

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)
<p>I. Kitchen Safety and Sanitation</p> <p>A. Food Safety</p> <ol style="list-style-type: none"> 1. Fight Bac! Campaign <ol style="list-style-type: none"> a. Food Preparation b. Proper Storage 2. Handwash Experiment <p>B. Equipment/Appliance Safety</p> <ol style="list-style-type: none"> 1. Identifying Equipment <ol style="list-style-type: none"> a. Cooking Utensils b. Major Appliances 2. Operating Equipment Safely 	<p>11.2.6 Balancing Family, Work and Community Responsibility</p> <p>C – Classify the components of effective teamwork and leadership, and evaluate if teamwork and leadership skills were met.</p> <p>D. Identify the concepts and principles used in planning space for activities.</p> <p>11.3.6 Food Science and Nutrition</p> <p>B – Describe safe food handling techniques (e.g storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>F – Analyze basic food preparation techniques and food-handling procedures.</p>	6 Days	<p><u>Teacher Made:</u></p> <ul style="list-style-type: none"> - “Kitchen Rules” - Utensil Search - Appliance Summaries <p><u>Discovering Food and Nutrition Text:</u> p. 69-73, 115 (Utensils)</p> <p><u>Discovering Life Skills Text:</u> p. 382-387 (Utensils)</p>	

