

Family and Consumer Science Planned Course - Grade 6

Unit: **Sixth Grade Nutrition**

Content Standard: **Identify the basics of good nutrition and apply the basics toward healthy food choices.**

State Curriculum Standard: **11.3.6C Analyze factors that affect food choices.**

11.3.6D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.

11.3.6E Explain the relationship between calories, nutrients and food input versus energy output; describe digestion.

Reading Anchors: **R6.A.2.1 Identify the meaning of vocabulary from various subject areas.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
<p>A. My Food Guide Pyramid</p> <ul style="list-style-type: none"> • Six Food Groups • Nutrients • Exercise • Individualized Servings 	<ul style="list-style-type: none"> • Research My Pyramid • Personalize My Pyramid • Identify nutrients and their purpose • Complete and discuss food guide pyramid and nutrition worksheet • Categorize foods into proper food groups 	<ul style="list-style-type: none"> • My Pyramid.gov • Computer lab and/or <ul style="list-style-type: none"> • “Eat Right” Video (Learning Seed 2005) 	<ul style="list-style-type: none"> • My Pyramid project • Worksheet
<p>B. Sensible Snacking</p>	<ul style="list-style-type: none"> • Evaluate common snack food choices and identify the healthier food 	<ul style="list-style-type: none"> • Teacher-made worksheet • Snacking game • Food lab 	<ul style="list-style-type: none"> • Worksheet • Taste tests • Game outcome • Food lab evaluation sheet
<p>C. Menu Planning</p>	<ul style="list-style-type: none"> • Beat the My Pyramid Blast Off Game and/or plan • One meal according to the food guide pyramid guidelines 	<ul style="list-style-type: none"> • Computer lab • Personal menu worksheet <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special education recommendations • Extra activities and/or projects 	<ul style="list-style-type: none"> • Print out certificate of accomplishment and /or menu

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Unit: **Sixth Grade Foods**

Content Standard **Demonstrate an understanding of basic kitchen skills: measuring, recipe reading, abbreviation of kitchen terms, and proper use of appliances and utensils.**

State Curriculum Standard: **11.2.6B Introduce the importance of time management skills (e.g., home, school, and recreational activities).**

11.2.6C Classify the components of effective teamwork and leadership.

11.2.6E Describe the role of technology within a community in maintaining a safe and healthy living environment (e.g., safety, hospital waste treatment, water quality, and schools).

11.3.6A Demonstrate knowledge of techniques used to evaluate foods in various forms (e.g., canned, frozen, dried, and irradiated).

11.3.6B Describe safe food handling techniques (e.g., storage, temperature control, food preparation, and conditions that create a safe working environment for food production).

11.3.6F Analyze basic food preparation techniques and food handling procedures.

Reading Anchors: **R6.A.2 Understand nonfiction text appropriate to grade level.**

Math Anchors: M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.

Course Content	Student Performance	Resources	Assessments
A. Kitchen Safety <ul style="list-style-type: none"> • Sanitation • Food Preparation • Food Storage • Utensil Use • Appliance Use • Clean-up • Accidents 	<ul style="list-style-type: none"> • Identify safety hazards • Discuss kitchen safety situations • Practice safe work habits 	<ul style="list-style-type: none"> • Teacher-made worksheet • Food lab 	<ul style="list-style-type: none"> • Worksheet • Food lab evaluation sheet
B. Electrical Kitchen Appliances <ul style="list-style-type: none"> • Small • Large 	<ul style="list-style-type: none"> • Demonstrate proper use of various appliances <ul style="list-style-type: none"> • Plug in • Turn on and off • Shut door/use lid • Set timer 	<ul style="list-style-type: none"> • Teacher demonstration • Food labs • Kitchen appliances • Food lab 	<ul style="list-style-type: none"> • Food lab evaluation sheet

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Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

