

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

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

**Curriculum writing committee:**

Paulina Waleck & Leslie Peters

**Grade Level: 7<sup>th</sup> Grade**

**Date of Board Approval: \_\_\_\_\_ 2021 \_\_\_\_\_**

## Course Weighting: 8<sup>th</sup> Grade Family & Consumer Sciences

<b>Classwork</b>	<b>35%</b>
<b>Lab Grades</b>	<b>20%</b>
<b>Projects/Tests/Quizzes</b>	<b>45%</b>
<b>Total</b>	<b>100%</b>

## Curriculum Map

### Overview:

This course is designed to provide learning experiences to meet all of the State Standards for Family & Consumer Sciences: Financial and Resource Management; Balancing Family, Work and Community Responsibility; Food Science and Nutrition; and Child Development.

Units of study include:

Financial Literacy, Child Development, and Foods & Nutrition.

**Time/Credit for the Course: 45 days (1 quarter) and .25 credits**

### Goals:

- Students will be able to differentiate between the three types of expenses. Using this information students will be able to apply this knowledge to create a personalized budget.
- Students will be able to identify items they must bring with them in order to open a bank account.
- Students will be able to fill out a withdrawal slip, deposit slip, and saving register.
- Students will be able to identify the five developmental areas all children grow and develop in.
- Students will be able to distinguish the developmental differences between infants, toddlers, and preschoolers.
- Students will be able to identify the five food groups as well as distinguish between the six essential nutrients.
- Students will be able to properly prepare food items using proper measuring techniques, implementing specific cooking techniques, as well as follow the designed instructions in a recipe.

**Big Ideas:**

- Responsible consumers use effective resource management to accomplish individual, family, and community goals.
- Children can grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.
- Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal levels

**Textbook and Supplemental Resources:**

Young Living Student Workbook

ISBN #: 0-02-642818-0

Workbook Publisher & Year of Publication: Glencoe/McGraw-Hill 1997

# Curriculum Plan

Time/Days      8-10 days

## Unit 2- Money Management

- **Standards (by number):** 11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.9.B, 11.1.9.F
- **Anchors:** CC.3.5.6-8.C, CC.3.5.6-8.D, CC.3.5.6-8.I, CC.3.5.6-8.J, CC.3.6.6-8.A, CC.3.6.6-8.B, CC.3.6.6-8.C, CC.3.6.6-8.D, CC.3.6.6-8.E, CC.3.6.6-8.G, CC.2.2.HS.C.6, CC.2.3.HS.A.14
- **Eligible Content:**
  - Where does money come from?
  - What are the components of a budget?
  - What are the three types of expenses?
  - What are the components of a Savings Deposit Slip and a Savings Withdrawal Slip?
  - How do you track your expenses?
  - What is the difference between a credit card and a debit card?
  - How do you properly read a credit card statement?
  - What is a credit score?
  - How does a credit score impact your purchasing power?

### **Objectives:**

- Students will identify sources of income. (DOK 1)
- Students will recognize the importance of money in society. (DOK 1)
- Students will distinguish the individual roles of banks. (DOK 2)
- Students will create their own individual budget. (DOK 4)
- Students will apply what they know about budgets to make sound financial decisions. (DOK 4)
- Students will distinguish the purpose of savings accounts. (DOK 2)
- Students will list the guidelines of how to open a savings account. (DOK 1)
- Students will apply the concepts of how to fill out a Deposit Slip, Withdrawal Slip, and record transactions in a Savings Register. (DOK 4)
- Students will define credit, bad credit, credit history, loans, and annual percentage rate (APR). (DOK 1)
- Students will identify the difference between a credit card and a debit card. (DOK 2)

- Students will be able to analyze a credit card statement. (DOK 4)
- Students will analyze the cost associated with borrowing money. (DOK 4)
- Students will compare the costs of buying items with credit cards versus purchasing items with cash. (DOK 3)

### **Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss Unit 1: You and Your Money from the "[Money Management Presentation](#)."
- Review and complete "[Unit 1- Money & Banking Terms Skeleton](#)".
- View, interact, and discuss Unit 2: Budgeting from the Money Management presentation (linked above).
- Review and complete "[Unit Two- Budgeting Skeleton](#)".
- Practice making a budget by completing "[School Supplies List](#)".
- View, interact, and discuss "[Unit 3: Opening a Savings Account](#)" from the "Money Management Presentation" (linked above).
- Complete the "[Unit 3: Opening a Savings Account Skeleton](#)".
- Practice filling out deposit and withdrawal slips using the Smart Board and teacher created Smart Board Practice examples.
- Complete "[Savings Deposit, Withdrawal, and Register](#)" Assessment.
- View, interact, and discuss "[Unit 4: Credit and You](#)" presentation.
- Complete the teacher created "[Unit 4- Credit and You Skeleton](#)".
- Complete the teacher revised "[Saving for Things Worksheet](#)".
- Play the teacher-created "Kahoot Hands on Banking Review Game" to review the vocabulary and concepts of the unit.
- Complete the "[Money Management Unit Test](#)".

