Family and Consumer Science Grade 7

Board Approved: October 2026

Monthly Curriculum Map

Days	Unit/Topics Covered
Days 1-4	• Unit 1: Career Awareness and Exploration (SMARTFUTURES Platform) ○ Conflict Resolution, Interest, Work Values, Knowledge Skill Ability, and Goal Setting
Days 5-14	• Unit 2: Textile Sciences Review and Extension ○ Hand- sewing tools, machine configuration, and sustainable upcycling fabric project construction
Days 15-22	• Unit 3: Culinary Sciences Review and Extension ○ Recipe interpretation, measuring units, sanitation controls, and collaborative kitchen team preparation labs

Course Title: Family and Consumer Science Grade 7

Board Approved:

Unit 1: Career Awareness and Exploration (SMARTFUTURES)	Time: 4 days - 56 minutes

Academic Standards:

PA Family and Consumer Sciences Standards:
11.6.6-8.A - Compare and contrast personal and work roles that integrate personal, work, family, and community responsibilities.
11.6.6-8.B - Assess the use of teamwork and leadership skills in accomplishing the work of families and communities.
11.2.6-8.E - Apply problem-solving and critical-thinking skills to resolve everyday issues.

Career Education and Work (CEW):
13.1.8.A - Relate careers to individual interests, abilities, and aptitudes
13.1.8.B - Relate careers to personal interests, abilities, and aptitudes
13.1.8.C- Explain how both traditional and nontraditional careers offer or hinder career opportunities
13.1.8.D - Explain the relationship of career training programs to employment opportunities
13.1.8.F - Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation
13.1.8.G - Create an individualized career plan including, such as, but not limited to: Assessment and continued development of a career portfolio, career goals, cluster/pathway opportunities, individual interests, and abilities, and training/education requirements and financing
13.1.8.H - Choose personal electives and extracurricular activities based upon personal career interests, abilities, and academic strengths
13.2.8.C - Prepare a draft of career acquisition documents, such as, but not limited to, a job application, letter of introduction, resume, or request for a letter of recommendation
13.2.8.E - Explain in the career acquisition process, the importance of the essential workplace skills/knowledge
13.3.8.C - Explain and demonstrate resolution skills, including: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem-solving
13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations

Business, Computer and Information Technology Standards:

15.2.8.A - Examine various occupation options based on career assessment results, personal characteristics, talents, skills, abilities, and aptitudes as related to career pathways, clusters, or occupations

15.2.8.B - Apply various online and traditional career management tools to explore career

15.2.8.C - Correlate individual career interests to job opportunities within the global marketplace

15.2.8.E - Examine school program offerings related to individual career options

15.3.8.P - Describe leadership communication skills necessary for goal setting and generating ideas.

Essential Content/Objective: At the end of the unit, students will be able to:

- Navigate the SMARTFUTURES online portal independently to manage personal portfolio framework tools.
- Identify and demonstrate structural conflict resolution tactics including active listening, mediation, negotiation, and collaborative problem solving.
- Analyze personal interest configurations, workplace environment values, and structural Knowledge, Skills, and Abilities (KSAs) aligned with career pathways.
- Formulate actionable short-term and long-term milestones covering school performance, relationship dynamics, and personal management.
- Distinguish explicitly between the functional definitions of a temporary job versus a long-term trajectory.

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

- Initialize Academic Profiles on SMARTFUTURES: Students log into their personal SMARTFUTURES accounts using Chromebooks, input their current academic metrics, and build a digital portfolio folder where they will save their career milestones throughout the course.
- Conflict Resolution Skills Activity: Analyze workplace resolution models, complete and upload written conflict resolution statements.
- Interests and Work Values Survey Activity: Execute trait inventories, cross-reference top career categories, and pin ideal job metrics.

Assessment:

- SMARTFUTURES Digital Portfolio Progress Report: A system- generated checklist verifying the successful completion and saving of the academic profile, trait inventories, and time-management modules.
- Active Listening and Conflict Resolution Written Statement: A rubric-graded journal response where students analyze a workplace dispute scenario and draft a formal, constructive resolution statement.
- Time-Management and Goal-Setting Map: A finalized short- and long-term milestone planning sheet detailing specific, actionable goals for school performance and personal development.
- “Job vs. Career” Vocabulary Exit Ticket: A short, end-of-class formative assessment requiring students to define and distinguish a temporary job from a long-term professional trajectory.

