

# Family & Consumer Sciences 7<sup>th</sup> Grade

## 7<sup>th</sup> Grade Overview

In 7<sup>th</sup> Grade, The Family and Consumer Science curriculum is implemented over a 10-week period and emphasizes developing the student's personal independence through collaborative and experiential learning. Units include Foods & Nutrition along with Fashion & Design. In the Foods and Nutrition Unit students will learn food safety and sanitation as they work towards planning, preparing and executing a well-balanced family meal. In the Fashion & Design Unit, students will advance beyond the basics of sewing to create a garment.

In grade 7 the learner will:

- make a healthy and nutritious breakfast.
- to prevent food borne illness.
- practice kitchen safety to prevent accidents.
- Practice food preparation.
- practice proper knife skills.
- practice hands-on measuring techniques.
- exercise real world application of math and reading skills.
- measure their body to fit a garment pattern
- sew a garment with finished seams
- use a serger
- create embroidery on a computer

# National Standards for Family and Consumer Sciences Education

Developed by the National Association of State Administrators of FCS

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## Area of Study 1.0

### Career, Community and Family Connections

#### Comprehensive Standard

Integrate multiple life roles and responsibilities in family, work, and community settings.

Content Standards		Competencies	
1.2	Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.3	Apply communication skills in school, community and workplace settings.
		1.2.4	Demonstrate teamwork skills in school, community and workplace settings.
		1.2.8	Demonstrate work ethics and professionalism.

## Area of Study 2.0

### Consumer and Family Resources

#### Comprehensive Standard

Evaluate management practices related to the human, economic, and environmental resources.

Content Standards		Competencies	
2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities.
		2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.

## Area of Study 14.0

<b>Nutrition and Wellness</b>			
<b>Comprehensive Standard</b>			
Demonstrate nutrition and wellness practices that enhance individual and family well-being.			
<b>Content Standards</b>		<b>Competencies</b>	
14.2	Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span	14.2.1	Analyze the effect of nutrients on health, appearance, and peak performance.
		14.2.2	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
		14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)	14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.
		14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

<b>Area of Study 16.0</b>			
<b>Textiles, Fashion, and Apparel</b>			
<b>Comprehensive Standard</b>			
Integrate knowledge, skills, and practices required for careers in textiles and apparels.			
16.3	Demonstrate fashion, apparel, and textile design skills.	16.3.7	Demonstrate ability to use technology for fashion, apparel, and textile design.
16.4	Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.	16.4.5	Demonstrate basic skills for producing and altering textile products and apparel.

## Family & Consumer Sciences – 7<sup>th</sup> Grade

### Assessments

Assessments are based on skill objectives.

Student's progress in the 7<sup>th</sup> Grade Family and Consumer Sciences course will be measured with both formative and summative performance based assessments.

Common assessments will be used and correlated within each unit.

### Teacher Resources

- Internet, tablets, books, teacher texts, current and relevant magazines, online resources.
- Modern kitchen equipment, small appliances, hand tools, and other relevant supplies and materials.

Unit 1	Essential Questions	Central Understandings	Skill Objective
<b>Foods &amp; Nutrition</b>		Students will understand:	Students will be able to:
Healthy Eating Habits	Why is it healthier to make my own food at home?	<ul style="list-style-type: none"> <li>the components of a well-balanced meal.</li> <li>the difference between foods prepared from scratch versus processed foods.</li> </ul>	<ul style="list-style-type: none"> <li>plan and prepare a well-balanced meal for their family.</li> <li>use fresh, minimally processed ingredients in preparing a well-balanced meal.</li> </ul>
Food Safety and Sanitation	How can food make me sick?	<ul style="list-style-type: none"> <li>foodborne illness is a result of improper hygiene, food handling, storage, and sanitation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>apply proper dishwashing techniques.</li> <li>practice the 4 C's of food safety during food preparation.</li> </ul>
Kitchen Safety	How come most home accidents happen in the kitchen?	<ul style="list-style-type: none"> <li>safety practices to help prevent kitchen accidents.</li> </ul>	<ul style="list-style-type: none"> <li>conduct themselves in the lab in a safe manner.</li> </ul>
Food Preparation	Why do I need to know how to read a recipe?	<ul style="list-style-type: none"> <li>basic food preparation techniques and recipe terminology: sauté, stove-top cooking, boil, and simmer.</li> <li>identify recipe terminology and abbreviations.</li> </ul>	<ul style="list-style-type: none"> <li>prepare recipes from scratch following a recipe with minimal assistance.</li> <li>demonstrate correct selection and use of kitchen tools.</li> <li>read and follow a recipe.</li> </ul>

