MP1 |
| Demonstrate appropriate measurement skills. | 11.1.C11.2.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  | MP1 |
| 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 five 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 |

**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 cooking knowledge (e.g. KWL chart), Kitchen 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 of the cooking process, Notetaking, Authentic assessment, Oral presentations, Journaling, Student presentations/projects, Open-ended responses to food/safety/sanitation/dietary guidelines

**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:** Culinary related Essays, Open-Ended Responses, Hands on culinary projects, Food/Safety quizzes/tests, Student created food presentations, Culinary portfolios