• Knowledge, Skills, Ability Survey Activity: Audit personal strengths against professional benchmarks to link individual competencies to target fields. • Goal Setting Activity: Complete time-management modules, and construct a goal plan detailing school, relationship, and self-milestones.	
Materials and Resources: • Digital Infrastructure: Chromebooks, Google Classroom, and student access accounts for the SMARTFUTURES Online Career Platform. • Graphic Organizers: SMARTFUTURES Academic Profiling Matrix Worksheet, Workplace Conflict Resolution Structural Scripting Template, and My Time-Management Milestone Timeline Map. • Supplemental Reading Materials: Hard copies of *Oh, the Places You'll Go* by Dr. Seuss and *The Three Questions* by Leo Tolstoy. • Projector for teacher-led technology navigation and the YouTube video *"100 Kids Tell Us What They Want to Be When They Grow Up"* • Center/Activity Manipulatives: Career-focused interactive board games. **Instructional Methods:** • Identify Concepts and Build Vocabulary: Direct instruction to distinguish the functional definitions of a temporary "job" versus a long-term "career trajectory." • Discussions: Peer-to-peer discussions evaluating personal interest configurations, workplace environment values, and how school subjects relate directly to future career choices. • Modeling/Demonstrations: Teacher-led, screen-projected walk-through modeling how to navigate the SMARTFUTURES online platform, set up academic profiles, and save milestones. • Guided Practice: Group analysis of workplace resolution models where the teacher guides students through drafting formal, active listening statements.	**Extensions:** Pick a Project Extension: • Career Path Blueprint (Family Interview): Conduct an interview with a parent, guardian, or family friend mapping their professional path (e.g., first job, favorite role, and how they learned new skills). Transform their answers into a visual timeline infographic illustrating their career journey. • "Dream Job": Choose a well-known person or expert in a career field of interest. Research their path, write 10 professional interview questions, and record a short mock video interview with a peer playing the role of the professional. • Postsecondary Path Finder: Research two postsecondary training programs (such as a trade school, college, or apprenticeship) that align with your SMARTFUTURES goals. Draft a comparative financial and time-commitment profile card for both options. Quest Challenge: • The Soft-Skill Detective: Track and document five real-world instances of soft skills (e.g., active listening, time management,

• Independent Practice: Students independently execute trait inventories, compete interest surveys on Chromebooks, and map out their personal short-and long-term milestone goals. • Differentiated Instruction/Scaffolding: Flexible pairing with a student mentor, task modeling, structural scaffolding of goal-setting worksheets, and direct assistance from a learning support teacher or classroom aide.	negotiation, or adaptability) being used in everyday school settings or extracurricular activities over one week. Present your findings as a short, illustrated case file. Extended Reading/Media: • Read *Oh, the Places You'll Go!* by Dr. Seuss or *The Three Questions* by Leo Tolstoy • Watch the video *"100 Kids Tell Us What They Want to Be When They Grow Up"* and write a reflection comparing your 7th grade career goals to those of younger children. **Remediation:** Supports and Opportunities: • Personal Scaffolding and Modeling: Provide student mentors, teacher modeling, and partner work options during SMARTFUTURES portal navigation tasks. • Learning Support Coordination: Utilize direct assistance and coordination from a learning support teacher or classroom aide. • Flexible Pacing Adaptations: Apply specific adaptations to project requirements tailored to individual learning plans and student needs. • Conflict Resolution Small Group Stations: Host targeted small-group intervention circles to break down, practice, and simplify workplace dispute scenarios using structural conflict resolution templates. • 1:1 Goal-Setting Conferencing: Conduct

	individual 1:1 teacher-student check-ins to review, revise, and scaffold short- and long-term milestone planning sheets. ● Alternative Text and Media Exploration: Provide simplified text and video resources to reinforce concept clarity, including *Oh, the Places You'll Go* by Dr. Seuss, The *Three Questions* by Leo Tolstoy, and the *"100 Kids Tell Us..."* video. ● Interactive Vocabulary Board Games: Use career-focused board games to reinforce the definitions of "job" vs. "career" and core workplace values through play.

Unit 2: Textile Sciences	Time: 10 days - 56 minutes

Academic Standards:

PA Family and Consumer Sciences Standards

11.2.6-8.B - Explain the importance of sustainable resource management practices on the environment.

11.2.6-8.C - Analyze how consumer choices regarding the use, reuse, and disposal of products impact individual and environmental well-being.

11.2.6-8.F - Demonstrate the safe use, care, and storage of tools, equipment, and technology in the management of resources.

