

Department and Grade level: Introduction of Family and Consumer Science: Middle Level General Curriculum Syllabus: Grade 7

Adopted: April 2018

Major Topic	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
Babysitting and Child Development (Early childhood development stages of infancy, toddler, and preschool)	<ul style="list-style-type: none"> Children grow and learn in observable patterns that can be recognized and optimized through consistent and stable family and community environments. Safe and acceptable practices and procedures when caring for children within the early childhood stage (infancy, toddler, and preschool). 	<p>Classes</p> <p>Variation of: 1 week (5 classes) of an 18 day rotation.</p> <p>2 weeks (10 classes) of a 36 day rotation.</p> <p>3 weeks (15 classes) of a 45 day rotation.</p>	<ul style="list-style-type: none"> Age appropriate learning and play activities. Developmental stages and typical patterns of development (physical, social/emotional/, and intellectual). Approaches to keep children healthy and safe at each developmental stage. Common questions/factors to ask before accepting the responsibility of a babysitting job. 	<ul style="list-style-type: none"> Observe children within the three early childhood development stages and analyze the similarities and differences. Identify basic needs of all children: physical, social/emotional, and intellectual. Describe important developmental age appropriate milestones including but not limited to: motor skills (rolling, walking, grasping, manipulative play), stages of single word and full speech, potty training, rest and sleep patterns, appropriate food choices (age dependent). Examine and select toys and activities according to age appropriate development. Describe the roles and responsibilities of the caregiver in providing a variety of opportunities for play and learning. Explain the importance of establishing activities, routines and transitions in a child's day. Explain how positive guidance promotes better learning. Identify health and safety practices at each stage of development. 	<ul style="list-style-type: none"> Text series reading and discussion. Glencoe/McGraw Hill Text Series: <i>Discovering Life Skills</i> Written assignments (graphic organizers/written compare/contrast) and test/quiz as needed. Manipulative comparisons of age appropriate toys. Sharing of personal baby information for class developmental comparison. 	<p>PA 11.4.6 A 11.4.6 B 11.4.6 C</p> <p>NASAFACS 4.2.1-5 4.3.1-6 4.4.1-7 4.5.1-5</p>
Grade 7 Cooking Unit	<ul style="list-style-type: none"> Review basic food preparation techniques, proper food handling practices, and cleanliness. Microwave use and safety skills. 	Same time frame as above with variations as needed.	<ul style="list-style-type: none"> Identification and purpose of basic kitchen tools. How to read and retrieve important information from a standard recipe. Basic kitchen safety rules. Working within a kitchen space as a member of a team to complete a cooking task. Basic microwave science, appropriate use and safety. 	<ul style="list-style-type: none"> Describe the historical/scientific origins of the microwave and how it became an essential home kitchen appliance. Describe how a microwave scientifically produces electric/microwaves to reduce cook time as compared to a conventional oven. List basic features of a common microwave appliance and how to change or select different cooking features of the microwave as appropriate to the type of food and factors such as shape, density, starting temperature, and volume. List basic safety rules to practice and follow when using a microwave oven. Experiment and practice reading and following a recipe; identify and break down the 5 basic structural parts as Nouns (tools/equipment/ingredients), Verbs (cooking terms), measurements, cooking time/temp, and yield. Demonstrate the ability to measure solid/dry ingredients differently from liquid ingredients. Identify recipe abbreviations, common cooking measurements (customary/metric), and basic equivalencies. Food Lab skill demonstration likely to include but not limited to: demonstrate concepts previously listed, teamwork with deconstructing recipe (assignment of jobs and use of lab sheet), teamwork for cleanup and lab sanitation, overall completion of recipe from first to last step. *Recipe choice most likely to incorporate microwave oven use. 	<ul style="list-style-type: none"> Text adaptations from <i>DLS</i> series that would include written practice and test/quiz. Hands-on/manipulative practice learning labs (measurement/tool identification) Team food labs 	<p>PA 11.2.6C 11.3.6 A 11.3.6 B 11.3.6 D 11.3.6 F 11.3.6 G</p> <p>NASAFACS 9.2.5-9 9.3.5 9.3.6 9.4.4 9.5.3 9.5.4 9.5.6</p>
Grade 7 Sewing Unit	<ul style="list-style-type: none"> Introduction of Sewing Machines skills. Review of sewing tools. 	Same time frame as above with variations as needed.	<ul style="list-style-type: none"> Review of hand sewing tools Use and safety of a sewing machine. Use of a pattern Project construction and design process from basic materials. 	<ul style="list-style-type: none"> Students will review basic hand sewing tools and notations: (cutting tools, measurement, pins, needles, thread, fasteners, etc). Students will be able to demonstrate effective use of sewing tools, appropriate fabric choice, and pattern use. Identify and describe function of sewing machine parts, threading a sewing machine, and safety rules for machine use. Practice sewing to include but not limited to: straight seam, corners, and reverse stitch. Project examples: Square Pillow, locker caddy, basic apron, pillow case. 	<ul style="list-style-type: none"> Text adaptations from <i>DSL</i> that would include written and manipulative exercises. Individual Sewing Project or sampler 	<p>PA 11.1-11.4</p> <p>NASAFACS 16.2.6-7 16.3.1-16.4.5</p>

