

Grade 7 Family & Consumer Sciences

Description

The seventh grade program expands on the basic knowledge and skills in the sixth grade program. In the Child Care Unit students will study the responsibilities of child care. In the Consumerism and Foods Unit students will study the essential nutrients, meal planning and preparation. In the Fabric Art/Textile Unit students will construct an article of clothing and use computer technology for embellishment.

Course Overview

Course Objectives

Objectives are listed in the individual units

Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- What traits that contribute to positive and caring relationships are necessary to develop?
- How does nutrition and wellness influence the quality of life?
- What factors impact and enhance the developmental needs and interests of children?
- What are the employability skills necessary for a child oriented career?
- How do consumers utilize the principles of design to make informed textile decisions?

Assessments

Common Assessments

- Family Meal Project
- Dietary Analysis
- Child Care Form
- Article of Clothing

Skill Assessments

- Operate an overlock machine
- Create an embroidered software design
- Prepare a meal for the family

Content Outline

- I. [Unit 1](#): Child Care
- II. [Unit 2](#): Consumerism and Foods
- III. [Unit 3](#): Fabric Art/Textiles

Standards

- Connecticut State FCS standards are met in the following areas:
- *Consumer Science and Family Resource Management*
 - *Interpersonal Relationships*
 - *Nutrition and Wellness*
 - *Child Development and Parenting Education*
 - *Early Childhood, Education and Child Care Service*
 - *Textiles and Design*

Grade Level Skills

- [..\MS CURRIC DRAFT\FLOW CHART OF CURRICULUM GRADE 6-8\FOODS Flow Chart 6-8 DRAFT.doc](#)
- [..\MS CURRIC DRAFT\FLOW CHART OF CURRICULUM GRADE 6-8\Fabric ArtTextiles Skills Flow Chart.doc](#)

	http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/fcs/fcs_912frameworks.pdf	
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Pacing Guide

Marking Period

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 Child Care 2 days	Unit 2 Consumerism and Foods 20 days				Unit 3 Fabric Art 20 days			

Unit 1 – Child Care, 2 days [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace and community.

Students will:

- identify positive coping skills to deal with difficult situations.

Child Development and Parenting Education

Students will analyze child growth and development and evaluate the impact of parenting roles and responsibilities on individuals and families.

Students will:

- identify responsibilities of parents and care givers through the use of designated medium.

Early Childhood, Education and Child Care Service

Students will demonstrate the integration of knowledge, skills, and practices required for careers in early childhood, education, and services.

Students will:

- identify safety rules when working with children.
- list techniques for positive relationships with children.

Unit Objectives

Student will be able to:

- describe a safe and healthy environment for children.
- state appropriate responses to emergency situations.

Essential Questions

- What traits that contribute to positive and caring relationships are necessary to develop?
- What factors impact and enhance the developmental needs and interests of children?
- What are the employability skills necessary for a child oriented career?

Focus Questions

- Why must caregivers watch children closely?
- What are your responsibilities as a child care provider?

Assessment

- Child care form

Lesson Planning Resources

- Audio Visuals

Materials/Resources

- Child Care video

Skill Objective

Students will:

- create a form that includes emergency and essential child care information.

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>
<ul style="list-style-type: none">• Computer Lab with processing software	<ul style="list-style-type: none">• Modified Child Care Form• Study Guide	<ul style="list-style-type: none">• Spanish option

Unit 2 – Consumerism and Foods, 20 days [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic and environmental resources.

Students will:

- evaluate individual, family, and community resources.
- evaluate the relationship of the environment to family and consumer resources.

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- determine individual nutritional needs based on U.S. dietary guidelines.
- practice safe and sanitary methods to prepare foods.
- examine factors that influence nutrition and wellness practices for adolescences.
- examine today’s science and technology influences on the food industry.

Unit Objectives

Students will be able to:

- correlate whole foods to the 6 essential nutrients.
- correlate 6 essential nutrients to the food pyramid.
- recognize recipe terminology.
- explain the principles of kitchen sanitation and safety.
- identify whole foods.
- distinguish between natural and processed sweeteners.
- establish a healthy eating habit.

Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- How does nutrition and wellness influence the quality of life?

Focus Questions

- How does a nutritious breakfast influence the quality of your day?
- What is a healthy breakfast?
- Where do we buy our food?
- What is the importance of eating a variety of colorful whole foods?
- How can whole foods be prepared to make them appealing while maintaining their nutritional value?

