Family and Consumer Science
Grade 6

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☑ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Family and Consumer Science		
Course Title:	Family and Consumer Science		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	The 6th-grade family and consumer sciences curriculum is divided between sewing and cooking. The emphasis is on helping students recognize that these skills are valuable, lifelong, and contribute to their independence and self-reliance. In the sewing unit, students will be introduced to the sewing room complete with sewing machines, notions, and different kinds of fabric. They will begin to get a general understanding of the purpose of sewing and how to safely use notions and equipment. The emphasis will be on learning basic hand-sewing skills and providing an introduction to the sewing machine. Students will create simple projects using these introductory skills. In the cooking unit, students will learn food preparation skills, begin to understand the importance of making healthy food choices, and practice food and kitchen safety. During the food preparation portion students will learn about knife skills and measuring. Students will have the ability to participate in hands-on experiences with their groups to learn the fundamental cooking techniques in order to produce healthy snacks.		

Course Essential Questions:	● How can family and consumer sciences help students to be independent and responsible? ● How can students operate safely in a sewing room or kitchen? ● What is the function of sewing, and what are the basic tools/notions used to sew? ● What are the most basic hand-sewing stitches and how are they executed? ● What are the basic functions of a sewing machine? ● What is kitchen safety? ● How are kitchen fires prevented? ● How can food labels assist in making healthy eating choices? ● What is the difference between processed foods and fresh or minimally processed foods and how does this impact health? ● How do we use our measuring tools appropriately to get accurate measurements? ● How is a recipe properly read?	
Course Enduring Understandings:	● Skills learned in family and consumer science class are valuable and lifelong skills with both creative and practical applications. ● Stitches can be both functional and decorative. ● Kitchen fires can be prevented. ● Kitchen supplies need to be cleaned and sanitized to maintain a healthy environment. ● Healthy food choices impact overall well-being. ● Food labels provide key information which is helpful in making food decisions. ● There are different measuring tools to use for wet or dry ingredients. ● A recipe lists ingredients and provides step-by-step instructions on how the food is made.	
Duration: **Credit:**	☐ Semester ☐ Full-Year ☑ Quarter	☐ 0.5 Credit(s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A

Course Materials/Resources:	Basic sewing and cooking supplies and equipment
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☐ Synthesizing and Evaluating (SE) ☑ Creating and Constructing (CC) ☐ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit** - Sewing (~5 weeks) **Unit** - Cooking (~5 weeks)

Unit Number and Title:	**Unit:** Sewing
Duration:	~5 weeks
Resource(s):	Sewing machine, notions, fabric, templates
Unit Overview:	This class will introduce students to the concept of sewing and how to care for and use basic sewing notions as well as a computerized sewing machine. The emphasis is on hand-sewing and an introduction to the sewing machine. Specifically, they will learn how to sew on a button by hand and create a simple project using a computerized sewing machine.
Learning Goals	
Standard(s):	**Area of Study 1.0 Career, Community and Family Connections** 1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings. **Area of Study 16.0 Textiles, Fashion, and Apparel** 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design. 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.
Essential Question(s):	● How can family and consumer sciences help students to be independent and responsible? ● How can students operate safely in a sewing room or kitchen? ● What is the function of sewing, and what are the basic tools/notions used to sew? ● How are sewing machines and notions cared for, stored and used safely and productively? ● What are the most basic hand-sewing stitches and how are they executed? ● What are the basic functions of a sewing machine?
Enduring Understanding(s):	● Skills learned in Family & Consumer Science class are valuable and lifelong skills with both creative and practical applications.

	● Stitches can be both functional and decorative.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) hand-sewing: ● the names and functions of basic sewing notions and how they are stored. This would include items such as a variety of needles, different types of thread, pins, and shears. ● the safe manner in which sewing notions are handled. ● the function of a knot when sewing. ● simple stitches, such as the running stitch, backstitch, and whip stitch, are used for both design and function. ● technique of securing a button including the function of a shank. ● where to cut on a piece of fabric to minimize waste. machine-sewing: ● sewing machines are computerized, electrical power tools, powered by a foot pedal. ● is about precision rather than speed. ● produces a durable and professional-looking seam. ● sewing machines sew forward and backward. ● the function of a sewing machine as well as the name, location and function of key features including: on/off switch, needle up/down button, backstitch button, stitch selection buttons, presser foot, needleplate, bobbin compartment, spool pin and cap, and needle. ● to thread a machine requires an upper thread (spool of thread) and lower thread (bobbin). ● the importance of a seam allowance. ● the function of backstitching. **Skills:** (Students will be able to…) ● minimize fabric waste by cutting from a corner. hand-sew:

	● practice safe use of sewing notions. ● thread a needle. ● tie a knot and explain the function of a knot. ● execute basic hand stitches such as the running, back, and whip stitch. ● properly sew on a button. ● design and create a product utilizing a simple pattern, fabric, button, and hand stitches. machine-sew: ● explain that a sewing machine requires two sources of thread, (i.e., the spool and the bobbin). ● operate the sewing machine, (i.e., coordinate one's hands to manipulate the fabric while coordinating one's foot to power the machine). ● use a sewing machine to sew straight and secure seams utilizing the straight and zig-zag stitch. ● pivot when using a sewing machine. ● utilize the backstitch button as a way of securing the thread to the fabric. ● create a simple product using the sewing machine.

Unit Number and Title:	**Unit:** Cooking
Duration:	~5 weeks
Resource(s):	● Kitchen equipment, small appliances, and hand tools ● Consumables
Unit Overview:	This class will provide students with skills to integrate multiple life roles and responsibilities, including food preparation, planning, nutrition, and safety.
Learning Goals	
Standard(s):	**Area of Study 14.0 Nutrition and Wellness** 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. **Area of Study 8.0 Food Production and Services** 8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.5 Practice standard personal hygiene and wellness procedures.
Essential Question(s):	● How can family and consumer sciences help students to be independent and responsible? ● How can students operate safely in a sewing room or kitchen? ● What is kitchen safety? ● How are kitchen fires prevented? ● How can food labels assist in making healthy eating choices? ● What is the difference between processed foods and fresh or minimally processed foods and how does this impact health? ● How do we use our measuring tools appropriately to get accurate measurements? ● How is a recipe properly read?

Enduring Understanding(s):	● Skills learned in family and consumer science class are valuable and lifelong skills with both creative and practical applications. ● Kitchen fires can be prevented. ● Kitchen supplies need to be cleaned and sanitized to maintain a healthy environment. ● Healthy food choices impact overall well-being. ● Food labels provide key information which is helpful in making food decisions. ● There are different measuring tools to use for wet or dry ingredients. ● A recipe lists ingredients and provides step-by-step instructions on how the food is made.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● kitchen safety including how to prevent kitchen fires. ● basic kitchen cleaning procedures. ● basic food preparation. ● the difference between measuring wet and dry ingredients. ● simple knife skills including the bear claw and tunnel grip. ● how to evaluate the nutritional value of foods. ● importance of fresh, minimally processed foods. **Skills:** (Students will be able to…) ● prevent kitchen fires and what to do if a fire should occur. ● read a recipe and apply the skills to execute it correctly. ● understand the basic impact of fresh vs. processed foods on one's health. ● practice safe use of kitchen tools such as measuring spoons and cups, paring knives, and cutting boards. ● select the correct measuring tool based on the ingredient. ● prepare a healthy, simple snack from scratch. ● read and understand a food label. ● clean and sanitize kitchen tools and environment.