### **Assessments:**

#### **Diagnostic:**

1. Motivating activities and questioning
2. Warm up questions
3. Tickets out the door
4. Kahoot Review Game

#### **Formative:**

1. [Unit 1: Money & Banking Terms Skeleton](#)
2. [Unit 2: Budgeting Skeleton](#)
3. [School Supplies Worksheet](#)
4. [Unit 3: Opening a Savings Account Skeleton](#)
5. [Unit 4- Credit and You Skeleton](#)
6. [Savings for Things Worksheet](#)

#### **Summative:**

1. [Savings Deposit, Withdrawal, and Register Assessment](#)

## 2. [Money Management Unit Test](#)

# Curriculum Plan

Time/Days      15 days

### Unit 2- Child Development

- **Standards (by number):** 11.1.6.D, 11.1.6.E, 11.1.6.G, 11.2.6.A, 11.2.6.B, 11.2.6.C, 11.2.6.E, 11.2.6.F, 11.2.6.F, 11.2.6.G, 11.2.6.H, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E, 11.4.9.A, 11.4.9.C, 11.4.9.E
  
- **Anchors:**  
CC.3.5.6-8.A, CC.2.5.6-8.B, CC.3.5.6-8.E, CC.3.5.6-8.I, CC.3.5.6-8.J, CC.3.6.6-8.A, CC.3.6.6-8.B, CC.3.6.6-8.C, CC.3.6.6-8.D, CC.3.6.6-8.E, CC.3.6.6-8.G, CC.2.2.HS.C.6, CC.2.3.HS.A.14
  
- **Eligible Content:**
  - What is the difference between a caregiver and a parent?
  - What are the five developmental areas of a child?
  - What is the age frame and developmental needs of an infant?
  - What is the age frame and developmental needs of a toddler?
  - What is the age frame and developmental needs of a preschooler?
  
  - What are techniques used to select a developmentally appropriate children's book?
  - Why is it important for children to be exposed to books and written word?
  - What are techniques used to select a developmentally appropriate toy?
  - Why is play important in a child's development?

### **Objectives:**

- Students will differentiate between parenting, parenthood, and being a caregiver. (DOK 3)
- Students will summarize the commitment involved in becoming a parent. (DOK 2)
- Students will develop a logical argument on how parenting skills can help parents and caregivers interact positively with children. (DOK 3)
- Students will differentiate between the five types of development. (DOK 3)
- Students will analyze what to expect when interacting with children of different ages and stages. (DOK4)
- Students will identify how to prepare for a babysitting experience. (DOK 1)
- Students will analyze ways of how to care for infants, toddlers, and preschoolers while meeting their development needs. (DOK 4)
- Students will summarize developmentally appropriate techniques to help children learn. (DOK 3)

- Students will assess how infants, toddlers, and preschoolers learn through play depending on their development. (DOK 3)
- Students will recognize how to select safe toys. (DOK 1)
- Students will connect the importance of reading to the development of young children. (DOK 4)
- Students will identify characteristics of quality literature for young children. (DOK 1)
- Students will summarize how to keep children safe. (DOK 2)
- Students will formulate ways of how to prevent common accidents. (DOK 4)

### Core Activities and Corresponding Instructional Methods:

- Motivating activity: brainstorm to determine the meaning of and differentiate between “Parenthood, Parenting, and Caregiver”.
- View and discuss the teacher created “[Babysitting 101](#)” PowerPoint, - focus on topics like; how to prepare for your babysitting experience, your responsibility on the job, questions to ask before taking a job, questions to ask before the parents leave the residence, and the rewards of babysitting.
- Complete “[Babysitting Notesheet](#)” throughout the Infant PowerPoint.
- Review the do’s and don’ts of babysitting with “[Babysitting Blues](#)” worksheet.
- Complete the “[Babysitting Flyer](#)” activity, reviewing the components of a great babysitter flyer.
- Demonstrate how the baby operates and necessary equipment for [Real Care Baby III program](#).
- Teacher demonstration of caring for “Real Care Baby III”.
- Student practice with Real Care Babies – complete teacher-created [Real Care Baby Simulation Checklist](#) & [Real Care Baby Reflection](#).
- Real Care Baby III – each day one student in each group will care for the “Baby” for the class period –this activity will continue for the remainder of the Child Development Unit. Students will be graded using the Real Care Baby Software program.
- View, interact, and discuss “[Infants](#)” via the Infant PowerPoint.
- Complete “[Infant Note Sheet](#)” throughout the Infant PowerPoint.
- View, interact, and discuss “[Toddlers](#)” via the Toddler PowerPoint.
- Complete “[Toddler Note Sheet](#)” throughout the Toddler PowerPoint.
- Complete “[What Can Children Do](#)” worksheet.
- Discuss the importance of reading to the development of young children and the characteristics of quality literature for young children
- Complete “[Book Evaluation](#)” worksheet.
- Discuss how to keep children safe and how to prevent common accidents.
- Complete Activity 46 “[Keeping Children Safe](#)”.
- View, interact, and discuss [Child Development Review Activity/Game](#).
- Complete the [Child Care Unit Test](#) or [Child Development Project](#).

