**COURSE DESCRIPTION**

**Course Title:** Family and Consumer Sciences 6th

**Course Number: 00704**

**Course Prerequisites:** none

**Course Description:** Family and Consumer Science 6 is a 9-week required course designed for sixth graders in the Warren County School District. It is an introductory course to the Family Consumer Sciences curriculum offered at the middle and high school level. The course will emphasize childcare, entrepreneurial skills, basic sewing skills, beginning kitchen safety, My Plate, meal preparation, decision-making skills, and beginning personal finance. A final examination is not required.

**Suggested Grade Level**: Grade 6

**Length of Course:** One Nine-Week Marking Period

**Units of Credit:** .25

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 44 – Family and Consumer Sciences K-12

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the** **WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 19251

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Today’s Teen

**Publisher:** McGraw-Hill Companies, Inc.

**ISBN #:**  0-07-846369-6

**Copyright Date:** 2004

**WCSD Board Approval Date: 6/27/2022**

**Supplemental Materials:** teacher school provided

**Curriculum Document**

**WCSD Board Approval:  6/27/2022**

**Date Finalized:6/5/2018**

**Date Approved:** 6/27/2022

**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

Learning styles

Aptitude and career alignment

Career Clusters

Personalities

Career Research

Educational Requirements, skills, and salaries for various careers

Safety Skills

Child Care

First Aide and Rescue Skills

Life and Business Skills

Laundry skills

Hand sewing skills

Proper clothing care

Guidelines to follow for constructing a sewing project

"I" statements

Verbal vs. nonverbal communication

Decision-making process

Listening skills

Written Messages

Communication Roadblocks

Financial Resource Management

MyPlate

5 Food Groups

Serving sizes/ portion sizes

Basic food preparation techniques

Kitchen safety

Kitchen equipment

Recipe Terms

Nutrition Fact Sheets

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Identify learning style | 13.1.8.A  13.1.8.B  13.1.8.C  13.1.8.D  13.1.8.E  13.1.8.F  13.1.8.G  13.2.8.A  13.2.8.B  13.2.8.C  13.3.8.A  13.4.8.A  13.4.8.B | MP1 |
| Identify personality types | 13.1.8.A  13.1.8.B  13.1.8.C  13.1.8.D  13.1.8.E  13.1.8.F  13.1.8.G  13.2.8.A  13.2.8.B  13.2.8.C  13.3.8.A  13.4.8.A  13.4.8.B | MP1 |
| List the six career clusters | 13.1.8.A  13.1.8.B  13.1.8.C  13.1.8.D  13.1.8.E  13.1.8.F  13.1.8.G  13.2.8.A  13.2.8.B  13.2.8.C  13.3.8.A  13.4.8.A  13.4.8.B | MP1 |
| Evaluate various career choices | 13.1.8.A  13.1.8.B  13.1.8.C  13.1.8.D  13.1.8.E  13.1.8.F  13.1.8.G  13.2.8.A  13.2.8.B  13.2.8.C  13.3.8.A  13.4.8.A  13.4.8.B | MP1 |
| Research a potential career | 13.1.8.A  13.1.8.B  13.1.8.C  13.1.8.D  13.1.8.E  13.1.8.F  13.1.8.G  13.2.8.A  13.2.8.B  13.2.8.C  13.3.8.A  13.4.8.A  13.4.8.B | MP1 |
| Compare and contrast possible careers | 13.1.8.A  13.1.8.B  13.1.8.C  13.1.8.D  13.1.8.E  13.1.8.F  13.1.8.G  13.2.8.A  13.2.8.B  13.2.8.C  13.3.8.A  13.4.8.A  13.4.8.B | MP1 |
| Diaper a baby | 13.2.8.C  13.3.8.A  13.3.8.E  13.4.8.A  13.4.8.B  13.4.8.C  11.1.6.D  11.1.6.G  11.2.6.B  11.2.6.D  11.4.6.A  11.4.6.B  11.4.6.C  11.4.6.D  11.4.6.E | MP1 |
| Apply first aide skills to various situations | 13.2.8.C  13.3.8.A  13.3.8.E  13.4.8.A  13.4.8.B  13.4.8.C  11.1.6.D  11.1.6.G  11.2.6.B  11.2.6.D  11.4.6.A  11.4.6.B  11.4.6.C  11.4.6.D  11.4.6.E | MP1 |
| Create and implement different forms of play that are age appropriate | 13.2.8.C  13.3.8.A  13.3.8.E  13.4.8.A  13.4.8.B  13.4.8.C  11.1.6.D  11.1.6.G  11.2.6.B  11.2.6.D  11.4.6.A  11.4.6.B  11.4.6.C  11.4.6.D  11.4.6.E | MP1 |
| Care for children from infants to school age | 13.2.8.C  13.3.8.A  13.3.8.E  13.4.8.A  13.4.8.B  13.4.8.C  11.1.6.D  11.1.6.G  11.2.6.B  11.2.6.D  11.4.6.A  11.4.6.B  11.4.6.C  11.4.6.D  11.4.6.E | MP1 |
| Apply the stages of development to proper care for each age group | 13.2.8.C  13.3.8.A  13.3.8.E  13.4.8.A  13.4.8.B  13.4.8.C  11.1.6.D  11.1.6.G  11.2.6.B  11.2.6.D  11.4.6.A  11.4.6.B  11.4.6.C  11.4.6.D  11.4.6.E | MP1 |
