



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Family and Consumer Science Grade Level(s): 7 Units of Credit: .25 Classification: Required	Length of Course: 7 cycles / 9 weeks Periods Per Cycle: 6 Length of Period: 47 minutes Total Instructional Time: Approximately 32 hours
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Course Description

This nine-week course provides an overview of key elements of family and consumer science. Family and Consumer Science focuses on introducing skills in the preparation of nutritional food, understanding kitchen and food safety, and demonstrating consumer knowledge. This course will also incorporate creation of consumer goods through textile and clothing.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers, Objectives, and Agendas Reading Strategies Large and Small Group Discussion Large and Small Group Work Compare and Contrast Activities Time Management and Organizational Practices	Lab/Hands-on Activities Sewing/Constructing Student Projects Clothing Repairs Measuring Ingredients and Supplies Use of Kitchen and Sewing Equipment Studying Activities	Teacher Discussion Teacher Demonstration Use of Technology to Complement Instruction On-line Learning Management System
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Assessments

Quizzes Tests	Project Rubrics	Anecdotal Records
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Materials/Resources

Teacher prepared Handouts/Workbooks/Manuals Teacher prepared PowerPoints Teacher prepared Tutorial Videos Teacher prepared Recipes Teacher prepared Games	iPads Food Preparation Websites/Videos Food Safety and Sanitation Videos Sewing Videos Microwave Videos	Sewing Machines and Sewing Tools Fabrics, Thread, Trims, Buttons, Cording, Notions Conventional and Microwave Ovens Kitchen Equipment/Tools Ingredients for Recipes
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Adopted: 8/21/91

