

Family & Consumer Sciences

Grade 7 – Personal Development

A PLANNED COURSE OF STUDY

Susan B. Patton

**ABINGTON SCHOOL DISTRICT
ABINGTON, PENNSYLVANIA**

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I. Objectives

- A. Students will explore the skills needed to develop healthy relationships with those around them. Focus on ways to help them deal with changes in life, effective communication, positive and negative peer pressure, and resolving conflicts appropriately, will be included. Pro-social behaviors will be coordinated with an understanding of positive character traits that enhance affirmative interactions with others.
- B. Students will examine various types of family structures, the roles within a family environment and how they've changed throughout the generations. Additionally, topics such as changes that occur throughout the life cycle, cultural influences, and strategies for working together and getting along with family members, will be explored.
- C. The basics of food preparation will be studied, with emphasis on following directions; accuracy in measuring, demonstration of safety and sanitation techniques and working as a team member.
- D. Students will experience various activities that promote creative outlets and constructive use of leisure time, while encouraging self-sufficiency as they move toward a level of independence.

II. Content

A. Personal Development

11.2.9 A Solve dilemmas using a practical reasoning approach

Showing respect for others through courtesy and good manners, making others feel comfortable, and thinking about how your behavior affects others, are positive steps toward developing healthy relationships.

Expressing yourself using effective and appropriate communication techniques enables more positive interactions with others.

Learning self-control, making wise decisions, and owning up to your actions demonstrates responsible choices.

11.2.9 H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making

Peer relationships, as well as those with family and co-workers, are built with a foundation that consists of consideration, cooperation, friendliness, reliability, and understanding.

B. Family Relationships

11.2.9 G Explain the influences of family life cycle stages on the needs of families and communities

Families come in many varieties. Understanding that families are as diverse as individuals and need to be universally accepted, is the first step in defining a family environment.

11.2.9 F Contrast past and present family functions and predict their probable impact on the future of the family

Each family member has an important role in the successful management/functioning of the family unit. Roles change as the life cycle changes.

11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family

Each family is a “team”. Working as a “team mate” within the family environment, requires cooperation, respect, and responsibility.

C. Working in the Kitchen

11.3.9 B Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

Working safely and in a sanitary environment is essential when preparing food.

11.3.9 F Hypothesize the effectiveness of the use of meal management principles

Reading and interpreting recipe directions is necessary for successful food preparation.

11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family

Working as part of a “team” helps get the job done more efficiently in the school lab setting, but is also good practice for the “family team” at home and as a future employee.

D. Moving Toward Independence

11.2.9 B Know FCCLA action planning procedure and how to apply it to family, work and community decisions

Creative activities that promote personal success and enjoyment are productive, responsible options for filling leisure time.

Basic skills with food preparation and hand sewing foster growth with independence and self-sufficiency.

11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family

Working in the lab setting with small groups develops skills relating to teamwork, cooperation, leadership, time management, organization, and personal assessment.

III. **Instruction**

A. Course Schedule

1. This course will meet two days per week for the entire school year.
2. The length of class will be approximately 45 minutes.

B. Methods

1. The students work individually, in small groups, or as a class to gather information, formulate ideas, make predictions, implement skills, apply knowledge and evaluate outcomes.
2. Teacher demonstration and active participation with students occurs during laboratory exercises, which may be done individually or in small groups.
3. Hands-on activities are used for students to develop and demonstrate specific skills, experience realistic simulations, and apply learned knowledge.
4. The instruction of each lesson is individualized when necessary, to address the specific needs of the students. Teacher interaction with each student, re-teaching, and enrichment, all occur.
5. Students record presented information through use of study guides,

comparison charts, and written projects.

6. The teacher uses selected resources to enhance major concepts. Resources include selections from periodicals, textbooks, computer technology in various forms, multi-media, and guest speakers.
7. Several activities and projects are created to reinforce and apply knowledge of key information and demonstrate mastery of specific skills.
8. The teacher modifies activities for special needs students. This is achieved by altering activities, adjusting time requirements to complete the activity, establishing a cooperative buddy system with other classmates, collaborating with learning support teachers, using parental contact, extending deadlines, and utilizing support through clinic assignments.
9. Upon completion of a lesson, the student evaluates, with teacher assistance, how well objectives were met and where re-teaching or enhancement needs to occur.

