

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science Exploratory Course

Grade Level: 7

LG 1 Food Preparation

High Priority Standards

National FCS Standards – Food Production Services

8.2 – Demonstrate food safety and sanitation procedures.

8.4 - Demonstrate menu planning principles and techniques based on standardized recipes.

Learning Goal	Proficiency Scale
Students will be able to prepare a variety of foods.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Handling equipment safely.• Applying principles of cooking such as measurement, portion control, and food interactions.• Following a recipe as written.• Following sanitation techniques to prevent contamination. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: cross-contamination, time management, preparation techniques.• Performing processes such as:<ul style="list-style-type: none">○ Identifying safe equipment use.○ Identifying major food borne illnesses.

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- Recalling units of measure and equivalents.
- Identifying a well written recipe.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

Students know how to:

- Understand lab procedure; planning, time management, cooperation, reading and following recipes, measuring and preparation techniques.
- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.

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LG 2 Nutrition

High Priority Standards

National FCS Standards – Food Production and Services & Nutrition and Wellness

14.2 – Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

Learning Goal	Proficiency Scale
Students will be able to make healthy food choices.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Comparing food guidelines to analyze nutrition in foods.• Planning nutritious meals.• Evaluating the nutritional needs of individuals and families in relation to health and wellness across the life span Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: dairy foods, fruits, vegetables, protein, MyPlate, nutrition label, serving size, and activity level.• Performing processes such as:<ul style="list-style-type: none">○ Using the MyPlate tool to plan food choices.○ Identifying reliable current published food guidelines.○ Identifying factors that influence nutrition and wellness. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Learning Targets

Students know how to:

- Understand the effect of food choices on health.
- Understand how to use food and nutrition information.
- Apply MyPlate guidelines in planning to meet nutrition and wellness needs.

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LG 3 Child Development

High Priority Standards

National FCS Standards – Human Development

12.3 – Analyze strategies that promote growth and development across the lifespan.

Learning Goal

Students will understand the care a child requires.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Maintaining communication between parents of the child and self.
- Applying strategies to prevent emergencies.
- Determining and taking action when outside help is needed, such as an injury or intruder.
- Planning activities based on child’s developmental level.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: physical development, emotional development, social development, intellectual development, play, first aid, newborn, infant, toddler, and preschooler.
- Performing processes such as:
 - Identifying important information needed before parents leave.

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- Choosing activities for the children.
- Following parental instructions.
- Identifying procedures to follow in case of emergency.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Ask parents questions before they leave when babysitting.
- Prevent accidents from happening.
- Respond when accidents do happen.
- Choose activities for various age children.

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LG 4 Sewing

High Priority Standards

National FCS Standards – Textiles, Fashion, and Apparel

16.4 – Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Learning Goal	Proficiency Scale
Students will be able to produce a sewn item.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Using sewing equipment as instructed and in a safe manner.• Following a pattern. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: seam allowance, back stitch, right side of the fabric, wrong side of the fabric, parts of the machine (hand wheel, presser foot, and foot pedal), and equipment (bobbin, seam ripper, seam gauge, and shears).• Performing processes such as:<ul style="list-style-type: none">○ Laying out and pinning a pattern.○ Identifying the tools of sewing and parts of the machine.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Learning Targets

The student knows how to:

- Demonstrate lab procedure; safety, time management, and following directions.
- Demonstrate introductory skills in using a variety of equipment, tools, and supplies for project completion.
- Use the sewing machine.