

**Course Title:** Family Consumer Science 7

**Topic/Concept:** Fabrics, Fabric Finishes and Clothing Choices

**Time Allotment:** 6 days

**Unit Sequence:** 1

**Major Concepts to be learned:**

1. Clothing needs are affected by climate, standards of dress and activities.
2. Variety, quality, price, service and location should be considered when deciding where to shop.
3. There are many ways to save money when shopping for clothes.
4. Clothes can be purchased with cash, check or credit card.
5. Fibers can be natural, (cotton, wool, silk) or manufactured, (acrylic, polyester nylon). Fabrics can be produced by weaving, knitting or by pressing fibers together.
6. Finishes are applied to fibers and fabrics to improve their performance.

**Expected Skills to be demonstrated:**

1. Student will be able to define: wardrobe, style, fashion, fad and give examples of factors that affect clothing needs.
2. Student will be able to list the three most common ways to pay for clothing, (cash check and credit).
3. Students will be able to describe the three ways that fabrics are produced (weaving, knitting and pressing (non-woven)).
4. Students will be able to list natural fibers, (cotton, wool, silk), and manufactured fibers. (acrylic, nylon, polyester).
5. Students will be able to list finishes added to fibers and fabrics to improve their performance.

**PA Standards/Anchors:**

**Eligible Content:**

11.1.9.A 11.1.6.D 11.1.6. F 11.1.9.F	<ul style="list-style-type: none"><li>• Student will be learn about wardrobe, style, fashion, and fad and factors that affect clothing needs as they read the chapter, discuss and complete worksheets.</li><li>• Students will learn about fibers and fabrics, natural and manufacture, woven, knitted and nonwoven and fiber finishes as they read the chapter, discuss, observe samples and complete worksheets.</li><li>• The students will learn about purchasing clothing using cash, check and credit as they read the chapter, discuss and complete worksheets.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Problem solving activities Lecture Group discussion Evaluating	<ul style="list-style-type: none"><li>• WS: What Can You Find in a Fabric Store (Baver)</li><li>• WS: Build Your Wardrobe, Checkpoint Review P 284</li><li>• WS: Buying Clothes Activity A</li><li>• WS Inspect Before You Buy</li><li>• Quiz: Fabrics and Wardrobe</li></ul>
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**Course Title:** Family Consumer Science 7

**Topic/Concept:** Sewing, Hand Sewing, Making a Pillow

**Time Allotment:** 8 days

**Unit Sequence:** 2

**Major Concepts to be learned:**

1. Careful work with fabric, needle and thread will produce an attractive product.
2. Working with needle and thread one can produce a variety of useful stitches

**Expected Skills to be demonstrated:**

1. The students will be able to thread a needle and knot the thread.
2. The students will be able to sew a straight seam using a running stitch and a backstitch.
3. The students will be able to sew a decorative stitch to attach an appliqué to their pillow and to secure the top to the bottom of the pillow.

**PA Standards/Anchors:**

**Eligible Content:**

11.1.6.F  
11.1.9.F

- Students will learn to thread a needle and produce a variety of hand stitches as they practice on fabric scraps and then make their own pillow.
- Students will discuss how fabric scraps can be used to produce an attractive product.

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Problem solving activities  
Lecture  
Performance task  
Evaluating

- The final product, a hand made pillow, will be evaluated for the quality of the workmanship.

**Course Title:** Family Consumer Science 7

**Topic/Concept:** Working With Tools in the Kitchen

**Time Allotment:** 12 days

**Unit Sequence:** 3

**Major Concepts to be learned:**

1. A modern kitchen includes appliances, utensils, and pots and pans.
2. There are many hazards in the kitchen including burns, fires, falls, cuts and poisonings. Safety comes first.
3. Food borne illnesses are caused by poor food handling techniques. Proper sanitation of hands, equipment and surfaces is required.
4. Planning meal preparation steps will make cooking easier and more productive.
5. Foods can be purchased fresh, canned, frozen, or dried. Cooking causes chemical changes in the foods we eat.

**Expected Skills to be demonstrated:**

1. The students will be able to identify the common appliances, and utensils and explain the importance of reading and following directions in the Use and Care Manual.
2. The students will be able to identify the common hazards in a kitchen and suggest ways to prevent injuries.
3. The students will be able to describe safe food handling techniques and demonstrate those skills as they cook in the kitchen.
4. Students will be able to prepare a Time Schedule for preparing a meal.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.6.B 11.3.9.B 11.1.6.D 11.1.6.F 11.3.6.G	<ul style="list-style-type: none"><li>• The students learn about the kitchen as they read the chapter, complete worksheets and tour the kitchen.</li><li>• The students will learn about kitchen hazards and safe food handling techniques as they read the chapter and complete worksheets.</li><li>• The students learn about the importance of a Use and Care Manual as they read the chapter.</li><li>• The students will learn about a variety of cooking techniques.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Problem solving activities Lecture Group discussion Hands-on activity Note Taking	<ul style="list-style-type: none"><li>• Study Guide 9-1,2 (Baver)</li><li>• WS: Safety – Find the Hazards</li><li>• WS: Dishwashing Dilemma</li><li>• WS; Safety and Sanitation Checkpoint Review</li><li>• Test Ch 9 Sect 1-4</li></ul>
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**Course Title:** Family Consumer Science 7

**Topic/Concept:** Measurements in the Kitchen

**Time Allotment:** 6 days

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Measuring ingredients accurately is required so that the end product is satisfactory.
2. Dry ingredients like flour and sugar are measured using “Dry Measure” measuring cups.
3. Liquid ingredients are measured using “Liquid Measure” measuring cups.
4. A “Dry Measure” cup must be “level” full to contain the labeled amount.
5. A “Liquid Measure” cup must be sitting on a flat level surface and observed “Straight on” to insure that it contains the correct amount..
6. The measuring cups/spoons needed in a kitchen are the: 1 cup, ½ cup, 1/3 cup, ¼ cup, 1 tablespoon, 1 teaspoon, ½ teaspoon and ¼ teaspoon.
7. Abbreviations needed include: t or tsp = teaspoon, T or tbsp = tablespoon, c = cup.
8. Equivalentents needed include: 3 tsp = 1 tbsps, 16 tbsps = 1 c, 1 stick of butter = ½ c or 8 tbsps.

