

BLACKHAWK SCHOOL DISTRICT

CURRICULUM

Course Title: Family and Consumer Sciences, Related Arts
Grade Level(s): 6th
Length of Course: 40 minutes
Faculty Author(s): Megan Bailey
Date: February 2013

COURSE DESCRIPTION: The 6th Grade Family and Consumer Sciences related arts class will introduce and develop practical life skills in a hands-on academic setting to aid the students in becoming life-long learners and functioning members of their communities.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME / ACTUAL TIME	RESOURCES	LESSON REFLECTION (for future revisions)
I. Kitchen Safety and Sanitation A. Food Safety 1. Fight Bac! Campaign a. Food Preparation b. Proper Storage 2. Handwash Experiment B. Equipment/Appliance Safety 1. Identifying Equipment a. Cooking Utensils b. Major Appliances 2. Operating Equipment Safely	11.2.6 Balancing Family, Work and Community Responsibility C – Classify the components of effective teamwork and leadership, and evaluate if teamwork and leadership skills were met. D. Identify the concepts and principles used in planning space for activities. 11.3.6 Food Science and Nutrition B – Describe safe food handling techniques (e.g storage, temperature control, food preparation, conditions that create a safe working environment for food production). F – Analyze basic food preparation techniques and food-handling procedures.	6 Days	<u>Teacher Made:</u> - “Kitchen Rules” - Utensil Search - Appliance Summaries <u>Discovering Food and Nutrition Text:</u> p. 69-73, 115 (Utensils) <u>Discovering Life Skills Text:</u> p. 382-387 (Utensils)	

