

Grade 6 Family & Consumer Sciences

Description

There are three units in Grade 6 Family and Consumer Sciences. This program emphasizes developing the student's responsibility for personal care and safety.

In the Home and Life Safety Unit students will study Fire Safety and Prevention. In the Foods and Nutrition Unit students will study whole foods and safety and basic food preparation. In the Fabric Art/Textiles students will learn sewing basics and make an embellished tote bag.

Course Overview

Course Objectives

Are listed in the individual units.

Essential Questions

- How does the interaction of multiple life roles impact personal responsibilities toward family work and community?
- How do we effectively utilize human, economic and environmental resources in our daily life?
- How do consumers utilize the principles of design to make informed textile decisions?
- How do nutritious snacks influence the quality of your life?

Assessments

Common Assessments

- Measuring quiz
- Family Involvement Project
- Tote Bag
- Button

Skill Assessments

- Thread a Sewing Machine
- Knife Skills
- Hand Sewing

Content Outline

- I. [Unit 1](#): Home & Life Safety
- II. [Unit 2](#): Consumerism & Foods
- III. [Unit 3](#): Fabric Art/Textiles

Standards

Connecticut State FCS standards are met in the following areas:

- *Career, Community and Family Connections*
- *Consumer Science and Family Resource Management*
- *Nutrition and Wellness*
- *Textiles and Design*

http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/fcs/fcs_912frameworks.pdf

Grade Level Skills

- [..\MS CURRIC DRAFT\FLOW CHART OF CURRICULUM GRADE 6-8\FOODS Flow Chart 6-8 DRAFT.doc](#)
- [..\MS CURRIC DRAFT\FLOW CHART OF CURRICULUM GRADE 6-8\Fabric ArtTextiles Skills Flow Chart.doc](#)

Pacing Guide

Marking Period

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Unit 1
Home & Life
Safety
6 days

Unit 2
Consumerism & Foods
18 days

Unit 3
Fabric Art
17 days

Unit 1 – Home & Life Safety [top](#)

Standards

Career, Community and Family Connections

Students will understand the interaction of multiple life roles with the responsibilities of family, work and community.

Students will:

- identify different roles individuals play in families, careers and communities.

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic and environmental resources.

Students will:

- evaluate individual, family and community resources.
- evaluate the relationship of the environment to family and consumer resources.

Unit Objectives

Students will be able to:

- explain the importance of a home fire safety plan.
- review E.D.I.T.H. and D.A.N.
- identify the parts of the Fire Triangle.
- recognize flammable household products.

Essential Questions

- How does the interaction of multiple life roles impact personal responsibilities toward family work and community?
- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- Why do we need a fire escape plan?
- How can we prevent fires in our homes?
- How do we identify flammable substances?

Assessment

- Family Involvement Project

Lesson Planning Resources

- Home Evacuation Video
- Fire Marshall Visit
- Burn Reports

Materials/Resources

- Home and Life Safety Videos
- Fairfield Fire Department Personnel
- Computer Labs and Internet Resources
- Home and Life Safety Project Handout

Unit Skills

Students will:

- complete the Family Involvement Project including
 - Identify the steps in EDITH (Exit Drills in the Home)
 - Meeting place
 - Check smoke detectors
- categorize elements according to the fire triangle.
- list common household products labeled

		with a flammability caution.
<u>Technology Resources</u> <ul style="list-style-type: none"> • www.befiresmart.com 	<u>Differentiated Instruction</u> <ul style="list-style-type: none"> • The students have the option of drawing, writing or discussing their home evacuation plan. 	<u>Enrichment/ELL</u> <ul style="list-style-type: none"> • The students can summarize newspaper articles regarding home safety. • Spanish materials are available.

Unit 2 – Consumerism & Foods [top](#)

Standards

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- determine individual nutritional needs based on U.S. dietary guidelines.
- practice safe and sanitary methods to prepare foods.
- utilize technology in nutritional food preparation and nutrition analysis.
- examine today's science and technology influences on the food industry.

Unit Objectives

Students will be able to:

- correlate whole foods to the 6 essential nutrients.
- correlate 6 essential nutrients to the food pyramid.
- recognize recipe terminology.
- explain the principles of kitchen sanitation and safety.
- identify whole foods.
- distinguish between natural and processed sweeteners.
- establish a healthy eating habit.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Questions

- What are whole foods and why are they important to our health and well being?
- What are the 4 C's of food safety?
- What are the basic skills and food preparation techniques?

