

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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](#), 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

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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	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	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	
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	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	13.2.8.A 13.2.8.B 13.2.8.C 13.3.8.A 13.4.8.A 13.4.8.B	
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	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	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	
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	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	11.2.6.C	
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	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	11.2.6.H.2 11.2.6.H.3 11.2.6.H.4 11.2.6.H.5	
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	MP1

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	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	
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

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Illustrate the understanding of various cooking terms in a cooking lab environment	11.1.6.A, 11.1.6.F, 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

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