



Course Title: 7th Grade Family & Consumer Sciences		
Description: Seventh graders will focus on three topic areas: Cooking, Money Management, and Careers in FCS. Learning in these areas will improve quality of life for students' families at home, work, and within relationships.		
Reporting Topic	Grade Level Standards	Competency Statement
Cooking & Nutrition	<ul style="list-style-type: none"> 8.5.2 Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product. 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 	<i>Demonstrate knowledge of nutrition and ability to use proper cooking methods to prepare a recipe.</i>
Money Management	<ul style="list-style-type: none"> SS.8.26. Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills) SS.8.27. Calculate the cost of borrowing money for different types of goods. (21st century skills) SS.8.28. Explain how investing may build wealth and help meet financial goals. (21st century skills) SS.8.29. Identify ways insurance may minimize personal financial risk. (21st century skills) 	<i>Demonstrate understanding of how to manage money for the future.</i>
Careers in FCS	<ul style="list-style-type: none"> 3.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 	<i>Demonstrate awareness of career opportunities in all areas of Family and Consumer Sciences.</i>

Cooking & Nutrition		Sample Tasks
<i>Demonstrate knowledge of nutrition and ability to use proper cooking methods to prepare a recipe.</i>		
Score 4.0	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	Unit 2 Safety & Sanitation notes Demonstrate Cooking Skills Cooking LAB rubric Nutrition Test
Score 3.5	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting grade level standard(s):</p> <p>8.5.2 Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <ul style="list-style-type: none"> ● prepare an attractive and edible dish that is made with the correct cooking methods (including accurate measuring of ingredients). ● evaluate methods of cooking that are healthier. <p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p> <ul style="list-style-type: none"> ● apply knowledge of the effects of nutrition on health and performance ● compare nutritional information and make healthy decisions based on information 	
Score 2.5	Students show some evidence of considerations for meeting grade level standards.	
Score 2.0 Foundational skills and knowledge	<p>Considerations for approaching grade level standard(s):</p> <ul style="list-style-type: none"> ● identify the effects of heat on food. ● recognize when food is cooked thoroughly. ● 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product. <ul style="list-style-type: none"> ○ describe the selection of canned food. ○ describe the selection of frozen food. ○ describe the selection of fresh food. ● identify food sources for the six nutrient categories. ● identify the effect nutrition has on my health. ● identify six nutrient categories and their necessity. ● 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. <ul style="list-style-type: none"> ● state the safe handling measures in regards to storage, care of knives and cooking equipment. ● select the proper tool for the task. ● use a knife in the correct manner. ● hold knives correctly. ● follow a knife demonstration. ● list proper uses of various kitchen equipment. ● 8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. <ul style="list-style-type: none"> ● demonstrate understanding by creating food in a sanitary manner. ● demonstrate understanding by covering and storing food to maintain safety. ● name the risk factors which cause foodborne illness: temperature, time, content of the food, cleanliness. ● describe how food can make a person sick. ● name foods typically involved in outbreaks. <p>Recall or recognize specific vocabulary, such as: nutrients, nutrition, foodborne illness, food poisoning, protein, carbohydrate, fat, vitamins, minerals, nutrient dense, empty calorie, high density lipoproteins (HDL), low density lipoproteins (LDL), salmonella, bacteria, fiber</p>	
Score 1.5	Students show some evidence of considerations for approaching grade level standards.	



Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	



Money Management		Sample Tasks
<i>Demonstrate understanding of how to manage money for the future.</i>		
Score 4.0	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	Unit 1 Pretest (Money Matrix) Checking Account Simulation Money Management Test Create a spending plan. PlaySpent.org Shady Sam's Loans Payback Challenge Stax Investments Apps automatically save
Score 3.5	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	Considerations for meeting grade level standard(s): SS.8.26. Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills) <ul style="list-style-type: none"> • discuss tracking of spending • consideration of financial goals when creating a spending plan. 	
Score 2.5	Students show some evidence of considerations for meeting grade level standards.	
Score 2.0 Foundation al skills and knowledge	Considerations for approaching grade level standard(s): <ul style="list-style-type: none"> • SS.8.27. Calculate the cost of borrowing money for different types of goods. (21st century skills) <ul style="list-style-type: none"> • calculate cost of a basic credit card transaction. • calculate credit cost on a basic loan. • read a credit chart. • identify types of credit. • define credit terminology. • SS.8.28. Explain how investing may build wealth and help meet financial goals. (21st century skills) <ul style="list-style-type: none"> • calculate growth of an investment. • calculate growth of interest on savings. • list investing methods. • identify saving methods. • S.8.29. Identify ways insurance may minimize personal financial risk. (21st century skills) <ul style="list-style-type: none"> • argue or debate the need for insurance. • describe scenarios with or without insurance. • identify risk levels. • list types of insurance. <p>Recall or recognize specific vocabulary, such as: credit, loan, investment, interest, savings, insurance, risk, income, expenses, and balance, budget, financial goal, saving account, consumer, debit, interest, endorse, income, expense, comparison shop, impulse purchase, health insurance, auto insurance, life insurance, home insurance</p>	
Score 1.5	Students show some evidence of considerations for approaching grade level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	



Careers in FCS		Sample Tasks
<i>Demonstrate awareness of career opportunities in all areas of Family and Consumer Sciences.</i>		
Score 4.0	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	Unit 1 Unit 2 The Venn Diagram Student reflection Job application Resume Cover Letter Work Proposal Network
Score 3.5	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	Considerations for meeting grade level standard(s): 3.1.2 Analyze opportunities for employment and entrepreneurial endeavors. <ul style="list-style-type: none"> compare pros and cons of working for someone else and for oneself 	
Score 2.5	Students show some evidence of considerations for meeting grade level standards.	
Score 2.0 Foundational skills and knowledge	Considerations for approaching grade level standard(s): <ul style="list-style-type: none"> summarize positions a student might consider. locate or utilize sites to locate opportunities. Recall or recognize specific vocabulary, such as: entrepreneur, salary, wages, taxes, net pay, gross pay	
Score 1.5	Students show some evidence of considerations for approaching grade level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	