

Family & Consumer Science

PROGRAM CONCENTRATION: Family and Consumer Science

COURSE TITLE: 20.01100 Sixth Grade Family and Consumer Science

COURSE DESCRIPTION:

The goal of Sixth Grade Family and Consumer Science is to provide all students with an introduction to the Family and Consumer Sciences Career Pathways. The FACS career pathways are Nutrition and Food Science, Consumer Services, Interior and Fashion Design, and Family, Community, and Global Leadership. Culinary Arts career pathway is Culinary Arts. Education career pathways are Early Childhood Education and Teaching as a Profession. Students will acquire fundamental knowledge and skills necessary for success in any of the career pathways. Exposure to career possibilities in each area will allow students to successfully integrate their own interests into a career plan. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.

In this course, middle school students will experience a variety of activities that will promote self-awareness, leadership, development of skills needed to achieve personal goals relating to family, home, career, and community.

CONTENT KNOWLEDGE: CAREERS

FACS6 - CA1 Students will integrate knowledge, skills, and practices focused on career pathways: Culinary Arts, Consumer Services, Early Childhood Education, Nutrition and Food Science, Interior and Fashion Design, Teaching as a Profession, and Family, Community, and Global Leadership.

- a) Develop a personal/professional network to assist in career exploration through a variety of experiences.
- b) Evaluate planning, teamwork, and time management using a rubric.

ACADEMIC STANDARDS:

M6D1 – Students will pose questions, collect data, represent and analyze the data, and interpret results.

SAMPLE TASKS:

- Participate in a job inventory assessment
- Interview parents/family members/friends about their career experiences. Write findings.
- Brainstorm what basic skills are needed in a work setting. Compare these findings to the school setting.
- Invite guest speakers to share skills and abilities required for their career.

CONTENT KNOWLEDGE: EARLY CHILDHOOD EDUCATION

FACS6-ECE1: Students will analyze human growth and development and demonstrate the integration of knowledge, skills, and practices of the caregiver-educator roles.

- a) List roles and responsibilities of parents and caregivers.
- b) Identify community resources that benefit children.
- c) List toys, books, games, and software of interest to children.
- d) Discuss safety and proper use of toys.
- e) Compare different forms of management used with children in different situations.

ACADEMIC STANDARD:

S6CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.

SAMPLE TASKS:

- Make a list of toys that are appropriate for infants, toddlers, and preschoolers.
- Make homemade play dough. Write about its value as a learning/teaching tool.
- Create a babysitting kit.
- Evaluate preschool books as related to a young child and their growth.
- Invite guest speakers to inform students about careers in teaching and care giving of children.
- Role play situations where students decide which management technique/techniques can be used to handle a situation. Discuss why the technique is/is not best.

CONTENT KNOWLEDGE: FOOD, NUTRITION, AND WELLNESS

FACS-FNW1: Students will apply principles of food science, food technology, and nutrition and their relationships to growth, development, health, and wellness to support informed decision-making that promotes good health.

- a) Investigate the dietary guidelines and www.mypyramid.gov
- b) Classify the sources of nutrients.
- c) Identify safety and sanitation practices
- d) Identify and demonstrate acceptable behaviors for table service and etiquette.

ACADEMIC STANDARDS:

S6CS1 – Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S6CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.

S6CS3 – Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

SAMPLE TASKS:

- Using the www.mypyramid.gov website, each student will determine their daily dietary and activity plan.
- Plan modifications to eating patterns using the information from “my pyramid” activity.
- Identify and practice proper hand washing procedures. Investigate the sanitation level with a product like “Glogerm.”
- Invite Etiquette Professionals to share the importance of etiquette.
- Work in groups to plan a simple meal and create a tablescape complete with proper table service.

CONTENT KNOWLEDGE: CONSUMER AND FINANCE

FACS6-CF1: Students will identify and discuss social and financial skills needed to develop personal independence and interpersonal relationships.

- a) Discuss the importance of money and time management.
- b) Define short term and long term financial goals.
- c) Research resources available to meet the needs of individuals and families.

ACADEMIC STANDARDS:

M6P4 – Students will make connections among mathematical ideas and to other disciplines.

SAMPLE TASKS:

- Take a money management and time management survey
- Record personal expenses for one week to determine how their money is used.
- Identify ways to earn income.
- Create a visual of “help” agencies available in community.

FCS6-CF2: Students will analyze factors (social, psychological, economic, cultural) affecting consumer and management decisions for individuals and families and how those decisions impact society.

- a) Identify the types of available credit.
- b) List sources of credit.
- c) Identify the cost and limitations of credit.

- d) Identify consumer rights and responsibilities.
- e) Describe how advertising impacts consumer decisions.
- f) Explain the impact of technology on consumers.
- g) Research the effects/cost of bad credit.

ACADEMIC STANDARDS:

M6P1 – Students will solve problems (using appropriate technology).

SS6E4 – The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

SAMPLE TASKS:

- Research money instructor.com or a similar website and complete an introduction to credit activity.
- Select an advertisement from a magazine and describe why it appeals to you.
- Play a money game (example Money Wise Kids).
- Use FCCLA website and take Financial Fitness Test.
- Invite guest speakers from the banking/financial institutions to share financial responsibility (share career opportunities in banking).
- Invite guest speakers to share about debt recovery.
- Use case studies to help students apply the principles of management.