| Create a plan for getting customers in the babysitting field or a related field | 13.2.8.C  13.3.8.A  13.3.8.E  13.4.8.A  13.4.8.B  13.4.8.C  11.1.6.D  11.1.6.G  11.2.6.B  11.2.6.D  11.4.6.A  11.4.6.B  11.4.6.C  11.4.6.D  11.4.6.E | MP1 |
| Prepare and serve age-appropriate meals and snacks | 13.2.8.C  13.3.8.A  13.3.8.E  13.4.8.A  13.4.8.B  13.4.8.C  11.1.6.D  11.1.6.G  11.2.6.B  11.2.6.D  11.4.6.A  11.4.6.B  11.4.6.C  11.4.6.D  11.4.6.E | MP1 |
| Thread a needle | 11.1.6.A  11.1.6.B  11.1.6.D  11.1.6.F  11.2.6.B  11.2.6.C | MP1 |
| Replace a button | 11.1.6.A  11.1.6.B  11.1.6.D  11.1.6.F  11.2.6.B  11.2.6.C | MP1 |
| Mend a garment | 11.1.6.A  11.1.6.B  11.1.6.D  11.1.6.F  11.2.6.B  11.2.6.C | MP1 |
| Run a washing machine and a dryer according to manufacturer's guidelines and clothing care tags | 11.1.6.A  11.1.6.B  11.1.6.D  11.1.6.F  11.2.6.B  11.2.6.C | MP1 |
| Successfully complete a running stitch or an overcast stitch | 11.1.6.A  11.1.6.B  11.1.6.D  11.1.6.F  11.2.6.B  11.2.6.C | MP1 |
| Compare and contrast the costs of mending clothing as opposed to buying new clothing | 11.1.6.A  11.1.6.B  11.1.6.D  11.1.6.F  11.2.6.B  11.2.6.C | MP1 |
| Describe the benefits of properly laundering clothing | 11.1.6.A  11.1.6.B  11.1.6.D  11.1.6.F  11.2.6.B  11.2.6.C | MP1 |
| Identify the different categories of communication | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Identify the differences between verbal and nonverbal communication | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Interpret body language | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Identify the importance of written messages | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Apply active listening skills | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Apply the steps of the decision-making process to real-life scenarios | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Apply goal setting guidelines to achieve one's potential | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Implement "I" messages | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Recognize communication roadblocks | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Manage financial resources provided a scenario | 11.1.6.A  11.1.6.B  11.2.6.B  11.2.6.C  11.2.6.H  11.2.6.H.1  11.2.6.H.2  11.2.6.H.3  11.2.6.H.4  11.2.6.H.5 | MP1 |
| Identify and label the parts of MyPlate | 11.1.6.A, 11.1.6F, 11.2.6B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C , 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G | MP1 |
| Successfully identify foods and which group they belong to | 11.1.6.A, 11.1.6F, 11.2.6B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C , 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G | MP1 |
| Evaluate the serving sizes of various foods | 11.1.6.A, 11.1.6F, 11.2.6B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C , 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G | MP1 |
| Create food items given a recipe | 11.1.6.A, 11.1.6F, 11.2.6B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C , 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G | MP1 |
| Assess the nutritional content given a nutrition fact sheet | 11.1.6.A, 11.1.6F, 11.2.6B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C , 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G | MP1 |
| Illustrate the understanding of various cooking terms in a cooking lab environment | 11.1.6.A, 11.1.6F, 11.2.6B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C , 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G | MP1 |
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**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) · Labs/lab reports · Bell ringers/Problems of the Day (PODs) · Discussions · Teacher observation/Questioning · Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) · Summarizing · Retelling · Notetaking · Problem-based learning modules · Authentic assessment · Oral presentations · Outlining · Journaling · Student presentations/projects · Open-ended response · Classroom Performance System (CPS)

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Essays · Open-Ended Responses · Projects · Quizzes/tests · Student presentations · Portfolios