COURSE OF STUDY

Family and Consumer Science

Life Skills I

Grade Seven

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Proficiencies and Requirements for the Family and Consumer Sciences
Curriculum
Life Skills I

Grade 7 …Quarter Course

The seventh grade Family and Consumer Sciences course will enhance the student’s ability to function effectively with his/her environment as a consumer, family member, peer group member and manager of resources. In order to achieve these purposes, the curriculum includes teaching concepts for living skills from these areas of Family and Consumer Sciences (food and nutrition, consumer buying, personal appearance, basic sewing skills and career opportunities).

PROFICIENCIES/EXPECTATIONS:

As a result of having successfully completed the seventh grade Family and Consumer Sciences program, the student will be able to:

1. develop an awareness of all areas of Family and Consumer Sciences. (3.4, 9.1, 9.2)
2. understand the importance of pre-planning and good organization in all phases of Family and Consumer Sciences. (3.1, 9.2)
3. recognize the practical use and application of basic skills in everyday living. (9.2)
4. demonstrate knowledge of the appropriate safety procedures that should be utilized in the kitchen and home. (2.1, 3.1, 9.2)
5. recognize the use and care of basic cooking utensils and equipment. (3.1, 3.2, 9.2)
6. identify cooking terms and abbreviations used in recipes. (3.1, 4.1, 9.2)
7. develop skills associated with reading, interpreting and converting recipes (3.1, 3.2, 3.4, 4.1, 9.2)
8. demonstrate the knowledge of measuring techniques by using dry and liquid measuring utensils. (3.1, 3.4, 4.1, 9.2)
9. review and identify the various aspects of the New Food Pyramid. (2.1, 3.1, 4.1, 5.6, 9.2)
10. select and prepare nutritious, simple meals and snacks. (2.1, 3.1, 4.1, 9.2)
11. understand that some foods promote health, development and appearance better than other foods. (2.1, 3.1, 9.2)
12. demonstrate appropriate table settings for simple meals. (1.3, 2.1, 3.1, 3.3, 9.2)
13. describe appropriate table manners for simple meals. (1.3, 2.1, 3.1, 3.3, 9.2)
14. understand consumer practices and wise buying techniques. (3.1, 3.2, 3.4, 3.5, 9.2)
15. develop an understanding of proper grooming, appearance and care for clothing. (2.1, 3.1, 9.2)
16. experience the use and care of sewing equipment through the practice of the construction of a simple project and/or hand sewing samples. (3.1, 3.4, 4.1, 9.2)
17. utilize computer research to investigate various subjects in the curriculum. (3.1, 3.2, 3.3, 3.4, 8.1, 9.2)
18. become aware of job opportunities related to Family and Consumer Sciences. (3.1, 3.3, 9.1, 9.2)

COURSE REQUIREMENTS AND EXPECTATIONS

The following criteria are used to determine the grade for the course:

LABS AND PROJECTS...25%
Students will be evaluated according to established criteria as they complete each step in planning, preparation and serving of foods made in class. Student sewing samples and other assignments will receive a letter grade based on the criteria established by the teacher.

TESTS AND QUIZZES...25%
Assessments will be given periodically as work progresses.

CLASS PARTICIPATION...25%
The teacher will make an evaluation of each student’s participation during class discussions based upon the degree to which the student has asked and answered questions, and made contributions based on experience and understanding.

HOMEWORK AND WRITTEN ASSIGNMENTS...25%
In class written assignments and homework will be given when the teacher feels it is necessary for further enhancement and better understanding of concepts.

ANY WORK MISSED WHEN A STUDENT IS ABSENT FROM CLASS IS EXPECTED TO BE MADE UP WITHIN A REASONABLE AMOUNT OF TIME. IT IS THE RESPONSIBILITY OF THE STUDENT TO SEE THE TEACHER BEFORE THE NEXT CLASS TO FIND OUT WHAT NEEDS TO BE MADE UP.
I. PHILOSOPHY

The basic concepts from the field of Family and Consumer Sciences enable students to function within their environment as consumers, family members, peer group members and managers of resources. In order to achieve these purposes, the curriculum includes teaching concepts for living skills from various areas of Family and consumer Sciences: clothing care, food and nutrition, money management, personal management, personal appearance, and consumer buying techniques. Family and Consumer Sciences learning skills include experiences that are realistic and useful for everyday living.

