

Department and Grade level: Introduction of Family and Consumer Science: Middle Level General Curriculum Syllabus: Grade 5

Adopted: April 2018

Major Topic	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
Family: Heredity, Environment, and Adolescence	<ul style="list-style-type: none"> Families as the fundamental unit of society; empowering individuals to overcome challenges and adapt within a global society. Adolescent brain development and changes of both physical and emotional growth. 	<p>Classes</p> <p>Variation of: 1 week (5 classes) of an 18 day rotation.</p> <p>2 weeks (10 classes) of a 36 day rotation.</p> <p>3 weeks (15 classes) of a 45 day rotation.</p>	<ul style="list-style-type: none"> Factors such as heredity, environment, family, and cultures that lead to unique personality traits and positive self-concept. How to recognize examples of working within a family structure as a “teammate” during adolescent changes including adding responsibility and recognizing maturity. 	<ul style="list-style-type: none"> Describe types of environmental technology that effect family and community quality of life. Compare and contrast the roles and responsibility of family members within the family structure. Identify strategies that encourage respectful and caring teamwork in family and community living. Identify various family configurations. Explain the role of the family in teaching culture and traditions. Explain how values, beliefs, and social/cultural norms influence family responsibilities. Compare family structure and values in various cultures. Identify ways family structures change over time as well as the life cycle of a family. Identify adolescent brain development in association with personality traits. Pixar film: <i>Inside Out</i> (viewing and discussion: written assignment of emotion character that students identify with) 	<ul style="list-style-type: none"> Text series reading and discussion. Glencoe/McGraw Hill Text Series: <i>Discovering Life Skills</i> Written assignments and test/quiz as needed Creative personality assignment (Ex: small project picture collage or family portrait) 	<p>PA</p> <p>11.2.6.C</p> <p>11.2.6.E</p> <p>11.2.6.F</p> <p>NASAFACS</p> <p>1.1.1-1.1.5</p> <p>6.1.1-6.1.6</p> <p>6.2.1-6.2.3</p>
Grade 5 Cooking Unit	<ul style="list-style-type: none"> Explain basic food preparation techniques. Demonstrate proper food and kitchen cleanliness techniques. 	<p>Same time frame as above with variation as needed.</p>	<ul style="list-style-type: none"> Identification and purpose of basic kitchen tools. 5 basic parts of a standard recipe. Practice of kitchen math and measuring equivalency. Basic kitchen safety rules. Working within a kitchen space as a member of a team to complete cooking task. The importance of moderation and balance within a nutritious diet. 	<ul style="list-style-type: none"> Understand and demonstrate safe kitchen practices and food handling, as well as how to encourage accident prevention strategies (Avoidance of cuts, burns, falls, fire, and electric shock). Experiment and practice reading and following a recipe; identify and break down the 5 basic structural parts as Nouns (tools/equipment/ingredients), Verbs (cooking terms), measurements, cooking time/temp, and yield. Demonstrate the ability to measure solid/dry ingredients differently from liquid ingredients. Identify recipe abbreviations, common cooking measurements (customary/metric), and basic equivalencies. Food Lab skill demonstration likely to include but not limited to: demonstrate concepts previously listed, teamwork with deconstructing recipe (assignment of jobs and use of lab sheet), teamwork for cleanup and lab sanitation, overall completion of recipe from first to last step. *Recipe choice most likely to incorporate microwave or basic appliance use only, with minimal use of cutting tools. Use of dietary guidelines using the MyPlate system to plan and assess a balanced nutritional diet. 	<ul style="list-style-type: none"> Text adaptations from <i>DLS</i> series that would include written practice and test/quiz. Hands-on/manipulative practice learning labs (measurement/tool identification) Team food labs 	<p>PA</p> <p>11.2.6C</p> <p>11.3.6 A</p> <p>11.3.6 B</p> <p>11.3.6 D</p> <p>11.3.6 F</p> <p>11.3.6 G</p> <p>NASAFACS</p> <p>9.2.5-9</p> <p>9.3.5</p> <p>9.3.6</p> <p>9.4.4</p> <p>9.5.3</p> <p>9.5.4</p> <p>9.5.6</p>
Grade 5 Sewing Unit	<ul style="list-style-type: none"> Basics of hand sewing. 	<p>Same time frame as above with variations as needed.</p>	<ul style="list-style-type: none"> The name and purpose of basic hand sewing tools, as well as appropriate safety precautions when using sewing tools. How to demonstrate growth and efficiency in sewing skill practice. 	<ul style="list-style-type: none"> Students will be able to identify basic hand sewing tools and notions: (cutting tools, measurement, pins, needles, thread, fasteners, etc). Students will be able to demonstrate effective use of sewing tools with sampler stitches: running stitch, whip stitch, hem, blanket stitch, and/or button samplers. Demonstrate how to thread a needle, basic stitching, cutting, and measuring. Project examples: Plastic Canvas: (book mark, magnet, ornament) Beginner Hand Sewing: Felt pencil case, felt stitch/button sampler, finger puppet. 	<ul style="list-style-type: none"> Text adaptations from <i>DSL</i> that would include written and manipulative exercises. Individual Sewing Project or sampler. 	<p>PA</p> <p>11.1-11.4</p> <p>NASAFACS</p> <p>16.3.1-16.4.5</p>