Revised: 8/98; 10/04; 5/15/2017

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Food and Kitchen Safety</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to describe and demonstrate basic safety rules to avoid cuts, burns, and electric shock when working in the kitchen. B. Students will be able to describe and demonstrate proper sanitation and food handling techniques to prevent food borne illness (e.g. maintaining proper food temperatures, proper hand washing techniques, hair coverings, disinfecting work surfaces and equipment, avoidance of cross contamination, proper dish washing methods). C. Students will be able to describe factors that contribute to foodborne illness. <p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.6 B Describe safe food handling techniques (e.g. storage, temperature control, food preparation, conditions that create a safe working environment for food preparation).</p> <p>PA 11.3.6 F Analyze basic food preparation techniques and food handling procedures.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Measurements</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to identify and describe the proper equipment and its use in food preparation. B. Students will be able to describe what a meniscus is and accurately measure liquid ingredients. C. Students will be able to identify and successfully follow the information found in a recipe. D. Student will be able to apply knowledge of abbreviations and equivalents during food preparation. E. Students will be able to describe and demonstrate a variety of methods used to measure various ingredients including: solid fats, powdered ingredients, granulated ingredients, sticky ingredients, and liquid ingredients. <p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.6 F Analyze basic food preparation techniques.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Nutrition</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to compare and contrast the nutritional value of foods. B. Students will be able to describe the features of a whole grain, identify whole grain foods and explain the health benefits of eating whole grain foods. C. Students will be able to analyze the effect of nutrients on health, appearance and optimal performance. D. Students will be able to create a well-balanced daily menu using current dietary guidelines. E. Students will be able to explain the relationship between calories, nutrient and food input versus energy output. <p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.6 A Demonstrate knowledge of techniques used to evaluate foods in various forms (e.g. canned, frozen, dried, irradiated).</p> <p>PA 11.3.6 C Analyze factors that affect food choices.</p> <p>PA 11.3.6 D Describe a well-balanced daily menu using the dietary guidelines and food pyramid.</p> <p>PA 11.3.6 E Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Kitchen and Food Preparation</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to identify and describe the proper equipment and its use in food preparation. B. Students will be able to define and demonstrate key cooking terms (e.g. bake, broil, preheat, beat, and fold). C. Students will be able to identify and successfully follow the information found in a recipe. D. Students will be able to apply knowledge and comprehension of table setting and rules of etiquette during the preparation and consumption of foods. E. Student will be able to apply knowledge of abbreviations and equivalents during food preparation. F. Students will be able to describe and demonstrate proper cooking methods while using perishable and non-perishable food items. G. Students will be able to identify and explain how ingredients undergo chemical and biological changes during food production (e.g. role of leavening agents while preparing quick breads and yeast breads, denaturation of proteins). H. Students will be able to describe and demonstrate a variety of methods used to measure various ingredients including: solid fats, powdered ingredients, granulated ingredients, sticky ingredients, and liquid ingredients. I. Students will be able to apply knowledge and comprehension of organizational and time management skills in order to successfully prepare, eat, and clean-up recipes within the given class time. J. Students will make decisions and apply problem solving strategies to create a product within the given time. K. Students will be able to organize and utilize their kitchen spaces effectively to produce the given product.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Kitchen and Food Preparation (continued)</p>	<p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.6 A Demonstrate knowledge of techniques used to evaluate foods in various forms (e.g. canned, frozen, dried, irradiated).</p> <p>PA 11.3.6 C Analyze factors that affect food choices.</p> <p>PA 11.3.6 D Describe a well-balanced daily menu using the dietary guidelines and food pyramid.</p> <p>PA 11.3.6 E Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.</p> <p>PA 11.3.6 F Analyze basic food preparation techniques and food handling procedures.</p> <p>PA 11.3.6 G Describe the physical, biological, and chemical changes that take place in food preparation.</p> <p><u>11.2 Balancing Family, Work, and Community Responsibilities:</u></p> <p>PA 11.2.9 A Solve dilemmas using a practical reasoning approach.</p> <p>PA 11.2.6 B Deduce the importance of time management skills (e.g. home, school, recreational activities).</p> <p>PA 11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>PA 11.2.6 D Identify the concepts and principles used in planning space for activities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Consumerism</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to describe factors that make someone a “wise consumer.” B. Students will be able to explain different tactics used by stores to sell more products. C. Students will evaluate the pros and cons of prepackaged foods. <p><u>STANDARDS</u></p> <p><u>11.1 Financial Resource Management:</u></p> <p>PA 11.1.6 A Justify the decision to use or not use resources based on scarcity.</p> <p>PA 11.1.6.B Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses, and savings.</p> <p>PA 11.1.3 D Explain consumer rights and responsibilities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Food Labels</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to evaluate a nutrition facts label. B. Students will be able to compare and contrast foods and make healthy choices based upon the nutrition facts label. C. Students will be able to explain the importance of a food package to the marketing of a product. <p><u>STANDARDS</u></p> <p><u>11.3 Food Science and Nutrition:</u></p> <p>PA 11.3.6 A Demonstrate knowledge of techniques used to evaluate foods in various forms (e.g. canned, frozen, dried, irradiated).</p> <p>PA 11.3.6 C Analyze factors that affect food choices.</p> <p><u>11.1 Financial Resource Management:</u></p> <p>PA 11.1.9 D Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Creating Consumer Goods</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to identify the sewing machine parts and demonstrate knowledge of the function and proper usage of components. B. Students will be able to demonstrate basic sewing skills and techniques used in constructing a drawstring bag. C. Students will be able to identify and correctly use sewing tools including, but not limited to; sewing machines, sewing needles, seam rippers, fabric sheers, sewing gauges, irons, and marking tools. D. Students will be able to interpret and follow written, verbal, and visual directions to complete their project. E. Students will be able to describe key sewing terms and techniques (e.g. seam, hem, pressing, marking, and selvage edge). F. Students will be able to identify potential resources for obtaining goods for the family. G. Students will be able to apply knowledge and comprehension of organizational and time management skills in order to successfully complete their project. H. Students will make decisions and apply problem solving strategies while making their project. I. Students will be able to organize and utilize their space effectively while making their project.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Creating Consumer Goods (continued)</p>	<p><u>STANDARDS</u></p> <p><u>11.1 Financial and Resource Management:</u></p> <p>PA 11.1.9 F Evaluate different strategies to obtain consumer goods and services.</p> <p>PA 11.1.6 F Explain practices to maintain and/or repair consumer goods and services.</p> <p>PA 11.1.12 F Compare and contrast the selection of goods and services by applying consumer strategies.</p> <p><u>11.2 Balancing Family, Work, and Community Responsibility:</u></p> <p>PA 11.2.9 A Solve dilemmas using a practical reasoning approach.</p> <p>PA 11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>PA 11.2.6 D Identify the concepts and principles used in planning space for activities.</p> <p>PA 11.2.12 E Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Repairing Seams and Buttons</p>	<p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> A. Students will be able to recommend sewing techniques to use based on the type of repair that needs to be done. B. Students will be able to exhibit the ability to replace buttons and repair seams seems using a variety of techniques. C. Students will exhibit the ability to complete a variety of repair stitches (e.g. running stitch and back stitch). <p><u>STANDARDS</u></p> <p><u>11.1 Financial and Resource Management:</u></p> <p>PA 11.1.9 A Analyze current conservation practices and their effect on future renewable and non-renewable resources; reduce, reuse, and recycle.</p> <p>PA 11.1.9 F Evaluate different strategies to obtain consumer goods and services.</p> <p><u>11.2 Balancing Family, Work, and Community Responsibility:</u></p> <p>PA 11.2.9 A Solve dilemmas using a practical reasoning approach.</p> <p>PA 11.2.12 E Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>