

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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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

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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.6 11.3.B 11.3.D	MP1
Explain proper kitchen sanitation.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP1
Discuss how to protect food from cross-contamination.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP1
Identify proper food storage procedures.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.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.6 11.3.B 11.3.D	MP1
Identify common kitchen hazards.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP1
Explain how to handle kitchen emergencies.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP1
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	MP1
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	MP1
Compare basic kitchen conversions.	11.1.C 11.2.A	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	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	
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	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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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