Assessments

- Family Meal Project
- Evaluation of healthy eating habit

Lesson Planning Resources

- Audio visual supplies
- Equipment

Materials/Resources

- Measuring equipment
- Kitchen utensils and equipment

Skill Objectives

Students will:

- prepare a variety of healthy breakfasts

<ul style="list-style-type: none"> • Media materials • Stocked pantry • Stocked kitchen labs • Internet access and computer 	<ul style="list-style-type: none"> • Appliances • Food • Linens • Paper goods • Cleaning supplies • Service ware • Computer lab 	<p>using whole foods:</p> <ul style="list-style-type: none"> ○ whole foods are foods found in nature, with minimal processing (as in flours, frozen, or canned), no additives and no chemicals. ○ recipes that contain flour must include 50% whole grain flours which include barley, spelt, wheat, rye, corn, bran, oats, brown rice flour, buckwheat, quinoa ○ only 1 recipe will contain processed sugars. Other sugars limited to agave nectar, honey, 100% pure maple syrup, fruit, date sugar, maple sugar, barley malt syrup, brown rice syrup ○ no box mixes may be used unless ingredients are 100% whole foods as per food label ○ fats may not include trans fats and will be limited to oils and butter. • operate kitchen appliances safely: <ul style="list-style-type: none"> ○ stove top ○ blender ○ oven • apply basic knife skills and safety: <ul style="list-style-type: none"> ○ chop ○ cube • practice breakfast food preparation skills and techniques: <ul style="list-style-type: none"> ○ coat ○ brown ○ sauté ○ whip ○ fold ○ beat • apply the principles of food safety and sanitation. • understand and apply recipe
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		terminology. <ul style="list-style-type: none"> • utilize proper portion sizes when planning a menu. • apply attractive food presentation skills in the family breakfast project. • demonstrate table etiquette. • analyze success of incorporating 6th grade's healthy eating habit.
<u>Technology Resources</u> <ul style="list-style-type: none"> • www.mypyramid.gov 	<u>Differentiated Instruction</u> <ul style="list-style-type: none"> • Cooperative groupings in the labs • Demonstration 	<u>Enrichment/ELL</u> <ul style="list-style-type: none"> • Cooperative groupings in the labs • Demonstration

Unit 3 – Fabric Art, 20 days [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles apparel, housing, interiors and furniture.

Students will:

- demonstrate skills needed to produce or repair textile products and apparel.
- investigate technological advanced equipment.

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- evaluate management practices related to human, economic and environmental resources.
- identify the use of materials within the family, school and community.

Unit Objectives

Students will be able to:

- describe the difference between an overlock machine and sewing machine.
- state steps for making a beginner’s clothing project.
- identify parts of fabric.
- describe how to pre-shrink a piece of fabric.
- discuss the importance of pre-shrinking fabric before construction.
- explain the purpose of the free arm feature on a sewing machine.
- state the reasons for using a pattern.
- describe the process of adding a letter embroidery to fabric.
- describe when the use of a seam ripper is needed.

Essential Questions

- How do consumers utilize the principles of design to make informed textile decisions?
- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- What is the process in constructing a piece of clothing?
- What is the relationship between a computer and a sewing machine?

Assessment

- A pair of boxer shorts with optional letter embroidery

Lesson Planning Resources

- Equipped sewing lab
- Overlock machines

Materials/Resources

- Sewing machines
- Sewing notions and tools

Skill Objectives

Students will:

- construct a basic piece of clothing.

<ul style="list-style-type: none"> • Computerized embroidery machines • 4D software • One Instructors' 4D license 	<ul style="list-style-type: none"> • Fabric • Irons • Three Computerized embroidery machines • 4D software with 22 licenses per school 	<ul style="list-style-type: none"> • demonstrate the use of the free arm feature on the sewing machine. • size a piece of clothing: <ul style="list-style-type: none"> ○ waist ○ hem length • design a letter embroidery on the computer. • practice the proper use of the overlock machine. • practice the proper use of the free arm feature on the sewing machine. • layout pattern on fabric. • cut out fabric pieces. • sew proper construction methods for: <ul style="list-style-type: none"> ○ elastic waistband ○ hem ○ curves ○ clipping • design a letter/monogram embroidery using the 4D computer software. • knot thread and run stitch for hand sewing. • use a seam ripper.
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Computer lab • Instructional DVD • 4D software • Computerized machines 	<p><u>Differentiated Instruction</u></p> <ul style="list-style-type: none"> • Written and verbal instructions • Samples • Individualized instruction based on student need • Demonstration 	<p><u>Enrichment/ELL</u></p> <ul style="list-style-type: none"> • Instructional DVD • Community service project • Peer assistance