

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

6th Grade Family and Consumer Science

Course # 1008

Grade(s) 6

Department: Family & Consumer Science

Length of Period (mins.) 43

Total Clock Hours 32.25

Periods per Cycle: 6

Length of Course (yrs.) .25

Type of Offering: required elective

Credit: .25

Adopted: _____

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Description of Course

Course Title:

6th Grade Family and Consumer Science - # 1008

Description:

This survey course will incorporate the Food Guide Pyramid in choosing and preparing healthy and nutritious foods. Emphasis will be placed on developing skills necessary to become a competent childcare provider. Using resource management skills, students will produce an individual project that can be utilized as a tool when caring for children.

Goals:

- Define and incorporate nutritional knowledge in choosing foods for young children and pre-teens.
- Develop safe and appropriate activities to use when providing care for young children
- Create an individual project

Requirements:

Students must participate in activities that produce a caregiver capable of meeting the needs of young children, food preparation labs and activities related to good nutrition for pre-teens and young children, and create a project that can be utilized as a tool when caring for children.

Text:

Kowtaluk, Discovering Food & Nutrition, Glencoe, 2005

Ross, Patricia, Take Charge of Your Life, Goodheart-Wilcox, 2004

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Nutrition and Foods	1	Students will recognize safety hazards in the kitchen.	A	<ul style="list-style-type: none"> Recognize safety hazards in the kitchen Safe use of utensils, oven, microwave, and stovetop 	<ul style="list-style-type: none"> Identify potential hazards from pictures and kitchen display 	11.3.6 B
	2	Students will demonstrate safe and sanitary work habits in the kitchen.	L	<ul style="list-style-type: none"> Learn that hot, soapy water is the most effective way to kill germs and bacteria 	<ul style="list-style-type: none"> Checklist for lab evaluation 	11.3.6 B
	3	Students will identify and demonstrate proper use of measuring tools.	U	<ul style="list-style-type: none"> Use appropriate tools for measuring ingredients 	<ul style="list-style-type: none"> Checklist for lab evaluation 	11.3.6 F
	5	Students will follow basic food preparation instructions.	U	<ul style="list-style-type: none"> Prepare a variety of foods following simple directions 	<ul style="list-style-type: none"> Checklist for lab evaluation 	11.3.3 F 11.3.6F
	6	Students will use the food guide pyramid to discuss a well-balanced daily menu.	L	<ul style="list-style-type: none"> Review Food Guide Pyramid Using pictures/food models, sort combination foods into the correct food groups 	<ul style="list-style-type: none"> Student worksheet Student guide sheet Quiz/test Class discussion Food Pyramid poster 	11.3.6 C 11.3.6 D 11.3.6 E
	7	Students will identify the six nutrients and explain their basic functions.	A	<ul style="list-style-type: none"> Basic food nutrients are essential for good health 	<ul style="list-style-type: none"> Student guide sheet Quiz/test Class discussion Food Pyramid poster 	11.3.6 E
	8	Students will determine what makes up a serving size for each food group.	L	<ul style="list-style-type: none"> Number of servings required are determined by age, sex, physical condition, and activity level Serving sizes vary with the type of food 	<ul style="list-style-type: none"> Student guide sheets Class discussion Quiz/test 	11.3.3 D
	Textiles and Clothing	9	Students will apply basic knowledge and the safe use of basic sewing tools.	L	<ul style="list-style-type: none"> Introduction to basic sewing equipment 	<ul style="list-style-type: none"> Quiz
10		Students will demonstrate proper use of the sewing machine.	U	<ul style="list-style-type: none"> Learning basic parts of the sewing machine Learning to control the sewing machine 	<ul style="list-style-type: none"> Evaluation of stitching chart accuracy Observation of threading 	11.1.6 F
11		Students will construct an individual project.	U	<ul style="list-style-type: none"> Reading and following project directions 	<ul style="list-style-type: none"> Checklist 	11.2.6 A 11.2.6 A
12		Students will apply time management skills in the completion of a project.	L	<ul style="list-style-type: none"> Following directions Project construction involves a step-by-step process which is necessary to complete a project 	<ul style="list-style-type: none"> Score card 	11.2.6 B
Individual, Child, and	13	Students will state the primary	L	<ul style="list-style-type: none"> A babysitter temporarily takes the 	<ul style="list-style-type: none"> Quiz 	11.1.6 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
Family Development		responsibilities of a young caregiver.		place of the children’s parents • Provide the care and understanding a parent would • Responsible for safety and welfare of children in your care		11.4.6 D
	14	Students will compile information necessary to be the sole caregiver of children.	U	• Create a babysitter’s emergency information board • Stress safe telephone use • Role play procedures for answering the telephone • Compile questions concerning the routine of the children	• Score card • Role play	11.4.6 B 11.4.6 C
	15	Students will provide for a safe physical and emotional environment for the children in their care.	U	• Discuss how to evaluate a room for child safety • Evaluate pictures • Investigate ways to childproof your home • Safety precautions depend on the age of the child	• Class discussion • Worksheet • Safety checklist	11.2.6 A 11.4.6 A 11.4.6 D
	16	Students will explain procedures to follow when babysitting in case of injury, fire, or poisoning.	U	• Know what information is necessary and where to find it	• Worksheet • Role playing	11.2.6 E
	17	Students will evaluate the safety of age appropriate toys.	U	• Compare stage of development to determine age appropriateness of toys • No-Choke Tube	• Worksheets	11.4.6 B
	18	Students will select safe and nutritious snacks for children.	U	• Select and prepare snacks for children • Discuss unsuitable snacks	• Teacher made packet	11.3.6 D
	19	Students will create play activities and materials that provide children with opportunities to learn and develop.	E	• Construct a variety of items to be included in a “Sitter Readiness Bag” (toy, game, book, puzzle, etc) • Demonstrate how to read a book to a group of young children	• Score card • Students read to each other in small groups	11.4.6 E
	20	Students will compare and contrast physical and social development from birth to school age.	U	• Arrange developmental task according to average development • Discuss variations according to stage of development	• Class discussion • Worksheet	11.4.6 A