II. GENERAL OBJECTIVES

The student will be able to:

1. develop an interest in all areas of Family and Consumer Sciences. (9.1, 9.2)
2. understand his/her roles in school and home life. (2.4, 9.2)
3. develop an appreciation of the family. (9.2)
4. engage in experiences that are realistic and related to the ability of the child. (9.2)
5. demonstrate the practical use and application of basic skills to daily living. (9.2)
6. utilize computer technology to research and investigate certain aspects of the curriculum. (8.1, 8.2, 9.2)
III. SPECIFIC OBJECTIVES

The students will be able to:

1. stress the importance of pre-planning and good organization in all phases of Family and Consumer Science. (9.2)
2. demonstrate knowledge of the appropriate safety procedures that should be utilized in the kitchen and home. (2.1, 3.1, 9.2)
3. develop an understanding that some foods promote health, development, and help enhance appearance. (2.1, 5.6, 9.2)
4. review the New Food Pyramid and be able to describe the groups, their servings and the nutrients they provide. (2.1, 2.2, 5.6, 9.2)
5. Stress the importance of a good breakfast and daily food habits. (2.1, 4.1, 5.6, 9.2)
6. select and prepare nutritious, simple meals and snacks. (2.1, 3.2, 5.6, 9.2)
7. develop some knowledge of the use and care of basic cooking utensils and equipment. (9.2)
8. identify cooking terms and abbreviations used in recipes. (3.1, 9.2)
9. develop skills associated with reading, interpreting and converting recipes. (3.1, 3.2, 4.1, 9.2)
10. demonstrate the knowledge of measuring techniques by using dry and liquid measuring utensils. (3.1, 4.1, 9.2)
11. promote a working knowledge of meal planning, preparation and service. (2.1, 3.1, 3.4, 4.1, 9.2)
12. describe appropriate table manners and etiquette that should be followed in and around the home. (3.3, 3.4, 9.2)
13. describe their roles and responsibilities as a consumer. (3.3, 9.2)
14. distinguish between the different types of media and advertisements. (3.1, 3.2, 3.4, 3.5, 9.2)
15. establish procedures for effective money management. (3.1, 4.1, 9.2)
16. stress the importance of personal cleanliness and good grooming. (2.1, 9.2)
17. utilize appropriate procedures for clothing care and maintenance. (3.1, 3.2, 4.1, 9.2)
18. experience the use and care of sewing equipment through the construction of small projects and/or hand sewing samples. (3.1, 4.1, 9.2)
19. become aware of job opportunities related to Family and Consumer Sciences. (9.1, 9.2)

IV. UNITS OF STUDY

Unit I - Nutritional Studies and Production

Unit II - Managing Your Money

Unit III - Personal Appearance and Clothing Care

Unit IV - Career Exploration
UNIT I - NUTRITIONAL STUDIES AND PRODUCTION

ENDURING UNDERSTANDINGS:

1. A properly organized kitchen enables individuals to prepare nutritious, well-balanced meals and provides a family with an area for social activity.
2. The appropriate ways to take care of kitchen appliances and equipment are to check appliance owner’s manuals, by doing research, and obtaining information from other people.
3. The best way to design a safe-working kitchen is to read books and magazines and research information on the internet. Asking opinions from kitchen and interior designers can also be helpful.
4. Most common accidents can be prevented by practicing safe work habits.
5. Food contamination occurs when food is handled improperly. It is important to learn techniques to keep your kitchen and food clean and safe.
6. In order to promote health, individuals should incorporate the New Food Pyramid guidelines and wellness factors to meet the needs of people in the various stages of the family life cycle.
7. Meal patterns enable people to organize food choices in a healthy manner.
8. Eating healthy, well-balanced meals and snacks help build, repair and maintain body processes.
9. Time, effort, skills and resources all impact on foods prepared from basic ingredients and mixes.
10. Learning the metric system is important because some cookbooks from different countries use it in their recipes. Proper conversion of recipes is necessary to achieve results.
11. Learning how to interpret and convert recipes for differing quantities is necessary for various applications.
12. In order to be successful, appropriate table manners and etiquette are essential to know for life.
ESSENTIAL QUESTIONS:

