

## Wilson Area School District Planned Course Guide

**Title of planned course:** Family and Consumer Science Grade 7

**Subject Area:** Family and Consumer Science

**Grade Level:** 7

**Course Description:** This course is the second in a three-year progression of Family and Consumer Science at the intermediate school.

The primary focus will be to provide students with learning experiences that introduce the necessary tools, knowledge and resources for developing, evaluating and ultimately obtaining their individual educational and career goals in a diverse and ever-changing world. Students will plan and set goals that align with their individual skills, interests and values. They will examine their personal, collaborative and job-related soft (transferable) skill sets. Using their Xello Career Account, they will document their progress toward existing goals, refine those goals, and add new educational and career interests based on their research and learning.

This course will also include an introduction to Financial Literacy. Students will develop a beginning vocabulary surrounding earning, spending, and budgeting income. They will showcase their knowledge using online tools and projects that challenge students to balance personal, family, and career wants and needs with existing financial resources.

The final unit of this course will be a review, practice and/or enrichment of student textile and culinary science experiences. The purpose is to preserve prior knowledge so that students can connect future learning during their 8th grade Family and Consumer Science course. If time permits, students will have the opportunity to produce one fabric project using pattern, cutting, marking, and machine sewing skills and to prepare one food item using kitchen-related tools and following safety, sanitation, preparation, time-management and collaboration skills.

**Time/Credit for this Course:** 36-day course

**Curriculum Writing Committee:** Susan Austin

## **Curriculum Map**

### **Unit 1/Career Exploration and Awareness**

#### **Day 1-12**

Students will:

- Log into their Xello Account and navigate the site and resources
- Find and analyze results from assessments including career interests, personality style, and learning style
- Upload documents to their Xello account to add to career portfolio
- Accurately use career-related vocabulary terms
- Identify individual preferences for academic subjects, possible careers, and post-secondary schools
- Identify characteristics of their personal learning style
- Identify their individual abilities and aptitudes
- Identify their personal interests, hobbies, extracurricular activities
- Relate to how individual styles, interests, characteristics, and activities that relate to career paths
- Showcase newly acquired knowledge through journal reflections
- Research careers and educational opportunities using a variety of resources
- Begin to categorize careers by cluster and industry
- Add evidences of career research, goal building and learning reflections to Xello account

### **Unit 2/Financial Literacy**

#### **Day 13-25**

Students will:

- Log into their Financial Literacy lessons (EverFi Account and Navigate the EverFi Future Smart interface)
- Describe the goals and features of the Financial Literacy lessons
- Identify and reflect on personal money values, financial habits, and income-related future goals
- Accurately use income-related vocabulary terms
- Begin to think about how all choices have costs
- Define and identify opportunity cost in specific scenarios
- Identify components of a budget based on individual preferences
- Prioritize and differentiate between wants and needs
- Calculate the cost of similar product choices based on unit price
- Apply comparison shopping methods---gathering price and quality information, comparing spending vs. not spending alternatives, and comparing using unit price information
- Plan an event using a budget to practice using money math and financial decision making
- Evaluate and balance a monthly budget while differentiating between wants and needs using net monthly income
- Add financial literacy reflections and budgeting worksheets to Xello account portfolio

## **Unit 3/Textile and Culinary Sciences Review and Extension**

### **Day 26-31: Textile Sciences**

Students will be able to:

- Demonstrate knowledge of and skills for using a variety of hand sewing tools
- Demonstrate knowledge of and skills for using fabrics and patterns for creating projects
- Demonstrate knowledge of and skills for using a sewing machine
- Define what it means and why it is essential to consider textile and fabric sustainability
- Suggest different ways to remix, reuse, refashion, or recycle textiles
- Create a small functional project using scraps of fabric and other recycled items

### **Day 32-36: Culinary Sciences**

Students will be able to:

- Demonstrate knowledge of and skills for using various kitchen tools and appliances
- Demonstrate knowledge of and skills for reading a recipe
- Demonstrate knowledge of and skills for following safety, sanitation, preparation, collaboration, time-management when creating cooking or baking foods
- Prepare at least one food item within their kitchen team

## Wilson Area School District Planned Course Materials

**Course Title:** Family and Consumer Science Grade 7

### **Online Curriculum Materials:**

- Xello Career Platforms
- EverFi “FutureSmart” Financial Literacy
- Google Classroom for Career Assignments
- PBS Learning Media

