

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Family and Consumer Science 7
Course Number: 00706
Course Prerequisites: none

Course Description: 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:

K-12 Family and Consumer Sciences

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 chose 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
Publisher: McGraw-Hill Companies, Inc.
ISBN #: 0-07-846369-6
Copyright Date: 2004
WCSD Board Approval Date: May 9, 2005

Supplemental Materials:

Curriculum Document

WCSD Board Approval:

Date Finalized: 3/15/2018
Date Approved: 4/9/2018
Implementation Year: 2018-2019

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).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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	September October
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	September October
Describe the basic functions of clothing.	11.1.D, 11.1.F, 13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Explain personal influences on clothing choices.	11.1.D, 11.1.F, 13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Compare the influences of family and friends on clothing choices.	11.1.D, 11.1.F, 13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Evaluate the medias impact on clothing.	11.1.D, 11.1.F, 13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Explain how societal changes influence clothing.	11.1.D, 11.1.F, 13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Distinguish between the features of natural and manufactured fibers.	13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Identify common fiber characteristics.	13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Compare the different methods of making fabric.	13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Analyze the importance of fabric finishes.	13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Investigate the process of caring for and properly storing clothes.	13.1.11.A, 13.1.11.B, 13.1.11.E	September October
Differentiate between the various laundering and pressing methods.	13.1.11.A, 13.1.11.B, 13.1.11.E	October November
Demonstrate simple clothing repairs.	13.1.11.A, 13.1.11.B, 13.1.11.E	October November
Identify small sewing equipment and their usage.	13.1.11.E	October November
Demonstrate basic sewing machine skills.	13.1.11.E	October November
Identify the causes of food borne illness	11.3.A, 11.3.E, 11.3.F, 11.3.G	October November
Explain the importance of cleanliness in the kitchen	11.3.A, 11.3.E, 11.3.F, 11.3.G	October November
Summarize ways to cook, thaw, and serve food safely	11.3.A, 11.3.E, 11.3.F, 11.3.G	October November
Describe safe food storage practices	11.3.A, 11.3.E, 11.3.F, 11.3.G	October November
Describe the roles of government agencies in protecting the food supply	11.3.A, 11.3.E, 11.3.F, 11.3.G	October November
List six ways to prevent accidents in the kitchen	11.3.A, 11.3.E, 11.3.F, 11.3.G	October November
Explain why it is important to follow safety guidelines	11.3.A, 11.3.E, 11.3.F, 11.3.G	November December
Describe factors to consider when selecting kitchen components	11.3.A, 11.3.E, 11.3.F, 11.3.G	November December

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Describe seven common types of cookware	11.3.A, 11.3.E, 11.3.F, 11.3.G	November December
List the nine types information a recipe provides	11.3.A, 11.3.E, 11.3.F, 11.3.G	November December
Apply the kitchen conversion chart to kitchen labs	11.3.A, 11.3.E, 11.3.F, 11.3.G	November December
Explain guidelines for proper knife safety	11.3.A, 11.3.E, 11.3.F, 11.3.G	November December
Explain the benefits of learning specialized cooking techniques	11.3.A, 11.3.E, 11.3.F, 11.3.G	November December
Explain how fibers are classified.	11.1.9.A(1,2,3,4) 11.2.9.A (1,2,3, 4,5,6), 11.2.9.F	November December
Describe the fiber characteristics needed for use in fabrics.	11.1.9.A(1,2,3,4) 11.2.9.A (1,2,3, 4,5,6), 11.2.9.F	November December
List the various fibers and describe their characteristics.	11.1.9.A(1,2,3,4) 11.2.9.A (1,2,3, 4,5,6), 11.2.9.F	November December
Classify kitchen appliance and equipment and their intended purpose.	11.1.C, 11.2.A (3,4,5,6), 11.2.E, 11.2.H, 11.3.B, 11.3.E, 11.3.F, 11.3.G	November December
Identify the seven parts of a recipe.	11.1.C, 11.2.A (3,4,5,6), 11.2.E, 11.2.H, 11.3.B, 11.3.E, 11.3.F, 11.3.G	December January
Compare basic kitchen conversions.	11.1.C, 11.2.A (3,4,5,6), 11.2.E, 11.2.H, 11.3.B, 11.3.E, 11.3.F, 11.3.G	December January
Demonstrate appropriate measurement skills.	11.1.C, 11.2.A (3,4,5,6), 11.2.E, 11.2.H, 11.3.B, 11.3.E, 11.3.F, 11.3.G	December January
Describe the nutritional benefits of fruit	11.3.G, 11.3.F, 11.3.12.G	December January
Describe methods for cooking fruits	11.3.G, 11.3.F, 11.3.12.G	December January
List the nutrients found in vegetables	11.3.G, 11.3.F, 11.3.12.G	December January
Identify the eight types of vegetables	11.3.G, 11.3.F, 11.3.12.G	December January
Explain how to store vegetables	11.3.G, 11.3.F, 11.3.12.G	December January
Describe how to prepare fresh vegetables	11.3.G, 11.3.F, 11.3.12.G	December January
Identify the types and uses of convenience forms of vegetables	11.3.G, 11.3.F, 11.3.12.G	December January
Describe how food is made from grains	11.3.G, 11.3.F, 11.3.12.G	December January
Describe how to prepare grains for eating	11.3.G, 11.3.F, 11.3.12.G	December January
Explain the nutritional value of dairy foods	11.3.G, 11.3.F, 11.3.12.G	December January
List four different foods that come from milk	11.3.G, 11.3.F, 11.3.12.G	December January
Explain how to properly store dairy foods	11.3.G, 11.3.F, 11.3.12.G	December January

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Identify and describe three important parts of an egg	11.3.G, 11.3.F, 11.3.12.G	December January
Describe the nutrients found in eggs	11.3.G, 11.3.F, 11.3.12.G	December January

ASSESSMENTS

PSSA 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