C. Resources

1. Texts and References

Clayton, Nanalee. Young Living. Peoria, Illinois: Glencoe/ McGraw-Hill, 2000

Gust, John M. A. and McChesney, J. Meghan. Appreciating Differences. Carthage, Illinois: Teaching & Learning Company, 1995

Pincus, Debbie. Manners Matter. Torrance, California: Good Apple/Frank Schaffer Publications, Inc., 1992

Toner, Patricia Rizzo. Consumer Health and Safety Activities. West Nyack, New York. The Center for Applied Research In Education/Simon & Schuster Company, 1993

2. Miscellaneous Resources

Young Living Teacher's Classroom Resources box

Community businesses, guest speakers

Selected Videos

Various cookbooks and recipe resources

3. Websites

www.fightbac.org

www.amnh.org/nationalcenter/infection

Additional, various websites

4. Periodicals

Scholastic "Choices" The Magazine for Personal Development and Practical Living Skills Incorporating Co-ed. Scholastic, Inc. New York, N.Y.

IV. **Assessment**

A. Procedures for Evaluation

1. Student demonstration of specific tasks and skills
2. Oral and written classroom assignments
3. Student-generated projects both individual and small group
4. Out-of-class assignments and projects
5. Timely and complete projects
6. Students' self-assessment through use of checklist or Rubric
7. Teacher assessment of inquiry skills used in laboratory exercises
8. Daily Pre-Class Warm Up & Closure activities....checking for understanding
9. "What I Learned from Today's Lesson" Paragraphs; "How Can I Use What I Learned" Paragraphs

B. Grading:

A = Students completing all assignments, thoroughly, and according to corresponding rubric; assignments handed in on time.

Students present and actively participating 90% of the time.
Students consistently prepared for class with folder, homework book and writing tool, 90% of the time.
Students demonstrating leadership skills, initiative and positive aspects of teamwork during the lab setting.
Students demonstrating appropriate and positive behavior at least 90% of the time.
Students following school rules 90% of the time

B = Students completing most assignments; assignments completed with a component missing; assignments handed in, in a timely manner.
Students present and actively participating 80% of the time.
Students prepared for class 80% of the time.
Students actively participating during lab setting; demonstrating some leadership skills; some initiative and being an active team player.
Students demonstrating appropriate and positive behavior at least 80% of the time.

C = Students completing some assignments; assignments completed with components missing; assignments not always turned in, in a timely manner.
Students present and actively participating 70% of the time.
Students prepared for class 70% of the time.
Students participating during lab setting but not demonstrating leadership skills; initiative or being an active team player.
Students demonstrating appropriate and positive behavior at least 70% of the time.

D = Students completing assignments sporadically; assignments incomplete with components missing; assignments not handed in, in a timely manner.
Students present and actively participating 60% of the time.
Students prepared for class 60% of the time.
Students not actively participating during lab setting; not demonstrating leadership skills; little to no initiative; not doing their "fair share" as a team player.
Students demonstrating appropriate and positive behavior at least 60% of the time.

E = Students missing most assignments.
Students not actively participating in class activities and labs.
Students consistently unprepared for class
Students consistently absent and not making up work
Students demonstrating frequent inappropriate behavior

C. Expected Levels of Achievement

1. The student will examine various negative behaviors that break down successful interactions with others.
 - a. The student will identify positive personality traits that are conducive to building relationships.
 - b. The student will explore communication roadblocks vs. effective methods of communication.
 - c. The student will examine pro-social behaviors that mesh with relationship building skills such as cooperation, being a team player, reliability, being respectful and taking responsibility.
2. The student will explore the dynamics that contribute to the successful functioning of a family unit.
 - a. The various types of family structures will be explored.
 - b. The influence of family culture and traditions will be examined.
 - c. Roles for each family member, how the roles change, and how the life cycle plays a part, will be explored in respect to the way a family unit functions as a team.
 - d. The need for participating as a positive team player within the family dynamic will be examined.
3. The student will gain experience with food preparation techniques and skills by working in the controlled school food lab setting.
 - a. The student will demonstrate safe working habits and meet food sanitation standards for preparation.
 - b. The student will demonstrate effective use of recipe directions by reading and interpreting the instructions.
 - c. Use of correct equipment for preparation will be practiced for accuracy and successful completion of recipe directions.
 - d. Working as a team player by contributing their "fair share" of work in preparation and clean up tasks during the lab setting, will be demonstrated by each student, consistently.
4. The student will experience many opportunities to practice and build upon

the relationship and independence skills explored in the units discussed above as well as engaging in creative ways to use leisure time in a productive manner.

- a. The student will engage in various creative, hands-on activities that are designed to foster teamwork, leadership, equitable contributions, getting along with others, and producing quality work that meets deadlines.
- b. The student will complete self assessments to evaluate their perception of the qualities and skills they demonstrated during a particular activity. The goal is to create an awareness of certain behaviors they may not initially recognize and develop levels of self control and responsibility to help them move to a higher level of maturity and independence.