

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: 6

Course Description: This course is the first in a three-year progression of Family and Consumer Science at the intermediate school.

This course is the first of three years of Family and Consumer Science in the intermediate school. The primary focus will be to provide students with learning experiences that introduce the necessary tools, knowledge and resources for developing, evaluating and ultimately obtaining their individual educational and career goals in a diverse and ever-changing world. Students will plan and set goals that align with their individual skills, interests and values. They will examine their personal, collaborative and job-related soft (transferable) skill sets. Using their Xello Career Account, they will document their progress toward existing goals, refine those goals, and add new educational and career interests based on their research and learning.

In the second unit of 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. The skills learned in the 6th grade will be building blocks for more complex skills needed in the 7th and 8th grade curriculum.

The final unit of this course will be an introduction to 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: 36-day course

Curriculum Writing Committee: Lydia Marano

Curriculum Map

Unit 1/Career Exploration and Awareness

Day 1-12

Students will:

- Log into their Xello Account and navigate the site and resources
- Find and analyze results from assessments including career interests, personality style, and learning style
- Upload documents to their Xello account to add to career portfolio
- Accurately use career-related vocabulary terms
- Identify individual preferences for academic subjects, possible careers, and post-secondary schools
- Identify their ability to time manage and how that would impact their career interests
- Identify their ability to make decisions that will impact their day to day events
- Identify their personal interests, hobbies, extracurricular activities
- Research careers and educational opportunities using a variety of resources
- Add evidences of career research, goal building and learning reflections to Xello account

Unit 2/Textile Science

Day 13-25: Textile Science

Students will be able to:

- Demonstrate knowledge of and skills for using a variety of hand sewing tools
- Demonstrate knowledge of and skills for using fabrics and patterns for creating projects
- Demonstrate knowledge of and skills for using a sewing machine
- Accurately use and identify sewing machine vocabulary terms
- Create at least one fabric project from scratch using a variety of sewing tools including the sewing machine and textile materials
- Evaluate their project based on a rubric which includes attention to the use of tools and proper construction techniques

Unit 3/Culinary Sciences

Day 26-36: Culinary Sciences

Students will be able to:

- Demonstrate knowledge of and skills for using various kitchen tools and appliances
- Demonstrate knowledge of and skills for reading a recipe
- Demonstrate knowledge of and skills for following safety, sanitation, preparation, collaboration, time-management when creating cooking or baking foods
- Prepare at least 2-4 food items within their kitchen team including breakfast, dinner, dessert, and a beverage.
- Evaluate their food preparation labs related to food safety/serving, food presentation/ taste, and teamwork,

Wilson Area School District Planned Course Materials

Course Title: Family and Consumer Science - Grade 6

Online Curriculum Materials:

- Xello Career Platforms
- Google Classroom for Career Assignments
- PBS Learning Media

Supplemental Books: (Extension/Remediation Activities)

- Oh the Places You'll Go by Dr. Suess
- The 7 Habits of Highly Effective Teens by Sean Covey
- It's Your Universe: You Have the Power to Make It Happen by Ashley Eckstein

Supplemental Videos:

- 100 Kids Tell Us What They Want to be When They Grow Up (<https://youtu.be/RUup841pZrs>)
- Career videos from Career Cruising, Discovery Education Zone, and PBS Learning
- Inspirational talks by celebrities including: "Who Do You Want to Be?" by Will Smith and others.

Teacher Resources:

- Access to a Xello Account tools and Xello student account portfolios
- Computer, projector, whiteboard, chromebooks
- Google Classroom with supplemental materials and assignments uploaded
- Xello Manuals and Curriculum
- Internet Resources including resources Affiliated Educational Organization Resources:
 - AAFCS (American Association of Family and Consumer Sciences)
 - FCCLA (Family, Career and Community Leaders of America)
 - ACTE (Association of Career and Technical Education), 677 PA Department of Ed.
- Magazines-Consumer sites for kids: BizKids, Choices Magazine by Scholastic

Teacher Acquired Materials:

- Careers (The graphic guide to finding the perfect job for you) by DK limited publishing
- Exploring Future Options: a Career Development Curriculum for Middle School Students. Perry, Nancy, and Zark VanZandt. International Debate Education Association, 2006
- Why You Eat What You Eat (The Science behind our relationship with Food) by Rachel Herz
- How Food Works (visually explained for differentiated learners) by DK Publishing
- Lesson Plans (Family, Food, and Textiles) by Learning Zone Express
- Sewing School: Lessons in Machine Sewing by Amie Petronis Plumley & Andria Lisle

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science - Grade 6

Unit 1: Career Awareness and Exploration

Time frame: Day 1-12

State Standards: FACS---11.1.6 A,B,C, 11.1.9 E, 11.2.6 A,B; CEW----13.1.8 A, B, F, G, H; 13.2.8 B,D,E; 13.3.8 D

Essential Questions:

- Why should I start thinking about my career now?
- How does my academic/educational experience relate to my career plan?
- How can I choose career goals that match my personal interests, abilities and attitudes?