National Standards for Family and Consumer Sciences Education

16.2.4 - Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products

16.2.5 - Demonstrate appropriate procedures for care and disposal or recycling of textile products, considering diverse needs locally and globally

16.2.6 - Evaluate fibers and fabrics for sustainability factors

16.4.1 - Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling

16.4.5 - Demonstrate basic skills for production, alteration, repair, and recycling of textiles, fashion, and apparel

16.1.3 - Summarize education and training requirements and opportunities for career paths in textiles, fashion, and apparel industries

Essential Content/Objective: At the end of the unit, students will be able to:

- Operate and manage physical hand-sewing instruments, shears, pins, and dynamic layout templates safely.
- Thread, manipulate, troubleshoot, and clearly maintain automatic household sewing machines.
- Define core concepts of textile sustainability and resource conservation.
- Apply resource conservation knowledge to remix, refashion, or recycle textile scrap materials.
- Utilize a variety of hand-sewing tools and foundational stitches (such as the running stitch and backstitch).

Assessment:

- Sewing Machine Line Control Test: A performance test evaluating a student's ability to safely thread, adjust, and sew geometric shapes on scrap fabric using a standard sewing machine.
- Pinning, Tracing, and Layout Template Check: A formative observation checkpoint grading the accuracy of fabric pattern placement, alignment with the fabric grain, and pin safety.

• Interpret fabric patterns and engineering layout templates to create textile projects. **Core Student Activities:** Students will complete/participate in the following: • Complete Sewing Machine Line Tests: Students set up, thread, and practice basic operations on an automatic household sewing machine, guiding a scrap piece of fabric along pre-drawn geometric grid patterns without thread to practice control and speed management. • Interpret and Trace Engineering Layout Templates: Students align paper patterns onto fabric fragments according to the grainlines, secure them using straight pins placed perpendicular to the edge, and trace the cutting lines using fabric chalk. • Construct a Sustainable Upcycled Textile Product: Students sort through bins of discarded fabric remnants, choose coordinated pieces, and use sewing machine techniques to join the scraps together to build a functional textile item.	• Upcycled Fabric Product Construction Rubric: A comprehensive product rubric evaluating the structural integrity, seam durability, and creative utilization of scrap materials in the finalized upcycled textile item. • Textile Sustainability and Safety Quiz: A written quiz assessing vocabulary terms regarding resource conservation, material recycling, and hand/machine tool safety rules.
Materials and Resources: • Specific Lab Equipment: Household automatic electric sewing machines, fabric shears, sewing irons, ironing boards, and straight pins. • Specific Manipulatives and Project Materials: Heavy cardstock pre-drawn practice stitch cards, dynamic paper layout engineering templates, tailors' fabric chalk, sewing threads, and assorted bins of discarded fabric remnants/yarns/fasteners. • Graphic Organizers: *Sewing Machine Threading and Troubleshooting Checklist Diagram and Textile Sustainability Resource Conservation Flowchart.* • Digital Resources: Teacher-curated sewing safety and machinery instructional videos accessed via Google Classroom.	**Extensions:** Pick a Project Extension: • Upcycled Fashion Sketchbook: Identify fabric items that are normally thrown away at home. Sketch a complete engineering blueprint for a brand-new, functional product (e.g., a backpack made of old jeans or a pet toy made of t-shirt scraps) detailing the required hand-stitches and templates. • Sustainability Career Agent: Research a major apparel company (like Patagonia or Levi's) that has created special sustainability positions. Write a 1-page profile explaining what a

Instructional Methods:

- Identify Concepts and Build Vocabulary: Identification and mastery of core concepts regarding textile sustainability, resource conservation , fast fashion impacts, and technical tool safety vocabulary.
- Discussion: Facilitate structured class discussions exploring how sustainability issues facing our modern world create new professional positions within the textile industry.
- Modeling/Demonstration: Direct teacher physical demonstration of how to safely thread/operate an automatic sewing machine, and align templates to fabric grainlines.
- Guided Practice: Students follow the teacher step-by-step to practice running a threadless machine line control test, guiding a scrap piece of fabric along pre-drawn geometric grid patterns.
- Independent Practice: Students independently select scraps, apply template layouts, pin materials, and utilize hand and machine sewing techniques to construct an upcycled textile product.
- Differentiated Instruction/Scaffolding: Provision of pre-pinned pattern outlines, explicit safety boundaries, tactile guidelines on fabric, and adaptive peer mentoring for sewing projects.

"Textile Sustainability Analyst" or "Circular Economy Specialist" does on a daily basis.

- Historical Stitch Restoration: Research a historical mending technique (such as Japanese *Sashiko* or traditional darning) and create a mini poster with physical fabric swatches demonstrating how these techniques are used today to extend the life of garments.

