

**BLACKHAWK SCHOOL DISTRICT**

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**CURRICULUM**

<b>Course Title:</b>	<b>Family and Consumer Sciences, Related Arts</b>
<b>Grade Level(s):</b>	<b>7<sup>th</sup></b>
<b>Length of Course:</b>	<b>45 minutes</b>
<b>Faculty Author(s):</b>	<b>Megan Bailey</b>
<b>Date:</b>	<b>February 2013</b>

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**COURSE DESCRIPTION:** The 7<sup>th</sup> Grade Family and Consumer Sciences related arts class will continue to develop and build upon independent living skills needed to be successful in a changing world, while also continuing to support academic skills and learning in a practical setting.

*The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.*

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME / ACTUAL TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p><b>I. Kitchen and Food Safety and Sanitation</b></p> <p><b>A. Personal Safety</b></p> <ol style="list-style-type: none"> <li>1. Review</li> <li>2. Current Issues</li> </ol> <p><b>B. Kitchen/ Food Safety</b></p> <ol style="list-style-type: none"> <li>1. Food Safety Basics</li> <li>2. Current Food Safety Issues</li> <li>3. Food Safety in the News</li> </ol>	<p><b>11.2.6 Balancing Family, Work, and Community Responsibility</b></p> <p><b>C.</b> Classify the components of effective teamwork and leadership</p> <p><b>11.3.9 Food Science and Nutrition</b></p> <p><b>F.</b> Analyze basic food preparation techniques and food-handling procedures.</p> <p><b>11.3.9 Food Science and Nutrition</b></p> <p><b>B</b> – Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p><b>F</b> – Hypothesize the effectiveness of the use of meal management principles (including: balanced nutrition, safety, and sanitation).</p> <ul style="list-style-type: none"> <li>• Students will be addressing the ‘science’ element of STEM.</li> <li>• Students will incorporate various reading apprenticeship strategies where applicable.</li> <li>• <b>Reading Strategy Examples:</b>  <u>Anticipation Guide</u>            Before reading an article about some of the causes of food-borne illnesses, students will answer a set preliminary questions on the topic  <u>‘ABC’ Summary:</u>            Using an article, students will create 13 sentences to for each letter of “kitchen safety”. Sentences will come from information in the article and should relate to kitchen and food safety.</li> </ul>	<p>2-3 Days</p>	<p><u>Teacher Made:</u>            - Kitchen Safety rules</p> <p>-<u>Discovering Life Skills</u>            Textbook, p.382 -387</p> <p><u>Discovering Food and Nutrition</u>            Textbook, p. 108-114</p> <p>BYOT and school supplied technology</p>	

