



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

#DiscoverGreatness

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Curriculum Profile: Family and Consumer Science 7

<u>Department</u>	Family and Consumer Sciences (FACS) North and South Middle
<u>Course Name</u>	FACS 7th Grade
<u>Course Length</u>	Varies by School
<u>High School Credits</u>	N/A
<u>Description</u>	Family and Consumer Sciences is a required class, in which students will receive $\frac{3}{4}$ of a unit which is the equivalent of thirty weeks of instruction prior to the end of 8th grade. The focus of the Family and Consumer Science program is to help students build strong relationships, address modern family challenges and responsibilities, prepare for 21st century careers and achieve and maintain physical and emotional well-being. These programs are proactive as they address community connections, career exploration, self-advocating, transferable workplace and independent living skills, and STEAM (science, technology, engineering, art, math) through hands-on cooperative learning of the whole child, and promote a love of learning and the ability to get along with others.
<u>Target/eligible students</u>	All 7th Graders
<u>State Learning Standards Link(s)</u>	New York State FACS (Family and Consumer Sciences) Standards Standard 1-Personal Health and Fitness (*S1) Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation. Students: - understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals - apply principles of food safety and sanitation - recognize the mental, social, and emotional aspects of good health - apply the decision-making process to dilemmas related to personal health. <i>This is evident, for example, when students:</i> - plan a personal diet that accommodates nutritional needs, activity level, and optimal weight - prepare a meal with foods from the food groups described in the food guide pyramid - handling food safely to avoid contamination, and using appropriate cooking equipment safely and responsibly - practice techniques to help reduce stress (e.g., time management), - identify the impact risky behavior can have on long-term goals (e.g., health, career). Standard 2- A Safe and Healthy Environment (*S2) Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others. Students:

	• demonstrate the principles of safe and healthy child care • know the basics of managing a safe and healthy home • use age-appropriate techniques to select and maintain clothing. <i>This is evident, for example, when students:</i> • describe the normal range of differences among children of the same age and respond appropriately to the different abilities • describe and demonstrate safe and healthy procedures for clothing, feeding, and supervising children at various stages of development • appropriately interact with younger children entrusted to their care • develop a fire safety plan for the home • develop a list of telephone numbers that would be useful in emergency situations • demonstrate skills related to a wide variety of household tasks • use and store appliances, cleaning materials, and tools properly and safely • read labels and evaluate products for selection, use, and safety • maintain and organize personal property and living space • demonstrate appropriate clothing care, maintenance, and selection. Standard 3-Resource Management (*S3) Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources. Students: • understand how the family can provide for the economic, physical, and emotional needs of its members • understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources • are able to budget their time and money • understand how working contributes to a quality living environment • identify their own abilities and interests as possible guides to career choice. <i>This is evident, for example, when students:</i> • explain ways that families can provide for the economic, physical, and emotional needs of its members • explain wise use of resources and energy conservation, describing the relationships between family decisions and the environment • analyze space needs to accommodate purposes such as individual and group activity in a household • select, care for, and repair clothing • identify community resources that help families and individuals • plan a schedule to provide time for schoolwork, recreation and exercise, family activity, and adequate sleep • develop a personal financial plan, keeping in mind short- and long-term goals • analyze the influence of marketing and advertisements on purchases • read and understand labels and consumer information to make informed purchases • set short- and long-term career goals and take some steps toward those goals (e.g., selecting particular courses of study, visiting workplaces with parents or other relatives) • analyze their involvement in school and community activities to develop an inventory of experiences and abilities related to career interests • apply decision making, problem solving, and management skills in everyday situation • participate in youth leadership organizations.
Primary texts and materials	Video- Kitchen Safety https://www.youtube.com/watch?v=I_WYJ5ane68

	<u>Career Zone</u> <u>MyNextMove</u> <u>Etiquette-How to Set a Table</u>	USDA.gov https://www.fda.gov/food/new-nutrition-facts-label/how-understand-and-use-nutrition-facts-label Career Zone https://www.careerzone.ny.gov/jz/views/careerzone/index.jsf https://www.mynextmove.org/ https://www.google.com/search?q=anna+post+how+to+set+a+table&rlz=1C1GCEJ_enUS902US902&og=anna+post+how+to+set+a+table&gs=chrome..69i57j33i160j33i299.9440j0j7&sourceid=chrome&ie=UTF-8&safe=active#kpvalbx=nSyeYpTeNJDPwbkP0ruliAM29	
<u>Scope/Sequence</u>	<u>Standards Addressed</u>	<u>Key Ideas, Terms, and Concepts</u>	
<u>Unit 1</u>	Kitchen Safety	<u>Food Lab Procedures</u> • Review of FACS expectations • Identification of Kitchen Equipment • Food Safety and Sanitation • Kitchen Safety • Oven Safety • Transferable Workplace Skills	S1 S2 S3
<u>Unit 2:</u>	Food Management	<u>Culinary and Food Science</u> • Food demonstrations and Food Labs • Components of a recipe • Mise-en-place • Measurements and Abbreviations • Cooking Terms and Techniques • Function of Ingredients • Etiquette • Ingredient Substitutions • Food History • Knife Skills • Transferable Workplace Skills	S1 S2 S3
<u>Unit 3:</u>	Nutrition	<u>Nutrition</u> • Six Main Nutrients • Nutrition Facts Label • Summative Assessment	S1 S2 S3
<u>Unit 4:</u>	Career Exploration	<u>Career Exploration</u> • Holland Code • Career Research • Identification of Skills and Attributes • Personal Inventory Questionnaire • Career Presentation • Communication Skills • Documentation/Citation of Sources • Components of a Resume • Career Fair • Transferable Workplace Skills	S3
<u>Unit 5:</u>	Clothing Management	<u>Clothing Management</u> • Sewing Safety • Operation of the Sewing Machine • Parts of the Machine • How to Thread and Test a Machine • How to Read a Pattern • How to Iron • Garment Care	S2 S3

		• Application of Sewing Techniques and Pattern Making • Transferable Workplace Skills	
<u>Unit 6:</u>	Financial Literacy	<u>Consumerism/Entrepreneurship</u> • Budget • Needs and Wants • Gross and Net Pay • Creating a Budget • Advertising • Identification of Strategies • Application of Strategies in State Advertisement • Shark Tank Competition/Food Truck	S1 S2 S3
<u>Additional Notes</u>			