

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

FAMILY STUDIES GRADES 7 and 8

DARIEN PUBLIC SCHOOLS

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Grade 7 Family Studies

- Health
- Communication Skills
- Substance Abuse
- Foods and Nutrition

Grade 8 Family Studies

- Foods and Nutrition
- Relationships and Communication Skills
- Family Life
- Substance Abuse

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SECTION I - COURSE INFORMATION

All students in Grades 7 and 8 at Middlesex Middle School are required to participate in Family Studies classes for one quarter of each school year. Classes meet five days per week, and grades are equivalent in weight with academics. Much of the curriculum for Family Studies is located in the K-12 Health Curriculum that was approved by the Darien Board of Education on April 12, 2005. This quarter course also includes material related to the consumer science elements of Family Studies.

STATEMENT OF PHILOSOPHY

The Family Studies curriculum is designed to equip students with skills to better manage their lives and develop an understanding of the interactions between people in various kinds of relationships. The theme of healthy life choices ties together the various units of study. Decision making and management of personal resources are skills emphasized throughout the program.

PROGRAM GOALS

1. Students in Grade 7 will examine the components of a healthy lifestyle, including physical, social and emotional health. (Health and Family Studies)
2. Students will learn elements of good communication skills and how to avoid communication blockers. (Health and Family Studies)
3. Students will examine the various influences of peer pressure and media, including advertising and entertainment on choices they make. (Health and Family Studies)
4. Students will develop an understanding of the difference between use and abuse of various substances.
5. Students will be introduced to nutrition science. (Family Studies)
6. Safe and sanitary handling of food and food preparation equipment will be practiced. (Health and Family Studies)
7. Consumer skills in food selection will be developed. (Family Studies)
8. Students will develop a basic understanding of human reproduction and sexually transmitted diseases including HIV/AIDS. (Health)

OVERVIEW

The Seventh Grade Family Studies program begins with an examination of “health” in its various forms: physical health and the factors which can and cannot be controlled, mental health and the importance of self-esteem, and the impact of stress and the importance of appropriate stress management. After an overview of communication skills and blockers, students study drugs, both in terms of medications and substance abuse. The quarter concludes with a study of basic nutrition and food preparation skills. Consumer skills are woven throughout the program.

In the Eighth Grade, several concepts from the seventh grade are expanded. Nutrition concepts are further developed, and food preparation skills are increased. Self-esteem and communication skills are reviewed in the context of changing relationships with adults and peers. The health focus is on sexual health and wise decision making in the context of one’s plans for the future. Substance abuse education emphasizes the difference between use and addiction, as well as treatment of addiction.

ESSENTIAL QUESTIONS

What is healthful living?

How do decisions one makes affect physical, mental, and social health?

How can the quality of life be enhanced with information about health and nutrition?

How can knowledge of effective communication skills improve one's success?

How can an understanding of relationship dynamics give one more influence over his/her life?

How can skills in food handling, preparation and sanitation enhance one's quality of life?

PROCESS SKILLS

The process skills which are included in this curriculum guide:

- Reading (Decoding)
 - Terminology of recipes, drug information
- Reading (Comprehending)
 - Directions (recipes); articles for substance report
- Reading (Analyzing)
 - Various published (magazine, newspaper) articles about topics, experiences
- Reading (Appreciating)
 - Various published articles about topics, experiences
- Writing and Language Mechanics
 - Quizzes, reports
- Speaking
 - Communication skill practice
 - Oral reports
 - Participation in class discussions
- Listening
 - Communication skill practice
 - Participation in class discussions
 - Following oral directions
- Viewing
 - Class videos

- Using Maps and Globes
 - Tracking HIV infection rates
- Studying
 - Report preparation
 - Quiz preparation
- Reasoning and Reflecting
 - Decision making based on facts and personal values
- Using Learning Resources and Technology
 - Internet research
 - Media center resources appropriate to course content
- Working Independently and Collaboratively
 - Food lab experiences (collaborative)
 - Research with a partner and alone
 - Project work
- Maintaining Physical Fitness
 - Study of nutrition, health factors, lifestyle choices
 - Implementation of wise choices
- Designing
 - 7th grade self-esteem project
- Creating
 - 7th grade self esteem project
 - 8th grade home meal project
- Performing
 - Role play exercises
- Quantifying
 - Measurements in recipes
- Problem Solving
 - Various class exercises involving “what if?”