Quest Challenge:

- The Zero Waste Challenge: Complete a textile project utilizing only scrap materials under 3 inches from our classroom scrap bin. Ensure 100% of your leftover fabric is diverted from the waste stream.

Extended Reading/Media:

- Watch the documentary *The True Cost* (directed by Andrew Morgan) to analyze the global impact of consumer clothing choices.
- Read selections from *Fashionopolis: The Secrets Behind the Clothes We Wear* (Young Readers Edition) by Dana Thomas

Remediation:

- Pre-Pinned Pattern Outlines: Provide students with fabric layouts that have paper engineering templates already pre-pinned to the grainlines to remove spatial navigation barriers.
- Explicit Safety Boundaries: Use marked tactile

	guidelines and modified physical configurations engineered for individual learning plans. ● Peer Mentoring Dynamics: Partner students with a peer mentor to provide step-by-step assistance and guidance during construction. ● Sewing Machine Line Control Re-Teaching: Facilitate small-group intervention stations where the teacher models machine configurations, threading tracks, and speed management techniques on threadless paper line paths. ● Textile Sustainability Word Walls: Use color-coded sorting cards and simplified matching worksheets to clarify resource conservation and material recycling concepts.

Unit 3: Culinary Sciences	Time: 8 days - 56 minutes

Academic Standards:

PA Standards for Family and Consumer Sciences

11.2.6.C - Relate teamwork skills to specific tasks (such as establishing group goals, division of responsibilities, and maintaining effective communication in kitchen laboratories).
11.3.6.B - Describe safe food handling techniques (including handwashing, proper sanitation of work surfaces, and temperature control to protect against microbial contamination and foodborne illness).
11.3.6.F - Analyze recipes and apply preparation principles (such as accurate component measurements, tool selection, and standard kitchen math).
11.3.9.B - Evaluate safety and sanitation practices, including the use of commercial or residential kitchen appliances, knives, and equipment.
11.1.6-8.B - Demonstrate food safety and sanitation procedures.
11.1.6-8.D - Hypothesize the effectiveness of the use of meal management principles.
11.1.6-8.F - Prepare a recipe using fundamental culinary skills and techniques.
11.6.6-8.B - Assess the use of teamwork and leadership skills in accomplishing work.

National Family and Consumer Sciences Standards

8.2.5 - Demonstrate proper sanitation and hygiene procedures during food handling and preparation.
8.5.1 - Apply principles of measurement, portion control, scale conversion, and math calculation to recipe adaption.
8.5.2 - Demonstrate appropriate skill in utilizing and cleaning tools and equipment safely.
8.5.3 - Demonstrate professional procedures for a variety of cooking methods, including reading and executing sequential recipe directions.
9.6.9 - Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
14.4.1 - Analyze conditions and practices that promote safe food handling.
14.4.2 - Analyze safety and sanitation practices (to evaluate factors that affect food safety from production through consumption).

Essential Content/Objective: At the end of the unit, students will be able to:	**Assessment:**
• Operate foundational kitchen preparation tools, heating appliances, and culinary hardware safely. • Analyze, scale, and correctly follow standard technical food recipes.	• Dry and Liquid Measurement Practical Exam: A hands-on time station test where students are observed and graded on executing correct

- Enforce strict contamination controls, sanitation routines, and personal hygiene measures during lab exercises.
- Collaborate productively within diverse groups, maintaining shared tasks, strict timing schedules, and respectful dining table etiquette
- Demonstrate the safe operation and cleaning requirements for various household kitchen appliances.
- Prepare at least one food item successfully within an assigned kitchen team.

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

- Draft a Color-Coded Team Logistics Lab Map: Students work in their assigned kitchen groups to read a technical recipe sequence and write out a timeline map, using color-coded markers to assign specific roles for who is cooking (red), timing (blue), and washing/cleaning (green).
- Execute a Collaborative Kitchen Team Recipe: Students work in real-time within their assigned kitchen stations to execute a designated recipe, managing commercial heating elements and appliances simultaneously to finish the dish on schedule.
- Perform Food-Grade Sanitation Controls: Students wash their hands for 20 seconds, sanitize all stainless steel countertops with a food-safe chemical solution before food contact, use separate cutting boards to avoid cross-contamination, and perform full dishwashing cleanup routines at the end of the lab.

scoop-and-level techniques for dry goods and eye-level accuracy for liquids.