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

- Use career planning vocabulary (i.e. job, career, profession, degree, etc.)
- Articulate why planning now for future careers is important
- Identify resources for researching educational and career goals
- Express a deeper knowledge of one or more occupations, including the education and training requirements
- Define how making decisions can impact not just daily life but the profession the student wishes to pursue
- Articulate why having time management skills now is important for the future

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

- Navigate Xello tools and create initial portfolio
- Complete Xello Matchmaker inventory
- Complete two Xello lessons (topics on Time Management and Decision Making)
- Research three careers using a handout to answer questions about the careers chosen.

Extensions:

- Use a supplemental reading list to read someone successful in a specific career or to choose an available supplemental book available in the classroom
 - The Seven Habits of Highly Effective Teens
 - 8 Traits of Successful People by Richard St. John on Ted Ed
 - The jobs we'll lose to machines and the ones we won't by Anthony Goldbloom on Ted Ed
- Interview someone you know regarding their experiences in the workplace or finding a job (Use sample questions with students for the interview---such as What was your first job? How did you find the job? What was your favorite job and why? Have you ever had to learn new skills on the job? What do you think is the hardest part about having to work for someone.)
- Research and explore 2 postsecondary training programs representing the range of options, which are connected to individual career goals
- Watch a video interview or read a magazine article about someone in a career of interest

Remediation:

- Adaptations of project specific to students' needs
- Student mentor
- Modeling
- Scaffolding or Partner work
- Assistance from learning support teacher or aide
- Materials for remediation:
 - Oh the Places You'll Go by Dr. Suess
 - 100 Kids Tell Us What They Want to be When They Grow Up (<https://youtu.be/RUup841pZrs>)

Instructional Methods:

- Class discussion/notes
- Question of the day (Warm-up)
- Teacher demonstrations of sites, applications, etc.
- Practice on worksheets for brainstorming
- Peer teaching-becoming an expert in a specific career topic
- Teacher directed review and practice games
- Google Classroom assignments and communication
- Homework to make family and community connections and increase relevance

Materials & Resources:

- Notes
- Printed Worksheets and Instructions to guide and reinforce online activities
- Daily review question recorded in folders
- Xello website
- PBS Learning Media Website
- Supplemental Books and Videos
- Chromebooks
- Google Classroom
- Overhead Projector for demonstrations

Assessments:

- Progress report from Xello website
- Self-assessment/teacher assessment of journal responses and research sheets
- Question of the day responses
- Class participation
- Homework (Family interview or Career person interview)

Curriculum Scope & Sequence

Planned Course: Family and Consumer Science - Grade 6

Units 2 & 3: Textile and Culinary Sciences

Time frame: Day 13-36

State Standards: 11.1.6F, 11.1.6D, 11.2.9C, 11.2.6.C, 11.2.9.C, 11.2.9.E, 11.3.6.B, 11.3.9.B, 11.3.6.F, 11.3.6.G

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

- Demonstrate knowledge of and apply skills for using a variety of hand sewing tools
- Demonstrate knowledge of and apply skills for using fabrics and patterns for creating projects
- Demonstrate knowledge of and apply skills for using a sewing machine
- Demonstrate knowledge of and apply skills for using various kitchen tools and appliances
- Demonstrate knowledge of and apply skills for reading a recipe
- Demonstrate knowledge of and apply skills for following safety, sanitation, preparation, collaboration, time-management when creating cooking or baking foods
- Demonstrate knowledge and apply skills for serving food and using appropriate table etiquette
- 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
- Begin to identify the national contribution of foods based on the nutrient group using the government food guides

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

- Create a fabric project using fabric materials
- Label the parts of the sewing machine
- Use a pattern to cut the shape of the project and transfer markings from the pattern to the fabric
- Interpret written instructions and diagrams to assemble a project
- Participate in teacher demonstrations of the sewing project
- Prepare cooked food item with their kitchen teams
- Find standard abbreviations for measurements used in recipes
- Practice rewriting measurements using abbreviations
- Participate in teacher demonstrations of recipes to be completed in class
- Use appropriate methods to clean dishes, utensils, cookware, and appliances

Extensions:

- Think of things you throw away that are made of fabric/textiles and design your own functional fabric product someone could create using principles of remix, reuse, refashion or recycle
- Prepare a recipes at home and have family members give feedback
- Each kitchen team prepares a different part of a meal to share with the entire class

Remediation:

- Adaptations specific to student's needs
- Flexible grouping
- Teacher proximity/assistance
- Peer mentoring on fabric projects
- Conferencing with kitchen teams to solve problems
- Modeling appropriate language to solve interpersonal issues within a teams

Instructional Methods:

- Class discussion/notes
- Question of the day (Warm-up)
- Teacher demonstrations
- Rubric for student/teacher evaluation of project
- Recipes and lab sheets for each kitchen team
- Peer mentoring

Materials & Resources:

- Sewing Equipment-machines, shears, irons, small sewing equipment
- Supplies for student projects- thread, markers, pins
- Samples of each construction detail or step in construction
- Fabric Scraps, Fabric Material
- Project instructions and patterns
- Wall charts-Food Guides, Portion Guides, Food Groups, news articles
- Lab equipment for food preparation
- Purchased foods/cleaning supplies/paper/storage goods
- Student folders
- Daily review questions
- Videos provided by the teacher
- Internet

Assessments:

- Question of the day responses
- Rubric for fabric project completed by students and teacher
- Kitchen lab plan with team evaluation
- Student folders with notes
- Class participation
- Quizzes