Wilson Area School District
Planned Course Guide

Title of planned course: Family and Consumer Science Grade 6

Subject area: Family and Consumer Science

Grade Level: 6th

Course Description: This course is the first of three years of Family and Consumer Science in the intermediate school. In this course, the students are introduced to basic sewing skills needed to complete a project that is either machine made or hand stitched. The students will follow written directions, use diagrams and observe demonstrations as they complete each step of the project. Students learn how fabrics are produced and how that production affects the way they are used in clothing, home furnishings and other manufactured goods. The skills learned in the 6th grade will be building blocks for more complex skills needed in the 7th and 8th grade curriculum.

Nutrition, safe handling of food, sanitation practices, and basics of food preparation will be introduced during the Food Science segment of this course. Sixth grade students will be able to identify physical and chemical changes in food during its storage and preparation. Time management along with written team plans are essential for the completion of the food preparation labs. Students will assess their roles within the team and the success or problems within the written plan. Food preparation labs will introduce major appliances and small appliances.

Time/Credit for this Course: 30 Days

Curriculum Writing Committee: Joan Lewis

Wilson Area School District
Planned Course Materials

Teacher Resources:

- Internet
- Magazines
- Consumer Reports
- Teacher Acquired Materials
- Teacher Acquired DVD Sets (videos purchased from the Food Network)

Curriculum Map

Days 1 – 15: Sewing

Days 16 – 30 Food Science

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science Grade 6

Unit: Sewing Skills

Time Frame: 3 weeks or 15 class periods

Anchors/State Standards: 11.1.6F, 11.1.6D, 11.2.9C

Essential content/objectives: At the end of the unit, students will be able to:

- Demonstrate practices to maintain and/or repair consumer goods
- Evaluate the impact of technology on fabric and clothing production
- Explain how fibers are produced from new and recycled materials
- Use a pattern to shape a project
- Describe the function of each part of the sewing machine and be able to explain how the parts interact to create a variety of accurate stitches
- Follow traced stitching lines needed to complete a project

Core Activities: Students will complete/participate in the following:

- Find examples of fabrics being used in clothing, home goods, medical and industrial applications
- Observe a demonstration of fibers being made into fleece through felting
- Label and explain the purpose of each part of a sewing machine
- Practice stitching on paper, learn to control a sewing machine by starting and stopping in a controlled manner, pivoting and backstitching as appropriate, and practicing on paper
- Use a pattern to trace, pin and cut a project
- Follow stitching lines to complete a machine stitched or hand stitched project following standard sewing conventions
- Interpret written instructions and diagrams to assemble a project

Extensions:

- Repair clothing or other consumer good
- Tutor a classmate on a specific step of the project
- Create small projects from scraps

Remediation:

- Adaptations of project specific to students' needs
- Student mentor
- Modeling
- Assisted cutting, stitching with the teacher
- Assistance from learning support teacher or aide

Instructional Methods:

- Class discussion/notes
- Question of the Day (Warm-up)
- Teacher demonstrations
- Student practice on worksheets and / or fabric
- Project
- Peer teaching-becoming an expert
- Teacher directed review and practice games

Materials and Resources:

- Notes
- Worksheets
- Daily review question
- Student folder
- Flash cards
- Sewing equipment-machines, shears, irons, small sewing equipment
- Supplies for student projects-fabric, thread, stuffing, markers, pins
- Samples of each construction detail or step in construction

Assessment:

- Quizzes
- Self-assessment/teacher assessment for project based on a rubric
- Question of the day responses
- Class participation
- Homework

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science Grade 6

Unit Food Science

Time Frame: 15 class periods

State Standards/Anchors:11.2.6C, 11.2.9C, 11.3.6B, 11.3.6F, 11.3.6G, 11.2.9E

Essential content/objectives: At the end of the unit, the students will be able to:

- Describe safe food handling techniques and explain why they are effective
- Describe essential personal hygiene practices for food preparation
- Accurately measure ingredients and follow step by step written instructions
- Develop a team plan for food preparation including the division of tasks in preparation and in clean up
- Evaluate the team plans effectiveness and the team's effort to work together
- Develop a sense of time and organization needed to prepare food in a given time frame
- Explain how heat is transferred during cooking from a microwave, burner, broiler and a conventional and convection oven
- Develop vocabulary needed to interpret basic recipes
- Explain how to safely use, clean and store kitchen equipment and utensils
- Begin to identify the nutritional contribution of foods based on the nutrient group and using the government food guides
- Describe simple ways to change toppings, ingredients and/or portion size to alter recipes to improve nutritional value in one's diet

Core Activities: Students will complete/participate in the following:

- Discuss the importance of safely handling food
- Complete chart outlining common ways that bacteria and germs are transferred in food storage and preparation
- Complete a safe temperature chart for food storage
- Find standard abbreviations for measurements used in recipes
- Practice rewriting measurements using abbreviations
- Participate in teacher demonstrations of recipes to be completed in class
- Complete team plan forms and time line for preparation
- Use a variety of kitchen equipment to complete preparation
- Demonstrate knowledge of safe use and safe cleaning procedures
- Demonstrate appropriate serving conventions and table manners while serving prepared foods
- Use appropriate cleaning methods to clean dishes, utensils, cookware, electrical appliances
- Alter and make suggestions to improve the nutritional value of a recipe
- Measure appropriate serving sizes and compare typical servings

Extensions: Prepare recipes at home and have family members give feedback

Remediation:

- Adaptations specific to student's needs
- Flexible grouping
- Teacher proximity/assistance
- Conferencing with lab group to solve problems

Instructional Methods:

- Lecture/discussion
- Demonstrations
- Food Labs
- Small group planning
- Small group review or evaluation-goal setting
- Worksheets

Materials and Resources:

- Wall charts-Food Guides, Portion Guides, Food Groups, news articles
- Lab equipment for food preparation
- Purchased foods/cleaning supplies/paper/storage goods
- Student folders
- Videos provided by the teacher
- Internet
- Towels/Cleaning clothes

Assessments:

- Quizzes
- Rubrics completed by students
- Rubrics completed by the teacher
- Graded activities-measurement and abbreviation worksheets
- Graded team plans