

COURSE: Family and Consumer Sciences

GRADE(S): 7

UNIT: Food and Nutrition Skills

PSSA Anchors:

MATH

M7.A.3 Compute accurately and fluently and make reasonable estimates.

M7.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.

M7.D.2 Represent and/or analyze mathematical situations using number, symbols, words, tables and/or graphs.

M7.E.1 Formulate or answer questions that can be addressed with data and/or organize, display interpret or analyze data.

SCIENCE

S8.A.1 Reasoning and Analysis

S8.A.2 Processes, Procedures and Tools of Scientific Investigations

S8.C.1 Structure, Properties and Interaction of Matter and Energy

NATIONAL STANDARDS:

2.2.3 Demonstrate behaviors that conserve, reuse, recycle.

8.2 Demonstrate food safety and sanitation procedures.

8.3 Demonstrate selecting, using and maintaining food production equipment.

9.4 Apply basic concepts of nutrition.

9.6 Demonstrate food service, nutrition management principles.

9.6.5 Manage amounts of foods to meet needs of clients.

13.5 Demonstrate teamwork and leadership skills.

14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.

14.1 Analyze factors that influence nutrition.

14.2 Evaluation of nutritional needs of individuals and families.

UNIT OBJECTIVES:

1. The students will design a food pyramid featuring foods they like from each group.
2. The students will recognize healthy snacking options.
3. The students will learn how to read and follow written directions.
4. The students will work successfully with others in the food lab.

<p>STATE STANDARDS:</p> <p>1.6 Speaking and Listening 1.1.8A Learning to Read Independently 1.1.8C Learning to Read Independently 1.1.8D Learning to Read Independently 1.1.8G Learning to Read Independently 2.1.8A Numbers, number systems and number relationships 2.1.8B Numbers, number systems and number relationships 11.2.6B Time management 11.3.3B 11.3.6B 11.3.6F 11.3.9A 11.3.9B 11.3.9D 11.3.9E 11.3.9F 11.3.9G</p>	
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Student produced food pyramid 2. Recognizing high sugar, salt or fat content 3. Student worksheets or text information 4. Teacher demonstration 5. Student Labs <p>RESOURCES:</p> <p>Textbook Food and Nutrition Worksheets Internet Library Teacher</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Completed food pyramid contains all information needed on each level. 2. Worksheets completed with at least 75% accuracy. 3. Student food lab successfully completed. 4. Safety and sanitations practices in food prep. <p>REMEDIATION:</p> <p>Peer/teacher help Use of pre-measured ingredients</p> <p>ENRICHMENT:</p> <p>More challenging recipes Peer tutor about nutrients</p>

COURSE: Family and Consumer Sciences	GRADE(S): 7
UNIT: Introduction to Machine Sewing	

<p>PSSA Anchors:</p> <p>M7.B.2 Apply appropriate techniques, tools and formulas to determine measurements</p> <p>M7.C.1 Analyze characteristics and properties of two and three dimensional geometric shapes and demonstrates understanding of geometric relationships</p> <p>M7.D.1 Demonstrate an understanding of patterns, relations and functions</p> <p>M7.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays</p>

<p>NATIONAL STANDARDS:</p> <p>2.2.3 Demonstrate behaviors that conserve, reuse, recycle</p> <p>13.2.3 Analyze the effects of self-esteem on self image</p> <p>13.5 Demonstrate teamwork</p> <p>16.0 Integrate knowledge, skills and practices required for careers in textiles and apparel.</p> <p>16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel</p> <p>STATE STANDARDS:</p> <p>1.1.8A Learning to read independently</p> <p>1.1.8C Learning to read independently</p> <p>2.1.8A Numbers, number systems and number relationships</p> <p>2.1.8B Numbers, number systems and number relationships</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will identify parts of the sewing machine and the uses of those parts. 2. Students will demonstrate control of the machine. 3. Students will identify and correctly use sewing equipment 4. Students will measure, mark, and sew following written directions: <ol style="list-style-type: none"> a. Locker organizer b. Drawstring gym bag
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Machine diagram drawn and labeled. 2. Definitions of the machine parts 3. Learning to use the sewing machine: <ol style="list-style-type: none"> a. Straight line sewing b. Pivoting c. Curves 4. Learning to use sewing equipment 5. Construction of sewing projects 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. 80% successful completion of the machine quiz 2. Crossword puzzle completed correctly 3. Straight line, pivoting, and curved lined worksheets accurately done 4. Completion of sewing projects, (see rubric) <p>REMEDICATION:</p> <ol style="list-style-type: none"> 1. Easier projects with teacher or peer helper 2. Hand sewing as an option to the machine

RESOURCES:

Sewing machine instruction manuals

Textbooks

Teacher made patterns and directions

Teacher made samples

ENRICHMENT:

1. Pillow kit projects
2. Hospital Bears
3. Appalachian dolls
4. Machine embroidery
5. Purse Project
6. Pajama Pants

COURSE: Family and Consumer Sciences	GRADE(S): 7
UNIT: Communications with Family and Friends	

<p>PSSA Anchors: M7.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs</p> <p>M7.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data</p>
--

<p>NATIONAL STANDARDS: 6.0 Evaluate the significance of family and its impact on the well being of individuals and society 12.2 Analyze conditions that influence human growth and development 13.2.3 Analyze the effects of self-esteem on self image 15.1.3 Analyze the consequences of parenting practices to individuals 15.2 Evaluate parenting practices that maximize human growth and development</p> <p>STATE STANDARDS: 1.2.8 B Reading critically in all content areas 1.6 A Speaking and Listening 11.1.9 F Financial and resource management 11.2.9 A Balancing family, work and community responsibility 11.2.9C Balancing family, work and community responsibility 11.2.9.H Balancing family, work and community responsibility</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will demonstrate an understanding of the relationships among individuals and families. 2. The student will identify different family types. 3. The student will analyze the type of person they consider themselves. 4. The students will gain an understanding of advertising techniques. 5. The student will identify the three stages of anger. 6. Students will understand how to set and work toward smart goals. 7. Students will determine their learning style.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Student packets and worksheets 2. Class discussion and family types board game 3. Use of effective communication skills in class. 4. Journal and poster creation <p>RESOURCES: Textbook</p> <p>Family types game</p> <p>Teacher experiences</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Posters to share with class. 2. Participation in the family games 3. Completion of writing assignments and journaling. 4. Getting along in groups. 5. Final project projects what they learned about themselves in class. <p>REMEDIATION: Fewer students about themselves More time provided</p> <p>ENRICHMENT: Creating board games for review</p> <p>Creating game cards to jeopardy</p>