

Course: Family & Consumer Sciences

GRADE: 7

Revised 9/12/07

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

The 7th grade Family and Consumer Sciences course introduces the students to areas inherent in managing a healthy household.

Basic knowledge and skills are given in the areas of food preparation, child development and families.



II. INSTRUCTIONAL TIME:

Class Periods: 22.5

Length of Class Periods (minutes): 70 minutes

Length of Course: 1 cycle

Unit of Credit: N/A

PLANNED COURSE ADAPTATIONS/MODIFICATIONS

Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

Assessment is an integral part of instruction reflecting student progress as well as achievement. Therefore, also included are suggestions for assessment modifications.

- Peer Support
- Cooperative learning among peers
- Modeling
- Development of Information Organizer
- Development of Graphic Organizer
- Development of structured study guides
- Student selection of instructional material (i.e., reading, writing, math)
- Taped lessons
- Copy notes (peer or teacher)
- Student conferencing
- Combine and vary modes of lesson presentation
- Adjust language level to match the developmental and intellectual levels of students
- Let student practice given examples first. Then assign tasks to be completed.
- Provide opportunity for guided and independent practice in a variety of situations
- Limit number and length of directions
- Have students repeat/review directions (i.e., peer to peer, student to teacher)
- Give feedback that is as immediate, specific, and objective as possible
- Clarify error responses so that students do not make the same errors over and over again
- Reinforce progress towards desired outcomes
- Breakdown complex tasks into smaller, more manageable units
- Use verbal prompts to elicit desired results
- Use manual guidance (i.e., hand over hand) to facilitate correct responses
- Computer assisted instruction
- Assessment based upon teacher observation of student performance (i.e., daily work, portfolio, artifacts, projects)
- Extended test time
- Test read to student by teacher or peer
- Oral testing (i.e., student retelling of information)
- Open book/note test
- Alternate testing (any demonstration of a student's understanding of concepts)
- Retesting
- Reduce the number of responses required on tests
- Use of curriculum based assessment
- Vary test format
- Objectively define mastery as related to each task. Tasks should be learned to mastery
- Reduce or remove distracting stimuli
- Use of concrete objects and manipulatives in all stages of instruction and assessment
- Emphasize important information
- Allow extra time to complete assignments/projects
- Limit the number of assigned tasks in the initial stages of learning. As the student's competency increases, expect the student to complete the same number of tasks as the rest of the class
- Use supplemental materials
- Alternate assignments accepted (i.e., modification to homework assignments)
- Flexible grouping/individual assistance
- Seating to accommodate needs
- Teacher proximity
- Use behavioral management techniques (i.e., contracts, time-out, token system, charts)

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum [instructional content and learning activities] and is evaluated through the TESTED curriculum [expected levels of student achievement - learning outcomes]
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an “active” document
- Special Pennsylvania Department of Education [PDE] legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent:** a brief overview of the course and program goals
- **Instructional Time:** frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes:** emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome:** describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities:** suggested activities designed to help all students achieve the learning outcomes and standards
- **Outcomes/Standards:** statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain
- **Expected Levels of Achievement (Learning Outcomes):** what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment):** student performance level achieved and measured through specified evaluation criteria

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Family and Consumer Science

Discipline/Grade Level: Grade 7

UNIT LESSON OUTCOME: 1

Students will be able to demonstrate their knowledge of child development, child health and child care skills.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input checked="" type="checkbox"/>												
Family & Consumer Science	11.1	<input checked="" type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input checked="" type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>What are the physical, intellectual and social/emotional traits of an infant?</p> <p>How are these skills developed?</p> <p>What influences infant development?</p> <p>What are the physical, intellectual and social/emotional traits of a toddler?</p> <p>How are these skills developed?</p> <p>What influences toddler development?</p>	<p>Identify and analyze large motor skills of infants.</p> <p>Identify and analyze small motor skills of infants.</p> <p>Identify and analyze the stages of physical development of an infant.</p> <p>Describe and demonstrate eye-hand coordination.</p> <p>Analyze the sequence of language.</p> <p>Explain the importance of bonding and trust building.</p> <p>Identify and analyze the large motor skills of toddlers.</p>	<ul style="list-style-type: none"> -Tests - Learning Log - Short answers - Observation - Enactment - Lab report 	<ul style="list-style-type: none"> - Video – “A Child Grows! The First Year.” - Dolls - Video – “Toddlers! The Second Year of Life” - Handouts -Video – “Preschoolers! How Three and Four Year Olds Develop” - Teacher resource books - Teacher patterns/examples - Computer - Kindergarten Students