<p><b>II. Food Preparation and Techniques</b></p> <p><b>A. Pre-Tests</b></p> <ol style="list-style-type: none"> <li>1. Kitchen Pre-test</li> <li>2. Measuring Pre-test       <ol style="list-style-type: none"> <li>a. Practice review</li> <li>b. Measuring math</li> </ol> </li> </ol> <p><b>B. Pre-lab Activities</b></p> <ol style="list-style-type: none"> <li>1. Lab duty assignments</li> <li>2. Recipe review       <ol style="list-style-type: none"> <li>a. Class recipe read-through</li> <li>b. Recipe technology-using technology to assist in cooking, organizing recipes</li> </ol> </li> </ol> <p><b>C. 3-4 Food Preparation Labs</b></p> <ol style="list-style-type: none"> <li>1. Appliances       <ol style="list-style-type: none"> <li>a. Oven (bake)</li> <li>b. Broiler</li> <li>c. Stovetop</li> <li>d. Hand Mixer</li> </ol> </li> <li>2. Techniques       <ol style="list-style-type: none"> <li>a. Pan fry/sauté</li> <li>b. Browning</li> <li>c. Folding ingredients</li> <li>d. Basic knife skills</li> </ol> </li> <li>3. Meal Type       <ol style="list-style-type: none"> <li>a. Appetizer</li> <li>b. Snack</li> <li>c. Dinner</li> <li>d. Dessert snack, appetizer</li> </ol> </li> <li>4. Meal Planning       <ol style="list-style-type: none"> <li>a. Choosing recipes</li> <li>b. Create basic market order</li> </ol> </li> </ol>	<p><b>11.2.6 Balancing Family, Work, and Community Responsibility</b></p> <p><b>C.</b> Classify the components of effective teamwork and leadership.</p> <p><b>B.</b> Deduce the importance of time management skills, in relation to accomplishing the work of the foods lab.</p> <p><b>11.2.9 Balancing Family, Work, and Community Responsibility</b></p> <p><b>H</b> – Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.</p> <p><b>E.</b> Evaluate the impact of technology and justify the use or nonuse of it.</p> <p><b>11.3.6 Food Science and Nutrition</b></p> <p><b>C.</b> Analyze factors that affect food choices.</p> <p><b>D.</b> Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p><b>11.3.9 Food Science and Nutrition</b></p> <p><b>B</b> – Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p><b>F</b> – Hypothesize the effectiveness of the use of meal management principles (including: balanced nutrition, safety, and sanitation).</p> <ul style="list-style-type: none"> <li>• Students will be addressing the ‘science’, ‘math, and ‘technology’ elements of STEM.</li> <li>• Students will incorporate various reading apprenticeship strategies where applicable.</li> <li>• <b>Reading Strategy Examples:</b> <u>KWL</u> students will read through a recipe, then have fill out KWL chart as they prepare recipe <u>“3-2-1” Evaluation</u> after reading a brief information sheet related to the recipe, students will complete a “3-2-1”</li> </ul>	<p>8-10 Days</p>	<p><u>Teacher Made:</u></p> <p>-Lab assignment packets</p> <p>- Recipe packets</p> <p><u>Discovering Food and Nutrition</u> Textbook, p.74-76</p> <p>BYOT and school supplied technology</p>	
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<p><b>III. Creating Recipe Books</b></p> <p><b>A. How to Read a Recipe</b></p> <ol style="list-style-type: none"> <li>1. What good recipes include</li> <li>2. New cooking terms</li> </ol> <p><b>B. Recipe Book Format</b></p> <ol style="list-style-type: none"> <li>1. Common format</li> <li>2. What to include in group books</li> <li>3. Book theme and sections</li> </ol> <p><b>C. Recipe Research</b></p> <ol style="list-style-type: none"> <li>1. Websites</li> <li>2. Recipe books</li> <li>3. Family recipes</li> </ol> <p><b>D. Format Group Book</b></p> <ol style="list-style-type: none"> <li>1. Upload/format recipes</li> <li>2. Upload additional pages</li> </ol>	<p><b>11.2.6 Balancing Family, Work, and Community Responsibility</b></p> <p>C. Classify the components of effective teamwork and leadership</p> <p><b>11.2.9 Balancing Family, Work, and Community Responsibility</b></p> <p>E. Evaluate the impact of technology and justify the use or nonuse of it.</p> <p><b>11.2.12 Balancing Family, Work, and Community Responsibility</b></p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p><b>11.3.9 Food Science and Nutrition</b></p> <p>F – Hypothesize the effectiveness of the use of meal management principles (including: balanced nutrition, safety, and sanitation).