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<p>A. Kitchen Utensils</p>	<ul style="list-style-type: none"> • Identify and introduce names and functions of various kitchen utensils • Complete worksheet on kitchen utensils • Demonstrate proper use of kitchen utensils 	<ul style="list-style-type: none"> • Kitchen utensil display • Teacher-made reference sheet • Teacher-made worksheet • Kitchen utensils 	<ul style="list-style-type: none"> • Oral presentation • Worksheet • Food lab evaluation sheet
<p>B. Standard Measuring</p> <ul style="list-style-type: none"> • Dry • Liquid 	<ul style="list-style-type: none"> • Identify and label measuring cups and spoons • Observe teacher demonstrations on proper measuring techniques • Demonstrate proper measuring techniques • Measure liquids according to a recipe • Measure dry ingredients according to a recipe 	<ul style="list-style-type: none"> • Teacher-made worksheet • Plastic measuring cups • Glass measuring cups • Measuring spoons • Teacher demonstration • Recipes • Ingredients • Equipment • Food lab-liquid • Food lab-dry 	<ul style="list-style-type: none"> • Worksheet • Taste tests • Food lab evaluation sheet

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Reading Anchors: **R6.A.2 Understand nonfiction text appropriate to grade level.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
<p>E. Reading Recipes</p> <ul style="list-style-type: none"> • Standard Recipe abbreviations • Kitchen Terms • Read and Follow Directions in Sequential Order 	<ul style="list-style-type: none"> • Identify abbreviations commonly found in recipes • Create a kitchen term dictionary • Prepare food according to recipe directions and in time allotted 	<ul style="list-style-type: none"> • Recipe worksheet • Food labs • Teacher-made worksheet • Ingredients • Equipped kitchen 	<ul style="list-style-type: none"> • Worksheet • Food lab evaluation sheet • Kitchen dictionary
<p>F. Dishwashing</p> <ul style="list-style-type: none"> • Hand • Dishwasher 	<ul style="list-style-type: none"> • Arrange hand dish washing steps in correct order • Demonstrate proper dish washing skills • Identify dishwashing supplies and their use 	<ul style="list-style-type: none"> • Teacher-made worksheet • Posters • Food lab • Dishwashing supplies • Teacher-made worksheet • Food lab 	<ul style="list-style-type: none"> • Worksheet • Food lab evaluation sheet

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Reading Anchors: **R6.A.2 Understand nonfiction text appropriate to grade level.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
<p>G. Table Etiquette</p> <ul style="list-style-type: none"> • Manners • Table Setting 	<ul style="list-style-type: none"> • Draw a proper table setting diagram • Demonstrate proper table setting methods • Demonstrate appropriate manners while eating with others 	<ul style="list-style-type: none"> • Teacher-made worksheet • Food lab • <u>Building Life Skills</u> (Goodheart-Willcox 2006) • <u>Teen Life!</u> ((Goodheart-Willcox 2006) 	<ul style="list-style-type: none"> • Worksheet • Food lab evaluation sheet • Unit test <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special education recommendations • Extra activities and/or projects

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Unit: **Sixth Grade Sewing**

Content Standard: **Identify and demonstrate proper use and care of basic sewing tools and equipment.
Identify the parts of a sewing machine and demonstrate their proper functions.
Complete a sewing project and evaluate the results.**

National Curriculum Standard: **16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.**

State Curriculum Standard: **11.2.6.B Deduce the importance of time management skills (e.g. home, school, recreational activities).
11.2.6.C Classify the components of effective teamwork and leadership.
11.1.9.A Analyze current conservation practices and their effect on future renewable and non-renewable resources.**