- Color-Coded Group Lab Map and Timeline: A group-graded logistics sheet mapping out individual student duties, safety roles, time blocks, and clean-up workflows for the kitchen lab.
- Collaborative Kitchen Recipe Team Check: A live performance checklist assessing a kitchen group's teamwork, appliance safety management, and successful preparation of the assigned food item.
- Food Safety and Sanitation Compliance Audit: A safety checklist tracking a student's execution of handwashing protocols, countertop sanitation, and cross-contamination prevention throughout the food lab.
- Kitchen Tool and Appliance Maintenance Quiz: A written assessment identifying residential kitchen hardware, its safe operation procedures, and correct sanitizing/cleaning rules.

Materials and Resources:

- Specific Lab Equipment and Workspaces: Complete commercial kitchen lab workspaces, commercial heating elements, electric household kitchen appliances, and culinary hardware.
- Hands-on Lab Materials: Nested dry measuring cups, liquid measuring cups, straight-edged spatulas, cutting boards, purchased raw ingredients for

Extensions:

Pick a Project Extension:

- Home Kitchen Takeover: Replicate a lab recipe independently at home for family critique. Document the preparation with step-by-step photos and compile a written "Food Critic

recipe labs, dish soap, and sanitation spray.
- Graphic Organizers: Color-Coded Team Logistics Lab Map and Timeline, Scoop-and-Level Measurement Step Guide, and USDA MyPlate Portion Guide Charts.
- Research and Reference Materials: Standard technical food recipe catalogs and kitchen safety charts.

Instructional Methods:
- Identify Concepts and Build Vocabulary: Direct instruction centered on identifying food-grade sanitation controls, standard culinary measurements, and the math involved in scaling recipes.
- Discussion: Collaborative kitchen team planning sessions focusing on the division of household labor, shared task responsibilities, time-blocking workflows, and dining etiquette.
- Modeling/Demonstration: Live teacher demonstration of exact scoop-and-level measurement techniques, reading liquid measurements at eye level, safe commercial appliance operations, and proper handwashing/countertop sanitation protocols.
- Guided Practice: In assigned kitchen teams, students work under direct teacher proximity to read technical recipe sequences and draft their color-coded role logistics charts.
- Independent Practice: Students independently execute the recipe, manage time limits, enforce cross-contamination controls, and perform full dishwashing cleanup routines within their assigned lab roles.
- Differentiated Instruction/Scaffolding: Implementation of strategic, flexible student groupings, teacher proximity assistance, 1:1 team troubleshooting conferences, and direct modeling of constructive language to handle interpersonal kitchen lab friction.

Review Card" signed by your family members.
- Teacher Panel Tasting Menu: Design, portion, and prepare a four-item tasting menu in the lab, presenting a sample plate to a panel of school teachers to critique your culinary and presentation skills.
- Sweet Treat Exchange Logistics: Coordinate a multi-group "Sweet Treat Exchange" catalog. Calculate scaled ingredient quantities to bake the item for the entire class and design a food safety allergen warning list for the exchange.

Quest Challenge:
- Food Safety Inspector: Conduct a detailed safety and sanitation "audit" of your home kitchen. Check refrigerator temperatures, sponge sanitation protocols, and cross-contamination risks, and write up a "remediation prescription" checklist for your family.

Extended Reading/Media:
- Read *Salt, Fat, Acid, Heat: Mastering the Elements of Good Cooking* by Samin Nosrat (specifically the chapter on "Salt" or "Heat") as they relate to ingredient chemistry.
- Watch select episodes of the documentary series *The Food That Built America* (History Channel, Hulu) to explore the industrial innovation, recipe development, and the cultural impact of iconic American food brands.

	Remediation: ● Flexible Grouping Patterns: Arrange kitchen labs with strategic, flexible grouping that balances skills and encourages supportive peer mentoring. ● Interpersonal Language Modeling: Provide direct teacher modeling of constructive, safe, and appropriate language to resolve interpersonal teamwork issues within a kitchen lab. ● Teacher Proximity Assistance: Ensure close teacher proximity and direct physical oversight during the execution of collaborative kitchen tasks. ● Dry and Liquid Measurement Small Group Stations: Set up hands- on re-teaching stations for extra practice with scoop-and-level techniques for dry goods and eye-level accuracy for liquids. ● 1:1 Lab Map Logistics Conferencing: Meet one-on-one with kitchen teams to review and simplify color-coded logistics maps, troubleshooting workflows before food preparation begins. ● Food Safety and Sanitation Visual Aids: Display high-contrast safety charts, 20-second handwashing diagrams, and step-by-step cross-contamination videos next to prep spaces to reinforce microbial controls. ● Kitchen Appliance Safety Diagrams: Provide

	simplified, labeled diagrams showing exactly how to safely operate and clean residential kitchen hardware and commercial heating elements.