

# Family & Consumer Science Cycle 7 Overview

Content Area: **Math**  
Course(s): **Family & Consumer Science Cycle**  
Time Period:  
Length: **7 weeks**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

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Course Adoption: 10/28/1988

Curriculum Adoption: 10/28/1988

Date of Last Revision Adoption: 9/1/2017

## Course Overview

### COURSE DESCRIPTION

The Family and Consumer Sciences Seventh Grade Cycle will present students with exploratory experiences designed to meet the New Jersey Core Content Standards and allow them to grow as individuals with practical experience. Areas of study will include Life Skills with activities designed to meet the needs and characteristics of the seventh grade student. Hands-on experiences will allow students to develop a sense of self, learn to relate to others, become more independent in thinking and problem solving.

**Course Name: Family and Consumer Sciences Grade 7 Cycle #3812**

Course Number	School Numbers	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
3812	055	S	7	0.00	200	R	10/03/96

### PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJCCC Standard		NJCCC Standard		NJCCCS Standard	
1. Visual and Performing Arts		5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	P
2. Health and Physical Education	S	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			

### Scope and Sequence:

<b>Unit 1 Class Guidelines</b>
<b>Introduction to FCS</b>

- **Student expectations**
- **Folder creations**
- **Food favorite awareness**
- **Grading procedures**

## **Unit 2 Kitchen Safety**

- **What is common sense?**
  - **Sanitation**
  - **Physical safety**
  - **Fire safety**

## **Unit 3 Kitchen Equipment**

- **Identify utensils**
- **Understand uses of utensils**
  - **Demonstration**
  - **Lab preparation**

## **Unit 4 Measurement**

- **Terms-measurement**
- **Demonstration**
- **Lab preparation**
- **Time management**

## **Unit 5 Food Choices/ Portion control**

- **Needs vs. Wants**
- **Organization Skills**
- **Demonstration**

<ul style="list-style-type: none"> <li>· <b>Lab preparation</b></li> <li>· <b>Food preferences</b></li> </ul>
<b>Unit 6 Gathering Recipes via the Internet</b> <ul style="list-style-type: none"> <li>· <b>Computer resources for recipes</b></li> <li>· <b>“How To” locate and collect recipes</b></li> <li>· <b>Evaluate difficulty of recipe</b></li> <li>· <b>Time management for recipes</b></li> </ul>
<b>Unit 7 Hand Sewing</b> <ul style="list-style-type: none"> <li>· <b>Simple sewing tools</b></li> <li>· <b>Needle and thread to buttons</b> <ul style="list-style-type: none"> <li>· <b>Running stitch</b></li> <li>· <b>Creativity</b></li> </ul> </li> </ul>

## **Textbooks and Other Resources**

### **COURSE RESOURCES**

Teacher developed materials

DVD's

Kitchens and appliances

Tools and equipment (Kitchen & Sewing)

## **Standards**

HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.B.3	Summarize information about food found on product labels.
HPE.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk

	of disease, and keeps body systems functioning effectively.
HPE.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
HPE.2.1.4.B.4	Interpret food product labels based on nutritional content.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
HPE.2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.A.3	Explain how income affects spending and take-home pay.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Grading and Evaluation Guidelines**

### **GRADING PROCEDURES**

The final course proficiency grade will be based on students' performance throughout the course based on the identified New Jersey Core Content Standards for career and technical education and consumer, family and life skills (CPI's up to and including grade eight). Students' individual grades will be based on performance in 7 units of instruction: Safety, Equipment, Measurement, Sewing, Food Choices, and Table Manners/Etiquette.

Written Assessments/Quiz-Tests	20%	(Based on CPI indicators)
Class/Group Participation	20%	
Individual Sewing Project	30%	
Food Prep Labs	30%	

## COURSE EVALUATION

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

The goal of this course is for a minimum of 95% of the total number of enrolled students to attain at least the minimum proficiency level.

## Other Details

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### **72201 Family and Consumer Science—Comprehensive**

Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.