Department and Grade level Introduction of Family and Consumer Science: Middle Level General Curriculum Syllabus: Grade 6

Adopted:

Major Topic	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
Friendship and Peer Relationships Communication	<ul style="list-style-type: none"> Patterns of interpersonal communications can result in either positive or negative results. Importance of friendship as part of a human need and community structure. 	<p>Classes</p> <p>Variation of: 1 week (5 classes) of an 18 day rotation.</p> <p>2 weeks (10 classes) of a 36 day rotation.</p> <p>3 weeks (15 classes) of a 45 day rotation</p>	<ul style="list-style-type: none"> Why communication needs to be within appropriate context. Constructive and destructive methods of conflict resolution. How to compare and contrast communication styles. How to apply the decision making process to evaluate and make decisions. 	<ul style="list-style-type: none"> Students will be able to identify agreeable qualities when making friends and maintaining friendships, as well as how to be a caring friend to others and adapting to changes that naturally occur in friendships as we grow and mature. Define peer, peer group, and both positive and negative forms of peer pressure. Demonstrate how peer pressure can affect the decision making process and how to stay safe by saying no to negative peer pressure in an assertive manner. Identify forms of high risk behavior that “friends” practice. Recognize and describe examples of both verbal and non-verbal communication, including sign language, body language, gestures, posture, and personal space. Cite examples of conflict including jealousy, misunderstanding, differing opinion, and gossip, as well as practice examples of conflict resolution. 	<ul style="list-style-type: none"> Text series reading and discussion. Glencoe/McGraw Hill Text Series: <i>Discovering Life Skills</i> Written assignments and test/quiz as needed. Role play activities. 	<p>PA 11.2.6 A</p> <p>NASAFACS 13.1.1 13.1.3 13.3.1 13.3.3 13.4.1-6</p>
Grade 6 Cooking Unit	<ul style="list-style-type: none"> Explain basic food preparation techniques. Demonstrate proper food and kitchen cleanliness techniques. 	Same time frame as above with variations as needed.	<ul style="list-style-type: none"> Review of kitchen tools and equipment Review of 5 basic parts of a recipe. Review dry vs. liquid measurement. How to demonstrate basic knowledge of stove and oven use. 	<ul style="list-style-type: none"> Identify and describe use of kitchen tools and equipment, including functionality and direct purpose. Review and dissect 5 basic parts to a standard recipe with specific emphasis on moving between direction steps and measurement/ingredients listing (recipe breakdown). Identify and define specific cooking terms (ex: bake, stir, chop). Identify and practice basic stove safety, including the differences in using a gas or electric stove, how to operate burner knobs/buttons. Identifying signs of correctly cooked or baked food. Review and demonstrate safe kitchen practice as applicable to stove use. Food Lab skill demonstration likely to include but not limited to: demonstrate concepts previously listed, teamwork with deconstructing recipe (assignment of jobs and use of lab sheet), teamwork for cleanup and lab sanitation, overall completion of recipe from first to last step. *Recipe choice most likely to incorporate stove top or limited oven use, with minimal use of cutting tools. 	<ul style="list-style-type: none"> Text adaptations from <i>DLS</i> series that would include written practice and test/quiz. Hands-on/manipulative practice learning labs (measurement/tool identification) Team food labs 	<p>PA 11.2.6C 11.3.6 A 11.3.6 B 11.3.6 D 11.3.6 F 11.3.6 G</p> <p>NASAFACS 9.2.5-9 9.3.5 9.3.6 9.4.4 9.5.3 9.5.4 9.5.6</p>
Grade 6 Sewing Unit	<ul style="list-style-type: none"> Review of hand sew basics. Pattern use and personal design. 	Same time frame as above with variations as needed.	<ul style="list-style-type: none"> The name and purpose of basic hand sewing tools, as well as appropriate safety precautions when using sewing tools. How to demonstrate growth and efficiency in sewing skill practice. 	<ul style="list-style-type: none"> Students will be able to identify basic hand sewing tools and notions: (cutting tools, measurement, pins, needles, thread, fasteners, etc). Students will be able to demonstrate effective use of sewing tools with sampler stitches: running stitch, whip stitch, hem, blanket stitch, and/or button samplers. Demonstrate how to thread a needle, basic stitching, cutting, and measuring. Project examples: Animal pal felt design, hand quilted pot holder. 	<ul style="list-style-type: none"> Text adaptations from <i>DSL</i> that would include written and manipulative exercises. 	<p>PA 11.1-11.4</p> <p>NASAFACS 16.3.1-16.4.5</p>

						<ul style="list-style-type: none">• Individual Sewing Project or sampler.	