### **Supplemental Books:** (Extension/Remediation Activities)

- Oh the Places You’ll Go by Dr. Suess
- The Three Questions by Leo Tolstoy (When is the right time to do something? Who should I listen to? What is the most important thing to do?)
- Who Moved My Cheese? for Teens by Spencer Johnson, M.D.
- The 7 Habits of Highly Effective Teens by Sean Covey
- It’s Your Universe: You Have the Power to Make It Happen by Ashley Eckstein
- What Should Danny Do? by Gani & Adir Levy
- What If Everybody Said That? by Ellen Javernick
- I Won’t Give Up by Daniel Kenney
- The Energy Bus for Kids by Jon Gordon

### **Supplemental Videos:**

- The Three Questions by Leo Tolstoy (You-tube video excerpt)
- 100 Kids Tell Us What They Want to be When They Grow Up (<https://youtu.be/RUup841pZrs>)
- Career videos from Career Cruising, Discovery Education Zone, and PBS Learning
- Inspirational talks by celebrities including: “Who Do You Want to Be?” by Will Smith and others.

### **Teacher Resources:**

- Access to a Xello Account tools and Xello student account portfolios
- Computer, projector, whiteboard, chromebooks
- Google Classroom with supplemental materials and assignments uploaded
- Xello Manuals and Curriculum
- Everfi “Future Smart” Manuals and Curriculum
- Internet Resources including resources Affiliated Educational Organization Resources:
  - AAFCS (American Association of Family and Consumer Sciences)
  - FCCLA (Family, Career and Community Leaders of America)
  - ACTE (Association of Career and Technical Education), 677 PA Department of Ed.
- Magazines-Consumer sites for kids: BizKids, Choices Magazine by Scholastic

### **Teacher Acquired Materials:**

- Careers (The graphic guide to finding the perfect job for you) by DK limited publishing
- Exploring Future Options: a Career Development Curriculum for Middle School Students. Perry, Nancy, and Zark VanZandt. International Debate Education Association, 2006
- The Food Lab (Better Home Cooking through Science) by J. Kenji Lopex-Alt
- Why You Eat What You Eat (The Science behind our relationship with Food) by Rachel Herz
- How Food Works (visually explained for differentiated learners) by DK Publishing
- Lesson Plans (Family, Food, and Textiles) by Learning Zone Express

- Sewing School: Lessons in Machine Sewing by Amie Petronis Plumley & Andria Lisle

## **Curriculum Scope & Sequence**

**Planned Course:** Family and Consumer Science Grade 7

**Unit 1:** Career Awareness and Exploration

**Time frame:** Day 1-12

**State Standards:** FACS---11.1.6 A,B,C, 11.1.9 E, 11.2.6 A,B; CEW----13.1.8 A, B, F, G, H; 13.2.8 B,D,E; 13.3.8 D

**Essential Questions:**

- Why should I start thinking about my career now?
- What is the difference between a job and a career?
- How does my academic/educational experience relate to my career plan?
- How can I choose career goals that match my personal interests, abilities and attitudes?

**Essential content/objectives:** At the end of the unit, students will be able to:

- Compare and contrast a job vs. a career
- Use career planning vocabulary (i.e. job, career, profession, degree, etc.)
- Identify careers related to school subjects that interest them
- Articulate why planning now for future careers is important
- Identify resources for researching educational and career goals
- Express a deeper knowledge of one or more occupations, including the education and training requirements
- Begin building a course plan for High School
- Define what and why learning styles are important to career planning
- Articulate why hobbies, extracurricular activities and other experiences are important for educational and career planning
- Discuss some High School courses which might be important to consider based on current career profile and research

**Core Activities:** Students will complete/participate in the following:

- Navigate Xello tools and create initial portfolio
- Complete Xello Matchmaker inventory
- Create a goal for 7<sup>th</sup> grade and save in Xello portfolio
- Add to Matchmaker inventory as knowledge of goals grows
- Research careers by school subject
- Journal research experience regarding customized career result and save to portfolio
- Complete a learning style inventory and reflect on the results
- Brainstorm and then record hobbies and extracurricular activities in Xello portfolio
- Research 2 careers matching assessments, experiences, achievements. Using a handout answer questions about those careers
- Explore the High School Education Plan section of Xello and begin to choose some courses which might be of interest based on current career profile