STUDENT PERFORMANCE SUMMARY

Research Report

Grade 7 substance presentation

Lab Report

Grade 8 Home Meal project

Demonstration

Grades 7 and 8 food labs
Proper ingredient measuring skills
Ability to read and follow recipe
Appropriate safety and sanitation skills

Oral Presentation with Visuals

Grade 7 food preparation presentation

Notebook

Notebook of daily class work and notes

GRADING GUIDELINES

Student grades are determined by completion of a notebook of classroom work consisting of worksheets, exercises, and notes. This notebook attests to class participation and takes the place of a textbook to provide material for review. In addition, several quizzes are given. Food lab grades are weighted equally with quizzes. The eighth grade meal project grade is weighted as three quiz grades since it requires time, planning and effort.

SECTION II – Units of Study

SUMMARY OF UNITS

<u>Unit Title</u>	<u>Duration (Weeks)</u>	
GRADE 7 Family Studies		
Mini-Unit 1: Health	3 weeks	(Refer to Health Curriculum)
Mini-Unit 2: Communication Skills	1.5 weeks	(Refer to Health Curriculum)
Mini-Unit 3: Substance Abuse	2.5 weeks	(Refer to Health Curriculum)
Mini-Unit 4: Foods and Nutrition	3 weeks	(See attached)
GRADE 8 Family Studies		
Mini-Unit 1: Foods and Nutrition	4 weeks	(See attached)
Mini-Unit 2: Communication Skills	2 weeks	(Refer to Health Curriculum)
Mini-Unit 3: Family Life	2 weeks	(Refer to Health Curriculum)
Mini-Unit 4: Substance Abuse	2 weeks	(Refer to Health Curriculum)

GRADE 7 FAMILY STUDIES

Food and Nutrition Overview

How can the quality of life be enhanced by making healthy life choices based upon informed decisions?

What role does nutrition play in living a healthy life?

How can one communicate effectively?

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will list and define nutritional health factors they can and cannot control.
Students will identify terms related to nutrition, food preparation, and kitchen safety.

Developing an Interpretation

Students will interpret food product packaging to determine nutritional value.
Students will discuss products and services related to health promotion and maintenance, particularly in the area of food and nutrition.

Making Connections

Students will establish connections between related health factors in stating how these work together and impact each other.
Students will develop skills, practices, and guidelines for healthy living and kitchen safety.

Taking a Critical Stance

Students will develop a nutritious family meal plan.
Students will assess the nutritional value of a range of products.

VOCABULARY

Health	Food Pyramid	Nutrition
Daily Allowance	Sanitation	Kitchen Safety
Packaging	Kitchen Equipment	Recipe Terminology

ACTIVITIES

Brainstorm to fill in provided outlines
Examine print and video advertising
Write responses to prompts
Participate in role-playing activities
Read for understanding
Notebook completion
Create nutrition plan

PERFORMANCE ASSESSMENT

Food Preparation Lab

CAREER AWARENESS (where appropriate)

Health-Related Fields, Culinary, Marketing, Counseling

CORE TEXT FOR STUDENTS

Textbooks are not used in this program since content is quickly out-dated.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Periodicals (such as Current Health 2 and copies of newspaper and magazine articles appropriate to the subject are provided.)

Video tapes as appropriate

Guest speakers

MATERIALS AND SUPPLIES

Class activity sheets such as outlines, viewing guides and prompts.

TV/VCR/DVD

Kitchen equipment

Food lab ingredients

Current publications

GRADE 8 FAMILY STUDIES

Overview

How can the quality of life be enhanced by making healthy life choices based upon informed decisions?

How can one communicate effectively?

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will list and describe major nutrients found in familiar foods.

Developing an Interpretation

Students will discuss products and services related to health promotion and maintenance, particularly in the area of food and nutrition.

Students will explain effective communication strategies.

Students will describe and execute correct procedures involved in safe food preparation.

Making Connections

Students will further develop skills, practices and guidelines for healthy living.

Students will comprehend concepts related to health promotion and disease prevention.

Students will discuss how the Dietary Guidelines relate to the promotion of good health.

Taking a Critical Stance

Students will assess the effectiveness of different types of communication skills.
Students will demonstrate safe and sanitary practices in food preparation.
Students will develop a nutritious family meal plan.
Students will execute and evaluate an efficient schedule for family meal preparation.
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

VOCABULARY

Nutrients
Carbohydrates
Protein

Advertising
Fats
Healthy decisions

Recipe terms
Dietary Guidelines

ACTIVITIES

Brainstorm to fill in provided outlines
Write responses to prompts
Participate in role-playing activities
Read for understanding
Follow recipes, demonstrating appropriate kitchen safety and sanitation practices

PERFORMANCE ASSESSMENT

Notebook completion
Food preparation lab
Home meal project
Role plays
Quizzes

CAREER AWARENESS (where appropriate)

Health related fields, culinary, marketing, counseling

CORE TEXT FOR STUDENTS

Textbooks are not used in this program since content is quickly out-dated.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Periodicals (such as Current Health 2 and copies of newspaper and magazine articles appropriate to the subject are provided.)