1. Why is it important to have a well-organized kitchen? (9.2)
2. What are the appropriate ways to take care of kitchen appliances and equipment? (3.1, 3.2, 3.4, 4.1, 9.2)
3. What is the best way to design a safe-working kitchen? (1.3, 9.2)
4. What safety rules should be followed when working in the kitchen? (9.2)
5. How should food be handled to avoid food borne illness? (2.1, 5.6, 9.2)
6. What is the New Food Pyramid and how does it fit into the nutritional needs of individuals in various stages of the life cycle? (2.1, 3.1, 4.1, 9.2)
7. How can meal patterns help organize food choices? (2.1, 3.1, 9.2)
8. What types of foods should be incorporated in a well-balanced diet? (2.1, 9.2)
9. What are the differences between foods prepared from basic ingredients and mixes? (3.1, 4.1, 9.2)
10. How does the metric system impact on the preparation of food? (4.1, 9.2)
11. Why is it important to interpret and convert recipes for differing quantities? (3.1, 4.1, 9.2)
12. Why is it necessary to learn appropriate table setting and etiquette? (1.3, 9.2)

OBJECTIVES:

The student will be able to:

1. describe and name the functions of a variety of kitchen tools, equipment and utensils. (9.2)
2. identify and research small and major appliances, their warrantees and energy star ratings. (3.1, 3.2, 3.4, 4.1, 9.2)
3. describe how to use and care for kitchen equipment. (3.1, 3.2, 3.3, 9.2)
4. demonstrate the use of gas and electric stoves emphasizing safety techniques. (2.1, 3.1, 3.3, 4.1, 9.2)
5. define cooking terms. (3.1, 3.2, 3.3, 3.4, 9.2)
6. review kitchen and general laboratory procedures (3.1, 3.3, 9.2)
7. review job requirements and teamwork in the laboratory situation. (3.1, 3.3, 9.2)
8. identify safety techniques that should be followed when working in the lab, home, school and other situations. (2.1, 3.1, 3.2, 3.3, 9.2)
9. explain and demonstrate the proper use of the fire extinguisher and fire blanket. (3.3, 9.2)
10. describe the importance of careful handling, buying, storage and the preparation of food. (3.3, 4.1, 5.6, 9.2)
11. review the New Food Pyramid by completing an internet research assignment. (3.1, 3.2, 3.5, 4.1, 5.6, 8.1, 9.2)
12. describe the nutritional needs of individuals in different stages of the family life cycle. (2.1, 2.2, 3.1, 3.2, 4.1, 5.6, 9.2)
13. describe the importance of meal patterns. (2.1, 3.1, 3.4, 5.6, 9.2)
14. demonstrate the differences between foods from basic ingredients and mixes. (3.1, 9.2)
15. prepare a variety of quick, nutritious foods. (2.1, 3.1, 3.3, 4.1, 9.2)
16. describe the appropriate ways to snack for good health. (2.1, 3.1, 9.2)
17. describe how to use the freezer to create shortcuts for busy days. (9.2)
18. interpret various labels to determine the best product for different applications. (3.1, 3.2, 3.5, 4.1, 9.2)
19. review basic metric measurements. (4.1, 9.2)
20. interpret and convert recipes for differing quantities. (4.1, 9.2)
21. review table setting and etiquette. (1.3, 9.2)