Department and Grade level Introduction of Family and Consumer Science: Middle Level General Curriculum Syllabus: Grade 8

Adopted:

Major Topic	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
Basic Consumer Economics Goals/Decision Making	<ul style="list-style-type: none"> Factors that contribute to availability of resources. Needs versus wants when creating a budget and spending income. Consumer rights and responsibilities. Spending and savings plans. Compare and contrast features, prices, product information, and performance of consumer goods. 	<p>Classes</p> <p>Variation of: 1 week (5 classes) of an 18 day rotation.</p> <p>2 weeks (10 classes) of a 36 day rotation.</p> <p>3 weeks (15 classes) of a 45 day rotation.</p>	<ul style="list-style-type: none"> Important factors in personal finance: budgeting, advertising/sales, work laws (age 14), credit/cash, spending/savings. Short/long term and realistic goals in achieving any type of daily task or life plan. 	<ul style="list-style-type: none"> Set and describe achievable goals as short term, long term, and realistic goal expectations. Identify the decision making process and examples of practical advice, available resources, and ways to achieve goals. Recognize and identify examples of advertisement, consumer terms, and types of available purchasing. Describe different types of payment plans. Review basic consumer rights and responsibilities and laws pertaining to workers under the age of 18. Demonstrate and practice check writing and register balancing. Practice setting up a budget and comparing student budget to current market values. 	<ul style="list-style-type: none"> Text series reading and discussion. Glencoe/McGraw Hill Text Series: <i>Discovering Life Skills</i> Written assignments (graphic organizers/written compare/contrast) and test/quiz as needed. Sample check/register/budget writing activities. Consumer economic supplemental recourses as needed. 	<p>PA 11.1.6 A-E</p> <p>NASAFACS 2.1.1 2.2.1-4 2.5.1-4 2.6.1-2 3.3.1-8 3.5.1-8</p>
Grade 8 Cooking Unit	<ul style="list-style-type: none"> Review basic food preparation techniques, proper food handling practices, and cleanliness. Use of oven or 	<p>Same time frame as above with variations as needed.</p>	<ul style="list-style-type: none"> Identification and purpose of basic kitchen tools. How to read and retrieve important information from a standard recipe. Standard versus metric measuring equivalencies Proper food storage, safety, and cleanliness to avoid food borne 	<ul style="list-style-type: none"> List basic safety rules to practice and follow when preparing foods, storing foods, and cleaning the kitchen. Identify origins and types of food borne illness. Identify symptoms of food borne illness. Review kitchen tools and large/small appliance features, functions, and use. Experiment and practice reading and following a recipe; identify and break down the 5 basic structural parts as Nouns (tools/equipment/ingredients), Verbs (cooking terms), measurements, cooking time/temp, and yield. Demonstrate the ability to measure solid/dry ingredients differently from liquid ingredients. Identify recipe abbreviations, common cooking measurements (customary/metric), and basic equivalencies. 	<ul style="list-style-type: none"> Text adoptions from <i>DLS</i> series that would include written practice and test/quiz. Hands-on/manipulativ 	<p>PA 11.2.6C 11.3.6 A 11.3.6 B 11.3.6 D 11.3.6 F 11.3.6 G</p> <p>NASAFACS</p>

	stovetop.		<p>illness.</p> <ul style="list-style-type: none"> • Food safety and sanitation: Clean, Separate, Cook, and Chill. • Working within a kitchen space as a member of a team to complete a cooking task. 	<ul style="list-style-type: none"> • Food Lab skill demonstration likely to include but not limited to: demonstrate concepts previously listed, teamwork with deconstructing recipe (assignment of jobs and use of lab sheet), teamwork for cleanup and lab sanitation, overall completion of recipe from first to last step. *Recipe choice most likely to incorporate oven or stovetop use and incorporate multiple types of kitchen tools and/or appliances. 	<p>e practice learning labs (measurement/tool identification)</p> <ul style="list-style-type: none"> • Team food labs 	<p>9.2.5-9.3.5 9.3.6 9.4.4 9.5.3 9.5.4 9.5.6</p>
Grade 8 Sewing Unit	<ul style="list-style-type: none"> • Review of Sewing Machines skills. • Review of sewing tools. 	Same time frame as above with variation as needed.	<ul style="list-style-type: none"> • Review of hand sewing tools • Use and safety of a sewing machine. • Use of a pattern • Project construction and design process from basic materials. 	<ul style="list-style-type: none"> • Students will review basic hand sewing tools and notations: (cutting tools, measurement, pins, needles, thread, fasteners, etc). • Students will be able to demonstrate effective use of sewing tools, appropriate fabric choice, and pattern use. • Identify and describe function of sewing machine parts, threading a sewing machine, and safety rules for machine use. • Demonstrate machine sewing skills of: hemming, “right sides together,” trimming, turning fabric to show “right side.” • Practice sewing to include but not limited to: straight seam, corners, and reverse stitch. • Project examples: Rice heating pack, basic tote bag, and/or basic apron. 	<ul style="list-style-type: none"> • Text adaptations from <i>DSL</i> that would include written and manipulative exercises. • Individual Sewing Project or sampler. 	<p>PA 11.1-11.4 NASAFACS 16.2.6-7 16.3.1-16.4.5</p>