</p> <ul style="list-style-type: none"> <li>• Students will be addressing the ‘technology’ elements of STEM.</li> <li>• Students will incorporate various reading apprenticeship strategies where applicable.</li> <li>• <b>Reading Strategy Examples:</b>  <u>“5-4-3-2-1”</u>  following the guidelines for a “3-2-1” RA, students will use an article to summarize specific information  <u>Brainstorm</u>  students will use various materials to brainstorm and hypothesize the format for a recipe book</li> </ul>	<p>4-5 Days</p>	<p><u>Teacher created materials:</u></p> <ul style="list-style-type: none"> <li>-recipe book packet</li> <li>- PowerPoint’s</li> <li>-recipe website list</li> </ul> <p>BYOT and school supplied technology</p>	
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<p><b>IV. Nutrition and Meal Management</b></p> <p><b>A. Current Food/Nutrition Trends</b></p> <ol style="list-style-type: none"> <li>1. Fast Food Choices</li> <li>2. “Junk Food Facts”</li> </ol> <p><b>B. “Super-Size Me”</b></p> <ol style="list-style-type: none"> <li>1. Video</li> <li>2. Anticipation Guide</li> <li>3. Essay/Discussion Questions</li> </ol> <p><b>C. Food Addictions and Eating Disorders</b></p> <ol style="list-style-type: none"> <li>1. Types</li> <li>2. Warning signs</li> <li>3. Help</li> <li>4. Healthy meal management</li> </ol> <p><b>D. Evaluating Food and Nutrition Sources</b></p> <ol style="list-style-type: none"> <li>1. Sources of nutritional information</li> <li>2. Creating a meal plan</li> <li>4. Portion Distortion Activity</li> </ol> <p><b>E. Nutrition Debate</b></p> <ol style="list-style-type: none"> <li>1. Debate format</li> <li>2. Question research</li> </ol>	<p><b>11.3.9 Food Science and Nutrition</b></p> <p><b>C</b> – Analyze the impact of foods addictions and eating disorders on health.</p> <p><b>.E</b> – Analyze the energy requirements, nutrient requirements, and body composition for individuals at various stages of the life cycle.</p> <p><b>F</b> – Hypothesize the effectiveness of meal management principles (balanced nutrition).</p> <p><b>11.3.12 Food Science and Nutrition</b></p> <p><b>C</b> – Evaluate sources of food and nutrition information..</p> <p><b>F</b>- Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet specific nutritional needs of individuals across their lifespan.</p> <ul style="list-style-type: none"> <li>• Students will be addressing the ‘science’ and ‘technology’ elements of STEM.</li> <li>• Students will incorporate various reading apprenticeship strategies where applicable.</li> <li>• <b>Reading Strategy Examples:</b>  <u>Pass the Problem (pre-reading):</u>  students will brainstorm answers to various questions, and pass the questions from group to group, trying not to repeat information. Questions will relate to article on the subject.  <u>Highlight/Discuss:</u>  while reading an article, students will highlight 3 items of interest to use as discussion points in their groups.  <u>Anticipation Statements (pre-reading):</u>  students will respond to various statements relating to an article or activity to encourage them to think of the upcoming material.  <u>“Save the Last Word for Me”</u>  while reading an article, students will record four separate statements, and also respond to those statements. They will then use the statements, and their responses in a discussion activity.</li> </ul>	<p>10-12Days</p>	<p><u>Teacher Created Materials:</u></p> <p>-fast food activity items</p> <p>-SSM worksheets</p> <p>-eating disorder “pass the problem”</p> <p>-debate materials</p> <p><u>Discovering Life Skills</u></p> <p>Textbook, p. 360-362, 376-377</p> <p><u>“Super-size Me” video</u></p>	
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<p><b>V. Interior Design/ Housing</b></p> <p><b>A. Design Basics</b></p> <ol style="list-style-type: none"> <li>1. Space Requirements</li> <li>2. Design Functions</li> <li>3. Floor Plan Basics (PowerPoint Presentations)</li> </ol> <p><b>B. Area and Supply Amounts</b></p> <ol style="list-style-type: none"> <li>1. Calculations to determine space in room</li> <li>2. Calculations to determine supply amounts</li> </ol> <p><b>C. Floor Plans</b></p> <ol style="list-style-type: none"> <li>1. Grid floor plans, using scale</li> <li>2. Website design</li> </ol>	<p><b>11.2.9 Balancing Family, Work, and Community Responsibility</b></p> <p><b>C.