SUGGESTED STRATEGIES/RESOURCES AND MATERIALS:

- Guided Practice
- Independent Practice
- Questions and Answer Format
- Visual Aids
- Online Resources and/or Internet Research
- Lecture
STUDENT ACTIVITIES/PROJECTS:

- Science Experiment- Baking Powder Efficiency
- Math Handouts
- Recipes
- Internet Research
- Menu Planning Game
- Grooming Pictionary
- The New Food Pyramid Poster
- Healthy Habits Poster
- Fruit Poster
- Vegetable Poster
- DVD’s
- VCR Tapes
- Other Games

SUGGESTED ASSESSMENTS:

- Teacher Observation
- Class Participation
- Tests and Quizzes
- Project
- Completion of Supplemental Materials

UNIT II- MANAGING YOUR MONEY
ENDURING UNDERSTANDINGS:

1. Teens can learn how to make appropriate choices in order to develop consumer skills.
2. By comparison shopping, evaluating advertising, reading labels and checking warranties, teens can compare products and make wise buying decisions.
3. Learning how to plan a budget is an essential skill to become a fiscally responsible adult.
4. Learning how to constructively exercise consumer rights and responsibilities with business are necessary to resolving consumer issues.
5. Many agencies are available to resolve consumer related conflicts and problems.

ESSENTIAL QUESTIONS:

1. What are the roles and responsibilities of a teen consumer? (9.2)
2. Why is it important to comparison shop? (9.2)
3. Why is it essential to develop money management skills? (4.1, 9.2)
4. Why is it necessary to create a budget? (4.1, 9.2)
5. What are consumer rights and responsibilities? (9.2)
6. How can consumer agencies resolve problems and conflicts? (9.2)

OBJECTIVES:
The student will be able to:

1. describe how to become wise consumers using the appropriate decision making skills. (3.1, 3.2, 3.4, 9.2)
2. describe and interpret types of advertising. (1.4, 3.1, 9.2)
3. research various ways to comparison shop for goods and services. (9.2)
4. describe how to plan a budget and manage money effectively. (3.1, 4.1, 9.2)
5. list and discuss consumer and business rights and responsibilities. (9.2)
6. describe the proper techniques that should be utilized to solve consumer issues. (9.2)
7. use computer technology to investigate ways to solve consumer issues. (3.1, 3.2, 9.2)
8. write and/or evaluate sample consumer complaint letters. (3.1, 3.2, 3.5, 9.2)

**SUGGESTED STRATEGIES/ RESOURCES AND MATERIALS:**

- Guided Practice
- Independent Practice
- Questions and Answer Format
- Visual Aids
- Internet Research
- Lecture
STUDENT ACTIVITIES/PROJECTS:

• Consumer Handouts
• Consumer Complaint Letter Samples
• Internet Research
• Games

SUGGESTED ASSESSMENTS:

• Teacher Observation
• Class Participation
• Tests and Quizzes
• Project
• Completion of Supplemental Materials
UNIT III- PERSONAL APPEARANCE AND CLOTHING CARE

ENDURING UNDERSTANDINGS:

1. Good grooming habits are essential to be able to function effectively at school, in the workplace and society.
2. Having the appropriate wardrobe will help a person “look their best and feel their best” in a variety of situations.
3. Knowing how to take care of clothing appropriately enables a student to make a good impression on other people.

ESSENTIAL QUESTIONS:

1. Why is it important to have good grooming habits? (9.2)
2. What are the factors involved in selecting clothing for a particular occasion? (1.1, 9.2)
3. What factors should be considered when taking care of clothing? (1.1, 9.2)

OBJECTIVES:

The student will be able to:

