

**CARLISLE AREA SCHOOL DISTRICT**

**Carlisle, PA 17013**

**FAMILY AND CONSUMER SCIENCE**

**GRADE 7**

Date of Board Approval: October 20, 2016

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	Family and Consumer Science	<b>SUBJECT:</b>	Family and Consumer Science	<b>GRADE LEVEL:</b>	7
<b>COURSE LENGTH:</b>	Marking Period	<b>DURATION:</b>	46 Minutes	<b>FREQUENCY:</b>	Daily
<b>PREREQUISITES:</b>	N/A	<b>CREDIT:</b>	N/A	<b>LEVEL:</b>	N/A

**Course Description/Objectives:** Expand on knowledge and skills learned in 6<sup>th</sup> grade Family and Consumer Science and introduces the topics of child development and babysitting. Hands on activities and labs in all areas will be used to create authentic learning opportunities for all students.

**Text:** N/A

**Curriculum Writing Committee:** Gail D’Urso    Melissa Klingel

## COURSE TIME LINE

### **Unit 1: Child Development**

11 days

- Developmental stages of childhood
- Safety practices
- Children's literature
- Creativity and play

### **Unit 2: Kitchen Activities While Babysitting**

12 days

- Sensory play in the kitchen
- Using symbols to communicate
- Age appropriate foods for children

### **Unit 3: Textiles**

22 days

- Sewing machine operation
- Use of sewing equipment
- Project construction

**TOTAL:** 45 days

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Family and Consumer Science	<b>TIME FRAME:</b>	11 days
<b>UNIT #1:</b>	Child Development	<b>GRADE:</b>	7

## STANDARDS:

### PA Academic Standards: Family and Consumer Science

- 11.4.3.A • Identify characteristics in each stage of child development.
- 11.4.6.A • Compare and contrast child development guided practices according to the stage of child development.
- 11.4.6.B • Identify ways to keep children healthy and safe at each stage of child development.
- 11.4.9.B • Evaluate health and safety hazards relating to children at each stage of child development.
- 11.4.6.C • Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, preschool).
- 11.4.6.E • Identify characteristics of quality literature for children and other literacy enhancing activities.
- 11.4.9.E • Explain how storytelling, story reading and writing enhance literacy development in children.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Family and Consumer Science	<b>TIME FRAME:</b>	11 days
<b>UNIT #1:</b>	Child Development	<b>GRADE:</b>	7

## UNDERSTANDINGS

Child care skills can be learned through reading, discussion, and experience working with children.

Understanding developmental stages is a key to safe and successful child care.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Identify realistic expectations for children at various developmental stages.
- Recognize that reading to young children develops social, emotional, and cognitive skills.
- List ways to foster creativity in young children.

### DO

- Categorize developmental milestones at various ages, birth through five years.
- Evaluate environments for child safety.
- Analyze children’s literature for age appropriate elements.
- Create a tactile activity that fosters creativity in young children.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Family and Consumer Science	<b>TIME FRAME:</b>	12 days
<b>UNIT #2:</b>	Kitchen Activities While Babysitting	<b>GRADE:</b>	7

## STANDARDS:

### PA Academic Standard: Family and Consumer Science

- 11.2.6.B • Classify the components of effective teamwork and leadership.
- 11.2.9.C • Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.
- 11.3.3.G • Classify foods according to senses.
- 11.3.6.C • Analyze factors that effect food choices.
- 11.4.9.B • Evaluate health and safety hazards relating to children at each stage of child development.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Family and Consumer Science	<b>TIME FRAME:</b>	12 days
<b>UNIT #2:</b>	Kitchen Activities While Babysitting	<b>GRADE:</b>	7

## UNDERSTANDINGS

Children can be included in kitchen activities in developmentally appropriate ways.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Select appropriate kitchen equipment for particular tasks.
- Identify symbols and abbreviations that support recipe comprehension.
- Identify age appropriate characteristics of recipes and foods at various stages of development.

### DO

- Collaborate in lab groups to ensure safe, sanitary kitchen procedures.
- Use proper cooking techniques to successful complete recipes.
- Decode symbolic representation of recipe ingredients and procedures to successful complete recipes.
- Prepare foods for young children that are developmentally and nutritionally appropriate.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Family and Consumer Science	<b>TIME FRAME:</b>	22 days
<b>UNIT #3:</b>	Textiles	<b>GRADE:</b>	7

## STANDARDS:

### PA Academic Standard: Family and Consumer Sciences

- 11.1.6.F • Explain practices to maintain and/or repair consumer goods and services.
- 11.2.9A • Solve dilemmas using a practical reasoning approach.

### National Standards for Family and Consumer Sciences Education:

- 16.4.3 • Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- 16.4.1 • Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 16.4.5 • Demonstrate basic skills for producing and altering textile products and apparel.



# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Family and Consumer Science	<b>TIME FRAME:</b>	22 days
<b>UNIT #3:</b>	Textiles	<b>GRADE:</b>	7

## UNDERSTANDINGS

Combining basic sewing skills with written instructions allows for creating of projects with multiple steps and parts.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Identify safety practices to follow while working on sewing machines.
- Identify uses for sewing machine attachments.
- Select appropriate sewing techniques as determined by written project directions.

### DO

- Demonstrate grade level mastery of sewing skills by stitching on paper.
- Thread a sewing machine with 100% accuracy.
- Apply sewing machine knowledge and skill mastery to construct a multi-step, multi-part project.
- Perform appropriate sewing techniques to successfully follow written project directions.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)