<b>Knife Skills</b>	Why is the bear claw necessary when using a knife?	<ul style="list-style-type: none"> <li>• how to hold a knife.</li> <li>• bear claw hold.</li> </ul>	<ul style="list-style-type: none"> <li>• utilize proper knife skills to rough cut and slice.</li> </ul>
<b>Measuring Skills</b>	What happens if I measure dry ingredients in a liquid measure?	<ul style="list-style-type: none"> <li>• how to properly measure ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• select and use the appropriate measuring tools.</li> </ul>
<b>Interdisciplinary Skills</b>	Why do I need to understand fractions?	<ul style="list-style-type: none"> <li>• real world application of math and reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• read &amp; follow instructional materials.</li> <li>• apply math skills to measuring techniques.</li> </ul>

<b>Unit 2</b>	<b>Essential Questions</b>	<b>Central Understandings</b>	<b>Skill Objective</b>
<b>Textiles &amp; Design</b>		Students will understand:	Students will be able to:
<b>Machine Skills</b>	What is a serger?	<ul style="list-style-type: none"> <li>• how to finish a seam using a serger.</li> <li>• a properly wound bobbin is essential for sewing.</li> </ul>	<ul style="list-style-type: none"> <li>• operate a serger.</li> <li>• wind a bobbin.</li> <li>• apply machine skills learned in 6<sup>th</sup> grade.</li> </ul>
<b>Sewing Skills</b>	Why do different projects have different seams??	<ul style="list-style-type: none"> <li>• a stitched curve needs to be consistent.</li> <li>• the necessity of finishing seams.</li> <li>• the purpose of a free arm.</li> <li>• how to sew with a ¼ inch seam allowance.</li> </ul>	<ul style="list-style-type: none"> <li>• stitch curves.</li> <li>• apply an overlock seam finish.</li> <li>• sew a circular seam.</li> <li>• sew a ¼ inch seam.</li> <li>• apply skills learned in 6<sup>th</sup> grade.</li> </ul>
<b>Basic Sewing Tool Skills</b>	What tools are used to make a garment?	<ul style="list-style-type: none"> <li>• how to use basic sewing tools.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate correct use of sewing tools: <ul style="list-style-type: none"> <li>○ tape measure</li> <li>○ seam ripper</li> <li>○ seam gauge.</li> </ul> </li> </ul>

<b>Construction Skills</b>	How is clothing made?	<ul style="list-style-type: none"> <li>• the purpose of pre-shrinking fabric.</li> <li>• understand that a pattern is a template for constructing a garment.</li> <li>• understand the purpose of notches.</li> <li>• appropriate hem finishes.</li> </ul>	<ul style="list-style-type: none"> <li>• preshrink fabric.</li> <li>• trace a notched pattern.</li> <li>• hem a garment.</li> <li>• take their personal measurements to determine pattern size.</li> </ul>
<b>Computer skills</b>	What are machine robotics?	<ul style="list-style-type: none"> <li>• the generation of computer embroidery.</li> <li>• how computer generated embroidery is applied to fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• create a computer generated embroidery design.</li> <li>• apply computer generated design to fabric.</li> </ul>
<b>Hand sewing skills</b>	Can you sew without a machine?	<ul style="list-style-type: none"> <li>• a running stitch is used for hand basting.</li> </ul>	<ul style="list-style-type: none"> <li>• hand sew a running stitch.</li> <li>• apply skills learned in 6<sup>th</sup> grade.</li> </ul>
<b>Interdisciplinary Skills</b>	Why is measuring necessary to clothing construction?	<ul style="list-style-type: none"> <li>• understand the application of math, reading and following directions as it applies to sewing.</li> </ul>	<ul style="list-style-type: none"> <li>• read and follow instructional materials.</li> <li>• apply appropriate math skills.</li> <li>• select and use the appropriate measuring tools.</li> </ul>