<p>II. Measuring</p> <p>A. Basic Measuring Techniques</p> <ol style="list-style-type: none"> 1. Stop/Highlight Article 2. Graphic Organizer <p>B. Measuring Practice</p> <ol style="list-style-type: none"> 1. Youtube video demonstrations 2. Measuring stations 	<p>11.3.9 Food Science and Nutrition</p> <p>B. Identify the cause, effect, and prevention of microbial contamination, parasites, and toxic chemicals in food.</p> <ul style="list-style-type: none"> • Students will incorporate various reading apprenticeship strategies where applicable. • Reading Strategy Examples: <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. <p>11.3.6 Food Science and Nutrition</p> <p>B – Describe safe food handling techniques (e.g storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>F – Analyze basic food preparation techniques and food-handling procedures.</p> <ul style="list-style-type: none"> • Students will be addressing the ‘math’ element of STEM. • Students will incorporate various reading apprenticeship strategies where applicable. • Reading Strategy Examples: <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 	<p>3-4 days</p>	<p>Teacher made resources</p> <p><u>Discovering Food and Nutrition Text:</u> -p. 68-73, 74, 88-91</p>	
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<p>III. Food Preparation and Techniques</p> <p>A. Kitchen Setup</p> <ol style="list-style-type: none"> 1. Pre-test 2. How to set up for a lab <p>B. Pre-Lab Activities</p> <ol style="list-style-type: none"> 1. Assign lab duties 2. Recipe review <ol style="list-style-type: none"> 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 <p>C. 3-4 Food Preparation Labs</p> <ol style="list-style-type: none"> 1. Appliances <ol style="list-style-type: none"> a. Stovetop preparation b. Oven preparation c. Small Appliance (Blender) 2. Techniques <ol style="list-style-type: none"> a. Dry sauté b. No-bake c. Estimates vs. exact measurements 	<p>11.2.6 Balancing Family, Work and Community Responsibility</p> <p>B – Deduce the importance of time management skills (related to organization/completion of foods labs)</p> <p>C – Classify the components of effective teamwork and leadership, and evaluate if teamwork and leadership skills were met.</p> <p>11.2.9 Balancing Family, Work and Community Responsibility</p> <p>H – Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.</p> <p>E- Evaluate the impact of technology and justify the use or nonuse of it.</p> <p>11.3.6 Food Science and Nutrition</p> <p>B – Describe safe food handling techniques (e.g storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>C.- Analyze factors that affect food choices.</p> <p>F – Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.3.9 Food Science and Nutrition</p> <p>F.- Hypothesize the effectiveness of the use of meal management principles.</p> <ul style="list-style-type: none"> • 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. 	<p>10 days</p>	<p><u>Teacher Made:</u></p> <ul style="list-style-type: none"> - Kitchen Setup - 6th grade recipe packet <p><u>The Learning Zone ExpressCurriculum</u></p> <ul style="list-style-type: none"> -Worksheets from Food Science and Production Unit <p><u>Discovering Food and Nutrition Text:</u></p> <ul style="list-style-type: none"> -p. 68-73, 74, 88-91 <p>BYOT and school supplied technology</p> <p>Foods lab supplies</p>	
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<p>IV. Nutrition</p> <p>A. Healthy Meal Planning</p> <ol style="list-style-type: none"> Using current recipes Healthy substitutions <p>B. Portion Distortion</p> <ol style="list-style-type: none"> Evaluating correct portion size Portion size vs. Serving Size Technology to assist in portion control 	<p>11.3.6 Food Science and Nutrition</p> <p>C.- Analyze factors that affect food choices</p> <p>D.- Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p>11.3.9 Food Science and Nutrition</p> <p>F. Hypothesize the effectiveness of the use of meal management principles.</p> <p>11.3.12 Food Science and Nutrition</p> <p>C. Evaluate sources of food and nutrition information.</p> <p>11.2.9 Balancing Family, Work and Community Responsibility</p> <p>E- Evaluate the impact of technology and justify the use or nonuse of it.</p>	<p>3-4 Days</p>	<p>Teacher created materials</p> <p>BYOT and school supplied technology</p>	
<p>V. Consumerism</p> <p>A. Being a Consumer</p> <p>B. Comparison Shopping</p> <ol style="list-style-type: none"> Researching products Different price resources <p>C. Technology to create smart Consumers</p> <ol style="list-style-type: none"> Internet safety Smart phone/tablet apps Websites 	<p>11.1.6 Financial and Resource Management</p> <p>D – Analyze information in care instructions, safety precautions and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities.</p> <p>11.1.9 Financial and Resource Management</p> <p>F. Evaluate different strategies to obtain consumer goods and services.</p> <p>11.1.12 Financial and Resource Management</p> <p>.F – Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>11.2.9 Balancing Family, Work and Community Responsibility</p> <p>E- Evaluate the impact of technology and justify the use or nonuse of it.</p> <ul style="list-style-type: none"> Students will incorporate various reading apprenticeship strategies where applicable. Students will be addressing the ‘technology’ element of STEM 	<p>3-4 Days</p>	<p>Teacher created materials</p> <p><u>The Young Spenders Curriculum:</u> - Worksheets</p> <p><u>Discovering Life Skills Text:</u> - p.186 – 187, 192-199</p> <p>BYOT and school supplied technology</p>	

<p>VI. Construction with Textiles</p> <p>A. Garment repair/ construction</p> <ol style="list-style-type: none"> 1. Basic hand sewing skills 2. Hand sewing buttons/ hems <p>B. Sewing machine Operation</p> <p>C. Construction of sewing project</p> <ol style="list-style-type: none"> 1. Demonstrations vs. written directions 2. Pinning and cutting 3. Machine sewing 4. Hand sewing 5. Self – Evaluation skills 	<p>11.1.6Financial and Resource Management F – Explain practices to maintain and/or repair consumer goods and services.</p> <p>11.2.6Balancing Family, Work, and Community Responsibilities B – Deduce the importance of time management skills.</p> <p>11.2.9Balancing Family, Work, and Community Responsibilities A – Solve dilemmas using a practical reasoning approach. (garment construction).</p> <p>11.2.9 Balancing Family, Work and Community Responsibility E- Evaluate the impact of technology and justify the use or nonuse of it.</p> <ul style="list-style-type: none"> • 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 	<p>112-13 Days</p>	<p><u>Teacher Made:</u> -Button instructions</p> <p><u>Projects ordered from Haan Sewing Company</u></p> <p><u>Discovering Life Skills Text:</u> - p.294-295, 300-301, 320</p>	
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