Reading Anchors: **R6.A.2.1 Identify the meaning of vocabulary from various subject areas.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
A. Sewing Safety	<ul style="list-style-type: none"> • Discuss proper safety habits while using sewing tools and equipment 	<ul style="list-style-type: none"> • Teacher-generated worksheet 	<ul style="list-style-type: none"> • Worksheet
B. Sewing Equipment	<ul style="list-style-type: none"> • Introduce and identify sewing tools and equipment • Complete and discuss worksheet 	<ul style="list-style-type: none"> • Sewing tools and equipment display • Teacher-generated reference sheets 	<ul style="list-style-type: none"> • Oral student presentation • Worksheet
C. Operation of Sewing Machine	<ul style="list-style-type: none"> • Identify the parts of a sewing machine and their functions • Write proper use and settings • Practice sewing skills on paper without thread/bobbin <ul style="list-style-type: none"> • Straight sewing • Reverse stitching • Pivoting corners • Review sewing machine parts and functions 	<ul style="list-style-type: none"> • Teacher-generated worksheet • Sewing machines • Teacher demonstrations • Sewing machine diagrams with listed parts • Sewing machine transparency • Teacher generated sewing skills practice paper • Teacher demonstration 	<ul style="list-style-type: none"> • Worksheet • Teacher Observation • Oral discussions • Student practice • Sewing skills paper

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Unit: Sixth Grade Sewing

**Content Standard: Identify and demonstrate proper use and care of basic sewing tools and equipment.
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Complete a sewing project and evaluate the results.**

National Curriculum Standard: 16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.

**State Curriculum Standard: 11.2.6.B Deduce the importance of time management skills (e.g. home, school, recreational activities).
11.2.6.C Classify the components of effective teamwork and leadership.
11.1.9.A Analyze current conservation practices and their effect on future renewable and non-renewable resources.**

Reading Anchors: R6.A.2.1 Identify the meaning of vocabulary from various subject areas.

Math Anchors: M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.

Course Content	Student Performance	Resources	Assessments
D. Threading the Sewing Machine	<ul style="list-style-type: none"> • Thread top from spool thread • Thread bottom from bobbin • Practice sewing skills on fabric with thread <ul style="list-style-type: none"> • Straight 5/8" seam sewing • Reverse stitching at beginning and end of seams • Pivoting at corners • Cutting fabric corners diagonally without cutting stitches 	<ul style="list-style-type: none"> • Teacher generated worksheet • Teacher demonstration • Teacher generated poster • Sewing machines • Spools of thread • Wound bobbins • Fabric cutting shears • Student cut and labeled fabric samples • Turners 	<ul style="list-style-type: none"> • Worksheet • Student practice • Sewn fabric sample

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Complete a sewing project and evaluate the results.**

National Curriculum Standard: **16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.**

State Curriculum Standard: **11.2.6.B Deduce the importance of time management skills (e.g. home, school, recreational activities).
11.2.6.C Classify the components of effective teamwork and leadership.
11.1.9.A Analyze current conservation practices and their effect on future renewable and non-renewable resources.**

Reading Anchors: **R6.A.2.1 Identify the meaning of vocabulary from various subject areas.**

Math Anchors: **M6.B.2 Apply appropriate techniques, tools, and formulas to determine measurements.**

Course Content	Student Performance	Resources	Assessments
E. Sewing Project	<ul style="list-style-type: none"> • Construct a sewing project • Manage class time to meet weekly deadlines • Assess workmanship of completed project • Experience self-esteem and pride after completion of project • Appreciate the time, energy and skill involved in custom made items 	<ul style="list-style-type: none"> • Teacher-selected sewing project to meet individual students needs • Sewing labs • Teacher-generated evaluation sheet <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra activities and/or projects 	<ul style="list-style-type: none"> • Teacher observation • Project deadlines • Sewing project • Classroom participation • Student/teacher evaluation sheet

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Unit: **Sixth Grade Sewing**

Content Standard: **Identify the importance of recycling and saving the environment.**

National Curriculum Standard: **2.2 Analyze the relationship of the environment to Family and Consumer Resources.**

State Curriculum Standard: **11.1.9A Analyze current conservation practices and their effect on future renewable and on-renewable resources.**