Video tapes as appropriate

Worksheets/viewing guides/prompts

MATERIALS AND SUPPLIES

Current publications

Class activity sheets

Kitchen equipment

Food lab supplies

Videos/DVDs appropriate to content area

SECTION III - Goals and Standards

RELATED GOALS and STANDARDS

Darien Standards (from K-12 Health Education Curriculum, adapted from National and State Standards)

Students will comprehend concepts related to *health promotion and disease prevention*. By Grade 8 Students will be able to:

- Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- Describe the interrelationship of mental, emotional, social and physical health during adolescence.
- Explain how health is influenced by the growth and interaction of body systems.
- Describe how family and peers influence the health of adolescents.
- Analyze how environment and personal health are related.
- Describe ways to reduce risks related to adolescent health problems.
- Explain how appropriate health care can prevent premature death and disability, and
- Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.

Students will demonstrate the ability to practice *health-enhancing behaviors and reduce health risks*. By Grade 8 students will be able to

- Explain the importance of assuming responsibility for personal health behaviors.
- Explain the relationship between personal health strengths and risks, and personal health needs.
- Analyze a personal health assessment to determine health strengths and risks.
- Distinguish between safe and risky or harmful behaviors in relationships.
- Demonstrate strategies to improve or maintain personal and family health.
- Develop injury prevention strategies for personal and family health.
- Demonstrate ways to avoid and reduce threatening situations.
- Demonstrate strategies to reduce stress.

Students will demonstrate the ability to use *interpersonal communication skills* to enhance health. By Grade 8 students will be able to:

- Demonstrate effective verbal and non-verbal communication skills to enhance health.
- Describe how the behavior of family and peers affects interpersonal communication.
- Demonstrate healthy ways to express needs, wants and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate communication skills to build and maintain healthy relationships.
- Demonstrate refusal and negotiation skills to enhance health.
- Analyze possible causes of conflict among youth in schools and communities.
- Demonstrate strategies to manage conflict in healthy ways.

Students will demonstrate the ability to *use goal-setting and decision-making skills* to enhance health. By Grade 8 students will be able to:

- Demonstrate the ability to apply decision-making process to health issues and problems individually and collaboratively.
- Analyze how health-related decisions are influenced by individuals, family and community values.
- Predict how decisions regarding health behaviors have consequences for self and others.
- Apply strategies and skills needed to attain personal goals.
- Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities.
- Develop a plan that addresses personal strengths, needs and health risks.

Performance standards from Connecticut Family and Consumer Science Framework draft, 2002. (Since the middle school is the only level in Darien Public Schools where Family and Consumer Science is offered, some standards come from each of the grade levels delineated by the state.)

- Identify steps to become a responsible, satisfied consumer.
- Identify characteristics of a friend
- Identify feelings, both positive and negative.
- Identify bullying and practice methods to reduce harmful behavior.
- Identify characteristics required to form positive relationships.
- Demonstrate positive methods of communicating with peers and adults.
- Identify safe methods of handling conflict within the school, family and community.
- Demonstrate communication skills that contribute to positive relationships.
- Evaluate effective conflict prevention and management techniques.
- Develop fine motor skills necessary for manipulating and creating design objects.
- Demonstrate skills needed to produce or repair textile products.
- Demonstrate design ideas through visual presentation.
- Discuss how the Food Pyramid influences nutrition and wellness.
- Identify nutritious food choices.
- Plan, select and prepare simple snacks based on dietary guidelines.
- List correct methods to prepare foods.
- Plan and prepare food based on the dietary guidelines.
- Practice safe and sanitary methods to prepare foods.
- Examine today's science and technology influences on the food industry.
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.
- Evaluate factors that affect food safety, from production through consumption.
- Select and use equipment correctly in food preparation.
- Identify successful team strategies to achieve success in the kitchen.
- Evaluate current marketing techniques for food products.

SECTION IV – Learning Resources

A variety of resources including the Health Wave curriculum packages, current periodicals, newspaper clippings, video tapes and guest speakers as available are used as resources in this class. It is important that all information be the most up-to-date factual information available, so it is often revised or replaced from quarter to quarter as new resources are discovered.