### Assessments:

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm up questions
  - Tickets out the door

- **Formative**

- [Babysitting Blues](#)
- Student practice with Real Care Babies
- [Real Care Baby Reflection](#)
- [Infant Care Note Sheet](#)
- [Toddler Care Note Sheet](#)
- [What Can Children Do Worksheet](#)
- [Book Evaluation](#)
- [Keeping Children Safe](#)

- **Summative:**

- [Babysitter Flyer](#)
- Real Care Baby Simulation
- [Child Development Test](#)



# Curriculum Plan

Time/Days: 25 days

## Unit 3 - Foods and Nutrition

**Standards (by number):** 11.3.6.A, 11.3.6.B, 11.3.6.C, 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G

**Anchors:** CC.3.5.6-8.B, CC.3.5.6-8.D, CC.3.5.6-8E, CC.3.5.6-8N, CC.3.5.6-8.I, CC.3.5.6-8.J, CC.3.6.6-8.A, CC.3.6.6-8.B, CC.3.6.6-8.C, CC.3.6.6-8.D, CC.3.6.6-8.E, CC.3.6.6-8.G, CC.2.2.HS.C.6, CC.2.3.HS.A.14

### **Eligible Content:**

- What are the six essential nutrients?
- What are the components of the Choose MyPlate Image?
- What is a serving size?
- How do you determine your recommended daily calorie intake?
- What are safe food handling techniques for the kitchen?
- What are ways to sanitize a kitchen environment and cooking equipment?
- How do you prevent common kitchen accidents?
- What are common pieces of kitchen tools and utensils?
- What are customary measurements and equivalents?
- How do you properly measure dry ingredients?
- How do you properly measure liquid ingredients?
- What are the components of a recipe?
- How do you create a work plan?
- How do you implement a work plan?
- How do you work efficiently amongst a group within a kitchen environment?

### **Objectives:**

- Students will discuss how food affects the way you look and feel. (DOK 2)
- Students will describe how the nutrients in food keep the body healthy, promote growth and give energy. (DOK 4)
- Students will recognize and identify the food groups of MyPlate. (DOK 1)
- Students will explore how MyPlate can be used to plan the healthy serving amounts that are right for you. (DOK 3)
- Students will identify why fitness is a key component to living a healthy lifestyle. (DOK 3)
- Students will identify the sources of food contamination. (DOK 3)
- Students will implement safe food handling procedures. (DOK 3)
- Students will describe ways to keep the kitchen clean. (DOK 2)
- Students will identify causes of common kitchen accidents.(DOK 3)
- Students will integrate safe kitchen procedures to help prevent common kitchen accidents. (DOK 4)

- Students will categorize the different types of kitchen tools and utensils.(DOK 4)
- Students will explain the proper use of kitchen tools and utensils. (DOK 2)
- Students will list customary measurements and equivalents. (DOK 1)
- Students will implement the proper tools for measuring ingredients. (DOK 3)
- Students will demonstrate the proper way to measure dry and liquid ingredients. (DOK 3)
- Students will locate the components of a recipe. (DOK 1)
- Students will explain how to follow the recipe and directions. (DOK 2)
- Students will collaborate as a team to complete food recipes within the kitchen environment. (DOK 3)

### **Core Activities and Corresponding Instructional Methods:**

- Discuss “health” as the most important influence of food choices.
- View, interact, and discuss the six essential nutrients and MyPlate via the “[Nutrition and Choose my Plate](#)” PowerPoint.
- Complete “[Nutrition Notes Skeleton](#)”
- Complete “[Let’s get Fooducated](#)” worksheet.
- Complete “[What’s Really In Your Snack](#)” class activity and worksheet.
- Teacher Show & Tell activity to identify kitchen tools and utensils along with their uses.
- Complete “[Personalized Calorie Intake and Meal Plan Worksheet.](#)”
- Teacher demonstration of proper measuring techniques. Complete a “[Measuring Stations](#)” rotation activity.
- Complete “[Measuring Match-Up](#)” worksheet.
- Direct instructions on types of recipe formats and how to read and follow a recipe.
- Discuss how to work as a team member and to follow a work plan in the Foods Lab.
- Cooking Lab Plan and [Evaluation Sheet](#).
- Food Labs Experiences.

### **Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm up questions
  - Tickets out the door
  
- **Formative**
  - [Nutrition Notes Skeleton](#) Notes
  - “[Let’s Get Fooducated](#)” Worksheet
  - “[What’s Really in your Snack](#)” Worksheet
  - “[Personalized Calorie intake and Meal Plan](#)” Activity
  - Equipment Seek and Find Activity

- [“Measuring Stations”](#) Rotation Activity
- [“Measuring Match-Up”](#) Worksheet

- **Summative:**

- [Cooking Lab Evaluation Sheet](#)

-

**Checklist to Complete and Submit:**  
(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
  
- \_\_\_\_\_ The primary textbook form(s).
  
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.**

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>