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

<p>What are the physical, intellectual and social/emotional traits of a preschooler?</p> <p>How are these skills developed?</p> <p>What influences pre-school development?</p> <p>What activities are developmentally appropriate for kindergartners?</p> <p>What skills do these activities teach?</p> <p>How do I teach these skills?</p>	<p>Identify and analyze the small motor skills of toddlers.</p> <p>Describe the foundation of school skills (singing, ABC's and counting)</p> <p>Role play parallel and solitary play.</p> <p>Explore consequences to actions.</p> <p>Explain temper tantrums and evaluate methods for dealing with a temper tantrum.</p> <p>Identify and analyze the large motor skills of preschoolers.</p> <p>Identify and analyze the small motor skills of preschoolers.</p> <p>Discuss cognitive development.</p> <p>Discuss language development</p> <p>Compare and contrast types of play (solitary, parallel, associated and cooperative).</p> <p>Explore types of interactions and friendships with others.</p>		
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LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

	<p>Create age and developmentally appropriate skills and actions.</p> <p>Explore developmentally appropriate activities for kindergarteners and evaluate the skills being developed.</p>		
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LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Family and Consumer Science

Discipline/Grade Level: Grade 7

UNIT LESSON OUTCOME: 2

Students will be able to determine the importance of nutrition and wellness as it relates to life-long food choices.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input checked="" type="checkbox"/>	2.3	<input checked="" type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input checked="" type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input checked="" type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 2</p> <p>What is the Food Guide Pyramid and how does it apply to you?</p> <p>What are the dietary guidelines and how do they apply to you?</p> <p>What are portion sizes and how do they affect me?</p> <p>Do we need fat in our diet?</p> <p>How much fat is enough or too much?</p> <p>What is BMI and how does it affect me?</p> <p>What are the causes, symptoms and effects of eating disorders?</p>	<p>Identify the food groups of the pyramid.</p> <p>Apply the food guide pyramid into your own life and life cycle.</p> <p>Analyze the nutrients we receive from the foods we eat.</p> <p>Analyze the relationship between foods and illness.</p> <p>Measure and analyze appropriate portion sizes for the life cycle.</p> <p>Identify the need for fat.</p> <p>Analyze the advantages and disadvantages of having fat in the diet.</p> <p>Define and calculate BMI.</p> <p>Define anorexia, bulimia, binge, purge.</p>	<ul style="list-style-type: none"> - Tests - Learning Log - Observation - Oral Questioning 	<ul style="list-style-type: none"> - Video – “My Pyramid.gov – Steps to a Healthier You, Pass it On” - Video – “Eat Right! 2005 Food Pyramid” - Handouts - Food Guide Pyramid teaching aid - Video – “Portion Size Me” - Worksheet - Nutritional info from fast food restaurants - Nutrition Counter - Food Labels - Video – “The Secret Life of Mary Margaret: Portrait of a Bulimic” - Filmstrip – “Anorexia and Bulimia”

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

	Identify symptoms of an eating disorder.		
	Analyze the emotional and physical factors of an eating disorder.		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Family and Consumer Science

Discipline/Grade Level: Grade 7

UNIT LESSON OUTCOME: 3

Students will be able to implement and utilize food preparation principles.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input checked="" type="checkbox"/>						
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Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input checked="" type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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<p>STANDARD 3</p> <p>What is a well balanced menu plan for one day?</p> <p>What factors should you consider when planning a meal?</p> <p>What are the physical and chemical changes that occur to prepared food?</p>	<p>Application of Food Guide Pyramid</p> <p>Application of Dietary Guidelines</p> <p>Identify nutrients in various food sources</p> <p>Analyze sensory appeal of foods (flavor, texture, color, size, shape)</p> <p>Read and follow a recipe</p> <p>Measurement comparison of solids vs. liquids</p> <p>Application of cooking vocabulary</p> <p>Analysis of physical and chemical changes in food products</p>	<ul style="list-style-type: none"> - Research paper - Family/class discussions - Enactment - Lab Report - Created food item 	<ul style="list-style-type: none"> - My Pyramid.gov - Magazines - Newspapers - Internet - Handouts - Kitchen/kitchen tools - Food - Recipes <p>Video: “Beauty & the Feast – Eating With Your Eyes”</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.