



Radnor Middle School
Course Overview



6th Grade Family and Consumer Sciences

General Information

Credits: N/A
Weighted: N/A
Prerequisite: N/A

Length: 1 Quarter
Format: Meets Daily
Grade: 6th Grade

I. Course Description

Students will be challenged to assess and use their personal abilities and talents in order to demonstrate responsibility in meeting day to day needs. They will be given the opportunity to experience success through completion of several projects.

MAJOR UNITS OF STUDY

Exploring Childhood- 2 weeks
Foods- 3 weeks
Nutrition- 1 week
Sewing- 3 weeks

6th Grade Family and Consumer Sciences

Common Core Standards

Child Development

- 11.4.3. A-Identify characteristics in each stage of child development.
- 11.4.3. B-Identify health and safety needs for children at each stage of child development.
- 11.4.3. C-Identify the characteristics of a learning environment.
- 11.4.6. A-Compare and contrast child development guided practices according to the stage of child developmental.
- 11.4.6. B-Identify ways to keep children healthy and safe at each stage of child development.
- 11.4.6. C-Identify the role of the caregiver in providing a learning environment (e.g., baby-sitting, daycare, preschool).
- 11.4.6. -Identify characteristics of quality literature for children and other literacy enhancing activities.
- 11.4.3. D-Identify community resources provided for children.

Foods and Nutrition

- 11.3.3. C-Explain the importance of eating a varied diet in maintaining health.
- 11.3.3. D-Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body.
- 11.3.3. E-Define energy-yielding nutrients and calories.

11.3.6. D-Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.

11.3.6. E-Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.

11.3.3. B-Describe personal hygiene techniques in food handling (e.g., hand washing, sneeze control, signs of food spoilage).

11.3.3. F-Identify components of a basic recipe e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).

11.3.3. G-Classify foods according to senses (e.g., taste, touch, smell, mouth feel, sight, sound).

11.3.6. B-Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).

11.3.6. C-Analyze factors that affect food choices.

11.3.6. F-Analyze basic food preparation techniques and food-handling procedures.

11.3.6. G-Describe the physical, biological, and chemical changes that take place in food preparation.

11.3.3. C-Explain the importance of eating a varied diet in maintaining health.

11.3.3. D-Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body.

11.3.3. Define energy-yielding nutrients and calories.

11.3.6. D-Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.

11.3.6. E-Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.

16.4- Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

16.2- Evaluate fiber and textiles materials.

Keystone Connections:

A1.1.1 Operations with Real Numbers and Expressions

- **A1.1.1.1** Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).
- **A1.1.1.2** Apply number theory concepts to show relationships between real numbers in problem-solving settings.
- **A1.1.2.2** Write, solve, and/or graph systems of linear equations using various methods.

C.E.1 Writing to Inform—Exposition

- **C.E.1.1** Write informative pieces that describe, explain, or summarize information or ideas.
- **C.E.2.1** Revise writing to improve style, meaning, word choice, and sentence variety.
- **C.E.3.1** Use conventions of standard written language.

L.N.1 Reading for Meaning—Nonfiction

- **L.N.1.2** Use appropriate strategies to determine and clarify meaning of vocabulary in literature
- **L.N.1.3** Use appropriate strategies to comprehend literature during the reading process

L.N.2 Analyzing and Interpreting Literature—Nonfiction

- **L.N.2.2** Use appropriate strategies to compare, analyze, and evaluate literary forms.
- **L.N.2.4** Use appropriate strategies to identify and analyze text organization and structure in literary
- **L.N.2.5** Use appropriate strategies to identify and analyze essential and nonessential information in literary

BIO.A.1 Basic Biological Principles

- **BIO.A.1.2** Describe relationships between structure and function at biological levels of organization.

BIO.A.2 The Chemical Basis for Life

- **BIO.A.2.2** Describe and interpret relationships between structure and function at various levels of biochemical organization (i.e., atoms, molecules, and macromolecules).

Student Objectives:**Exploring Childhood-** The student will understand:

- Characteristics of each stage of child development
- Ways to keep young children healthy and safe
- Responsibilities of being a babysitter
- Appropriate activities while babysitting
- How to set up a babysitting business
- The caregiver has a role in providing a learning environment
- Quality literature for children and other literacy enhancing activities are essential

Foods- The student will know that:

- Food Safety and sanitation are critical in food preparation.
- The equipment in the Foods Lab must be identified and its placement must be known.
- Measurement of ingredients is crucial to a successful lab experience.
- Following a basic recipe will ensure success.
- Providing food for the home-bound elderly is a community service.
- Teamwork in the foods lab is beneficial.
- There are proper dishwashing techniques.