Assessments

- Evaluate 6th grade healthy eating habit
- Food Products
- Measuring/food label quiz

Lesson Planning Resources

- Audio visual supplies
- Equipment
- Media materials
- Stocked pantry
- Stocked kitchen labs
- Internet access and computer

Materials/Resources

- Measuring equipment
- Kitchen utensils and equipment
- Appliances
- Food
- Linens
- Paper goods
- Cleaning supplies
- Service ware
- Computer lab

Skill Objectives

Students will:

- prepare healthy snacks using whole foods: whole foods are foods found in nature, with minimal processing (as in flours, frozen, or canned), no additives and no chemicals.
- use recipes that must contain 50% whole grain flours which include: barley, spelt, wheat, rye, corn, bran, oats, brown rice flour, buckwheat, quinoa.

		<ul style="list-style-type: none">• create only 1 recipe that contains processed sugars. Other sugars limited to agave nectar, honey, 100% pure maple syrup, fruit, date sugar, maple sugar, barley malt syrup, brown rice syrup.• not use box mixes unless ingredients are 100% whole foods as per food label.• fats may not include trans fats and will be limited to oils and butter.• practice the proper use of basic kitchen utensils.• operate kitchen appliances safely:<ul style="list-style-type: none">○ blender○ oven○ microwave• measure liquid and dry ingredients.• apply basic knife skills and safety:<ul style="list-style-type: none">○ knife safety○ peel○ core○ slice• practice basic snack food preparation skills and techniques:<ul style="list-style-type: none">○ bake○ microwave○ combine○ Stir○ blend• practice the principles of food safety and sanitation:<ul style="list-style-type: none">○ clean○ cook○ chill○ avoid cross contamination• demonstrate table setting.• utilize the website; www.mypyramid.gov for nutritional analysis.
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<u>Technology Resources</u> www.mypyramid.gov	<u>Differentiated Instruction</u> <ul style="list-style-type: none">• Cooperative groupings in the labs• Demonstration	<u>Enrichment/ELL</u> <ul style="list-style-type: none">• Cooperative groupings in the labs• Demonstration
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Unit 3 – Fabric Art/Textiles [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles.

Students will:

- demonstrate apparel and textiles design skills.

Unit Objectives

Students will be able to:

- identify the basic parts of a sewing machine.
- explain how to thread a basic sewing machine.
- explain how to fill a bobbin.
- distinguish between ironing and pressing.
- explain how to properly use an iron safely.
- identify basic sewing tools.
- discuss ways to embellish fabric.
- describe how the computer can be used to add design to fabric.
- discuss the usefulness of hand sewing.
- explain the purpose of a free arm feature on a sewing machine.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- What is the process in constructing a beginner's sewing product?
- How would you use technology to embellish a project?

Assessment

- An embellished Shoulder Bag

Lesson Planning Resources

- Equipped sewing lab
- Overlock machine

Materials/Resources

- Sewing machines
- Sewing notions and tools
- Fabric
- Transfer paper
- Irons
- Buttons
- Heat press machine

Skill Objectives

Students will:

- thread a sewing machine properly.
- fill a bobbin.
- machine sew:
 - seams: standard 5/8" seam
 - casing
 - pivot
 - backstitch
- hand sew:
 - thread a needle
 - button

		<ul style="list-style-type: none"> ○ hand knot ● insert a drawstring into a casing. ● perform basic operating procedures on the sewing machine. ● demonstrate proper use of sewing shears. ● practice the proper use of straight pins. ● employ the proper use of an iron by pressing and ironing. ● use computer applications to design art work for project. ● apply computer generated artwork to fabrics. ● demonstrate use of a ruler for correct casing measurement.
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> ● computer lab ● instructional dvd 	<p><u>Differentiated Instruction</u></p> <ul style="list-style-type: none"> ● written and verbal instructions ● samples ● individualized instruction based on student need ● demonstration 	<p><u>Enrichment/ELL</u></p> <ul style="list-style-type: none"> ● instructional dvd ● decorative stitching ● peer assistance