**Expected Skills to be demonstrated:**

1. The students will be able to recognize and use the common measurement tools in the kitchen as they practice measuring ingredients.
2. They will select the correct cup (dry or liquid measure) and use it correctly when measuring ingredients.
3. On a quiz or test, the students will be able to write the correct abbreviation for each of the common kitchen measurement.
4. The student will be able to write the correct measurement for its respective abbreviation.
5. On a quiz or test, the student will be able write the correct equivalent for the most common kitchen measurements at least 70% of the time.  
(Example: 3 tsp = 1 tbsps, 16 tbsps = 1 c, 4 c = 1 qt.)

**PA Standards/Anchors:**

**Eligible Content:**

11.3.6.B 11.3.6.F 11.3.6.A	<ul style="list-style-type: none"><li>• The students will learn about the common measurement tools in the kitchen as they practice measuring ingredients.</li><li>• They will select the correct cup (dry or liquid measure) and use it correctly when measuring ingredients.</li><li>• The students will learn the correct abbreviations and equivalentents for the common “English” kitchen measuring tools as they complete worksheets, and practice in the kitchen</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Problem solving activities Performance task Hands-on activity	<ul style="list-style-type: none"><li>• Misc. Worksheets</li><li>• WS: Study Guides</li><li>• Handout: Measurement Equivalentents</li><li>• Test</li></ul>
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**Course Title: Family Consumer Science 7**

**Topic/Concept: Financial Education**

**Time Allotment: 6 days**

**Unit Sequence: 5**

**Major Concepts to be learned:**

1. "Needs" are items that are necessary for life while "Wants" are some things not required but desired.
2. Money can be used to purchase items, or it can be saved, invested or donated.
3. In a bank money can be saved in a savings account, a money market account and in certificates of deposit.
4. A goal is something that a person intends to acquire, achieve, do, reach or accomplish.
5. There are short term, long term and financial goals.
6. A spending plan tracks income and expenses, helps people meet their financial goals, and helps people live within their income.
7. A decision making process guides a person through the components of making a good decision.

**Expected Skills to be demonstrated:**

1. The student will be able to define "Needs" and "Wants" and give examples of each.
2. The student will be able to name the essential parts of a spending plan and recognize that needs should be paid for before wants are purchased.
3. The students will be able to list the parts of a decision making process and use it to help make simple decisions.
4. The student will be able to list the common ways to save money in a Commercial Bank, (savings account, Money market account and CD) and give characteristics of each.

**PA Standards/Anchors:**

**Eligible Content:**

11.1.6.A, B 11.2.5.A 11.2.9.A	<ul style="list-style-type: none"><li>• The students will learn about "needs" and "wants" as they take notes on a lecture, participate in a discussion and complete worksheets.</li><li>• The student will learn about savings and financial institutions as they take notes on a lecture, participate in discussions and complete worksheets.</li><li>• The students will learn about making decisions as they practice using a simple decision making process.</li><li>• The students will learn about a spending plan as they participate in a game were they must allocate limited resources to finance a family's needs and wants.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Performance task	Problem solving activities Group discussion Evaluating	<ul style="list-style-type: none"><li>• FEFE Arizona State Get Ready to Take Charge of Your Finances Worksheets and Activities</li><li>• Test</li></ul>
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**Course Title: Family Consumer Science 7**

**Topic/Concept: General Nutrition**

**Time Allotment: 7 days**

**Unit Sequence: 6**

**Major Concepts to be learned:**

1. Food provides the nutrients we need to live and grow.
2. Foods can be classified in one or more of the six basic food groups listed on the Food Pyramid, and a balanced diet needs to include foods from all six groups.
3. Carbohydrates provide basic energy; protein is needed to build and repair cells.
4. Vitamins are complicated molecules that take part in chemical reactions in the body.
5. Minerals are elements that are required for good health.

**Expected Skills to be demonstrated:**

1. The students will be able to name and define the major nutrients in food and how they are used by the body, including carbohydrates, fats, proteins, minerals and vitamins.
2. The students will be able to name the major minerals and their source and their purpose in the body including, iron, calcium, fluorine and iodine.
3. The student will be able to name the major vitamins and their source and their purpose in the body including Vitamin A, B Complex, C, and D.
4. The student will be able to categorize foods into their appropriate category in the food pyramid.
5. The students will be able to write a balanced menu for a day.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.6.C, D, E 11.3.9.D 11.3.12. E, F	<ul style="list-style-type: none"><li>• The students will learn about the nutrients in food and about the food pyramid as they read the chapter and complete several worksheets.</li><li>• The students will compare and contrast the nutritional content of several breakfast cereals based on their food labels.</li><li>• The students will learn about a balanced diet as they write a “well balanced menu” for a day.</li><li>• The students will learn about diseases/disorderes caused by over or under consuming specific nutrients.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Problem solving activities Lecture Group discussion Performance task Evaluating	<ul style="list-style-type: none"><li>• WS: Exploring Foods Activities and Evaluations</li><li>• Study Giude</li><li>• Test: Nutrition</li></ul>
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