### **Extensions:**

- Use a supplemental reading list to read someone successful in a specific career or to choose an available supplemental book available in the classroom
  - The Seven Habits of Highly Effective Teens
  - 8 Traits of Successful People by Richard St. John on Ted Ed
  - The jobs we'll lose to machines and the ones we won't by Anthony Goldbloom on Ted Ed
- Pick a children's book about character/perseverance/ethics and journal what messages apply to educational and career planning
- Interview someone you know regarding their experiences in the workplace or finding a job (Use sample questions with students for the interview---such as What was your first job? How did you find the job? What was your favorite job and why? Have you ever had to learn new skills on the job? What do you think is the hardest part about having to work for someone.)
- Research and explore 2 postsecondary training programs representing the range of options, which are connected to individual career goals
- Develop a basic resume
- Identify soft skills (employability, transferable) that most employers want
- Compose interview questions for a well-known person a career of interest
- Watch a video interview or read a magazine article about someone in a career of interest
- Participate in a mock interview for the different job opportunities encouraging students to focus on effective speaking and listening skills

### **Remediation:**

- Adaptations of project specific to students' needs
- Student mentor
- Modeling
- Scaffolding or Partner work
- Assistance from learning support teacher or aide
- Materials for remediation:
  - Oh the Places You'll Go by Dr. Suess
  - The Three Questions by Leo Tolstoy (When is the right time to do something? Who should I listen to? What is the most important thing to do?)
  - 100 Kids Tell Us What They Want to be When They Grow Up (<https://youtu.be/RUup841pZrs>)
  - Board Games

### **Instructional Methods:**

- Class discussion/notes
- Question of the day (Warm-up)
- Teacher demonstrations of sites, applications, etc.
- Practice on worksheets for brainstorming
- Peer teaching-becoming an expert in a specific career topic
- Teacher directed review and practice games
- Google Classroom assignments and communication
- Homework to make family and community connections and increase relevance
- Role Playing

**Materials & Resources:**

- Notes
- Printed Worksheets and Instructions to guide and reinforce online activities
- Daily review question recorded in folders
- Xello website
- PBS Learning Media Website
- Supplemental Books and Videos
- Chromebooks
- Google Classroom
- Overhead Projector for demonstrations

**Assessments:**

- Progress report from Xello website
- Self-assessment/teacher assessment of journal responses and research sheets
- Question of the day responses
- Class participation
- Homework (Family interview or Career person interview)



## Curriculum Scope & Sequence

**Planned Course:** Family and Consumer Science Grade 7

**Unit 2:** Financial Literacy

**Time frame:** Day 13-25

**State Standards:** FACS-11.1.6A, 11.1.1B, 11.1.9F CEW-13.1.8 A, B, F, G, H; 13.2.8 B,D,E; 13.3.8 D

**Essential Questions:**

- Where does money come from?
- What does money have to do with my educational and career goals?
- Why is it important to examine my knowledge, beliefs, and attitudes about money?
- Why should individuals make plans about how to use their money (income)?
- How might a budget plan influence your future educational or career choices?

**Essential content/objectives:** At the end of the unit, students will be able to:

- Define and identify opportunity cost
- Define income, expenses, budget
- Explain the benefits of having a spending plan or a budget
- Describe and prioritize the components of a budget based on personal preferences
- Differentiate between needs and wants
- Apply comparative product purchases using price, quality, alternatives to purchase, and unit prices
- Identify sources of income
- Compose a list of possible expenses that a typical family might have
- Construct a basic weekly/monthly budget using income and expenses
- Discuss how education, skills and career choices influence income

**Core Activities:** Students will complete/participate in the following:

- Financial Literacy vocabulary guide
- Examine their personal spending habits
- Identify sources of their personal income
- Brainstorm a list of things that families spend money on
- Look at a list of expenses and sort them into two categories: Needs and Wants
- Discuss and give examples of opportunity costs when making spending choices
- Make a list of ways people save money (spend less) on needs and wants
- Examine forms of record keeping involved with budgeting and money management
- Produce a sample family budget using a simple income and expense balance sheet
- Evaluate and discuss their strategies
- Upload their budget to Xello portfolio or Google Classroom
- Journal entry on how education, skills, and career choices influence income