</b> – Assess the effectiveness of the use of teamwork and leadership in accomplishing the work of the family.</p> <p><b>D</b> – Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p> <p><b>11.2.12 Balancing Family, Work, and Community Responsibility</b></p> <p><b>D.</b> Based on efficiency, aesthetics and psychology, evaluate space plans for their ability to meet a variety of needs including those with special needs.</p> <ul style="list-style-type: none"> <li>• Students will be addressing the ‘engineering’, ‘technology’, and ‘math’ elements of STEM.</li> <li>• Students will incorporate various reading apprenticeship strategies where applicable.</li> </ul>	<p>3-4 Days</p>	<p><u>Teacher Made Materials:</u></p> <ul style="list-style-type: none"> <li>- worksheets</li> <li>- powerpoints</li> </ul> <p><u>Discovering Life Skills</u> Textbook, p. 220-240</p> <p>BYOT and school supplied technology</p>	
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<p><b>VI. Career Exploration/ Introduction</b></p> <p><b>A. Career Journal</b></p> <ol style="list-style-type: none"> <li>1. “5 Minute” Career Exploration Questions</li> <li>2. Interest posters</li> </ol> <p><b>B. FACS Careers Introduction</b></p> <ol style="list-style-type: none"> <li>1. Class Activity</li> <li>2. Online Research <ol style="list-style-type: none"> <li>a. Foods</li> <li>b. Fashion/Textiles</li> <li>c. Interior Design/Housing</li> <li>d. Child Development/Child care</li> </ol> </li> </ol>	<p><b>11.1.9 Financial and Resource Management</b></p> <p><b>B.</b> Explain the responsibilities associated with managing personal finances.</p> <p><b>E.</b> Compare the influences of income and fringe benefits to make decisions about work.</p> <p><b>11.2.9 Balancing Family, Work, and Community Responsibility</b></p> <p><b>C.</b> Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p><b>E.</b> Evaluate the impact of technology and justify the use or nonuse of it.</p> <ul style="list-style-type: none"> <li>• Students will be addressing the ‘technology’ element of STEM.</li> <li>• Students will incorporate various reading apprenticeship strategies where applicable.</li> </ul>	<p>3-4 Days</p>	<p>Teacher Made Resources</p> <p>“5 Minute Career” Book</p> <p>BYOT and school supplied technology</p>	
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<p><b>VII. Garment Care and Construction Techniques</b></p> <p><b>A. Operating Construction Equipment</b></p> <ol style="list-style-type: none"> <li>1. Sewing machine review</li> <li>2. Irons</li> <li>3. Measuring and marking equipment</li> </ol> <p><b>C. Construction of Sewing Project</b></p> <ol style="list-style-type: none"> <li>1. How to read directions</li> <li>2. Demonstrations</li> <li>3. Machine Sewing</li> <li>4. Self-Evaluation skills</li> </ol>	<p><b>11.1.6 Financial and Resource Management</b>  <b>F-</b> Explain practices to maintain and/or repair consumer goods and services.</p> <p><b>11.1.9. Financial and Resource Management</b>  <b>A –</b> Analyze current conservation practices and their effect on future renewable and non-renewable resources; refuse, reduce, reuse, recycle. (Garment care and repair, and non-renewable fiber sources)</p> <p><b>11.2.9Balancing Family, Work, and Community Responsibility</b>  <b>A –</b> Solve dilemmas using a practical reasoning approach. (Garment care and construction).  <b>C –</b> Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  <b>E.</b> Evaluate the impact of technology and justify the use or nonuse of it.</p> <ul style="list-style-type: none"> <li>• Students will be addressing the ‘engineering’, ‘technology’, and ‘math’ elements of STEM.</li> <li>• Students will incorporate various reading apprenticeship strategies where applicable.</li> <li>• <b>Reading Strategy Examples-</b>  <u>Implementing Directions</u>  Students will need to read and complete various steps of direction sheets</li> </ul>	<p>13-14 Days</p>	<p><u>Teacher Made:</u>  - project directions sheets  -Bulletin board diagrams</p> <p><u>HAAN Sewing Projects</u></p> <p><u>Discovering Life Skills</u>  Textbook,  p. 275306</p>	
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<b>COURSE OUTLINE</b>	<b>OBJECTIVES (PA standard)</b>	<b>PROPOSED TIME / ACTUAL TIME</b>	<b>RESOURCES</b>	<b>LESSON REFLECTION</b>
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