1. select, use and care for grooming aids. (2.1, 3.1, 3.3, 9.2)
2. describe the differences among fashions, fads, and classic styles. (9.2)
3. describe how color, line and texture of clothing affect appearance. (1.1, 1.3, 9.2)
4. describe how to select clothing for a variety of situations. (9.2)
5. describe how to care and store clothing. (3.1, 3.3)
6. read and interpret clothing labels. (3.1, 3.2, 3.3, 9.2)
7. experiment with natural dyes on muslin and determine how they could
help the environment. (3.1, 3.2, 3.3, 3.4, 5.6, 9.2)
8. demonstrate how to sew a small project and/or hand stitch samples. (9.2)

SUGGESTED STRATEGIES/RESOURCES AND MATERIALS:

- Guided Practice
- Independent Practice
- Question and Answer Format
- Visual Aids
- Internet Research
- Lecture
- Experiment

STUDENT ACTIVITIES/PROJECTS

- Stain Removal Chart
- Over-Sized Button Kit
- Hand Stitching Samples
- Travel-Size Mending Kit
- Clothing Labels
- Pressing/Ironing Techniques
- Handouts

SUGGESTED ASSESSMENTS:

- Teacher Observation
- Class Participation
- Tests and Quizzes
- Dye Experiment - Project
- Completion of Supplemental Materials/Handouts/Assignments

UNIT IV- CAREER EXPLORATION
ENDURING UNDERSTANDINGS:

1. Choosing a career is one of the most important decisions of an individual's life. Investigating careers enables a student to follow the educational path that is essential to pursue a particular job. While considering the career to follow, the student should remember that interests and career choices may change.
2. Students should consider their skills, qualities they possess and what knowledge needs to be acquired before deciding on a career. This would then help ensure success in a chosen job.
3. Research should be conducted by a student to determine what education is necessary in order to pursue a particular career.
4. A student should research jobs and career paths by using the newspaper, the internet, The Occupational Handbook, magazines and other educational resources.

ESSENTIAL QUESTIONS:

1. Why is choosing a career one of the most important decisions in a student’s life? (9.1, 9.2)
2. Why should students evaluate their skills, qualities and knowledge before they decide on a career? (9.1, 9.2)
3. How much education is necessary for certain jobs? (3.1, 9.1, 9.2)
4. What types of careers are available for young people to pursue in the future? (3.1, 9.1, 9.2)

OBJECTIVES:
The student will be able to:

1. discuss and describe reasons for working. (3.1, 3.3, 3.4, 9.1, 9.2)
2. assess ones skills, qualities and knowledge for particular jobs. (9.1, 9.2)
3. describe the necessary education necessary for particular fields of work. (3.1, 3.3, 3.4, 9.1, 9.2)
4. list and describe ways for preparing for a career. (3.1, 3.3, 3.4, 9.1, 9.2)
5. use technology to investigate various jobs in the Family and Consumer Sciences field. (3.1, 3.2, 3.4, 8.1, 9.1, 9.2)

**SUGGESTED STRATEGIES/RESOURCES/MATERIALS:**

- Guided Practice
- Independent Practice
- Question and Answer Format
- Visual Aids
- Internet Research
- Lecture

**STUDENT ACTIVITIES/PROJECTS:**
• Handouts and or/ Written Assignments
• Career discussions
• Games

SUGGESTED ASSESSMENTS:

• Teacher Observation
• Class Participation
• Tests and Quizzes
• Completion of Supplemental Materials/Handouts/Assignments

RESOURCES

BOOKS:


**DVD COLLECTION:**
Cracking the Advertising Code
Kitchen Math: Measuring
The Table Manner Murders
Let’s Make a Meal

TAPES:


Sundeen, Nancy. Sew Cool Productions. Learning Zone Express: Owatonna, MN.


GAMES:

1. Utensil Game – Teacher produced
2. The New Food Pyramid Question Game – teacher adapted from a commercial game

INTERNET SITES:
1. http://about.com/
2. Colameca
3. www.cook’s.com
4. www.epicurious.com
5. Food Network
6. www.foodreference.com
7. Ina Garten
8. www.hershey.com
9. Kraft Foods
10. Land O’ Lakes
11. Martha Stewart
12. www.mms.com
14. Nabisco
15. Wheat Council
16. Others