II. Measuring A. Basic Measuring Techniques 1. Stop/Highlight Article 2. Graphic Organizer B. Measuring Practice 1. Youtube video demonstrations 2. Measuring stations	11.3.9 Food Science and Nutrition B. Identify the cause, effect, and prevention of microbial contamination, parasites, and toxic chemicals in food. • Students will incorporate various reading apprenticeship strategies where applicable. • <i>Reading Strategy Examples:</i> <u>Sketching the Text</u> after searching for utensils, students will match a picture of the utensil with the definition of use <u>Stop/Highlight</u> students will use different colored highlighters to highlight important information that is either new to them, or important information they were already familiar with. 11.3.6 Food Science and Nutrition B – Describe safe food handling techniques (e.g storage, temperature control, food preparation, conditions that create a safe working environment for food production). F – Analyze basic food preparation techniques and food-handling procedures. • Students will be addressing the ‘math’ element of STEM. • Students will incorporate various reading apprenticeship strategies where applicable. • <i>Reading Strategy Examples:</i> <u>Read Aloud and Model:</u> students will read aloud how to measure different types of ingredients and instructor will model, followed by students demonstrating level of understanding by also modeling <u>Graphic Organizer – Spider Chart:</u> Using the spider chart format, students will pull two important pieces of information for each section of an article, summarize the information and plug into the chart	3-4 days	Teacher made resources <u>Discovering Food and Nutrition Text:</u> -p. 68-73, 74, 88-91	
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III. Food Preparation and Techniques A. Kitchen Setup 1. Pre-test 2. How to set up for a lab B. Pre-Lab Activities 1. Assign lab duties 2. Recipe review a. “How to Read a Recipe” article b. Class recipe read through c. Recipe Technology- using apps and websites for cooking d. Creating a Meal Plan C. 3-4 Food Preparation Labs 1. Appliances a. Stovetop preparation b. Oven preparation c. Small Appliance (Blender) 2. Techniques a. Dry sauté b. No-bake c. Estimates vs. exact measurements	11.2.6 Balancing Family, Work and Community Responsibility B – Deduce the importance of time management skills (related to organization/completion of foods labs) C – Classify the components of effective teamwork and leadership, and evaluate if teamwork and leadership skills were met. 11.2.9 Balancing Family, Work and Community Responsibility H – Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making. E- Evaluate the impact of technology and justify the use or nonuse of it. 11.3.6 Food Science and Nutrition B – Describe safe food handling techniques (e.g storage, temperature control, food preparation, conditions that create a safe working environment for food production). C.- Analyze factors that affect food choices. F – Analyze basic food preparation techniques and food-handling procedures. 11.3.9 Food Science and Nutrition F.- Hypothesize the effectiveness of the use of meal management principles. • Students will be addressing the ‘science’, ‘technology’, and ‘math’ element of STEM. • Students will incorporate various reading apprenticeship strategies where applicable. • Reading Strategy Examples: “3-2-1” Summary: Students will read a brief chapter excerpt about how to read recipes and summarize 3 points related to a topic, then 2 points, and then 1 point.	10 days	<u>Teacher Made:</u> - Kitchen Setup - 6th grade recipe packet <u>The Learning Zone ExpressCurriculum</u> -Worksheets from Food Science and Production Unit <u>Discovering Food and Nutrition Text:</u> -p. 68-73, 74, 88-91 BYOT and school supplied technology Foods lab supplies	
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IV. Nutrition A. Healthy Meal Planning 1. Using current recipes 2. Healthy substitutions B. Portion Distortion 1. Evaluating correct portion size 2. Portion size vs. Serving Size 3. Technology to assist in portion control	11.3.6 Food Science and Nutrition C.- Analyze factors that affect food choices D.- Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid. 11.3.9 Food Science and Nutrition F. Hypothesize the effectiveness of the use of meal management principles. 11.3.12 Food Science and Nutrition C. Evaluate sources of food and nutrition information. 11.2.9 Balancing Family, Work and Community Responsibility E- Evaluate the impact of technology and justify the use or nonuse of it.	3-4 Days	Teacher created materials BYOT and school supplied technology	
V. Consumerism A. Being a Consumer B. Comparison Shopping 1. Researching products 2. Different price resources C. Technology to create smart Consumers 1. Internet safety 2. Smart phone/tablet apps 3. Websites	11.1.6 Financial and Resource Management D – Analyze information in care instructions, safety precautions and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities. 11.1.9 Financial and Resource Management F. Evaluate different strategies to obtain consumer goods and services. 11.1.12 Financial and Resource Management .F – Compare and contrast the selection of goods and services by applying effective consumer strategies. 11.2.9 Balancing Family, Work and Community Responsibility E- Evaluate the impact of technology and justify the use or nonuse of it. • Students will incorporate various reading apprenticeship strategies where applicable. • Students will be addressing the ‘technology’ element of STEM	3-4 Days	Teacher created materials <u>The Young Spenders Curriculum:</u> - Worksheets <u>Discovering Life Skills Text:</u> - p.186 – 187, 192-199 BYOT and school supplied technology	

VI. Construction with Textiles A. Garment repair/ construction 1. Basic hand sewing skills 2. Hand sewing buttons/ hems B. Sewing machine Operation C. Construction of sewing project 1. Demonstrations vs. written directions 2. Pinning and cutting 3. Machine sewing 4. Hand sewing 5. Self – Evaluation skills	11.1.6Financial and Resource Management F – Explain practices to maintain and/or repair consumer goods and services. 11.2.6Balancing Family, Work, and Community Responsibilities B – Deduce the importance of time management skills. 11.2.9Balancing Family, Work, and Community Responsibilities A – Solve dilemmas using a practical reasoning approach. (garment construction). 11.2.9 Balancing Family, Work and Community Responsibility E- Evaluate the impact of technology and justify the use or nonuse of it. • Students will be addressing the ‘technology’ and ‘math’ elements of STEM. • Students will incorporate various reading apprenticeship strategies where applicable. • Reading Strategy Examples - <u>Talking to the Text:</u> students will read through direction sheets prior to beginning projects and highlight and mark certain areas of the directions, also noting areas of confusion or where they have questions	112-13 Days	<u>Teacher Made:</u> -Button instructions <u>Projects ordered from Haan Sewing Company</u> <u>Discovering Life Skills Text:</u> - p.294-295, 300-301, 320	
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