CONTENT KNOWLEDGE: CULINARY ARTS (FOODS)

FACS6-CA1: Students will demonstrate food preparation and service knowledge and skills.

- a) Identify basic kitchen equipment and utensils.
- b) Identify kitchen safety procedures and sanitation techniques.
- c) Demonstrate food preparation using kitchen safety and sanitation techniques.
- d) Compare the dietary guidelines and www.mypyramid.gov to weekly meal plan.

ACADEMIC STANDARDS:

S6CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.

S6CS3 – Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

SAMPLE TASKS:

- View a selection of kitchen utensils and equipment and then participate in an activity matching the names of the utensils and equipment with pictures of each.
- Read a story about an unsafe kitchen practice and complete an assessment of the outcome.
- Practice measuring using measuring equipment and tools.
- Prepare a simple recipe.
- Invite a guest speaker in the food industry to inform students of skills and abilities for a Culinary Arts career.
- Invite school nutritionist to share the dietary guidelines for school lunches.

CONTENT KNOWLEDGE: INTERIOR DESIGN

FCS6-ID1: Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decisions impact society.

- a) Identify basic human needs met through housing.
- b) Identify lifestyle, needs, values, and goals related to housing.
- c) List safe household practices.
- d) Suggest ways to create a comfortable living space.

ACADEMIC STANDARDS:

S6CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.

SAMPLE TASKS:

- Recreate student bedroom using a computer room planning program.
- Create a dream room using cutouts from magazines and write a statement explaining why this is their dream room.
- Identify unsafe household practices by using a picture worksheet depicting many examples.
- Home project: Have students clean out and organize closet, clean a bathroom, or identify unsafe places in their home and work with parents to make it safer.
- Make a creative project for home.

CONTENT KNOWLEDGE: FASHION DESIGN

FACS6-FD1: Students will analyze factors (social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families and how those decisions impact society.

- a) Determine values/needs/wants related to wardrobe.
- b) Recognize factors influencing clothing purchases.
- c) Determine appropriate clothing care.
- d) Use creative ideas and materials to personalize an individual and/or group project.

ACADEMIC STANDARDS:

M6P4 – Students will make connections among mathematical ideas and to other disciplines.

SAMPLE TASKS:

- Complete a personal wardrobe inventory and determine needs.
- List the care procedures for a variety of everyday clothing.
- Home project: Have students sort, wash, dry, and put away several loads of clothes.
- Demonstrate how to recycle clothing items (take old clothing and create new clothing).

CONTENT KNOWLEDGE: FAMILY, COMMUNITY, AND LEADERSHIP

FACS6-FCGL1: Students will demonstrate teamwork, leadership skills, and knowledge to become leaders in the family, workplace, and community.

- a) Identify the elements of an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- b) Discuss community and civic responsibilities, volunteerism, volunteer management and recognition, and social services.
- c) Analyze the characteristics of persons who are valued leaders and citizens in the community.
- d) Develop a project that demonstrates leadership skills.

ACADEMIC STANDARDS:

M6P1 – Students will solve problems (using appropriate technology).

M6P3 – Students will communicate mathematically.

M6P4 – Students will make connections among mathematical ideas and to other disciplines.

M6P5 – Students will represent mathematics in multiple ways.

SAMPLE TASKS:

- Use FCCLA programs:
 - Dynamic Leadership
 - Power of One
 - Community Service
 - F.A.C.T.S. (Families Acting for Community Traffic Safety)
 - Financial Fitness
 - Student Body
 - Families First
 - Leaders at Work
 - STAR Events
 - Career Connections
 - Stop the Violence

READING STANDARD COMMENT:

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAEMRC-1: Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas.
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books.
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context.
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

WRITING:

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW-1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

CTAEW-2: The student uses research and technology to support writing.

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

ENTREPRENEURSHIP:

MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.

- a) Define entrepreneurship.

- b) Identify and analyze characteristics of a successful entrepreneur.
- c) Identify the reasons for planning in entrepreneurial businesses.
- d) Discuss the entrepreneurial discovery processes.
- e) Assess global trends and opportunities.
- f) Determine opportunities for business creation.
- g) Generate ideas for business.
- h) Determine feasibility of ideas.
- i) Determine the major reasons for business failure.

ACADEMIC STANDARDS:

ELA8W1 – The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3 – The student uses research and technology to support writing.

SSEF6 – The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

SSEIN1 – The student will explain why individuals, businesses and governments trade goods and services.

MKT-EN-2: Explain the fundamental concepts of business ownership.

- a) Determine the relationship of competition to our private, free enterprise system.
- b) Explain the effects of competition on buyers and sellers.
- c) Identify the common types of business ownership.
- d) Compare and contrast the advantages and disadvantages of each type of ownership.
- e) Explain relevant government regulations relating to the operation of a business.
- f) Discuss the types of risks that businesses encounter.
- g) Explain how businesses deal with the various types of risks.
- h) Identify the market segment for the business.
- i) Formulate a marketing mix designed to reach a specific market segment.
- j) Utilize the marketing functions to determine the competitive advantage of the proposed business.

ACADEMIC STANDARDS:

ELA8W1 – The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3 – The student uses research and technology to support writing.

SSEF5 – The student will describe the roles of government in a market economy.

CTAE FOUNDATION SKILLS:

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.