Nutrition- The student will know that:

- The USDA's MyPlate.gov helps us to make healthy food choices.
- Activity is an important part of a healthy lifestyle.
- It is important to read and understand a food label.
- Classification of food groups helps organize your diet.
- Compare the fat and calorie content of a group of food items.

Sewing- The student will know:

- There are safety procedure in the use of the sewing machine and hand equipment.
- There is equipment that uses advanced technology (embroidery equipment).
- Basic sewing terminology.
- Parts of a sewing machine.
- How to thread a sewing machine.
- How to follow a sequence of steps to complete a project.
- How to manage time to complete a sewing project on time.

Materials & Texts

Exploring Childhood-

- "Child Development Basics: Stages of Development" DVD
- "Safety First: Babysitting" DVD
- "The Super Sitter" Information Booklet
- Red Cross Babysitting Worksheets
- School Nurse- guest speaker, Choking and First Aid
- Assorted Toys- explaining safety and developmental stages
- Baby Dolls- used to practice authentic toddler care skills

Foods-

- "Measure Right" Software to learn measuring technique
- Handouts
- Recipe Worksheets
- Foods Lab Equipment
- "Aid for Friends" DVD, Meal Containers
- "Fight Bac", DVD, prevention of food-borne illness

Nutrition-

- USDA's MyPlate.gov DVD
- "Label-Ease" , DVD
- USDA's MyPlate.gov Charts
- Food Group Tubs- filled with non-perishable items from the food groups
- MyPlate.gov Worksheets www.MyPlate.gov
- Taste Test for Fat Comparison

Sewing-

- “ Machine Parts/ How to Thread the Machine”, DVD
- Bernina 1008 Sewing Machine
- Baby Lock Embroidery Machine
- Safety Worksheets
- Equipment Identification Worksheets
- Stitch Practice Worksheets
- Hand Sewing Equipment (Fabric, Buttons, Thread)

Activities, Assignments, & Assessments**Exploring Childhood-**

- Satisfactory completion of a worksheet packet.
- Virtual Babysitting Bag of Toys- using a computer to compile a collection of toys to meet different stages of development.
- Babysitting Business Brochure- students use computer to generate an advertisement for their babysitting service.
- Written Test
- Folder Assessment

Foods-

- Food Labs
- Written Quizzes
- Worksheets
- Authentic Assessment of a recipe
- Folder Assessment

Nutrition-

- Worksheets
- Completion of “BlastOff” Game on www.MyPlate.gov, Certificate of Completion
- Written Quiz
- Folder Assessment

Sewing-

- Written Quiz
- Authentic Assessment- Straight Stitch and Pivots, Curved Lines, and Mock Pencil Case
- Completion of a Sewing Project- Make a pencil case
- Completion of a Hand Sewing Sample- Hem and Button

Common Assessment:

Exploring Childhood: Performance Assessment

Foods: Performance/Authentic Assessment-Foods Lab

Nutrition: Selected Response Assessment

Sewing: Performance/Authentic Assessment-Individual Sewing Project

Terminology

Exploring Childhood: Babysitting, Stages of development, Physical Skills, Intellectual Skills, Social Skills, Solitary Play, Parallel Play, Cooperative Play, Pretend Play, Infant, Babies, Toddler, Pre-School, Kindergarten, Rescue Breathing

Foods: Recipe Terms, Measurement, Measurement Abbreviations, Equivalent, Equipment, Food Safety, Food Borne Illness, Microwave Terms, Community Service

Nutrition: Nutrition, USDA, Nutrients, Food Labels, MyPlate.gov, Balanced Eating

Sewing: Sewing Terms, Sewing Tools, Machine Parts, Hand Sewing

Media, Technology, Web Resources**Exploring Childhood-**

- “Child Development Basics: Stages of Development” DVD
- “Safety First: Babysitting” DVD
- “The Super Sitter” Information Booklet
- LCD Projector
- Laptop Computers
- Smart Tablet

Foods-

- “Measure Right” Software
- “Measure Right” Podcast
- Hand Washing Photo Story
- “Aid for Friends” DVD
- “Fight Bac” DVD
- LCD Projector
- Laptop Computers
- Smart Tablet

Nutrition-

- USDA's MyPlate.gov DVD
- "Label-Ease" DVD
- USDA's MyPlate.gov Charts
- MyPlate.gov Worksheets www.MyPlate.gov
- Laptop Computers
- LCD projector
- Smart Tablet
- SMART Board

Sewing-

- "Machine Parts/ How to Thread the Machine" DVD
- "Hand Sewing" DVD
- On Line Study Guide for Sewing Machine Parts
- Document Reader
- LCD Projector
- Smart Tablet
- SMART Board