Fairfield Public Schools
Family Consumer Sciences Curriculum

Grade 6 Curriculum

Family & Consumer Sciences 6th Grade

6th Grade Overview

The 6th grade Family and Consumer Sciences curriculum is implemented over a 10-week period and emphasizes developing the student's responsibility for personal care and safety. Units include Home and Life Safety, Foods & Nutrition, and Fashion & Textile Design. In the Home and Life Safety Unit students will study Fire Safety and Prevention. In the Foods and Nutrition Unit students will learn food preparation skills in conjunction with learning the importance of making healthy food choices while practicing kitchen safety. In Fashion & Textile Design, the students will learn basic sewing skills while making a project that includes computerized technology.

In grade 6 the learner will:

- develop a Home Fire Safety Plan.
- review Exit drills in the home.
- identify the parts of the Fire Triangle.
- recognize flammable household products.
- identify healthy food options.
- safely prepare fresh foods using step-by-step recipes.
- demonstrate basic sewing skills.
- construct a beginner's sewing project.

National Standards for Family and Consumer Sciences Education

Developed by the National Association of State Administrators of FCS

Area of Study 1.0			
Career, Community and Family Connections			
Comprehensive Standard Integrate multiple life roles and responsibilities in family, work, and community settings.			
Content Standards		**Competencies**	
1.2	Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.3	Apply communication skills in school, community and workplace settings.
		1.2.4	Demonstrate teamwork skills in school, community and workplace settings.
		1.2.8	Demonstrate work ethics and professionalism.

Area of Study 2.0			
Consumer and Family Resources			
Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources.			
Content Standards		**Competencies**	
2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities.
		2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.

Area of Study 14.0			
Nutrition and Wellness			
Comprehensive Standard Demonstrate nutrition and wellness practices that enhance individual and family well-being.			
Content Standards		**Competencies**	
14.2	Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span	14.2.1	Analyze the effect of nutrients on health, appearance, and peak performance.
		14.2.2	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
		14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)	14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.
		14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Area of Study 16.0			
Textiles, Fashion, and Apparel			
Comprehensive Standard Integrate knowledge, skills, and practices required for careers in textiles and apparels.			
16.3	Demonstrate fashion, apparel, and textile design skills.	16.3.7	Demonstrate ability to use technology for fashion, apparel, and textile design.
16.4	Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.	16.4.5	Demonstrate basic skills for producing and altering textile products and apparel.

Family & Consumer Sciences – 6th Grade

Assessments

Assessments are based on student's ability to accomplish skill objectives.

Student's progress in the 6th Grade FCS course will be measured with both formative and summative performance based assessments.

Common assessments will be used and correlated within each unit.

Teacher Resources

- Internet, tablets, books, teacher texts, current and relevant magazines, online resources.
- Modern kitchen equipment, sewing machines, sergers, small appliances, hand tools, and other supplies and materials relevant to the curriculum.

Unit 1	Essential Questions	Central Understandings	Skill Objectives
Home and Life Safety		Students will understand:	Students will be able to:
Fire Safety	Why do we need a fire escape plan? How can we prevent fires in our homes? How do we identify flammable substances?	• how to plan fire escape routes in the home. • the elements of the Fire Triangle. • how to identify flammable household products.	• plan and execute escape routes in their home. • explain how to extinguish a small kitchen fire according to the fire triangle. • recognize household products with flammable warnings.

Unit 2	Essential Questions	Central Understandings	Skill Objectives
Foods & Nutrition		Students will understand:	Students will be able to:
Healthy Eating Habits	What is a fresh food?	• how to read a food label. • the difference between fresh, minimally processed, and processed foods.	• compare food labels and choose the healthier, least processed option.
Food Safety and Sanitation	Why are the 4 c's necessary in the kitchen?	• the 4 c's of safety and sanitation.	• identify the 4 C's of food safety: clean, cook, chill, avoidance of cross contamination. • properly wash hands and dishes.
Kitchen Safety	Why can't I run with a knife? What is the bear claw?	• how kitchen accidents are caused.	• control behavior to prevent potential kitchen accidents.

Food Preparation	How do I rough cut? Why do I have to know what cut-in means?	• cooking terms and tools necessary for food preparation. • how to stir, cut-in, whisk, rough cut, peel, core, and slice.	• prepare four simple recipes in a lab environment using fresh, minimally processed ingredients. • demonstrate correct selection of kitchen tools. • identify basic recipe terminology and abbreviations. • stir, cut-in, whisk, rough chop, peel, core, and slice.
Measuring Techniques	What is the difference between a dry measuring cup and a liquid measuring cup? Why shouldn't I pack the flour?	• how to properly measure ingredients.	• demonstrate correct selection of measuring tools. • demonstrate correct measuring techniques for dry and liquid ingredients.
Interdisciplinary Skills	Why do I need to know how read instructional materials? How do I measure one half of a tablespoon?	• understand the application of math, reading, and following instructional materials as it applies to sewing.	• read and follow pattern instructions. • apply appropriate math skills. • select and use appropriate measurement tools.

Unit 3	Essential Questions	Central Understandings	Skill Objectives
Fashion & Textile Design		Students will understand:	Students will be able to:
Machine Skills	How do I use a sewing machine?	• how to thread a sewing machine. • how to insert a bobbin. • the operation of a sewing machine.	• identify the parts of a sewing machine. • correctly thread the sewing machine. • correctly operate the sewing machine. • insert a bobbin. • select decorative stitches.
Sewing Skills	What is a seam?	• the necessity of stitching a straight seam. • how to sew a 5/8th inch seam allowance. • pivoting. • backstitching secures the seam. • the purpose of a seam finish.	• sew a 5/8th inch straight seam. • pivot where necessary. • backstitch at the beginning and end of the seam • apply a seam finish.
Basic Sewing Tool Skills	Why do I need tools in sewing?	• how to use basic tools.	• demonstrate the correct use of ○ irons ○ rulers ○ shears ○ straight pins ○ safety pins ○ seam rippers

Construction Skills	How do I make my project?	• correct use of fabric shears. • a casing is used to hold a drawstring. • fabric is usually sewn right sides together. • to ensure correct construction; raw edges must match. • weight bearing seams need reinforcement.	• trace a pattern. • cut fabric. • make a casing. • insert a drawstring into a casing. • pin fabric right sides together. • match raw edges. • reinforce weight bearing seams.
Computer Skills	How can I use a computer to decorate my design project?	• how to generate computer artwork.	• create computer artwork.
Hand Sewing Skills	What is the difference between hand sewing and sewing machine sewing? Why do I need to use a sewing machine if I can sew by hand?	• use of a hand needle • how to make a knot. • the purpose of a knot. • the correct technique for sewing on a button.	• distinguish between tasks for hand sewing and tasks for a sewing machine. • thread a hand needle. • hand knot the thread on the needle. • sew on a button.
Interdisciplinary Skills	Why do I need to know how to use a ruler when I sew?	• understand the application of math, reading, and following instructional materials as it applies to sewing.	• read and follow pattern instructions. • apply appropriate math skills. • select and use appropriate measurement tools.