**Extensions:**

- Interview a family member about how they plan their budget
- Learn how to look at a typical paystub to see the difference between gross pay, net pay and what types of items are deducted
- Develop a personal budget, using a realistic salary connected to jobs within the selected career path
- Hands on Banking Middle School Toolkit materials from Wells Fargo
- Make a poster/storyboard of a typical money cycle for \$20 from income to spending
- Small group activity: Plan a party on a budget using a defined scenario.
- Small group activity: List tips for a Smart Shopper using defined scenarios

**Remediation:**

- Adaptations of project specific to students' needs
- Student mentor
- Modeling
- Scaffolding or Partner work
- Assistance from learning support teacher or aide

**Instructional Methods:**

- Class discussion/notes
- Question of the day (Warm-up)
- Teacher demonstrations of sites, applications, etc.
- Practice on worksheets for budgeting math and unit price calculations
- Teacher directed review and practice games
- Google Classroom assignments and communication
- Homework to make family and community connections and increase relevance
- Role Playing

**Materials & Resources:**

- Notes
- Printed Worksheets and Instructions to guide and reinforce online activities
- Daily review question recorded in folders
- Ever-Fi Website
- PBS Learning Media Website
- Supplemental Books and Videos
- Chromebooks
- Google Classroom
- Overhead Projector for demonstrations

**Assessments:**

- Progress report from EverFi site
- Self-assessment/teacher assessment of journal responses and research sheets
- Question of the day responses
- Class participation
- Rubric for Family Budget project
- Homework (Family interview or Career person interview)

## Curriculum Scope & Sequence

**Planned Course:** Family and Consumer Science Grade 7

**Unit 3:** Textile and Culinary Sciences Review and Extension

**Time frame:** Day 26-36

**State Standards:** 11.1.6F, 11.1.6D, 11.2.9C, 11.2.6.C, 11.2.9.C, 11.2.9.E, 11.3.6.B, 11.3.9.B, 11.3.6.F, 11.3.6.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- Demonstrate knowledge of and apply skills for using a variety of hand sewing tools
- Demonstrate knowledge of and apply skills for using fabrics and patterns for creating projects
- Demonstrate knowledge of and apply skills for using a sewing machine
- Define what it means and why it is essential to consider textile and fabric sustainability
- Suggest different ways to remix, reuse, refashion, or recycle textiles
- Demonstrate knowledge of and apply skills for using various kitchen tools and appliances
- Demonstrate knowledge of and apply skills for reading a recipe
- Demonstrate knowledge of and apply skills for following safety, sanitation, preparation, collaboration, time-management when creating cooking or baking foods
- Demonstrate knowledge and apply skills for serving food and using appropriate table etiquette

**Core Activities:** Students will complete/participate in the following:

- Create a fabric project using scraps of leftover materials
- Prepare cooked food item with their kitchen teams

**Extensions:**

- Discuss how sustainability issues facing our world create opportunities for new careers? What companies in textiles and culinary sciences have already created special sustainability positions. What are those positions called in textile science---in culinary science?
- Think of things you throw away that are made of fabric/textiles and design your own functional fabric product someone could create using principles of remix, reuse, refashion or recycle
- Prepare a recipes at home and have family members give feedback
- Each kitchen team prepares a different part of a meal to share with the entire class
- Each kitchen team prepares a different part of meal to serve to a 5th grade class
- Each kitchen team bakes a different cookie and the class has a cookie exchange

**Remediation:**

- Adaptations specific to student's needs
- Flexible grouping
- Teacher proximity/assistance
- Peer mentoring on fabric projects
- Conferencing with kitchen teams to solve problems
- Modeling appropriate language to solve interpersonal issues within a teams

**Instructional Methods:**

- Class discussion/notes
- Question of the day (Warm-up)
- Teacher demonstrations
- Rubric for student/teacher evaluation of project
- Recipes and lab sheets for each kitchen team
- Peer mentoring

**Materials & Resources:**

- Sewing Equipment-machines, shears, irons, small sewing equipment
- Supplies for student projects- thread, markers, pins
- Samples of each construction detail or step in construction
- Fabric Scraps and other scrap materials such as yarns and fasteners
- Project instructions and patterns
- Wall charts-Food Guides, Portion Guides, Food Groups, news articles
- Lab equipment for food preparation
- Purchased foods/cleaning supplies/paper/storage goods
- Student folders
- Daily review questions
- Videos provided by the teacher
- Internet

**Assessments:**

- Question of the day responses
- Rubric for fabric project completed by students and teacher
- Kitchen lab plan with team evaluation
- Student folders with notes
- Class participation
- Quizzes