Course Content	Student Performance	Resources	Assessments
<p>A. Creative Recycling</p>	<ul style="list-style-type: none"> • Demonstrate practical recycling possibilities <ul style="list-style-type: none"> • Construct a plastic bottle cap pin cushion • Demonstrate how the thread a hand sewing needle • Demonstrate tying knots with thread • Demonstrate the hand sewn running stitch • Complete pin cushion 	<ul style="list-style-type: none"> • Teacher-generated poster <ul style="list-style-type: none"> • Instructions • Samples • Small plastic bottle caps • Fabric scraps • Assorted leftover thread • Fabric cutting shears • Hand sewing needles • Polyester fiberfill • Glue gun <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra activities and/or projects 	<ul style="list-style-type: none"> • Bottle cap pin cushion • Threading hand sewing needles and tying knots • Hand sewing skills • Time management skills • Teacher observation • Completed project

Family and Consumer Science Planned Course - Grade 6

Unit: **Child Care**

Content Standard: **Identify the role of a babysitter and the responsibilities which their role entails.**

State Curriculum Standard: **11.4.6 Compare and contrast child development-guided practices according to the stage of child development. Identify ways to keep children healthy and safe at each stage of child development. Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, and preschool). Identify child-care provider considerations. Identify characteristics of quality literature for children and other literacy enhancing activities.**

Reading Anchor: **R6.A.1.3.1 Make inferences and/or draw conclusions based on information from text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Babysitting</p> <ul style="list-style-type: none"> • Safety • Responsibilities • Childcare • Business • Characteristics of a Good Babysitter • Positive Interaction • Importance of Play <ul style="list-style-type: none"> • Infants • Toddlers • Preschoolers 	<ul style="list-style-type: none"> • View and discuss video about babysitting • Complete babysitting worksheet • Create and design babysitting guideline pamphlet <ul style="list-style-type: none"> • Cover • Characteristics of a successful sitter • Business of babysitting • Do's and don'ts on the job • Safety tips • Playthings • Present babysitter guideline pamphlet to class and/or peer evaluation • Age-appropriate playthings 	<ul style="list-style-type: none"> • "Babysitting: The Basics and Beyond" (Car Pool Productions 1998) • Teacher-generated worksheet • Examples of babysitting guideline pamphlet • Teacher-selected items 	<ul style="list-style-type: none"> • Class discussion • Teacher observation • Pamphlet • Oral student presentation • Teacher-produced rubric

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Content Standard: **Identify the role of a babysitter and the responsibilities which their role entails.**

State Curriculum Standard: **11.4.6 Compare and contrast child development-guided practices according to the stage of child development. Identify ways to keep children healthy and safe at each stage of child development. Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, and preschool). Identify child-care provider considerations. Identify characteristics of quality literature for children and other literacy enhancing activities.**

Reading Anchor: **R6.A.1.3.1 Make inferences and/or draw conclusions based on information from text.**

Course Content	Student Performance	Resources	Assessments
<p>B. Job Possibilities</p> <ul style="list-style-type: none"> • Babysitting <ul style="list-style-type: none"> • After School • Weekends • Evenings • Child care Provider <ul style="list-style-type: none"> • Day Care • At Home • Pre-School <p>C. Importance of Reading</p> <ul style="list-style-type: none"> • To Children • With Children 	<ul style="list-style-type: none"> • Analyze personal characteristics for responsible babysitting • Read and evaluate a child's storybook 	<ul style="list-style-type: none"> • Getting Babysitting Jobs – worksheet • Children's storybooks for various ages • Storybook evaluation worksheet • <u>Teen Life!</u> (Goodheart-Willcox, 2006) • <u>Building Life Skills</u> (Goodheart-Willcox, 2006) 	<ul style="list-style-type: none"> • Self-evaluation • Student readings to class • Teacher-produced rubric <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> • Special Education recommendations • Extra activities and/or projects